



2005-2006
ACADEMIC CATALOG

School of Business

School of Education

*School of Humanities,
Religion and Social Sciences*

School of Natural Sciences



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This university is authorized under federal law to enroll nonimmigrant alien students.

In accordance with requirements of DVB Circular 20-76-84, Appendix P, this is to certify that this university catalog is true and correct in content and policy.

CATALOG CONTENTS

Catalog Contents	2
FPU Telephone Directory	3
The Main Campus	4
The Fresno Pacific Idea	9
Program Offerings	11
Special Programs	13
Student Services	19
Admissions	28
Baccalaureate Programs	28
Graduate Programs	32
Student Financial Services	36
University Policies	55
Personnel	77
Undergraduate Academic Programs	89
Degree Completion Academic Programs	157
Graduate Academic Programs	163
Continuing Education	196
Course Descriptions	199
Index	282

FPU TELEPHONE DIRECTORY

Information	559-453-2000
Admissions (degree completion)	453-2280
Admissions (graduate)	453-3667
Admissions (undergraduate)	453-2039
Advancement	453-2080
Alumni Relations	453-2058
Athletics	453-2009
Bookshop	453-2078
Business Office	453-2034
Career Resource Center	453-2220
Center for Peacemaking and Conflict Studies	453-3418
Continuing Education	453-2015
Emergency	453-2298
Graduate/Degree Completion Office	453-2016
Health Services	453-2097
Helpdesk	453-2254
Hiebert Library	453-2090
Housing and Residence Life	453-7115
Human Resources	453-2245
Information Services	453-2254
International Programs and Services Office	453-2069
Mentoring and Retention	453-2051
Multimedia Arts Center	453-3626
Office for New Educators	453-2053
President	453-2010
Provost	453-2031
Regional Centers	
Bakersfield	661-864-1515
North Fresno	559-453-3440
Visalia	559-622-9958
Registrar	453-2037
Safety and Security	453-2118
Schools	
Business	453-3671
Education	453-5551
Humanities, Religion and Social Sciences	453-4610
Natural Sciences	453-2211
Sports Information Hotline	453-3636
Student Financial Services	453-2041
Student Life	453-2073
Test Center	453-5588
Transcript Information	453-2268
University Communications	453-5552

Correspondence

For information about the areas listed on this page, address correspondence to the appropriate office in care of:

Fresno Pacific University
1717 South Chestnut Avenue
Fresno, CA 93702

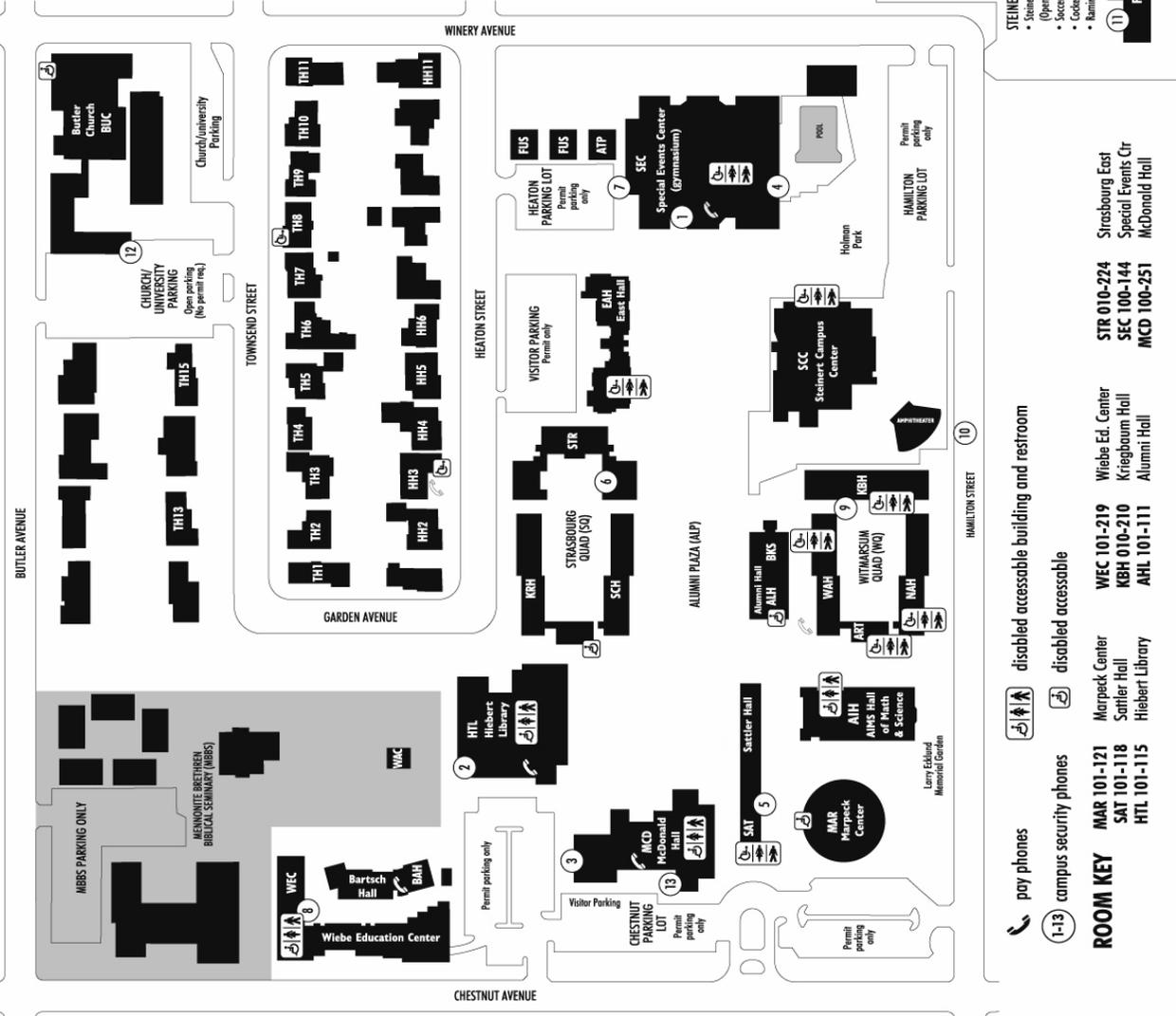
THE MAIN CAMPUS

LOCATIONS

- AIH AIMS Hall of Math & Science
- ALH Alumni Hall (dining hall)
- ALP Alumni Plaza
- ART Art Room
- BAH Bartsch Hall
- BKS Bookshop
- BUC Butler Church
- TH8 Center for Peacemaking and Conflict Studies
- HH3 Commuter House
- EAH East Hall
- TH13 Employee Housing
- FMB Facilities Management
- ATP Fresno County Adult Transition Program
- FUS FUSD Handicapped Graduate Faculty
- TH9 Hiebert Library
- HTL Krause Hall
- KRH Kriegbaum Hall
- KBH Marpeck Center
- MAR McDonald Hall
- MCD MBMS
- TH15 Nachrigall Hall
- NAH Oasis I
- HH2 Oasis II
- TH6 Oasis III
- HH6 Sattler Hall
- SAT Steiwert Campus Center
- SCC Schliching Hall
- SCH Special Events Center
- SEC (gymnasium)
- STR Strasbourg East
- TH1 Student Housing
- TH2 Student Housing
- TH3 Student Housing
- TH4 Student Housing
- TH5 Student Housing
- TH7 Student Housing
- TH10 Student Housing
- TH11 Student Housing
- TH13 Student Housing
- HH5 Student Housing
- HH11 Student Housing
- WAC Warrentin Chapel
- WAH Workentine Hall
- WEC Wiebe Education Center



1717 S. Chestnut Ave.
Fresno, CA 95702
559-453-2000
www.fresno.edu



STEINERT ATHLETIC COMPLEX

- Steiwert Field Parking (Open Parking, No Permit Required)
- Soccer/Intramural fields
- Coderham Track
- Ramirez Soccer Field

11 FMB

ROOM KEY

- MAR 101-121 Marpeck Center
- SAT 101-118 Sattler Hall
- HTL 101-115 Hiebert Library
- WEC 101-219 Wiebe Ed. Center
- KBH 010-210 Kriegbaum Hall
- AHL 101-111 Alumni Hall
- STR 010-224 Strasbourg East
- SEC 100-144 Special Events Ctr
- MCD 100-251 McDonald Hall

disabled accessible building and restroom

pay phones **campus security phones** **disabled accessible**

FRESNO PACIFIC UNIVERSITY

Mission

Fresno Pacific University exists to prepare students for faithful and wise service through excellence in Christian higher education and to strengthen the church and improve society through scholarship and service.

As an institution of the Pacific District Conference of the Mennonite Brethren Churches, the university communicates a distinctly biblical, Christ-centered vision of community through interdisciplinary and liberal arts-based baccalaureate, graduate and continuing higher education.

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

Main Campus and Regional Centers

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

Recent additions to the main campus include Steinert Campus Center, AIMS Hall of Science and Mathematics, the Harold and Betty Haak Tennis Complex and a remodeled bookshop and coffee shop. Other major facilities are the prayer chapel and Hiebert Library (both shared with the adjacent Mennonite Brethren Biblical Seminary) and Special Events Center Gymnasium.

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

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, the same year in which the first bachelor of arts degrees were granted. 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 opens to introspection, dialogue and commitment will emerge.

Freedom and responsibility are preserved in the community through self-discipline and the self-regulation of the community. Most of the guidelines governing community life are reflections of those traditional biblical values. Thus, members of the community are expected to demonstrate characteristics of honesty; respect for the rights, opinions and property of others; respect for the laws of the state; and the wise stewardship of one's resources. Members of the university community are expected to refrain from alcohol use or smoking on campus or at university sponsored events and will be expected to refrain from using 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 of the university.

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 Orientation 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, representative of the radical wing of the Protestant Reformation. As such, it is committed to Anabaptist and evangelical ideals, including the reconciling power of God's Spirit, an emphasis on voluntary discipleship, radical 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.

God

We believe in one God, eternally existing in three persons: Father, Son and Holy Spirit.

We believe in God the Father, the Creator and Sustainer of this universe, who in infinite wisdom and love planned the redemption of humanity and accomplished it through Jesus Christ. We believe in Jesus Christ, truly God and truly human, who was born of the Virgin Mary, lived a perfect life, was crucified for our sins, rose from the dead and was exalted to the right hand of God. We believe in the Holy Spirit who affects redemption in the lives of those who believe in Christ. He convicts, guides, teaches, rebukes, indwells, empowers, comforts, intercedes, unites believers into one body and glorifies Christ.

The Revelation of God

We believe that God has made His power and deity known in creation. He revealed Himself also in word and deed in the Old Testament. God revealed Himself supremely and finally in the Lord Jesus Christ, as recorded in the New Testament. We believe that all Scripture is inspired by God as people of God were moved by the Holy Spirit. We accept the entire Bible as the infallible Word of God and as the authoritative guide for the faith and life of Christian discipleship.

Humanity and Sin

We believe that humanity was created in the image of God, sinless and in fellowship with God, with a free will to make moral choices. Man and woman chose sin and thus brought death upon the whole human race. As a consequence all people are sinful by nature, guilty before God and in need of forgiveness and restoration.

Salvation by Grace

We believe that there is one God and one mediator between God and humanity. Jesus Christ, who by his substitutionary death, has redeemed humanity from the power of sin, death and eternal punishment. We are saved by God's grace through faith in Christ. Those who repent receive forgiveness of sins and by the power of the Holy Spirit are born into the family of God and, as faithful disciples, joyfully obey God's Word.

The Christian Life

We believe that the Holy Spirit indwells every believer and transforms him/her to witness to Christ in daily life. The Christian lives in fellowship with God and other believers and joins a local church at baptism. The believer contributes to the building of the body of Christ with his/her material and spiritual gifts. By the means of grace provided by Christ, the believer seeks to grow to maturity, as this is expressed particularly in the "fruit of the Spirit." Since the Christian's body is a "temple of the Holy Spirit," believers refrain from those things which harm the body and the mind. In striving for perfection the believer recognizes his/her complete dependence on God and the constant need for God's forgiving and cleansing grace.

The Church of Christ

We believe that the church was established through Christ's redemptive work in history and that it is comprised of all who put their faith in Him and who are baptized by the Spirit into one body, regardless of nation, race or social class. Despite the diversity in congregations and denominations, the Holy Spirit creates unity among all the people of God. The local church is an association of baptized believers. Believers manifest loving concern for each other and submit to mutual admonition and discipline. Those who fail and refuse to be corrected are excluded from the fellowship of the church; those who repent are forgiven and restored.

The Mission of the Church

We believe that the Gospel is "the power of God unto salvation," and that the command to make disciples of all nations is the primary task of the church. Every member of the church is called to participate in the mission of the church as he/she is enabled by God's grace.

The Christian Ministries

We believe that God through the Holy Spirit has endowed all believers with gifts for Christian ministries. Some members of the church, however, are called to lead, to preach, to teach, to evangelize, to nurture; others perform diaconal ministries. The church commissions or ordains people for such ministries and loves, respects and supports those who serve faithfully. Those in leadership are to live exemplary Christian lives.

Christian Baptism

We believe that Christians should be baptized upon the confession of their faith in Christ. Baptism by water is a public sign that a person has repented of sins, received forgiveness of sins, died with Christ to sin, been raised to newness of life and received the Holy Spirit. By baptism a believer enters into the fellowship of the local church and commits him/herself to a life of discipleship and service.

The Lord's Supper

We believe that the Lord's Supper is instituted by Christ, whose body was broken for us and whose blood was shed to assure salvation for believers and to establish the new covenant. The supper expresses the fellowship and unity of all believers with Christ. It is a supper of remembrance, celebration and praise that strengthens believers for true discipleship and service. All believers examine themselves in preparation for the fellowship of the Lord's Supper.

Marriage and the Christian Home

We believe that God instituted marriage for the intimate companionship of husband and wife and for the procreation and nurture of children. We also believe that God honors singleness. Believers who marry should have a common Christian commitment; a believer should not marry an unbeliever. We believe that

divorce is a violation of God's intention for marriage. We believe that God's love, forgiveness and reconciliation is available also to those who experience brokenness in marriage.

The Lord's Day and Work

We believe that God has called us to work and that work is honorable. However, the Christian also needs to have time for worship, instruction in faith and fellowship. Therefore, following the example of the New Testament church, believers gather on the Lord's Day for spiritual up-building and limit their labors on that day to work of necessity and deeds of mercy.

Christian Integrity

We believe that Christians are obligated to speak the truth at all times. As a witness to our integrity we refuse the making of oaths, in keeping with what Jesus taught in the Sermon on the Mount. Also, we avoid holding membership in lodges and secret societies, but seek rather to foster fellowship among believers.

The State

We believe that God has instituted the state. Our chief concern and primary allegiance, however, is to Christ's kingdom. We pray for our government, respect those in authority, pay taxes, obey all laws not in conflict with the Word of God and witness against corruption and injustice in society.

Love and Nonresistance

We believe that God in Christ reconciles people to Himself and to one another, making peace through the cross. We view violence in all forms as a contradiction to the new nature of the Christian. We believe that the evil and inhuman nature of such actions is contrary to the gospel of love and peace. In times of national conscription or war, we believe we are called to give alternative service where possible. Our bond with other followers of Jesus transcends all racial, social and national barriers.

Christ's Final Triumph

We believe that God will someday bring His purposes to a final consummation. When Christ returns, the dead in Christ will be raised and together with the living believers they will be transformed and they shall be forever with the Lord. In the end all evil powers will be defeated and whereas the ungodly shall suffer eternal punishment, the saints shall enjoy eternal bliss in the presence of God.

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 which lead 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 persons 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 life-long 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 life-long process, university programs include a variety of academic and professional baccalaureate, graduate and non-degree 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.

PROGRAM OFFERINGS

Academic Programs

The academic programs described in this catalog reflect the fundamental values of the institution. Given the liberal arts and Christian values orientation of the university, professional programs are concentrated in areas that offer preparation for service in church and society. Strong and growing programs are available in teacher education, social services, business administration and Christian ministries. Programs lead to the associate of arts, bachelor of arts and master of arts 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 found in leadership positions 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 including, career counseling, assessment, assistance with internship and job search and assistance with the graduate school admissions process. This combination of a Christian liberal arts education, practical experiences and through career planning provides students a firm foundation of life.

Engaged Faculty

Faculty members at FPU are experts. 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.

Academic Program Advising

UNDERGRADUATE

Freshmen mentors carry the primary responsibility for academic advising during the freshmen 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.

Freshmen 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 their collegium members through their first year and beyond.

The mentor and mentor assistant (MA):

- help the members of their collegium pick classes for the freshmen year.
- lead the members of their collegium through new student orientation.
- organize numerous social activities including the Casa 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.

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.

SPECIAL 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 international study option can be used to fulfill degree requirements. Units earned from study abroad do not effect the residency unit requirement for an FPU degree. They include semester or year-long study in Europe, 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 director of International Programs & Services Office for complete information and application requirements. Additional programs can be considered and approved through a petition process. Approval is not guaranteed.

SPECIAL OFF-CAMPUS PROGRAMS

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

SEMESTER-LONG STUDY ABROAD

United States Based Programs

American Studies Program (ASP)—CCCU

Founded in 1976, the American Studies Program 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 Program (CMP)—CCCU

The Contemporary Music Program provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMP 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 (LAFSC)—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.

Summer Institute of Journalism (SIJ)—CCCU

Council campuses are invited to choose two student journalists to apply for this four week, all expenses paid experience in Washington, D.C. Fifteen students are selected to participate in the institute, which lasts from mid-May to mid-June. The institute blends classroom experience with hands-on work and provides an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from council-member institutions, take part in field trips and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news, editing copy and designing layout. The institute develops students as Christian journalists exhibiting both professionalism and legal/ethical integrity. Students earn 4 semester units.

International Programs

Many of the off-campus opportunities include study abroad. General education requirements allow students to choose the international option in the Intercultural Studies Focus Series. This emphasis rewards study abroad. Whether students study abroad 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. FPU students are not permitted to attend programs in countries which are on the State Department Watch List.

Brethren Colleges Abroad Program (BCA)

Students may enroll for coursework in universities in Australia, Belgium, China, Cuba, Ecuador, England, France, Germany, Greece, Hungary, Ireland, Japan, Mexico, New Zealand, Spain and Wales through the BCA program. Studies may be taken for semester- or year-long terms depending on the program. Students wishing to study in Ecuador, Mexico, Spain, France and Germany must meet the language requirements prior to admission.

Australia Studies Centre (ASC)—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 is comprised of one seminar course designed especially for ASC students and 3 or 4 electives chosen from Wesley Institute's list of courses.

China Studies Program (CSP)—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 such as assisting Chinese students learning English or working in an orphanage for one-on-one interaction. 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.

Honours Programme CMRS, Oxford (CMRS)—CCCU

Highly qualified students have the exciting opportunity to study in England through this interdisciplinary semester in Oxford. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature and philosophy. In addition to two tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. 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 (LASP)—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-long period of study in the new Central European and Baltic societies emerging from the former Soviet Union, while living with students from those cultures.

Middle East Studies Program (MESP)—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. MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner at a time of tension and change. Students earn 16 semester units.

Oxford Summer Programme (OSP), summer only—CCCU

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

Russian Studies Program (RSP)—CCCU

RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. In addition to three seminar courses titled History and Sociology of Religion in Russia; Russian Peoples, Cultures and Literature; and Russia in Transition, students receive instruction in the Russian language, choosing either 4 or 6 semester units of language coursework. For those choosing 4 units of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhni Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester units.

The Scholar's Semester in Oxford (SSO)—CCCU

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

Uganda Studies Program (USP)—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 is comprised of 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.

MONTH-LONG STUDY ABROAD

Fresno Pacific University faculty periodically organize and lead month-long study tours to a variety of countries worldwide. Some tours conducted in the past have included trips to Spain, Europe, Guatemala, Costa Rica, Japan and Israel. These programs can be taken for credit towards the focus series requirement.

ON-CAMPUS PROGRAMS**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 the catalog for IELP application procedures.

IELP Undergraduate Studies

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 for a total of 16 units. Students who have a pencil-paper TOEFL score at least 500 with minimum section scores of 50, or a computer-based TOEFL score of 173 with a minimum score of 16 in listening, 18 in writing and 17 in reading, can enroll in non-English language coursework.

Courses offered in the Intensive English Language Program for students taking undergraduate studies include:

ESL-115, 125, 135	Language Core (5)
ESL-116, 126, 136	Skill Proficiency (2)
ESL-117, 127, 137	Thematic Mini-course (5)
ESL-005, 006	TOEFL Preparation Course (0)

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. There are three levels of instruction offered in the program. A placement exam is given to determine which level the student should enroll in.

ESL-001	Language and Culture Studies-One (Beginning)
ESL-002	Language and Culture Studies-Two (Intermediate)
ESL-003	Language and Culture Studies-Three (High Intermediate to Advanced)

Students may enroll for a 16-week semester course (indicated by A after the level designation), or an eight-week course (indicated by B for the first eight-week session of each semester and C for the second eight-week session).

ESL-007	Summer Intensive English
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This is an eight-week non-credit course beginning in May. Students meet together in one level for 20 hours per week to develop their English language proficiency. The course content and focus is determined by the instructor in consultation with the students to meet their specific language learning needs and goals.

The C.L.A.S.S.: College Language and Academic Success Strategies

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

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.

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 preprofessional courses and will assist in their applications to the professional schools.

Mennonite Brethren Biblical Seminary-Cooperative Agreement

The university has a reciprocal agreement with the Mennonite Brethren Biblical Seminary whereby selected courses taken in one institution may be used to meet specific requirements in the other. Students who wish to consider such arrangements should discuss them with their program director or mentor/advisor before proceeding. Tuition and registration procedures in both institutions are organized so as to facilitate such cross-institutional enrollment.

Joint Degree Program Arrangement with San Joaquin College of Law

Seniors may complete the first year of law school as a minor through the joint degree program arrangement with the San Joaquin College of Law. Students must have completed general education and major program requirements by the end of the junior year. Students must have a B average and have satisfactory scores on the Law School Admission Test to be eligible for enrollment at the law school.

FPU and SJCL also have a cooperative program where students can earn an M.A. in peacemaking and conflict studies from the university at the same time they earn a J.D. from the law school. This program, the first of its kind in the nation, is designed to educate lawyer-peacemakers who can restore human relationships as well as resolve questions of human rights.

STUDENT SERVICES

Dean of Student Life: Zenebe Abebe

THE STUDENT LIFE DIVISION

Fresno Pacific University offers all 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 academic 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: www.fresno.edu/dept/student_life or from the Student Life Office. Fulfillment of this obligation to each student is contingent upon each student fulfilling his/her obligation to learning and complying 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. These activities, held prior to the beginning of classes, are designed to help new undergraduate students become acquainted with the university, program directors, mentors/advisors and classmates. Since the orientation program is part of the registration process, 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. See specific academic program for details.

Commuter and Re-Entry Services

FPU is a diverse community and many of our students commute to campus. Commuter and re-entry services provide opportunities for commuters to connect with each other and with other members of the campus community. Services are also available to assist commuters in their transition or re-entry to academic life. These services include:

1. The Commuter House, a university-owned student center, where commuters can relax, prepare a meal or study.
2. Satellite computer lab at the commuter house.
3. Opportunities for leadership through the Commuter Council.
4. Re-entry workshops for nontraditional aged students to aid in their return to academic life.
5. Bible studies for commuter students.
6. Other services available through student life.

Residence Life and Housing

Housing Policy

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

All students are required to live in campus housing unless they are:

1. Living at home with their parents or legal guardian and within a 40-minute radius of campus

2. Twenty-one years of age or older (a student turning 21 during a semester will be eligible for off-campus living at the beginning of the next semester)
3. Married
4. Carrying fewer than 9 units

Request to Live Off-Campus

Every undergraduate student (including new or transfer students) considering living off-campus must fill out and submit a completed request to live off-campus form. All students are required to submit this completed form at registration. (New students will submit the completed request at pre-registration and returning students can submit the completed request to the director of residence life and housing.) Students who do not qualify to live off-campus may appeal to the Residence Life Committee. To appeal the student must first submit a personal letter as well as a signed letter from their parent(s) to the Residence Life Committee. These letters should contain details of the extenuating circumstances for the committee to review. Note: only in extreme circumstances will an appeal be granted to a student who is not 21 years old before August 30 for fall semester or January 1 for spring semester.

Appeals will be reviewed by the Residence Life Committee on or near June 15, July 15, August 15 and September 15 for fall semester and December 15 and January 15 for spring semester. Petitions must be received no later than September 15 for fall semester or January 15 for spring semester. Decisions of the Residence Life Committee are final.

Students who are 23 years of age or older may petition for special permission from the director of residence life and housing to live on-campus. This provision includes all incoming transfer or international students.

Returning residents who have signed up for housing 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. Students who fail to meet this notification deadline will forfeit their housing deposit.

Spiritual Development

The campus pastor, ministry staff and student executive ministry leaders provide ministry leadership and programming to help strengthen the spiritual development of individuals and the university community as a whole. Opportunities are available in worship, prayer, evangelism, discipleship, social action and short-term missions.

College Hour

College Hour is a unique setting where the entire university community gathers to examine faith and life issues and to experience cultural, spiritual and social enrichment. Christian faith becomes the context in which contemporary concerns, university activities and personal values are considered. Programs include lectures, debates, films and concerts, as well as a wide variety of other formats. Worship and convocation are both important elements which help the community address these issues. College Hour usually meets three times per week and is required of all full-time undergraduate students. The College Hour policy can be viewed at www.fresno.edu/dept/ch.

Outreach/Service Ministries

Students are encouraged to develop a lifestyle characterized by service to others. The Outreach/Service Ministries Office helps to connect students with ministry and service opportunities in churches, schools, neighborhoods and community and service agencies. Leadership is a major component of outreach/service ministries. The director of outreach/service ministries provides leadership training for interns and service opportunities for all students wishing to serve God and their community.

This office also provides opportunities for students to participate in cross-cultural missions and service opportunities in the city, region and around the world.

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 ministry interns and student orientation leaders.

The benefits of participating include:

1. Attending the annual leadership retreat.
2. Developing leadership skills through training, scholarship and application.
3. Building new relationships with administration, 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.

Counseling Services

The Counseling Office cultivates the psychological and emotional well-being of members 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.

The Counseling Office offers crisis intervention services, individual and couples counseling and group therapy. Master's prepared clinicians (interns/trainees) provide clinical counseling/psychotherapy and have a personal relationship with Jesus Christ. They are supervised by a licensed clinical psychologist.

Clinical counseling/psychotherapy enhances psychological well-being by exploring unhealthy patterns of relationships, challenging distortions and defenses in the personality structure, and exploring 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/psychotherapy 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 services include support groups, on-campus workshops and presentations to enhance psychological wellness, and a counseling resource library for personal or academic use. Referrals are also available for a variety of community resources. Further information can be accessed at www.fresno.edu/dept/counseling/.

Health Services

Health services seeks to promote health education, prevention and personal responsibility at the university. The registered nurse is available on a daily basis for illness/injury evaluation, screening of medical concerns, health and wellness information, community referrals and insurance information. The Health Center also carries a variety of over-the-counter medications that are available on a "help-yourself" basis. The Health Center does not have a physician on staff. Community clinics and physicians are available for referral if needed.

Services provided by Health Center staff are available at no charge to students, staff and faculty. Appointments are available, but not necessary. First-aid kits are located in strategic areas throughout the campus and in campus housing. The emergency medical technician is available by pager for emergency illness or injury.

Proof of current immunization, including measles/mumps/rubella, tetanus/diphtheria and polio is required of all undergraduate students. International students are also required to provide proof of tuberculosis screening within the past 12 months. A copy of the immunization record must be presented

prior to, or at, registration. Undergraduate students who do not comply with the immunization requirement will not be allowed to complete registration until immunizations are completed.

All undergraduate students are required to carry health insurance. For those students who do not have coverage, a health plan is available for purchase through the university.

Students with Special Needs

Fresno Pacific University is committed to meeting the special needs of individuals with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), FPU does not discriminate against students or employees with disabilities. The university makes every effort to arrange services and accommodations for any student or employee, for whom a recent (three years or less) assessment or diagnosis can document a disability. The student or employee is responsible for all assessment costs. Medical information relating to the student's or employee's needs should include the impact of medication on the student's or employee's ability to meet the demand of university academics and work. Suggestions for reasonable accommodations that might be appropriate at the post-secondary level are encouraged. These recommendations should be supported by the diagnosis.

The offices of student life and human resources coordinate services for students and employees with disabilities, respectively. Therefore, all assessment reports should be directed to those offices.

According to ADA, a person with a disability is one who:

1. Has a physical or mental impairment which substantially limits a major life activity.*
2. Has a record or history of such impairment.
3. Is regarded as having such impairment.

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

The Student Life Office coordinates services for students with disabilities. For additional information regarding services provided, see the student handbook online at: www.fresno.edu/dept/student_life/handbook and/or www.fresno.edu/dept/ds/.

Veterans Affairs

Fresno Pacific University is approved by the Bureau of Private Post-Secondary Education as an approved degree-granting institution for the attendance of veterans (chapters 30, 31, 1606) and their dependents (chapter 35) under Title 38, United States Code to be eligible for veteran benefits. Veterans and/or their dependents who plan to enroll in the university are encouraged to contact the veterans' certifying official in the Registrar's Office to file the appropriate paperwork with the Department of Veterans' Affairs. For more information about veteran benefits contact the Department of Veterans' Affairs at www.gibill.va.gov.

Alumni Services

As a member of the Fresno Pacific Alumni Association, alumni receive free subscriptions to *Pacific* magazine (published three times each year), *Pacific Standard Time* (a bi-annual events calendar), the quarterly alumni e-newsletter, as well as invitations to all FPU alumni events. Alumni continue to have access to the Hiebert Library and Career Resources Center and can rent rooms and other facilities on campus. 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 our current students and providing financial support to assist with scholarships, through the Fall Phonathon and building projects. The Alumni Office is always willing to help plan special reunions, group gatherings or other ways to connect with former classmates and faculty.

CO-CURRICULAR/RECREATIONAL ACTIVITIES

Clubs and Organizations

Students are encouraged to participate in clubs and associations organized around their interests and activities. Each year small groups of students organize special interest clubs under the auspices of student executive. Among the organizations that have made significant contributions to the undergraduate

community are the International Student Club, Amigos Unidos, Unified Faith, SIFE, Missions Club and Shalom Covenant. For a complete list, contact the Student Life Office.

Athletics

Fresno Pacific University is a member of the National Association of Intercollegiate Athletics and successfully competes in the Golden State Athletic Conference, the premier athletic conference in the NAIA. Sunbird teams compete at the intercollegiate level in men's cross country, track, basketball soccer, tennis and baseball, and women's cross country, track, basketball, soccer, volleyball and tennis. Recent athletic accomplishments include the women's volleyball team winning the 2003 NAIA national championship and the men's soccer team finishing as the 2003 national runners-up. Men's track in 2004 finished seventh overall nationally and included three individual national champions.

Student Activities and Intramurals

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

All 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 Pismo Beach trip and Thanksgiving meal are rich with FPU traditions. An integral part of community life at FPU is spending a weekend at Casa Pacifica, a lodge located near Shaver Lake.

Active intramural programs for both men and women are maintained under the leadership of the student executive. A variety of recreational activities are scheduled regularly throughout the school year to offer opportunities for fun, physical exercise, stress relief and building relationships.

Theater

A number of drama productions are offered each year. Participation is open to all students on the basis of auditions. Students may also participate as production staff in backstage and technical roles. The program in drama includes full-length main stage productions, occasionally a readers theater production, one-act plays and a performance hour (part of the "Building a Culture of Peace" week on campus).

Music

A variety of vocal and instrumental groups is available. A complete listing of ensembles may be found in the course offerings. Ensembles perform in churches, schools and other settings throughout central California. The Concert Choir tours extensively throughout the Pacific region and periodically travels to Canada, the eastern United States and Europe.

LEARNING RESOURCES

CampusCruiser

Each baccalaureate and graduate student will receive an FPU email address through CampusCruiser. This is the official means of communication from the university to its students.

Hiebert Library

Hiebert Library, a gift of the late Cornelius Hiebert in 1962, is owned and operated jointly by the university and Mennonite Brethren Biblical Seminary. An extension to and renovation of the original building was completed in 1980. The present facility serves faculty, staff and students of both institutions as well as individuals from the broader Christian community. The H. W. Lohrenz Memorial Garden offers an attractive open-air setting for conversation and study.

The library provides information resources to support the curriculum and independent research needs of students and faculty. At present the combined collection includes 165,000 bound volumes, more

than 315,000 microforms and 10,500 audio-visual items. The library subscribes to 1,115 print journals and has access to more than 11,700 full-text journals online, as well as the ERIC documents on microfiche.

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

Cambridge Scientific Abstracts

Accessing the following databases:

- ERIC (1966-present)
- Social Services Abstracts (1980-present)
- Sociological Abstracts (1963-present)

Chemical Abstracts (includes MEDLINE)

EBSCO site accessing the following indices:

- Academic Search Premier: general academic journals
- Alt HealthWatch: alternative medicine
- American Humanities Index: literary, scholarly and creative journals in humanities field
- ATLA Religion Database with ATLA Serials: religious journals and multi-author works
- Biological Abstracts: life science journal literature
- Book Review Digest: reviews and summaries of English language books
- Business Sources: business journals and news sources
- Catholic Periodical and Literature Index: articles in Roman Catholic periodicals/or other literature, about the Catholic faith or by Catholic authors/publishers
- Clinical Pharmacology
- Communication and Mass Media Complete
- Essay and General Literature Index: cites records contained in collections of essays and miscellaneous works published in the United States, Great Britain, and Canada.
- Health Source: Consumer Edition
- Health Source: Nursing/Academic Edition: full-text scholarly journals focusing on various medical disciplines
- Newspaper Source: selected full-text for over 200 regional U.S. newspapers, international newspapers, newswires and newspaper columns.
- PsychARTICLES: full-text of journals published by the American Psychological Association and allied organizations
- PsychINFO: bibliographical references to psychological literature
- Regional Business News: business journals, newspapers and newswires from across the United States
- Short Story Index
- Social Science Abstracts: covering wide range of interdisciplinary fields

ERIC site

Access to educational journals and documents

Grove Music Online

JSTOR

Scholarly journal archives of full-text access to core journals in the humanities, social sciences, and sciences

In addition, Internet and email access are provided to students. A limited number of PC computers and printers are available for student use in the library. The library is set up for wireless communication.

The Hiebert Library librarians and staff assist students in research activities using the library's collection and can draw upon the resources of other libraries via interlibrary loans through membership in Online Computer Library Catalogs (OCLC), an international library network. Students may apply for special borrowing privileges at the Henry Madden Library at California State University, Fresno and the Kaufmann Library of Alliant University. See library staff for details.

Computer Laboratories

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

Hardware

- PC Based
- Laptop (recommended)
- Intel Pentium 3 with a 1GHz processor.
- 256MB RAM
- 20GB hard drive.
- 10/100 based Ethernet connection
- Wireless Network Adapter (optional)

Software

- Windows XP Home or Pro operating system
- Microsoft Office XP or 2003 Suite (specially priced student versions are available)
- Anti Spyware program (optional, but highly recommended)
- Anti-Virus by McAfee (free for students using the university's network)

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.

Some academic programs may require more than what is listed above.

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

INTERDISCIPLINARY AND SERVICE CENTERS

Alumni Hall

Alumni Hall has brought the campus together since its opening in May of 1964 and a renovation in 2005 allows it to fulfill that historic role in new ways. The former cafeteria now has a modernized décor that preserves the signature open-beam architecture while making room for the new Cecil and Janet Hill Student Center and Charlotte's Corner Coffee Shop, as well as the remodeled campus bookshop and mail center. Facilities also include a fireplace lounge and convenience store.

Career Resource Center

The Career Resources Center (CRC) is designed to help students make wise career decisions, then take the steps necessary to reach those career goals. The staff of the Career Resources Center provides comprehensive career services to baccalaureate and graduate students as well as alumni. These services include:

- Individual career counseling.
- Career assessments and interpretation.
- Computerized career guidance programs.

- Job and internship search strategy assistance.
- Resume and cover letter critique.
- Job and internship opportunity listings.
- Graduate school search assistance.
- Comprehensive library of career development resources, including our "Take One" section.

Comprehensive, Individualized Attention

The individual comes first at the Career Resources Center. The CRC staff assists with every facet of the student's career selection, career preparation and job search. Every student is encouraged to meet individually with one of the CRC counselors at least once a year. Regardless of where he/she is in the career-development process, the CRC can help. Students who are unsure of what major to choose can learn about their unique skills, interests and personality and how those characteristics connect with various majors and careers. Those students who do have a career direction can learn about internships and part-time jobs that will give them experience employers want. Students getting ready to receive their degrees will learn about how to develop a successful job search campaign or locate the graduate school that is right for them.

In addition to the services of the Career Resources Center, the baccalaureate curriculum includes a series of perspectives courses that introduce students to a variety of academic and career-preparation programs. Many baccalaureate majors and most graduate programs include internships. Any baccalaureate student who would like to receive unit credit for an internship can meet with the director of career resources to inquire about enrollment in LEAD-476 Internship.

The Career Resources Center is located in Steinert Campus Center. To learn more about the center's services, visit the website at www.fresno.edu/dept/crc.

A Successful, Rewarding Career

FPU alumni have successfully gained entrance into fine graduate schools in the United States and abroad. Graduates are found in leadership in education, business, the social services and medicine, as well as in a broad variety of church-related ministries.

Center for Peacemaking and Conflict Studies

Director: Ron Claassen

The Center for Peacemaking and Conflict Studies is a unique expression of the university's commitment to peacemaking in the world.

The center is responsible for a variety of activities, including:

- Coordinating both baccalaureate and graduate programs in peacemaking and conflict studies.
- Assisting communities in developing new Victim-Offender Reconciliation Programs (VORPS) that bring offenders and victims of crime together with a mediator to work at reconciliation and restitution of losses.
- Assisting schools in developing peer mediation programs in which elementary, junior high and high school students learn to mediate conflicts between their peers.
- Providing mediation training and services to people in churches, schools and other organizations.
- Providing consultation in conflict management to community, business, church and other organizations.
- Sponsoring visiting scholars and lecturers in peacemaking and conflict management.

Overall, the thrust of the center is to equip people to become active, sensitive and skilled peacemakers in the world.

Center for Mennonite Brethren Studies

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

Center for Writing and Learning

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

Drop-in Tutoring

- Available to all students of the institution.
- Available for writing across the curriculum and general education subjects (such as math, history, and biology).

Writing

- Students may work with a tutor on a paper as many times as needed in all stages of the writing process.
- Tutors are available for approximately 20-40 minute sessions.

Other Subjects

- Tutoring available for all general education subjects and some specific upper-division courses.
- Provides reinforcement of class discussions, homework aid and alternative methods of helping students succeed.
- Available by appointment, for the 20-40 minute sessions, unless further aid is requested prior to the meeting.

Steinert Campus Center

Steinert Campus Center is a place where students can feed their bodies and refresh their spirits. The center contains general dining for students, faculty and staff, as well as space for special events, a student lounge and an outdoor amphitheater. A student development leadership center and student life offices are also included.

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 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 language program for international students who desire to study English at an American university. See the LCS section for more 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. Writing sample. See admissions counselor for details.

Undergraduate students need to submit the following items with their application:

1. High school transcripts
 - 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.
 - Transfer applicants – recommended (Not applicable for degree completion program applicants)
2. Entrance examination score reports (e.g., SAT or ACT).
 - High school applicants – required
If the high school cumulative GPA is 3.1 or above, acceptance may be granted without test scores. However, scores must be on file before acceptance is complete. SAT or ACT test scores are used for decisions in placement in courses. Additional English placement testing and/or enrollment in specific courses may be required. Notification of these requirements is included in the letter of acceptance.
 - Transfer applicants – optional

Although the SAT or ACT test scores are not required to grant admission to transfer students, they are recommended. (Not applicable for degree completion program applicants.)

- International applicants – not applicable

Application Deadlines

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

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

Applications for admission to the degree completion programs can be received at anytime. New cohorts begin each semester.

Readmission

Undergraduate Programs

Students not enrolled in the previous semester may reapply for admission by filing a readmission application form with the Undergraduate Admissions Office. Students who have attended another educational institution during the intervening semester(s) must have a transcript of their record at that school sent to Fresno Pacific University. Acceptance for reenrollment will be governed by the policies regulating the admission of transfer students.

Degree Completion Programs

To re-enter a program with a cohort other than the cohort immediately following, the student must reapply by completing a reapplication form and remitting the reapplication fee. The Academic Appeals Committee 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 module successfully completed. The student will be charged at the current tuition rate for any module repeated.

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—are on file in the Admissions Office. After the student has been notified of acceptance, the following steps should be taken:

1. Submit a nonrefundable tuition deposit as an indication of intent to enroll. This deposit will ensure registration of the applicant and is applied toward tuition costs.
2. Students who plan to live in campus residence halls must submit a room reservation deposit. This deposit also serves as a damage deposit and is refundable at the time a student leaves, providing there is no damage requiring repair.
3. Final transcripts of work completed subsequent to the time of application need to be sent to the university Registrar's Office.

ADMISSIONS POLICIES AND PROCEDURES

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.

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

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

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

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

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

Admission Standards

Acceptance for admission as a freshman is based on an eligibility index score determined by a formula using the high school grade-point average (excluding physical education, military science and applied courses) and the total score from either the Scholastic Aptitude Test (SAT) or American College Test (ACT). A minimum of a 900 SAT total score or equivalent ACT total score is required for regular admission. Applicants with SAT total scores below 900 or ACT equivalent or with math and verbal part scores below 450 will be referred to the Admissions Selection Committee for the admission decision. 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 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 equivalent to the above SAT index.
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, i.e., a high school diploma, a passing score on the GED test or on the California High School Proficiency Examination.

Transfer Applicants

ACCREDITED COLLEGES AND UNIVERSITIES (REGIONAL ACCREDITATION, ASSOCIATION OF BIBLICAL HIGHER EDUCATION AND EURO-ASIAN ACCREDITING ASSOCIATION)

Transfer students to Fresno Pacific University will receive advanced standing credit based on the accreditation of the institution previously attended and the official transcripts submitted by the student. Courses in which a grade lower than a C- was earned will not be granted transfer credit. Fresno Pacific University will grant a maximum of 70 units of credit from a community or junior college. A minimum of semester units must be completed at FPU. (See specific program requirements for more information.)

Admission Standards

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

- Undergraduate programs – a minimum of 24 transferable units. If less 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.
- Degree completion programs – a minimum of 60 transferable units.

All exceptions to the admissions standards will be referred to the Admissions Selection Committee.

UNACCREDITED INSTITUTIONS

Fresno Pacific University welcomes students from all institutions. Every effort is made to correlate coursework completed previously with requirements for a degree at FPU. Work taken at institutions not having regional, ABHE (Association for Biblical Higher Education) or Euro-Asian accreditation will be evaluated for possible transferability by the Registrar's Office, in consultation with appropriate faculty, when applicable. Such evaluations may result in no units being considered transferable; in others, several courses may be transferred. No more than 30 units of coursework from unaccredited institutions may be transferred to meet degree requirements at FPU. In all cases, conditions outlined for students entering from accredited colleges as transfer students will also apply.

International Student Applicants

Documents

In addition to the documents listed in the admissions application process section, international students desiring to complete a degree 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.
4. A certified English translation and evaluation of post-secondary institution transcripts.
5. A completed financial certification form that includes an I-134 (affidavit of sponsorship) and a bank statement or letter of support.

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).

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. degree.

TOEFL Minimum Score Requirements

Overall exam

Writing section

Listening section

Reading section

	<i>Written Exam</i>	<i>Computer-based Exam (CBT)</i>	<i>Internet-based Exam (iBT)</i>
	500	173	61
	50	18	13
	50	16	15
	50	17	15

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

Language and Culture Studies (LCS) Program

The IELP 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 & Services Office will acceptance be determined.

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 who are 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 its admission decisions where 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 university. Notification of acceptance will be sent as soon as all necessary documents are on file.

International students in F-1 status are not permitted to study in unclassified standing unless they are 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 verifying bachelor's degree and applicable graduate work.
2. Proof of readiness to complete graduate work.

Select one of the following:

- Completion of at least 6 graduate units within the proposed program of study at Fresno Pacific University with a minimum 3.0 grade-point average and submission of a reference from a FPU faculty from whom the student has taken a class.
 - Official graduate entrance exam score report (e.g., GRE or MAT) taken within the last five years (international students refer to international applicants section below).
 - Official transcripts verifying completion of a master's degree from an accredited institution.
3. Portfolio containing a personal statement and two writing samples (refer to application packet for details).
 4. Three current references.
 5. An interview with the program director (or designee). Alternative arrangements may be made for out-of-state or international students applying from overseas.
 6. *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.

The Admissions Committee reserves the right to request additional information if deemed necessary. Exceptions to stated admissions requirements may be made only upon the recommendation of the Graduate Admissions Committee with final approval by the dean.

BACCALAUREATE STUDENTS TAKING GRADUATE COURSES

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

1. Meet with and obtain written approval from their baccalaureate program director or mentor/advisor.
2. Be a last-semester senior in good standing, with at least a 2.75 cumulative GPA and no more than 15 units remaining to complete the bachelor's degree.
3. Obtain written permission from the director of graduate admissions.

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

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

Admission Deadlines

Applications for admission to the graduate programs should be submitted by the following dates: November 15 for the spring semester, March 15 for the summer semester and July 15 for the fall semester. Student notification is handled on a rolling basis. Applications received later than these dates will be considered. Specific programs may have varying deadlines.

Readmission

Graduate students who have not attended in three semesters will need to reapply for admission. See continuous enrollment in the academic policies section.

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

ADMISSION POLICIES AND PROCEDURES

Graduate Admission Standards

Students considered for admission in an FPU graduate program meet the following criteria:

- An appropriate academic background in the selected course of study.
 - Personal values compatible with the university mission and philosophy.
 - A commitment to professional growth, excellence and servanthood.
- Additional requirements of individual programs are specified in the program descriptions.

International Student Applicants

Documents

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

1. TOEFL score report showing English language proficiency (except for those whose primary language is English and who hold a bachelor's or higher degree from an approved college or university in a country where the primary language is English).
2. A current passport that will remain valid for the student's entire stay in the U.S.
3. A certified English translation and statement of equivalency for undergraduate and other degrees held and for any credit for which transfer may be considered.
4. A completed financial certification form that includes an I-134 (affidavit of sponsorship) and a bank statement or letter of support.
5. Submission of an official report of a recent GRE score taken within the last five years. No GRE requirement for TESOL candidates.

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. 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

Overall exam

<i>Written Exam</i>	<i>Computer-based Exam (CBT)</i>
550	213

STUDENT FINANCIAL SERVICES

Vice President for Finance and Business Affairs: John Ward

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. Our goal is to guide students through all aspects of the financial processes, equip students with helpful resources and encourage Christian stewardship. The schedule of basic tuition charges, fees and financial policies for the university. In addition, are important deadlines, scholarship qualifications and other detailed information about various financial aid programs are located in the paragraphs that follow. 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 if the board of trustees deems it necessary to do so.

STUDENT ACCOUNTS

Program Costs

UNDERGRADUATE PROGRAMS

Tuition

12-18 units (full-time), per semester	\$9,715
Less than 12 units (part-time)	\$695, per unit
19 or more units*	\$695, per unit
Audit (no charge for full-time students)	\$280, per unit
Summer sessions, 2005	\$375, per unit
Summer internship	\$188, per unit

*No tuition is charged for units above 18 when a student's registration exceeds 18 units because of enrollment in one or more of these courses:

ATH-(all)
 CHR-240
 COM-155, 160, 365
 DRA-110, 120, 310, 320
 LEAD-100, 120, 220, 420
 MUS-116-122; 316-322

Room and Board

Deposit

Residence hall, apartment, house and suite deposit, per person \$200

Housing charges, per semester

Living area with cooking facilities (apartments, houses, Ranchwood Condos) \$1,505

Living area without cooking facilities (dorms, villages, suites, apartmentettes) \$1,345

Board charges, per semester

19-Meal Plan or 200 Block Plan \$1,760

14-Meal Plan or 165 Block Plan \$1,550

10-Meal Plan or 120 Block Plan \$1,235

5-Meal Plan or 70 Block Plan \$655

Freshmen must be on a 14- or 19-meal plan or the equivalent block plan.

Students living in areas without cooking facilities must have a minimum of a 10-meal plan or the equivalent block plan. All meal plans are available for all students to purchase upon request, subject to the minimum requirement noted above. No board changes will be made after the last day of the second week of classes each semester.

Fees

Confirmation fee (new and continuing students, nonrefundable)	\$200
For continuing students, the confirmation fee 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 fee on account are subject to de-registration. New students must pay the confirmation fee after acceptance to hold their fall enrollment. This fee will also hold the students' registration as they register during the summer. This deposit is applied toward the students' accounts when they arrive for classes and is nonrefundable for students who decide not to attend FPU the next semester. Deposits are not held for future semesters without specific arrangements with the student account coordinator.	
Student body fee, per semester (6 or more units)	\$117
Health insurance, required of undergraduate students	
One-year coverage (estimated, nonrefundable)	\$840
Exemption from the health insurance fee is only available to those students filing a waiver that guarantees alternative insurance coverage. Waivers must be filed at the time of registration, but can be amended up to the second week of classes. <i>Charges for health insurance are nonrefundable after the last day of the second week of classes.</i> Fees assessed for health insurance cannot be petitioned. Students participating on intercollegiate athletic teams must either purchase the university student health insurance (above) or have alternative coverage that includes, specifically, intercollegiate athletics. Forms are available at the Student Financial Services Office. A new waiver must be filed each fall semester.	
Parking permit, per year (limited number available)	\$40
Parking permits are available for purchase to commuter students. This permit allows parking in designated lots only. To obtain a parking permit, vehicles must be registered with FPU. Permits and vehicle registration forms are available at the cashier window.	
Intercollegiate athletics fee, per year	\$120
Private music instruction fee, per semester, per unit	\$350
Late check-in fee	\$50
Special course activity fee (see course schedule)	\$100
A fee is assessed for students enrolled in certain classes to cover additional costs or materials, facilities, trips, equipment, etc.	

DEGREE COMPLETION PROGRAMS

These tuition charges apply for cohorts beginning May 1, 2005 to April 30, 2006. Semester and program totals include: tuition, estimated book costs and applicable semester fees.

Business Management

Semester 1	\$6,667.50
Semester 2	\$5,422.50
Semester 3	\$5,072.50
Program Total	\$17,162.50

Christian Ministries

Semester 1	\$3,049.50
Semester 2	\$4,855.00
Semester 3	\$5,265.50
Program Total	\$13,170.00

Early Childhood Development

Semester 1	\$6,252.50
Semester 2	\$5,422.50

Semester 3	\$6,347.40
Program Total	\$17,992.50

Liberal Studies

Semester 1	\$6,173.50
Semester 2	\$6,138.00
Semester 3	\$6,300.50
Program Total	\$18,612.00

Organizational Leadership

Semester 1	\$6,768.50
Semester 2	\$7,375.00
Semester 3	\$2,467.50
Program Total	\$16,611.00

Fees

For fees included in above tuition, contact program director for details

Weekend and short-term courses	\$100, per unit
Confirmation fee (nonrefundable)	\$75

GRADUATE PROGRAMS**Tuition**

General graduate (700 level)	\$395, per unit
Audit (700 level)	\$195, per unit
Participation (700 level, by approval only)	\$290, per unit
Teacher education (600 level)	\$460, per unit

Fees

Unclassified standing application fee	\$10
Basic credential evaluation fee	\$75
Credential processing fee	\$10
Placement service fee (set up and five sets)	\$40
Additional sets, each	\$5
One-year subscription to Education Job Bulletin	\$25
Special course activity fee	(depends on course)
Continuous registration (797)	\$385
Miller Analogies Test (MAT) fee	\$50
Online technology fee, per unit	\$40

University Service Fees

Baccalaureate application fee	\$40
Enrichment fee	\$50
Graduate application fee	\$90
Late withdrawal fee	\$50
Late incomplete request fee	\$50
Transcript fee (per copy, regular service)	\$5
Late payment fee	\$50
Late registration/late add fee	\$50
Handling/service fee	\$10
Switch fee	\$10
Special processing fee	\$50
Returned check fee	\$20
Application for degree fee	\$65

Payment of Accounts

DEADLINES FOR PAYMENT OF TUITION AND FEES

Payment of each semester's expenses, including but not limited to, tuition, fees, health insurance, room and board, books/materials, etc. is due at the time of registration and not later than the first week of classes for undergraduate and graduate students and the first night of class for degree completion students. For student convenience, statements of account are mailed near the 15th of each month.

Exception: Students may apply for a financial plan with the student accounts coordinator if an extension to the above deadline is needed. See financial plans below.

MEANS OF PAYMENT

Financial Aid

A student may apply for financial aid (i.e., student loan(s), CAL Grant, or Pell Grant) through the Student Financial Services Office. Application packets describing procedures and deadlines are available in the office. It is the student's responsibility to apply and follow up on any aid in a timely manner. For more information contact Student Financial Services at 559-453-2041.

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 accounts in the Student Financial Services Office as soon as possible to ensure that the student's account is correct and up to date.

Personal Funds

Financial plans are an option for students who cannot pay the balance of the semester in full at the time of registration. A complete payment plan must be made with the student accounts coordinator in the Student Financial Services Office prior to the first class session.

FINANCIAL PLANS

Financial plans are available to students who cannot pay their semester balance in full by the deadline and who want to pay their university balance over the semester. The plan is a legal agreement between the university and the student (or the parent if the student is under 18 years of age). A signed financial plan must be filed with the Student Financial Services Office. An updated financial plan must be filed every semester of attendance. Work-study money, non-FPU scholarships/grants not received (including church match money) and parent loans may not be included in the financial plan balance due without an official letter from the granting party as these payments are beyond institutional control.

Requirements

- A financial plan must be completed prior to or corresponding with the first payment.
- Payments must be made in full, due on the first of each scheduled month and no later than the seventh of that month.
- Students will not be able to enroll in another semester until the previous semester balance has been paid in full.
- Students must have clear accounts and have complied with above plan requirements from previous semesters to receive transcripts, diplomas or register for future semesters.
- Any additional charges (library fines, additional units, etc.) must be paid promptly.
- A late payment fee will be charged to accounts when applicable (e.g., payment received after the seventh, partial payment received, etc.).
- Failure to comply with the plans requirements may make a student ineligible for future participation in an FPU financial plan.

Ten-Month Payment Option

Participation in this plan is a privilege due to the smaller payments and lack of interest. Missed or late payments may make a student ineligible for future participation in the 10-month payment option. Payments are due on the first of each month and considered late if received after the seventh. Late, missed or partial payments will be assessed a late payment fee. If one of the first three summer payments is missed or is

late, the student is ineligible to continue on this plan and must sign a new four-month payment plan for fall. Financial plans can be made over the phone with the student. Paperwork will be mailed or faxed for appropriate signatures. Timely response is required.

Specifications for Undergraduate Programs

- Payments must be made in full, due on the first of each month, June through March or July through April.
- A financial plan must be completed prior to or corresponding with first payment due in June. (Note: Payments for freshmen registering late June and July and transfers registering in June will be July 1 through April 1.) The first scheduled payment on a 10-month payment plan can serve as the student's confirmation fee.
- Continuing students must have registered by the last day of spring registration and new students must have registered in June (contact the Undergraduate Admissions Office for specific dates) to be eligible for this plan.
- Continuing students must have clear accounts and have complied with above plan requirements from previous semesters.
- Any additional summer charges (rent, etc.) must be paid promptly over and above 10-month payments each month.

Specifications for Degree Completion Programs

- A financial plan must be completed prior to or corresponding with first payment.
- Students must have clear accounts and have complied with above plan requirements from previous semesters to receive transcripts, diplomas or register for future semesters.
- Any additional charges (weekend classes, etc.) must be paid promptly over and above 10-month payments each month.

Four-Month Payment Option

Payments are due on the first of each month and considered late if received after the seventh. Late, missed or partial payments will be assessed a late payment fee. Each semester's balance must be paid in full prior to registration or course changes for the next semester.

Specifications for Undergraduate Students

- The balance is paid in four monthly installments, due on the first of each month, September through December (fall) and January through April (spring).
- Late fees in January will not apply to the plan until after the second day of classes.

Specifications for Graduate Students

- Only students registering for full session or a combination of first and second session courses may split balances into four payments.
- The balance is paid in four monthly installments, due on the first of each month, beginning at the time of registration.

PAY IN FULL OPTION

Payment is due in full on the first of the first full month in the student's program. Payments are due on the first of the scheduled month and considered late if received after the seventh. Late, missed or partial payments will be assessed a late payment fee.

METHOD OF PAYMENT

Payment must be made in U.S. funds and may be made by cash, check, MasterCard, Visa or Discover Card. Payments can be mailed, paid at the cashier window, paid over the telephone using a credit or debit card (with a Visa or MasterCard symbol) or at the online payment center at www.fresno.edu. The university does not recommend mailing cash payments.

Refund Policies

UNDERGRADUATE PROGRAMS

Tuition Refund Schedule

Refunds are granted to authorized withdrawals only. If a student feels that a refund is appropriate, the student may petition the Accounts Appeal Committee.

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

Full Term Fall/Spring Refunds

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

Summer Term Tuition Refunds

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

Room and Board Refund Schedule

Board Refunds

If a student withdraws from the university, board fees will be prorated on a weekly basis to the time of authorized withdrawal (based on meal plan). There is no refund for dropped meal plans after the eighth week of classes. For those students who do not withdraw from the university, there will not be a refund for missed or unused meals.

Housing/Room Refunds

Any student withdrawing from school or moving off-campus after the beginning of a semester will receive a prorated weekly refund following the same refund schedule as tuition refunds.

Room deposit refund policy: New and continuing students must have completed and submitted to the Student Life Office a housing deposit designation form prior to July 1 for the fall semester and January 1 for the spring semester. Any damage and/or cleaning costs will be deducted from the required housing deposit.

A returning student who has signed up for a room but does not plan to occupy it must notify the Residence Life & Housing Office in writing no later than June 1 for the fall semester and January 1 for the spring semester. Failure to meet this notification deadline will result in a forfeit of the student's housing deposit.

Undergraduate Program Fees Refund Schedule

Fees

After Friday of the second week of classes, student body and health insurance fees are not refundable. Class and activity fee refunds will be made on a per class/activity basis through the

Student Accounts Committee when petitioned. The application for degree fee is nonrefundable. To reapply for graduation, an additional fee is assessed.

Music Fees

Private music lesson fees will be refunded based on the number of lessons not taken if the official withdrawal from class occurs on or before Friday of the seventh week of classes. There is no refund on private music lessons not taken after the seventh week of classes.

DEGREE COMPLETION PROGRAMS

Module (Major) Courses, Short Term (Six Week) Courses, Full Semester Courses and Designated Subject Electives (DSE) Refund Schedules

Seven- or Eight-Night Course

<i>Authorized Withdrawals</i>	<i>Tuition Refund</i>	<i>Student Responsibility</i>
On the first night of class	100 percent	The confirmation fee
By the second night of class	90 percent	10 percent of tuition
The third through the fourth night of class	Refund decreases 10 percent each night	20 percent of tuition the third week, 30 percent of tuition the fourth week, etc.
After the fourth night of class	No refund is provided	100 percent of tuition

Five- or Six-Night Course

<i>Authorized Withdrawals</i>	<i>Tuition Refund</i>	<i>Student Responsibility</i>
On the first night of class	100 percent	The confirmation fee
By the second night of class	90 percent	10 percent of tuition
By the third night of class	80 percent	20 percent of tuition
After the third night of class	No refund is provided	100 percent of tuition

Two-Night Course

<i>Authorized Withdrawals</i>	<i>Tuition Refund</i>	<i>Student Responsibility</i>
On the first night of class	100 percent	A confirmation fee
After the first night of class	No refund is provided	100 percent of tuition

BUS-449A, B and C (Baccalaureate Thesis) Refund

BUS-499A: The student must withdraw prior to week 11. If the student withdraws at week 12 or later in the first semester, no refund is provided.

BUS-499B: If the student withdraws at week 38 or later in the second semester, no refund is provided.

BUS-499C: If the student withdraws at week 54 or later in the third semester, no refund is provided.

Weekend Courses Tuition Refunds

Refund for a weekend course is granted only if notice of cancellation occurs 24 hours prior to the first class session. If notification is not given, no refund will be issued. Students who attend only one of the class sessions are not eligible for a prorated refund. If students cannot give notification of nonattendance for the weekend course by the deadline due to extenuating circumstances, they may petition the Academic Appeals Committee to receive a grade of incomplete for the course. Upon approval by the Academic Appeals Committee, the student may cooperate with the weekend course instructor to determine the conditions of the incomplete.

Degree Completion Program Fee Refund Schedule

After the second week of classes, student association, library research and graduation fees are not refundable.

Refund Policy for Textbooks

Refunds for textbooks will only be given only 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. The degree completion operations manager will notify the Student Financial Services Office of textbook refunds. Refunds will be processed either as a credit to the student's account or a refund check.

GRADUATE PROGRAMS

Tuition Refund Schedule

Graduate Full-, First- and Second-Session Refunds

<i>Authorized Withdrawals</i>	<i>Tuition Refund</i>	<i>Student Responsibility</i>
Prior to the first week of classes	100 percent	
During the first week of classes	100 percent	A handling fee
By the second week of classes	90 percent	10 percent of tuition
The third through the fourth week of classes	Refund decreases 10 percent each night	20 percent of tuition the third week, 30 percent of tuition the fourth week, etc.
After the fourth week of classes	No refund is provided	100 percent of tuition

DISMISSAL

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 program students may be reimbursed for the cost of the state university fee when taking courses at California State University, Fresno (CSUF).

- a. The courses that are to be taken at CSUF are not offered by Fresno Pacific University in the academic year during which the request is made.
 - b. The courses are approved in advance by the program director of the major or minor and the dean.
 - c. For further clarification and procedures, see the Registrar's Office.
1. On occasion, a Fresno Pacific University student may find it necessary to take classes at CSUF which are to be applied to a major at Fresno Pacific University. The state university fee (tuition) at CSUF will be reimbursed to the student by Fresno Pacific University under the following conditions (any fees beyond the per-unit charge are the student's responsibility):
 - a. The student is a full-time student at Fresno Pacific University.
 - b. The course to be taken at CSUF is required for the student's major and is not offered at Fresno Pacific University in the academic year during which the request is made.
 - c. The course is approved in advance by the department program director and the dean.
 2. Fresno Pacific University students who wish to major in an area in which FPU only offers a minor may do so by taking selected courses at CSUF. Majors proposed in areas other than those in which

FPU offers a minor must be approved by the dean. A minimum of 18 units in a major must be taken at FPU. The state university fee (tuition) at CSUF will be reimbursed to the student by FPU under the following conditions (any fees beyond the per-unit charge are the student's responsibility):

- a. The student is a full-time student of Fresno Pacific University.
- b. The student plans to graduate from Fresno Pacific University.

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 may keep those funds in his/her student account to be applied for other expected expenses, or may request a refund of the credit balance.

If the student's account was partially or fully paid by a third party (i.e., employer assistance, CAL Grant or private scholarship), the refund to the student will not exceed the amount that the student paid. Any credit balance over the amount that the student paid will be refunded to the third party.

If the student desires to have the credit balance refunded, the student must submit the request in writing to the Student Financial Services Office. There will be a one week holding period from the day that (1) the credit balance exists and (2) a proper request has been received and approved at the Student Financial Services Office to the day that the student may expect a refund check to be issued. Any exception to this policy must be approved by the assistant director of student accounts.

Nonpayment of Account

Students are responsible for their financial account at FPU. It is expected that the student will make timely payments and follow the guidelines stated above. If a student fails to keep their FPU financial account current, one or more of the following could occur:

- Payments not made are subject to all financial and academic consequences as described in the payment arrangement, nonpayment of account and financial aid sections of this catalog.
- Late fees will be assessed for any late, missed or partial payments.
- Payments received after the 20th of the month or as listed on the financial plan are subject to administrative withdrawal from the university.
- Students without a financial plan and a balance due are subject to the same conditions and consequences of students with a financial plan.
- Administratively withdrawn students are subject to the processes required to re-register.
- Students with an unpaid balance on his/her account may not enroll for a new semester.
- Interest of 10 percent per annum is assessed on all student balances which are unpaid after 30 days (Exception: 10-month payment students).
- Transcripts and diplomas will not be released.
- The loss of institutional financial aid.
- Collection costs/fees as well as the principal balance if student account is sent to a collection's agency.

Returned Check Policy

Use of personal checks on campus is a privilege. The first returned check is charged a returned check fee. After the second returned check, in addition to the returned check fee, check-writing privileges will be revoked for one calendar year and the amount of the check will be charged to the student's account. After one calendar year, check-writing privileges will be reinstated but one more returned check will result in a permanent revocation of check-writing privileges. Nonpayment of returned check will enter the collection process.

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, which is made up of representatives from faculty, the Student Financial Services Office, Registrar's Office and Student Life Office (for undergraduate program students).

All petitions that have financial bearing will be reviewed by this committee. Special processing fees can be associated with this process.

Repayment Policy

Some 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

Fresno Pacific University considers education to be a student project and, as such, the student has primary responsibility to provide for educational expenses. Fresno Pacific University offers a variety of federal, state and private financial aid programs to assist students who would benefit from an education at the university but need financial aid. Such students are encouraged to apply for assistance. Financial aid is awarded without discrimination as to gender, race, color, national or ethnic origin, age or handicap.

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; and 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 Procedures

Students wishing to apply for financial aid should follow the steps below:

1. All financial aid applicants must be accepted for admission to a degree program at Fresno Pacific University as a precondition for financial aid eligibility.
2. Students must complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov, or complete a paper application (use FPU code 001253). Baccalaureate students who are California residents need to complete a GPA Verification form to apply for the Cal Grant program in addition to the FAFSA. The FAFSA and GPA Verification forms should be postmarked by the March 2 deadline. Non-California residents, although ineligible for the Cal Grant program, are also required to submit the FAFSA. If a student chooses not to complete the FAFSA they must contact the Student Financial Services Office. By waiving the FAFSA the student will not be eligible for any federal or state aid, including student loans.
3. Submit a completed FPU Financial Aid application.
4. A student may be required to submit a completed verification form and copies of federal tax return and W2 forms as well as other documentation to verify the information provided on the FAFSA. The Student Financial Services Office will notify the student if the forms are required. If requested documents are not submitted, federal and state funds cannot be released to the student.

Deadlines

March 2 is the priority deadline for undergraduate students to submit a completed FPU financial aid application. A complete application means that the student has been accepted for admission, submitted a Free Application for Federal Student Aid (FAFSA) and submitted a FPU financial aid application. All applications completed on or before March 2 are given priority in the awarding process. Applications completed after March 2 will be reviewed and awarded on a first come-first served basis until all available funds are exhausted. However, if the March 2 deadline for filing the FAFSA is missed, it still needs to be filed prior to receiving any type of financial aid.

Graduate and teacher credential students have priority deadlines for each term: July 15 for the fall, November 15 for the spring and March 15 for the summer. Students must complete an application for

admission, Free Application for Federal Student Aid (FAFSA) and FPU graduate financial aid application before the priority deadline for the term they begin the program.

Degree completion students must complete the Free Application for Federal Student Aid (FAFSA) and the FPU Financial Aid application no later than the beginning of their cohort convocation.

ADDITIONAL NOTES

A new FAFSA form needs to be filed for each academic year. If students attend FPU in multiple academic years they will be required to file a new FAFSA form each year. Since federal and state grants are based on traditional academic terms, eligibility for various programs will depend on when they begin the program.

The information contained in the FAFSA, and other required documentation is treated in complete confidence by the Student Financial Services Office. Access to this information is governed by the terms of the Family Educational Rights and Privacy Act (FERPA) of 1974.

Notification of Award

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.

The following is an average processing timeline:

FAFSA processing	2-4 weeks
Award determination	1-2 weeks
Student contact	2-4 weeks
Loan processing	2-4 weeks

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. This coordination process therefore eliminates the over-award situation. Care is always taken to retain as much of the original aid package as possible.

Change in Enrollment

The Student Financial Services Office coordinates a recalculation of the financial aid a student has received from the federal and state governments, outside sources and institutional aid when a student drops all or some of their classes.

Students who withdraw from a term after it has begun, but before 60 percent of the term has been completed, may be required to repay some or all of the financial aid that has been disbursed for that term. The amount of aid that may be kept is the "earned" aid which is determined by how long the student was enrolled for that term. If a student withdraws after 60 percent of the term is completed then all aid that has been received may be kept on the student account.

If a student drops courses that change their status of enrollment before 60 percent of the term has been completed then financial aid will be recalculated based on the new enrollment status.

Satisfactory Academic Progress

Financial aid recipients are expected to make satisfactory progress toward a degree. A qualitative and quantitative standard must be maintained.

Qualitative

Baccalaureate students must earn and maintain a minimum 2.00 GPA on a four-point scale (some financial aid programs require a higher GPA). Students who earn the following will be automatically disqualified from receiving future financial aid funds:

1. A term GPA of less than 2.00 in any two consecutive terms at FPU.
2. An FPU cumulative GPA of less than 2.00 in two consecutive terms at FPU.
3. An FPU cumulative GPA of less than 2.00 in the first term of attendance if admitted on probation.

Graduate students must earn and maintain a minimum 3.0 GPA on a four-point scale (some financial aid programs require a higher GPA). Students who earn a term GPA of less than 3.0 in any two consecutive terms at FPU will be disqualified from receiving future financial aid funds.

Quantitative

1. Full- and part-time students are required to complete the number of units for which they received aid in a given term. Unit deficiencies created by withdrawal or failing grades (F) must be made up by the end of the following term.
2. Eighty percent of FPU cumulative units attempted must be completed in total terms of attendance regardless of whether aid was received. This applies only to continued financial aid eligibility. Withdrawals in terms when aid is not received are not calculated in the 80 percent.
3. 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.

Aid eligibility is retained during periods of academic probation until the student is academically disqualified. 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

Baccalaureate students who are disqualified from receiving financial aid may appeal to the director of student financial services and the Enrollment Steering Committee. If the director of mentoring and retention grants a petition for an undergraduate student to resume enrollment at FPU, financial aid eligibility will also be restored on the basis of that petition. Graduate students who are disqualified from receiving financial aid may appeal to the director of student financial services.

Selective Service Requirement

Federal regulation requires all aid recipients to provide documentation in order to verify their registration 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.

Fresno Pacific University Scholarships**ACADEMIC AND NEED-BASED SCHOLARSHIPS AND GRANTS****Undergraduate Scholarships and Grants****Paragon Scholarship**

3.75 GPA, 1200 SAT or 27 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 participate in the President's leadership class during the freshman year. Letter of application required by February 15. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

President's Scholarship

3.6 GPA, 1150 SAT or 25 ACT, Christian commitment, history of leadership in church, school and community. New applicants must be incoming freshmen and agree to live on-campus for a minimum of two years and participate in the President's leadership class during the freshman year. Letter of application required by January 15. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Dean's Scholarship

3.6 GPA. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Provost's Scholarship

3.4 GPA, minimum of 12 transferable units. New applicants must be incoming transfers. Recipients are required to participate in the Provost's leadership class. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Faculty Scholarship

3.4 GPA. Applicants must continue academic performance at or above a 3.0 GPA to have the award renewed.

Service/Leadership Scholarship

2.0 GPA, significant contribution in a service or leadership capacity for a minimum of one year in an organization such as a church, school club or community service organization.

International Grant

2.0 GPA, potential for contribution church, university and society.

Ministerial Grant

2.0 GPA, dependent of a practicing pastor or missionary with demonstrated service to church or community.

Graduate**Teacher Education Grant**

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

Distinguished Leadership Scholarship

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

Graduate Grant

Graduate credential, certificate and master's degree programs; financial need; dedication and commitment to academic work. The deadlines are July 15 for the fall, November 15 for spring and March 15 for summer.

PERFORMANCE/INVOLVEMENT SCHOLARSHIPS**Undergraduate****Art**

2.0 GPA, applicants are selected by the art department. Must agree to continued participation in the art department at Fresno Pacific University.

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 and women's volleyball. 2.0 GPA, tryout with coach and continued participation in intercollegiate athletics.

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 Pacific District of the 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.

Mennonite Brethren Scholarship

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.

Multicultural Leadership Scholarship

3.0 GPA for current undergraduate student applicants, 3.4 GPA for high school senior applicants, separate application required by July 29. Must agree to enroll in 2 units of leadership studies and one diversity course while at FPU and participate in required activities of the Multicultural Leadership Program at Fresno Pacific University.

Music

2.0 GPA, audition. Must agree to continued participation in music at Fresno Pacific University.

Pacific Publications

2.0 GPA, applicants are selected by the *Syrinx* student newspaper staff. Must agree to continued participation with the Fresno Pacific University *Syrinx*.

Phi Theta Kappa

3.6 GPA, applicants must submit a letter of recommendation from their community college Phi Theta Kappa Advisor and be approved by the assistant director of admissions and transfer coordinator.

The C.L.A.S.S. Success Grant

2.0 GPA, must participate in and successfully complete the College Language and Academic Success Strategies program (The C.L.A.S.S.) during the summer prior to receiving the grant.

Theater

2.0 GPA, audition. Must agree to continued participation in drama at Fresno Pacific University.

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 Pacific District of the 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.

Graduate**Church Match Scholarship**

Fresno Pacific University will match gifts from a student's church up to \$250 per semester, not to exceed \$500 for the year. Gifts from Pacific District of the 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.

PROGRAM SCHOLARSHIPS

Undergraduate

All scholarships listed below are limited to available budget.

Academic Departmental Assistantship

3.0 GPA, students must apply to work with undergraduate faculty on scholarly research and/or practicum experience.

Divisional Scholarships

Awarded to outstanding juniors and seniors by divisional faculty.

FPU Cal Grant Scholarship

Scholarships will be awarded to Cal Grant students based on need and financial aid package.

History Department Endowment

History major with high academic ability, Christian commitment. Recommended by the History Department faculty.

Peters Business Leaders Scholarship

Juniors or seniors, major in business and display leadership skills, Christian commitment and academic ability. Recommended by Business Department faculty.

Wiebe Biblical and Religious Studies Endowment

Juniors and seniors, Christian commitment, majors in biblical and religious studies and contemporary Christian ministries. Recommended by the Biblical Studies Division faculty.

Private Scholarships

All scholarships listed below are limited to available budget.

Kathleen Sue Agee Memorial Scholarship

Financial need; Christian commitment; contribution to church, university and community; preference to relatives of Joe and Vera Agee and/or students preparing for full-time ministry as a missionary or pastor.

John and Esther Berg Scholarship

Christian commitment; academic ability; contribution to church, university and community; preference to descendants of John and Esther Berg.

Margaretha Bergman Scholarship

Junior; financial need; Christian commitment; academic ability; contribution to church, university and community.

B.J. Braun Scholarship

Financial need, Christian commitment, preference to relatives of B.J. Braun or members of Pacific District Conference of the Mennonite Brethren Churches.

Colby-Darby Scholarship

Financial need; Christian commitment; academic ability; contribution to church, university and community.

Tom and Linda Collins Scholarship

Financial need, Christian commitment, preference to relatives of Tom and Linda Collins or members of the Madera Mennonite Brethren Church.

Malinda Epp Scholarship

Financial need; Christian commitment; contribution to church, university and community; preference to relatives of Malinda Epp or members of Reedley Mennonite Brethren Church.

Sam and Anna Funk Memorial Scholarship

Financial need; Christian commitment; contribution to church, university and community; United States citizen; preference to relatives of Sam and Anna Funk, members of Madera Mennonite Brethren Church and missions majors.

Goossen Scholarship Fund

Positive contribution to church and society, Christian commitment and good academic standing.

Graham and Idella Gladwin Memorial Scholarship

Financial need, Christian commitment, demonstrate musical talent and ability, major in music.

Harder Sisters Scholarship

Financial need; United States citizen; Christian commitment; contribution to church, university and community; preference to relatives of Jacob and Susanna Harder.

J. J. Hiebert Memorial Scholarship

Junior or senior; major in business, education or social work; 3.25 GPA; Christian commitment; contribution to church and society.

Paul and Lydia Kroeker Scholarship

Male; Christian commitment; contribution and leadership in the church, university and community; written affirmation by pastoral staff.

Mennonite Brethren Women's Missionary Service Scholarship

Christian commitment; contribution to church, university and community; preference given to female children of missionaries or international students.

I. G. and Frieda Neufeld Scholarship

Christian commitment; member of a Mennonite Brethren Church; 3.0 GPA; contribution to church, university and community; preference given to relatives of I.G. Neufeld.

Joseph and Amanda Miller Memorial Scholarship

Junior or senior, Christian commitment, preference given to children of Mennonite missionaries or pastors, desire to enter the ministry.

Laverne O'Bryant Scholarship

Preference given to students majoring in classical or church music, Christian commitment. Recommended by music faculty.

Lois Penner Scholarship

Major in music and active in church music, preference given to relatives of Lois Penner.

Alvin Peters Scholarship

2.5 to 3.5 high school GPA, preference to Immanuel High School graduates or children of Mennonite Brethren missionaries.

Connie Piepgrass Memorial Scholarship

Junior or senior, planning career in Christian ministry.

Pusey Family Community Scholarship

Academic ability; financial need; commitment and contribution to the church, university and community; reside within the Roosevelt High School attendance area; member of an ethnically under-represented segment of the campus population.

Steinert-Kruger Scholarship

Preference to members of Heritage Bible Church; residents of Kern County; contribution to church, university and community.

Heinrich and Helena Toews Scholarship

Financial need; United States citizen; Christian commitment; contribution to church, university and community; preference to relatives of Heinrich and Helena Toews.

Sam and Sarah Wiens Missions Scholarship

Major in contemporary Christian ministries or missions, financial need, academic ability.

Graduate**Robert Wilson Grant**

Students in special education, school counseling or school psychology programs. Additional application required.

Norma Dick Scholarship

Students in library media program, Christian commitment, preference given to students with financial need. Additional application required.

Public Grants and Scholarships**GRANTS****Cal Grant A**

This state-sponsored program helps low- and middle-income families meet tuition expenses. Award amounts and recipients are selected by the California Student Aid Commission (CSAC) on the basis of need and academic ability. Undergraduate students with a GPA of 2.0 or higher are encouraged to apply. Students must complete the Free Application for Federal Student Aid (FAFSA) and submit a GPA Verification Form to CSAC by March 2.

Cal Grant B

Similar to Cal Grant A, this program is intended for students from low-income families who would be unable to attend college without this grant. Cal Grant B provides a living stipend and grant. Undergraduate students must complete the Free Application for Federal Student Aid (FAFSA) and submit a GPA Verification Form to CSAC by March 2. 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.

Cal Grant TCP

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

Pell Grant

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

Supplemental Educational Opportunity Grant (SEOG)

The SEOG program is a federally sponsored program also designed to assist students pursuing their first undergraduate degree. Awards are based on financial need and range between \$100 and \$1,500 annually. This program is administered through the Student Financial Services Office at Fresno Pacific University.

LOANS

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. An eligible student may borrow up to a total of \$10,000 at the undergraduate level and \$19,000 for graduate study (this total includes any amount borrowed as an undergraduate). Repayment begins nine months after graduation or withdrawal from school. A student may be allowed up to 10 years to repay, based on the amount he/she has borrowed. During the repayment period, 5 percent 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 the field of teaching in designated schools or other service areas. This loan is administered through the Student Financial Services Office at Fresno Pacific University.

Stafford Student Loan

Subsidized and unsubsidized loans are available to both undergraduate and graduate students. The interest rate is variable with an 8.25 percent cap. The loan is obtained from a financial lending institution working in cooperation with the Student Financial Services Office. Yearly loan maximums are \$2,625 for freshmen students, \$3,500 for sophomore students, \$5,500 for all other undergraduate students and \$8,500 for graduate students, with aggregate maximums of \$23,000 and \$65,500 respectively. Additional unsubsidized loans are available to independent undergraduate, graduate or dependent undergraduate students whose parents are unable to qualify for a PLUS loan. Students may borrow up to \$4,000 as a freshman or sophomore, \$5,000 as a junior or senior and \$10,000 as a graduate student with aggregate maximums of \$23,000 and \$73,500, respectively, for undergraduate and graduate students. An origination fee and guarantee fee are 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.

PLUS Loans

Loans are available to parents of dependent undergraduate students. Parents may borrow up to the cost of education minus financial aid per academic year. This program is not based on financial need; however, all borrowers must meet credit analysis standards set by the lending institution. The interest rate is variable with a cap of 9 percent. These loans are subject to the same fees as the Stafford loan. 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.

Alternative Loans

In addition to Stafford Student Loans other private loans are available to assist students with the cost of education. Contact the Student Financial Services Office for more information.

Joylene Boren Loan Program

A low interest loan is available through Fresno Pacific University for graduate students in the reading education program who show financial need and high academic ability. A separate application is required. Applicants must be recommended by the reading education faculty.

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 up to \$19,000 of the student loan debt forgiven by the California Student Aid Commission by agreeing to teach in a designated teacher storage area for four years. Applications are generally due by mid-June each year but students may apply until the program is full. Students who have completed a minimum of 60 undergraduate units and who are working on their first teaching credential may apply. Students who have completed a preliminary credential but who are seeking an advanced credential in special education or reading may also apply.

Federal Stafford Loan Forgiveness Program for Future Teachers

Students who teach five consecutive years as a full-time teacher 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 www.studentaid.ed.gov or your student loan lender.

Short Term/Emergency Loans

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

Employment**Federal Work Study Program (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 Resource 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.

UNIVERSITY POLICIES

ACADEMIC AND REGISTRATION

Dean of Student Life: Zenebe Abebe

Registrar: Norman Rempel

REGISTRATION

Only individuals who are registered may attend classes. All registrations must be approved by the student's faculty mentor/advisor or program director.

Registration begins eight weeks prior to each semester. Undergraduate and graduate students have until Friday before the first day of the semester to register without late fees. The first week of the term students can register with an instructor's signature and pay a late fee. Students will not be allowed to register after the first week of classes. Students can register for a year at a time. Degree completion students register and complete necessary paperwork on the first night of classes for a given semester. Students are officially enrolled in all courses listed on their registration form.

If a change in registration becomes necessary, forms for requesting the change may be obtained from the Registrar's Office. Prior approval by the mentor/advisor is required for undergraduate students and any elective course for degree completion students. Approval by the instructor is required after the semester begins and prior to the beginning of the semester if the course is closed. Courses may be added prior to the semester without a late fee or the first week of the semester with a late fee.

Late Registration

Late registration week (late fee applies) is the first week of each session. Registration after the first week requires an appeal to and approval by the dean. In such cases, special processing and late registration fees apply. Special conditions may apply to some courses. Refer to the course schedule.

Exception: Degree completion students should contact the Graduate/Degree Completion Office.

Check-In

Undergraduate students must complete their registration by checking in no later than the first Friday of the fall and spring terms. Check the academic calendar for dates. Students will receive their I.D. card semester sticker and class schedule at this time. Photo I.D. must be presented at time of check-in. Students who do not complete their registration by the end of the first week of the fall or spring term will be subject to a late fee.

Drops

Courses may be dropped through approximately 60 percent of the semester. Depending on the semester and session, courses can be dropped through the 10th week of full session for the fall and spring semester, through the seventh week of full session for the summer semester, through the fifth week of first and second session of the fall and spring semester, through the fourth week first and second session of the summer semester. Extended registration courses may drop through the third class session. See the financial section for the refund policy.

Courses dropped after the first three weeks for full-, first-, second-, and third-session courses and the first class session for extended registration courses will result of a grade of W. The grade of W does not affect the student's GPA. Courses dropped after the 10th week for full session of the fall and spring semester, the seventh week for full session of the summer semester, the fifth week for first and second session of the fall and spring semesters, the fourth week for first and second session of the summer semester and the third class session for extended registration courses will result in a grade of UW. The grade of UW is equivalent to the grade of F and will affect the student's GPA.

Exception: Degree completion students should contact the Graduate/Degree Completion Office if changes in enrollment are necessary.

WITHDRAWALS/ HIATUS

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 on returning. 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.

A hiatus is a break from the university for the period of one fall or spring semester. By filing a hiatus with the university the student is indicating in writing that he/she intends to return the following semester term. The student's current semester classes are dropped and registered classes for the next semester are held, pending all fees due are paid according to guidelines set by the university.

If the student chooses not to return from hiatus they must contact the Office of Mentoring and Retention to inform staff of his/her intention to withdraw. Once withdrawn from the university the student must reapply and be readmitted in order to return.

Attendance

Students are not automatically withdrawn from classes for reason of nonattendance. In order for a student to be no longer registered for a course, the student must complete and file an official drop form in the Registrar's Office. Failure to complete this form will result in the student being graded at the end of the term on the basis of whatever work may have been completed.

Degree completion exception: In an accelerated, nontraditional degree program attendance is mandatory, so there are no "excused" absences. An absence is defined as nonattendance for all or a portion of the class session exceeding 20 minutes. In the course of a year, however, there may be a few unavoidable absences due to illness or unexpected, extenuating circumstances. If an absence is unavoidable, the student must inform the instructor and complete make-up work.

1. After the student has missed three non-consecutive sessions or has missed two sessions in the same module, the student to meet with the Academic Appeals Committee to discuss whether or not the student must withdraw from the program.
2. If a student is absent for three consecutive classes, the Registrar's Office may administratively withdraw the student with the approval of the Academic Appeals Committee.

Voluntary Withdrawal

Students may withdraw from the university through the 10th week of the semester. For refund policy see the financial policy section.

Degree completion students may withdraw from their program and be issued a grade of W for the module in which the withdrawal occurred if the student completes a drop/withdrawal form before the withdrawal policy deadline. The withdrawal policy deadline is: third class in a five-night course, fourth class in a six- or seven-night course, fifth class in an eight-night course.

If the voluntary withdrawal occurs after the 10th week (for undergraduate and graduate students) or the policy night (for degree completion students), the student will receive a letter grade from the instructor. A student may appeal the posting of a grade rather than the posting of a W to the Academic Appeals Committee if the withdrawal occurred due to extenuating circumstances, such as a serious medical condition, a death in the immediate family or other traumatic, unforeseen events. Late withdrawal fees will be assessed.

Administrative Withdrawal

Degree completion students who miss three consecutive sessions, do not meet the course requirements of a module, are in violation of the maximum number of absences or are delinquent in their account will be administratively withdrawn from the program by the Registrar's Office with the approval of the Academic Appeals Committee.

If the administrative withdrawal occurs after the policy deadline as listed above, the student will receive a letter grade from the instructor of the module in which the withdrawal occurred. A student may appeal the posting of a grade rather than a W to the Academic Appeals Committee if the conditions for the withdrawal were due to extenuating circumstances, such as a serious medical condition, a death in the family or other traumatic, unforeseen events.

BIB-300A and BIB-300B Withdrawal Requirements

Special provisions may apply to particular degree completion program courses. See the Degree Completion Handbook.

STUDENT STATUS

Active Enrollment

To remain in active status, baccalaureate students must enroll in consecutive semesters (excluding summer). To remain in active status, graduate students must enroll in at least one course each year. Students who wish to reenter a program after being inactive need to reapply.

Definition of a Full-time Student

Baccalaureate students are defined as full time when they enroll in 12 or more units per semester. Graduate students are defined as full time when they enroll in 9 or more units per semester.

Non-Degree Seeking Students

Students who wish to take courses for personal development without being admitted to a certificate, credential or degree program may enroll as non-degree seeking students. Should such a student later apply to a program, standard admission requirements must be completed at that time.

Baccalaureate Class Standing

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

Freshmen	students who have completed fewer than 30 units
Sophomores	students having at least 30, but fewer than 60 units
Juniors	students having at least 60, but fewer than 90 units
Seniors	students having completed at least 90 units

SOURCES OF CREDIT

Transfer Credit

TRANSCRIPT EVALUATION AND TRANSFER POLICY

All documents used for transcript evaluation must be official, except for students seeking a conditional admission.

- A maximum of 70 semester units may be transferred from regionally accredited two-year institution(s).
- A maximum of 30 semester units may be transferred from unaccredited institutions, if approved.
- All transfer work and FPU work is used to calculate the cumulative GPA.

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 institution. 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.

Baccalaureate Programs

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

1. The credit is from approved higher educational institutions: Among those are institutions with accreditation recognized by CHEA (Council for Higher Education Accreditation). These include those with accreditation by regional accrediting organizations (e.g., WASC, SACS) and national accrediting organizations (e.g., ABHE). FPU also transfers credit from institutions with accreditation

through international accrediting agencies (e.g., EAAA, the Euro-Asian Accrediting Association of Evangelical Schools).

2. A grade of C- or better was earned.
3. The content does not overlap or repeat courses already completed or to be completed at Fresno Pacific University or another institution.
4. A lower-division course was completed prior to the completion of an upper-division course in the same subject area.
5. Petitions for exceptions for transfer credits must be made to the Academic Appeals Committee. See the admissions section for additional information.

Graduate Programs

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

1. Unless stated otherwise for a specific graduate program, a maximum of 9 semester units may be transferred from an accredited graduate program into a Fresno Pacific University graduate program when courses are judged to be equivalent.
2. Courses transferred to meet requirements for a credential must be listed on official transcripts as post-baccalaureate and the grade achieved must be C or better (or "credit") when the course has been taken under the Credit/No Credit grade schema.
3. Courses transferred to meet requirements for a master of arts must be:
 - Designated as graduate courses applicable toward a master's degree by the institution where the course was taken.
 - The grade achieved must be B or better.
4. Final approval is granted by the Registrar's Office.

CENTRAL VALLEY GUARANTEED TRANSFER PROGRAM

Fresno Pacific University is a participant in the Central Valley Guaranteed Transfer Program, an agreement by colleges and universities in the Central Valley Higher Education Consortium. Students participating in this program enroll in a prescribed course of study that will lead to an associate of arts degree at participating community colleges. To be guaranteed admission to participating four-year universities, students must successfully complete the specified courses, maintain the required grade point average (a 2.4 GPA for CSU campuses and a 2.8 GPA for Fresno Pacific University, UC Merced and University of the Pacific) and correctly follow the application procedures, requirements and deadlines for admission. Once admitted to the university, additional steps may be required to access certain academic majors. This program may not be the best course of study for certain specialized and/or high-requirement majors. Students are advised to seek guidance from counselors at the community college and the desired four-year university for details before commencing this program. Further details may also be found on the Central Valley Higher Education Consortium website at www.CollegeNext.org. Current participating community college campuses include: Bakersfield College, Cerro Coso Community College, College of the Sequoias, Merced College, Modesto Junior College, Porterville College, San Joaquin Delta College, Taft College, West Hills College—Coalinga, West Hills College—Lemoore. Participating four-year universities include CSU Bakersfield, CSU Fresno, CSU Stanislaus, Fresno Pacific University, UC Merced and University of the Pacific.

SUBSTITUTIONS

Program directors or mentors/advisors may authorize waiver of course requirements when the program director or mentor/advisor judges that the student has taken a course or courses that fulfill the competencies for the course waived. An official waiver request should be filed with the Registrar's Office. If approval for a course requirement is waived, the student must still complete the requisite number of units for the credential or degree by taking other appropriate coursework. Waivers must be verified by receipt of official transcripts.

Limitations on Transfer Credit/Substitutions

Normally, graduate coursework to be considered for waiver or transfer of credit shall have been completed no more than five years prior to the date of the transfer or waiver request. Exceptions to this may be made

only by the program director. All courses to be considered toward a degree or credential must have been completed within 10 years of the award of the degree or credential.

Unless stated otherwise for a specific graduate program, a maximum of 9 semester units may be transferred. Final approval is granted by the Registrar's Office based on the program director's recommendations.

Exception: Degree completion students may not substitute any of their program courses.

Exam Credit

Advanced Placement

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

College Level Examination Program

A maximum of 30 semester units may be granted for successful completion of College Level Examination Program (CLEP) examinations. 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.

Course Challenge

Students may challenge the undergraduate program courses via examination, subject to approval and the payment of a per-unit course challenge fee (not applicable for degree completion program courses). 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 towards graduation. Requests for course challenges are made during regular registration periods.

International Baccalaureate (IB)

Students may be granted credit through the International Baccalaureate Organization (IB) for advanced study in high school. Credit is awarded when score of 5 or greater is earned in higher level IB subject exams.

Military Credit

Documented Military Training

Credit is awarded for documented college-level learning obtained while in the military services. Credit award is based upon the recommendations found in the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. A copy of a DD214 is required for any such award of credit.

Professional Learning Credit

Professional Learning

Units awarded for documented professional learning are based upon American Council of Education (ACE) recommendations. Applicable to degree completion program students only.

Prior Learning Experiences

Up to 24 units of baccalaureate credit may be awarded following a faculty portfolio assessment of college-level learning obtained via life experience. CAEL guidelines are followed. This source of credit is limited to the organizational leadership, Christian ministries and business management degree completion programs.

GRADING

Grade Symbols

Letter grading is the basic grading system that applies to all coursework acceptable toward a degree program, except for those courses graded solely on a credit/no credit basis.

BACCALAUREATE GRADES

Grades Included in the Grade-Point Average:

A	4.0 points	
A-	3.7 points	Excellent. Superior performance in meeting course objectives, mastery of subject matter and in exhibiting a high degree of initiative and self-direction.
B+	3.3 points	
B	3.0 points	
B-	2.7 points	Very Good. Very good performance in meeting course objectives, mastery of the subject matter and in exhibiting significant initiative and self-direction.
C+	2.3 points	
C	2.0 points	
C-	1.7 points	Satisfactory. Average performance in meeting course objectives, mastery of the subject matter and in exhibiting initiative and self-direction.
D+	1.3 points	
D	1.0 point	
D-	0.7 point	Poor. Minimal performance in meeting course objectives, mastery of the subject matter and in initiative and self-direction.
F	0.0 point	Failure. Unsatisfactory performance in meeting course objectives, mastery of the subject matter and in initiative and self-direction.
UW	0.0 points	Unauthorized withdrawal. This symbol indicates that an enrolled student attended little or not at all and did not properly withdraw from the course (i.e., the student did not submit an official drop form). For purposes of grade-point average computation this symbol is equivalent to an F.

Grades Not Included in the Grade-Point Average:

AU	Satisfactory audit
CR	Credit: completion of the course with a performance of C- or better
E	Enrichment
I	Incomplete
IP	In-progress
NC	No credit: completion of the course with a performance below C-; failure to complete all the course requirements
NR	No report
S	Satisfactory participation
U	Unsatisfactory participation
UA	Unsatisfactory audit
W	Withdrawal

GRADUATE GRADES

Grades Included in the Grade-Point Average

A	Outstanding scholarship	4 points	Performance that significantly exceeds the requirements and qualitative expectations of the course. Superior mastery of subject matter. Initiative and self-direction leading to significant study and related activity beyond course requirements.
B	Good scholarship	3 points	Performance that fully meets all the requirements and qualitative expectations of the course. Solid mastery of subject matter.
C	Marginal scholarship	2 points	Performance that barely meets the requirements and qualitative expectations of the course. Marginal mastery of subject matter. Does not meet the expectations of graduate-level work. Courses with a grade of C will not be credited toward the completion of requirements of any graduate degree program.
F	Unsatisfactory scholarship	0 points	Performance that fails to meet the requirements and qualitative expectations of the course. Inadequate mastery of subject matter. Courses with a grade of F will not be granted credit.
UW	Unauthorized withdrawal	0 points	This symbol indicates that an enrolled student attended little or not at all and did not properly withdraw from the course (i.e., the student did not submit an official drop form). For purposes of grade-point average computation this symbol is equivalent to an F.

Grades Not Included in the Grade-Point Average

AU	Audit (satisfactory)
CR	Credit: Completion of the course with a performance of B or better
I	Incomplete
IP	In-progress
NC	No credit: Completion of the course with a performance below B; failure to complete all the course requirements
R	Research in progress
S	Satisfactory participation
U	Unsatisfactory participation
UA	Audit (unsatisfactory)
W	Withdrawal

Repeated Courses

Students may repeat courses not designated as "repeatable for credit" for credit in which a grade of C+ or lower has been received for baccalaureate programs or a grade of C or lower has been received for graduate programs. 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 in some cases be counted for financial aid purposes. See the Student Financial Services Office prior to registration for details.

Students may repeat Fresno Pacific University courses for grade substitution only when repeated courses are taken at Fresno Pacific University. When repeat courses are taken elsewhere, only one of the courses will count toward degree credit. In such cases, grades earned in both courses will affect the student's cumulative grade-point average.

Repeat courses are treated uniquely when determining athletic eligibility; see the faculty athletic representative for details.

Incompletes

A grade of incomplete may be requested if illness, accident, death in the immediate family or other similar, unavoidable circumstances make it impossible to complete all course requirements as scheduled. Requests for incompletes are not approved in cases where students have not completed work due to negligence or lack of effort. Requests for incompletes should be submitted prior to the last day of the semester. When an incomplete is granted, course requirements must be completed before the end of the next sequential term (spring, summer, fall).

Exception: Not applicable for project/thesis courses.

Default Grading for Study Abroad Courses

All courses taken through FPU official or endorsed study abroad programs will be recorded on the FPU transcript as credit/no credit, except in those cases where the student submits a written request to the Registrar's Office that all courses be letter-graded, prior to departure for the study abroad experience.

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 towards major requirements.

Exception: U.S. study "abroad" program courses (e.g., American Studies Program) are letter graded.

Elected Credit/No Credit Option Policy (CR/NC)

This policy only applies to undergraduate program courses.

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.

Grade Changes

Final grades submitted to the Registrar's Office are considered official and may be changed only by an instructor on the basis of clerical or computational error. Students who believe that such an error has been made should contact the instructor first to seek resolution. Should the student believe that a grade change is warranted for reasons other than clerical or computational error; the student may present their reasons to the dean. Grade changes may not be made more than two terms after course completion.

Grades

Grades are received from faculty at the end of each session. Degree completion grades are due from faculty at the end of each course.

Grade Reports

Students enrolled in undergraduate, degree completion and graduate programs may view their grades through CampusCruiser. Students taking continuing education courses are mailed grade reports upon course completion.

TYPES OF COURSES

University Course Numbering System

The following course numbering system is used to indicate the academic level of courses:

- | | |
|-------|---|
| 1-49 | Non-credit educational experiences. |
| 50-99 | Pre-baccalaureate university credit courses of a preparatory, remedial or semiprofessional nature. Not applicable to degree requirements. |

100-299	Lower-division baccalaureate courses that are general and introductory in nature. They are intended to provide a foundation for advanced work.
300-499	Upper-division baccalaureate courses that generally assume prior knowledge or experience in the subject, with content more advanced or specific than lower-division courses.
600-699	Graduate courses leading to the teaching credential. Open to holders of a baccalaureate degree who have been admitted to the teacher education program subject to prerequisites or other requirements as stated in program or course description. A limited number of these courses may be taken by baccalaureates with prior approval.
700-799	Graduate courses open to holders of a baccalaureate degree subject to prerequisites or other requirements as stated in program or course descriptions. A limited number of these courses may be taken by baccalaureates with approval.
900-999	Graduate-level university credit courses designed for professional development and not as part of a degree program.
1000-1999	University credit offered through the Center for Professional Development for workshops and conferences.
8000-8999	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.

Special courses in various baccalaureate programs are available under the following listings:

286	Topics, lower-division
288	Directed study, lower-division
486	Topics, upper-division
488	Directed study, upper-division
489	Independent study

Special courses in various graduate programs are available under the following listings:

686/786	Special topics; subject area may be varied to meet special needs of programs; permission of program director or mentor/advisor required
688/788	Directed study
689/789	Independent study
792-793	Practicum or field-based experience
794	Internships
797	Continuous registration
798	Project/thesis proposal
799	Project/thesis

Standard Course

The standard course meets in a traditional class setting for the equivalent of 15 class hours for each unit of credit. This course assumes approximately three hours of student preparation for each hour spent in class. Therefore, student time for a 3-unit course is assumed to be 180 hours.

In-Progress Course

Courses which, by design, are intended to span two or more terms are called "in-progress" courses (e.g., field practica). 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. In-progress courses may not exceed a total of three terms, including the summer term.

An IP course will span more than one semester. A customized IP course may span more than one semester. Degree completion program students are granted a six-month extension for BUS-499C or MIN-499C only.

Arranged Study

An arranged study is a traditional, 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 an arranged study, the following options must have been explored and not found to be feasible:

1. Concurrent enrollment at another institution.
2. Substitution of another course for the required course.
3. Waiver of the requirement.

Arranged studies must meet the following criteria:

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

Forms for requesting permission to enroll for arranged study are available in the Registrar's Office. The form is to be completed prior to registration.

Audit

Students wishing to attend classes without receiving undergraduate or graduate credit may register for those courses 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. 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 catalog course descriptions).

Continuous Enrollment

Continuous enrollment is understood to mean enrolling for at least one course each year. Those students who have not completed a graduate class within one school year will be placed on inactive status. 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.

Continuous Registration

Graduate students enrolled in their project or thesis are required to be continually enrolled until completion. As a courtesy, the assistant registrar for graduate studies will register students in either remaining project/thesis credit units, or will register students in continuous registration until the project/thesis is completed. Student accounts will automatically be billed. The fee for Continuous Registration (797) is equivalent to the cost of one unit of tuition.

Courses with Variable Subject Codes and Course Numbers

Sometimes a student finds the need to complete a baccalaureate version of a graduate course or a graduate version of a baccalaureate course in order to complete his/her degree requirements. These courses are subject to approval from the instructor, program director or mentor/advisor and the dean.

Directed Study

A directed study course is a course in which the student pursues a topic not found in the catalog and the faculty member assumes the primary responsibility for content. The faculty directs and evaluates the

student's work throughout the course. These courses are usually taught on an individual basis where the subject matter supplements or enhances the student's course of study. Prior approval by the instructor, program director or mentor/advisor and the dean is required.

Forms to request permission to enroll for directed study are available in the Registrar's Office. The form is to be completed prior to registration.

Distance Education

A distance-taught course is a specially designed course in which all or part of the course materials may be presented by distance methods. This may involve a special packaging of an existing course, or a completely new one. Primary responsibility for content and focus are assumed by the instructor and all normal expectations for student work per hour of credit apply.

Enrichment

Selected courses are available for a non-credit enrichment option, 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 full-time undergraduate students and current employees; for all others, the enrichment fee is charged (see financial information section). 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

An independent study course is a course in which the student pursues the independent investigation of a subject not found in the catalog with approval from the instructor.

Students may receive permission to enroll for independent study credit subject to the following conditions:

1. The student is a junior, senior or graduate student.
2. The student has a grade-point average at Fresno Pacific University of 3.0 or higher.
3. The proposed subject of study is not one of the regular course offerings.
4. A faculty member is available with the necessary expertise to provide guidance and evaluation.
5. The student presents and a faculty member accepts a proposal that outlines:
 - The topic and reasons for wishing to study it.
 - A summary of resources available to complete the study.
 - The proposed mode of reporting.
 - The standards of evaluation to be applied for grading.
 - The amount of credit proposed.
 - A timetable for completion of the work that follows Carnegie guidelines.
6. The faculty member is satisfied that the proposal is acceptable and that the student has the qualities and background to complete the work satisfactorily with a minimum of direct supervision and help. (One of the goals of this type of study is to teach independent learning.)
7. The proposal approved by the faculty member is reviewed and approved by the dean.
8. There should be at least an initial consultation and a final interview with the supervising faculty member.

Forms for requesting permission to enroll for independent study are available in the Registrar's Office. The form is to be completed prior to registration.

MBBS Courses

A student may register for Mennonite Brethren Biblical Seminary (MBBS) courses through Fresno Pacific University for university credit with special permission. They are distinguished on the student's transcript with an MBS subject code. Refer to the MBBS catalog for course description.

Participation

Selected courses are available for a non-credit participation option. Students selecting the participation option are expected to attend all classes and participate fully in all class activities but do not receive graduate credit. Prior approval of the instructor is required. Courses are graded S (satisfactory) and U (unsatisfactory).

Project/Thesis

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

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

A project is likewise understood to be a supervised independent undertaking and is also built upon an explicit theoretical foundation. It differs from a thesis, however, in that it is aimed at exploring or enhancing application of theory to one or more specific settings. No academic distinction is made between a project and a thesis.

Students are advised to enroll for 1, 2 or 3 units in any term, based upon a projected timetable established in consultation with the program director. All students must be continuously registered for a total of 3 units of 799 to fulfill the project/thesis requirement. Students who do not finish after the completion of 3 units will be registered in 797 Continuous Registration until project/thesis is complete. A grade of R (research in progress) is issued at the end of all terms in which the project/thesis is not completed. Once successfully completed a grade of CR (credit) will be issued.

Project/Thesis Proposal

Tutorial course for beginning work on the project or thesis that will result in a completed proposal judged acceptable by the program committee. Seminar is encouraged of all students. Courses are graded CR/NC.

Repeatable for Credit 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.

Special Unit Values

For special academic reasons, students sometimes desire to fulfill their elective requirements by completing courses at unit values other than those listed in the catalog and/or in the class schedule. Students must obtain instructor, program director or mentor/advisor and the dean's approval prior to enrollment.

Supervised Field Experience

The field experience may be a practicum, internship or other similar activity where learning is structured around a supervised experiential component and a related written product that offers description, analysis, evaluation or other appropriate reflection. In general, credit value will be based on the Carnegie formula for laboratory courses, in which 120 hours of student work shall be expected for each unit of credit earned.

Topics Courses

Topics courses are occasional or experimental courses designed to meet student interests and needs.

Tutorial Courses

The tutorial course consists of the independent reading of a particular subject under the regular and continuing guidance of the instructor. The instructor is responsible to establish the focus of each segment of

study and at least a beginning bibliography of readings, but the responsibility for investigating and synthesizing information and knowledge rests with the student. The work required should equal approximately four hours per week per unit of credit for a period of 15 weeks, or a total of 50 hours for each unit of credit.

During a traditional semester, the instructor normally meets the tutorial for one hour every two weeks, at which time the student(s) presents an essay or outlined report of the work investigated during that period (a total of seven or eight essays/reports during the semester).

DEGREE REQUIREMENTS

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 ESL courses will be accepted).

Minimums

- a. A minimum cumulative grade-point average of 2.0 must be completed in each of the following:
 - 1) all work attempted (including transfer work).
 - 2) work at Fresno Pacific University.
- b. A minimum of 24 units must be taken at FPU. Course challenge credit may not be used to meet this minimum.
- c. A minimum of 18 of the last 30 units must be taken at FPU.

Maximums

- a. 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).
- b. 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).

Bachelor of Arts Degree

Requirements for a bachelor of arts degree are:

A minimum of 124 semester units, which includes

1. General education requirements.
2. 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.
3. Elective courses as needed to complete the 124-unit minimum.

Minimums

- a. A minimum cumulative grade-point average of 2.0 must be completed in each of the following:
 - 1) all work attempted (including transfer work).
 - 2) work at Fresno Pacific University.
 - 3) work in the major and minor (no grade below a C- is acceptable in major(s) and minor(s) courses).
- b. A minimum of 30 units must be taken at FPU. Course challenge credit may not be used to meet this minimum.
- c. A minimum of 18 of the last 30 units must be taken at FPU.
- d. A minimum of 18 units in the major must be taken at FPU.
- e. A minimum of 40 units must be taken in upper-division courses.

Maximums

- a. A maximum of 8 total units of activity courses in art, drama, music, journalism, physical education and athletics, with a maximum of 4 units in a single area, may be counted toward the 124 units required for graduation. (Activity courses are identified in course descriptions.) Activity courses required in a major are exempt from this limit.
- b. 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).
- c. A maximum of 6 units of graduate credit may be applied towards a B.A. degree
- d. A maximum of 9 units in ESL (English as a Second Language) per semester up to a total of 16 units may be applied towards degree requirements.

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

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

Majors

Each student must select a major (or majors) no later than the second semester of the sophomore year. A freshman may declare a major in his/her second semester. Forms for declaring a major are available in the Registrar's Office.

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

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

Minors

Each student may select a minor (or minors). Minors may be declared beginning the second semester of the freshman year. Students are not required to complete a minor to meet degree requirements, except in specified majors. Of units required for a minor, at least one half must be completed at Fresno Pacific University.

Personalized minors may be created through consultation between faculty mentors/advisors and students. Students should recognize that a personalized minor, while authorized by the university, may not be recognized as a field of study or form of professional preparation by outside agencies and professions. A personalized minor must have a minimum of 16 units.

Course Overlap Policy

A student may use an individual course to meet a requirement in more than one area of the curriculum [i.e., general education, major(s), minor(s)]. This is referred to as a course overlap. An overlap course may be applied in only two areas of the curriculum. Between any pairing of the two areas of the curriculum the maximum number of overlap courses is three. The total number of overlap courses a student is allowed is six. Contact the Registrar's Office for specific examples.

Special Notes

- Focus series: 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.
- Major emphases within majors: For students wishing to finish the requirements of two emphases within a major, a minimum of five courses must not overlap between those two major emphases.

- Liberal studies concentrations: Liberal studies majors may not overlap any courses between their concentration and general education except for focus series requirements.

Second Bachelor's Degree

A second bachelor's degree may be granted to a student under the following conditions:

1. All current Fresno Pacific University general education requirements are met.
2. The requirements of a second major are completed (subject to the policy on overlapping courses).
3. At least 30 units (24 units in upper-division and at least 15 in the major area) are completed at Fresno Pacific University following the completion of the first degree.
4. All other degree requirements, limitations, etc., apply to the second degree (e.g., grade-point average).

Master of Arts Degree

Requirements for a master of arts degree are:

A minimum number of 36 graduate semester units, which include:

1. Graduate program requirements.
2. Elective courses as needed to complete the 36-unit minimum.

Minimums

- a. A minimum cumulative grade-point average of 3.0 (including transfer work).
- b. A minimum grade of B in all coursework.
- c. A minimum of 27 units must be taken at FPU with the exception of individualized master's programs.
- d. Baccalaureate courses can not be used to fulfill minimum unit requirements.

Maximums

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

Project/Thesis or Master's Seminars

Candidates may enroll in project/thesis or master's seminars (ED-777A and ED-777B) as the culminating courses for the master of arts degree. The program director works with the candidates to select the option most appropriate for them.

To be eligible to register for project/thesis or seminar, a student must have completed all other required coursework, maintained at least a B in all coursework in the program and secured approval of his/her project/thesis plan from the project/thesis director and committee.

Second Master's Degree

Students may complete a second master's degree (the first degree may be taken at FPU or elsewhere) 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 may be used to meet the requirements of the second master's degree.
 - a. Where requirements for one degree overlap with those of another (above the 6-unit overlap rule, see above), the student may, at the discretion of the program director, substitute appropriate alternative course(s) or, in special cases, repeat certain course(s). 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.).

Additional 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. 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 area (and who have previously been granted a master's degree by FPU) will have the additional emphasis noted on the student's transcript record.

Applicable Catalog

Students must complete all degree/program requirements as stated in the catalog of the student's year of admittance to the university. Students may petition their program director or mentor/advisor to complete the program requirements as stated in a later catalog. In no case will the requirements of a program under the sole control of the university be more extensive than those stated in the catalog of the year the student enters the university. When a program requires approval by state or other agencies for student certification, the requirements for degree completion may be other than those stated in the catalog under which the student enters the university. Exceptions to degree requirements may be considered by the Academic Appeals Committee via petition.

Timeframe to Complete Degree Requirements

All students must complete degree requirements within six years of admittance. If not completed within those six years, the current catalog requirements will apply.

ADDITIONAL DEGREE COMPLETION PROVISIONS

Degree completion students must earn their degree within six years from the date they registered for semester one of their degree completion program.

After the completion of their major, students have a six-month extension to complete all requirements for the bachelor's degree before having to petition to the Academic Appeals Committee for continuous enrollment status. Prior to the expiration of the six-month extension, students must petition the Academic Appeals Committee for an additional six-month extension.

If approved for the extension, students must pay a continuous enrollment fee equivalent to 1 unit at the current undergraduate rate. The Academic Appeals Committee may grant up to two six-month extensions with the second extension requiring a continuous enrollment fee equivalent to 1 unit at the current undergraduate rate. Students who do not complete their degree requirements within the aforementioned extension periods, or 18 months, become inactive students. Inactive students must complete all degree requirements and have paid all requisite fees within six years from the date they registered in semester one of their degree completion program.

CONFERRAL OF DEGREES

Application for Degree and Intent to Participate in Commencement

Students nearing degree completion are required to file an application for degree with the Registrar's Office and pay the appropriate fee. This application may be submitted any time; however, intent to participate in commencement must be filed by September 30 for the fall ceremony and January 31 for the spring ceremony. Once the application has been filed, students have three consecutive semesters to complete degree requirements.

Students who fail to complete degree requirements within three consecutive semesters will be required to reapply for their degree.

Commencement

Commencement is held at the conclusion of the fall and spring semesters.

Baccalaureate students are eligible for participation in the commencement ceremony provided they:

1. Have completed their degree.
- or
1. Carry a minimum 2.0 cumulative and institutional mean GPA, and
 2. Are registered with the intent to complete their degree requirements within the semester in which they plan to participate in commencement.

Graduate students are eligible to participate in commencement provided they:

1. Have completed their degree.
- or
1. Carry a minimum 3.00 cumulative and institutional mean GPA, and
 2. Are registered with the intent to complete their degree requirements within the semester in which they plan to participate in commencement, and
 3. Projects/theses are submitted six weeks prior to the end of the semester for program director approval.

Diplomas

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

SATISFACTORY ACADEMIC PROGRESS

Students are expected to make satisfactory progress toward completion of their program by maintaining a cumulative grade-point average of 2.0 or higher (for associate/baccalaureate students) and 3.0 or higher (for graduate students).

Undergraduate

ACADEMIC PROBATION

Undergraduate students whose cumulative grade-point average falls below 2.0 or who earn a grade-point average below 2.0 or above 1.0 in any given term on work taken at Fresno Pacific University will be placed on academic probation. The director of mentoring and retention will monitor the work of all students on probation. Students on academic probation have one semester to raise their cumulative grade-point average above 2.0.

ACADEMIC DISQUALIFICATION

Undergraduate students will be academically disqualified from attendance if their work at Fresno Pacific University reflects any of the following:

1. A GPA of 1.0 or less in any term.
2. A GPA below 2.0 for two consecutive terms.
3. A GPA below 2.0 for a term in which the student is already on academic probation.

Degree Completion

Students enrolled in a degree completion program must maintain a 2.0 GPA in all institutional coursework to remain in the program. A failing grade will result in the student withdrawing from the program. At the end of the first and second semesters the academic standing of each student is reviewed. The following items must be completed before a student may proceed to the second and third semesters:

1. All incomplete grades must be removed from the transcript unless special arrangements are made.
2. Replacement assignments resulting from absences must be completed and arranged.
3. All assigned work must be current.
4. Students must be current in their tuition payments.

Graduate

Graduate students failing to maintain a 3.0 cumulative GPA will not be permitted to register for further classes. Options for possible continuance may be explored with the Academic Appeals Committee.

Appeal of Academic Disqualification

Students who are academically disqualified may appeal to the Academic Appeals Committee.

Readmission Following Academic Disqualification

Associate/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. Students who leave while on probation or due to disqualification 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.

HONORS AND AWARDS

Scholastic Honors

Undergraduate students who demonstrate academic excellence are eligible for the following honors:

Dean's Honor Roll

Completion of a minimum of 12 units, with a 4.0 average in a minimum of 6 letter-graded units.

Honor Roll

Completion of a minimum of 12 units, with a 3.5 average or higher in a minimum of 6 letter-graded units.

Students named to the honor roll consistently since matriculation at Fresno Pacific University will be recognized in the annual awards convocation at the close of the spring semester. Awards designated as highest honors and honors are presented to the outstanding juniors and seniors in each major at the awards convocation. These awards are based on the student's academic achievement, academic contribution to the major and future promise.

Alpha Chi National Honor Society

Each year undergraduate juniors and seniors are selected for membership in the national Alpha Chi Honor Society. Students are selected on the basis of academic success; both cumulative and FPU grade-point averages are considered.

Latin Honors

Students who have earned at least 50 units at Fresno Pacific University are eligible for degree honors, posted to the student's transcript and noted on the diploma. Degree honors, based on FPU work attempted, are determined according to the following:

Summa Cum Laude	3.90 – 4.00 FPU GPA
Magna Cum Laude	3.70 – 3.89 FPU GPA
Cum Laude	3.55 – 3.69 FPU GPA

Honors listed in the printed commencement program are provisional, since in most cases they are based on coursework completed only through the previous term (current semester grades are not available by commencement).

Awards

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

The Outstanding Graduate 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.

Two students from each degree completion cohort will be honored for their leadership, scholarship and service through the Distinguished Service Award and the Merit Award.

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. In cases where the student questions a grade received, refer to the grade change policy in the academic policies section of the catalog.

ACADEMIC POLICIES

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:

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 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/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/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

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

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

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

- Second/third/subsequent offenses.
- Different types of offenses (e.g., plagiarism, cheating, etc.).
- Simultaneous offenses (e.g., in different courses).
- Unintentional followed by intentional offenses.

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

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

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

Track 2

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

- No offense occurred.
- An offense did occur and the student(s)/faculty member(s) should attempt to mutually determine an appropriate response/resolution.
- Mediation should be conducted (e.g., referral to the Campus Mediation Center).

- A particular response/consequence should be directly applied.

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

Track 3

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

REPORTING

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

APPEAL

Students subject to administrative actions pertaining to academic dishonesty, including dismissal from the university, may appeal such decisions to the appellate committee established for the academic unit in which the student is registered.

Privacy (Family Educational Rights and Privacy Act-FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day FPU receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students wishing to amend their record should clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If FPU decides not to amend the records as requested by the student, FPU will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student at that time.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by FPU in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom FPU has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fresno Pacific University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

The following items have been designated as directory information at Fresno Pacific University. As such, this information may be disclosed by the institution for any purpose, at its discretion:

- Student name
- Photograph
- Class standing (e.g., freshman, admitted to a master's program)
- Major field of study (e.g., undergraduate major, graduate program)
- Dates of attendance
- Degree(s) and certificates conferred (including conferral dates)
- Awards, honors (including dean's lists)
- Class roster information (for internal FPU use only)
- Class attendance information (for internal FPU use only)
- Eligibility for commencement ceremonies
- Campus mailbox numbers (for Mail Center purposes only)
- FPU email address (for internal FPU use only)
- Birthday (not including year)
- Names of previous institutions attended
- Past and present participation in officially recognized co-curricular activities (e.g., sports, music, drama)
- Hometown of participants in co-curricular activities
- Physical factors (athletes only)

Currently enrolled students may withhold disclosure of any or all of the above item(s). To withhold disclosure, written notification must be received in the Registrar's Office prior to the end of the late registration period. Fresno Pacific University assumes that failure on the part of any student to specifically request the withholding of items of directory information indicates individual approval for disclosure. Student information may not be released to third parties when students carry Business Office balances.

Right to Appeal

Appeals for exception to academic policies may be made by filing a petition. Petitions will be forwarded to the appropriate academic official or committee for consideration and decision.

Calendar

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 trimester system, with groups of students beginning their program at various times of the year.

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

To view the calendar, visit the Registrar's Office website at www.fresno.edu/registrar.

PERSONNEL

The Board of Trustees

Larry Martens, Fresno, California *Chair*
Senior Pastor (Retired), Past Seminary President

John Thiesen, Reedley, California *Vice-Chair*
Owner-CEO, Rio Vista Fruit Farms

Velma Dyck, Fresno, California *Secretary*
Orthodontist (Retired) and Business Executive

Patrick L. Evans, Coarsegold, California
Assistant Secretary
Elder/Pastor, New Harvest Church

Cary Nikkel, Bakersfield, California *Treasurer*
Chief Financial Officer, Vaquero Energy Inc.

Kenneth Fransen, Clovis, California
Assistant Treasurer
Attorney/Partner, Bolen, Fransen & Russell, LLP

James Aldredge, Fresno, California
Professor, Political Science, California State University, Fresno

Karl Avakian, Fresno, California
Retired Moderator, Armenian Evangelical Union of North America

Dale Boese, Salem, Oregon
Owner, Dale Boese Corporation

Bill Born, Bakersfield, California
Principal (Retired), Wasco School District

Deb Elrich, Bakersfield, California
Assistant Vice President, Wells Fargo Bank

Eugene Enns, Kingsburg, California
Owner-Vice President, Enns Packing Co., Wes Pak Sales, Inc.

Royce Fast, Bakersfield, California
Partner, R & G Farms

Kathy Gray, Reedley, California
Marriage, Family and Child Counselor/Therapist

Cecil Hill, Clovis, California
Broker, Coldwell Banker/Clovis Realty

Arthur (Bud) Klassen, Reedley, California
Owner/Agent, Klassen & Associates Insurance
Pacific District Conference Moderator

Peter Klassen, Fresno, California
Dean (Retired), International Education, California State University, Fresno

J. Scott Leonard, Clovis, California
Owner/CEO, Guarantee Real Estate

Eric Shenk, San Jose, California
PayCycle, Software Engineer, San Francisco

Sally Uhl, Bakersfield, California
Educator, Bakersfield Unified School District

Gary Wall, Visalia, California
District Minister, Pacific District Conference

Don Warkentine, Fresno, California
Owner, Daniel Towle & Warkentine, CPAs

Trustees Emeritus

Wes Braun, Fresno, California

Marvin Steinert, Bakersfield, California

The Administration and Faculty

Date shown is date of first appointment at FPU

Zenebe Abebe

Dean of Student Life
B.A., Psychology, Goshen College; M.S. Counseling Psychology, Northern Illinois University; Ph.D., Higher Education Administration, Southern Illinois University. (2003)

Patricia S. Anderson

Provost
B.A., Psychology, University of Minnesota; M.A., Psychology, Claremont Graduate School; Ph.D., Psychology, Claremont Graduate School. (2002)

Peggy Avakian

Leadership and Organizational Studies

B.S., Business, Psychology, California State University, Fresno; M.S., Human Organization Development, University of San Francisco. (1999)

James Ave

Kinesiology
A.A., Liberal Arts, College of the Sequoias; A.S., Mathematics and Science, College of the Sequoias; B.S., Athletic Training, University of Nevada, Las Vegas; M.A., Education, California State University, Bakersfield; Ph.D., Human Performance, University of Southern Mississippi, Hattiesburg. (1998)

Vickie Bigler

Education/Teacher

A.A., Liberal Arts, College of the Sequoias; B.A., History/Liberal Arts, University of California, Davis; M.A., Education: Mathematics, Fresno Pacific University. (2002)

John Birkhauser

Education/Administrative Services

B.A., Psychology, Pepperdine University; M.A., Counseling, U.S. International University; Ed.D., School Psychology Administration, U.S. International University. (2001)

Bruce Boeckel **English**
B.A., German/French, University of Nebraska, Kearney; M.A., Comparative Literature, University of North Carolina; Ph.D., Comparative Literature, University of Michigan. (2005)

Chris Brownell **Mathematics**
B.A., Mathematics, California State University, Fresno; M.A., Mathematics Education, Fresno Pacific University. (2000)

Donna Callahan **Social Work**
A.A., Liberal Studies, Fullerton Junior College; B.S., Child Development, California State University, Fresno; M.A., Social Work, California State University, Fresno. (1998)

Vernon Carter **Hiebert Library**
Director of Technical Services and Cataloguer
B.A., Psychology/Religion, Fresno Pacific College; M.Div., Central Baptist Theological Seminary; M.A. World Religion, Temple University; M.L.I.S., University of Denver. (2005)

Greg Camp **Biblical and Religious Studies**
B.A., Biblical Studies/Philosophy, Fresno Pacific College; M.Div., World Missions, Mennonite Brethren Biblical Seminary. (1995)

Neil Castro **Athletics**
B.A. Kinesiology, California State University Fresno. (2005)

Cosette Choehri **Psychology**
B.S. Biology, University of Ottawa; B.A. Psychology, University of Ottawa; Ph.D. Experimental Psychology, University of Ottawa. (2004)

Ron Claassen
Director of Center for Peacemaking and Conflict Studies
B.A., Mathematics, Natural Science and Psychology, Fresno Pacific College; M.A., Mathematics, Louisiana State University; M.Div., Associated Mennonite Biblical Seminaries; D.Min., San Francisco Theological Seminary. (1990)

William Cockerham **Biology**
B.A., Biology, Westmont College; M.A., Biology, California State University, Fresno; Ed.D., Educational Technology, Pepperdine University. (1973)

Mark Deffenbacher
Vice President for Advancement and University Relations/Executive Director of FPU Foundation

B.A., Psychology/Sociology/Religion, Warner Pacific College; M.A., Religious Education, Anderson School of Theology. (1993)

Brian DeMars **Kinesiology**
A.A., General Education, Hartnell Junior College; B.A., Liberal Studies, Physical Education, California State University, Fresno; M.A., Physical Education, California State University, Fresno. (2000)

Jonathan Dick **Physical Chemistry**
B.A., Chemistry, Tabor College; Ph.D., Physical Chemistry, University of Minnesota. (1992)

Robin Dolarian **Art**
B.F.A., Art, San Francisco Art Institute; M.A., Art, University of California, Berkeley; M.F.A., Sculpture, Stanford University; Art Education Studies, California State University, Fresno. (1994)

Larry Dunn **Peacemaking and Conflict Studies**
B.A., Contemporary Christian Ministries/Psychology, Fresno Pacific College; M.A., Theology, Fuller Theological Seminary, Ph.D., Social Science, Syracuse University. (2001)

Kevin Enns-Rempel **Archivist**
B.A., History, Fresno Pacific College; M.A., History-Historic Resource Management, University of California, Riverside. (1984)

D. Merrill Ewert **President**
B.A., Social Science, Tabor College; M.A., Cultural Anthropology, University of Wisconsin-Madison; Ph.D., Adult and Continuing Education, University of Wisconsin-Madison. (2002)

Doreen E. Ewert **Language/Linguistics**
B.A., English/History, Fresno Pacific College; M.A., English Literature, University of Notre Dame; M.A., Applied Linguistics/TESOL, Indiana University. (1993)

Jean Fennacy **Education/Reading**
B.A., University of California, Davis; M.S., School Administration, Pepperdine University; Ed.D., Curriculum and Instruction, University of Southern California. (1980)

Kenneth Friesen **Political Science/History**
B.A., Political Studies/Biblical and Religious Studies, Fresno Pacific College; M.A., International Affairs, American University; Ph.D., International Relations, American University. (2002)

Will Friesen **Biblical and Religious Studies**
Interim Dean, School of Humanities, Religion, and Social Sciences

B.A., Psychology, Tabor College; M.S., Counseling-Psychology, University of Kansas, Lawrence; M.A., Theology-Historical Studies, Mennonite Brethren Biblical Seminary; Ph.D., Religion and Culture, McGill University. (1982)

Dean Gray **Business**

B.S., Agricultural Education, Ohio State University; B.A., Accounting, California State University, San Bernardino; M.B.A., Marketing, California State University, San Bernardino. (1997)

Anne Guenther **Hiebert Library**

Reference and Public Services Librarian
B.A., English, University of Toronto; M.L.S., San Jose State University. (1982)

James Hall **Athletics**

B.A., History, Grinnell College, Iowa; M.S., Education and Physical Education, Northwest Missouri State University. (2005)

Stacy Hammons **Sociology**

B.S.W., Social Work, University of Missouri; M.S.W., Social Work, University of Denver; Ph.D., Sociology, Washington State University. (1991)

Breck Harris **Business**

A.A., Business, College of Alameda; B.S., International Business Management, San Francisco State University; M.B.A., Management and Marketing, San Francisco State University; Ed.D., Education Leadership, University of La Verne. (1995)

Ruth Toews Heinrichs **Business**

B.A., Humanities, Fresno Pacific College; M.Sc., Business, California State University, Fresno; Advanced Studies, Management, Claremont Graduate School; D.P.A., University of La Verne. (1980)

Eleanor Hersey **English**

B.A., English, Gordon College; M.A., English/Creative Writing, West Virginia University; Ph.D., English, University of Iowa. (2002)

Dylmoon Hidayat

Natural Science and Mathematics

B.A., Mathematics Education, Sebelas Maret University; M.A., Mathematics, Institute of Technology of Banding, Elementary Education and Mathematics, University of Iowa; Ph.D., Mathematics, University of Iowa. (2003)

Oscar Hirschhorn **Advancement/Athletics**

A.A., General Education, Kings River Junior College; B.A., Physical Education, Chico State;

M.A., Physical Education/Sports Administration, Chico State. (2005)

Linda Hoff **Education/Teacher**

Chair of Teacher Education Division
B.A., English Literature, Occidental College; M.A., Education, Fresno Pacific College. (1996)

Wayne Huber **Music**

B.A., Music, Fresno State College; M.A., Music, California State University, Fresno. (1971)

Dennis Janzen **Athletics**

Director of Athletics
B.A., Physical Education and Health, Tabor College; M.A., Physical Education, University of Northern Colorado. (1983)

Jeanne Janzen **Education/Teacher**

B.A., Elementary Education, Tabor College; M.A., Curriculum and Teaching, Fresno Pacific University. (1999)

Rod Janzen **History**

B.A., History, Fresno Pacific College; M.A., History, University of California, Santa Barbara; Ed.D., Curriculum and Instruction, University of Southern California. (1989)

Marshall Johnston, Jr. **History**

B.A., Classics, Davidson College; M.A., Classics, University of Georgia; M.A., Latin, Bryn Mawr College; Ph.D., Latin, Bryn Mawr College. (2005)

Scott Key **Education**

B.A., History, University of Alberta; B.Ed., Secondary Education, University of Alberta; M.Ed., History of Education, University of Alberta; Ph.D., Public Policy Analysis, University of Illinois. (1997)

Roy Klassen **Music**

B.A., Music, Occidental College; M.A., Vocal Performance, California State University, Los Angeles; D.M.A., Voice, Arizona State University. (1977)

Esther Klassen-Isaak

Director of Counseling Office
B.A., Psychology and History, Fresno Pacific College; B.S., Nursing, California State University, Fresno; R.N., State of California; M.A., Counseling Psychology, Pacifica Graduate Institute. (1992)

Sue Kliewer

Director of Human Resources
B.A., Business Administration, Fresno Pacific College; M.A., Peacemaking and Conflict Studies, Fresno Pacific University. (1979)

Ronald Koop **Education/Mathematics**

B.A., Chemistry, Fresno State College; M.A., Mathematics/Computer Science, Fresno Pacific College. (1977)

Peter Kopriva Education/Special Education

B.A., Social Science, California State University, Los Angeles; M.A., Special Education, California State University, Los Angeles; Ed.D., Special Education, University of Northern Colorado. (1989)

Michael Kunz Biology

AIMS Professor in Science

B.Sc., Zoology, University of California at Davis; M.A., Biological Sciences, California State University, Sacramento; Ph.D., Ecology, University of California at Davis. (1987)

Elizabeth Lake Psychology

B.A., Psychology, California State University, Stanislaus; Ph.D. candidate, Psychology, Graduate Center, City University of New York. (2005)

Dennis Langhofer Business

A.A., Fresno City College; B.A., Sociology, California State University, Fresno; M.B.A., Business Administration, California State University, Fresno; Ed.D., Organizational Leadership, University of San Francisco. (1973-82; 1990)

Roberta E. Mason Education/Reading

B.A., English, Grace College; M.A., Reading Education, Fresno Pacific College; Ph.D., Language Education, Indiana University. (1987)

Sandra Mercuri Language/Literacy/Culture

Spanish Literature, Mar del Plata National; Linguistics, Mar del Plata National; M.A., Bilingual and Cross-Cultural Education, Fresno Pacific University. (2002)

Jo Ellen Misakian

Education/School Library Media

Interim Dean, School of Education

B.S., General Studies, New York Institute of Technology; M.L.S. San Jose State University. (1999)

Fred Mora Business

B.S., Theology/Psychology, Bethany College; M.O.B., Organizational Behavior, California School of Professional Psychology, Ph.D., Alliant International University. (1997)

John Navarro

Director of Work Study and Service

Learning/Director of the Irvine Foundation

Diversity Grant

B.A., Physical Education, Fresno Pacific College; M.A., Educational Administration, University of

San Francisco; M.A., Math and Science, Fresno Pacific College. (1995)

Karen Neufeld Humanities

Director of Liberal Studies

B.S., Elementary Education, Kansas State University; M.Sc., Elementary Education, Kansas State University; Ed.D., Educational Administration, University of Kansas. (1990)

Lorin Neufeld Computer Science

Interim Dean, School of Natural Sciences

B.A., Chemistry, Tabor College; M.Sc., Computer Science, Western Michigan University; Ph.D., Physical Chemistry, Kansas State University. (1990)

Tim Neufeld

Contemporary Christian Ministries

B.A., Biblical Studies, Fresno Pacific College; M.Div., Church and Family, Mennonite Brethren Biblical Seminary. (1999)

Fay Nielsen

Director of Mentoring and Retention

B.A., Physical Education, The College of Wooster; M.S., Coaching, Indiana University; Ph.D., Education, Oregon State University. (1997)

Hope Nisely Hiebert Library

Acquisitions and Community Relations

B.A., History/Religion, University of Iowa; M.A., History/M.L.S., University of Maryland. (2001)

Alan Ours

Vice President of Institutional Technology, Chief Information Officer

B.A., Mathematical Science/Computer Science, The King's College; M.S., Information and Communication Sciences, Ball State University. (2005)

Steve Pauls Mathematics and Science

B.S., Chemistry and Physics, Bethel College; M.S., Physical/Analytical Chemistry, Indiana University; Ph.D., Physical Chemistry, University of Kansas. (2003)

Larry Perryman

Executive Director of Continuing Education

B.A., Economics, Washington State University; M.B.A., Finance, San Jose State University. (1996)

Katrina M. Poetker

Biblical and Religious Studies

B.Sc., Occupational Therapy, University of Alberta; M.Div., New Testament, Mennonite Brethren Biblical Seminary; Ph.D., Religion- New Testament, Emory University. (1996)

Jay Pope

Psychology

B.A., Communication, Westmont College; M.A., Fuller Graduate School of Psychology; M.A. Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology. (2005)

Ronald Pratt **Mathematics**

B.Sc., Applied Mathematics; B.Sc., Chemical Engineering, Colorado School of Mines; M.Sc., Applied Mathematics, Fuxin Institute of Mining and Technology; Ph.D., Chemical Engineering, Colorado School of Mines. (2000)

Arnold Prieb

Director of International Programs and Services
B.A., Biblical Studies, Fresno Pacific College; M.A. World Missions, Mennonite Brethren Biblical Seminary. (1993)

Jaime A. Ramirez **Athletics**

B.A., Liberal Studies: Bilingual, Fresno Pacific College; M.A., Bilingual Education, Fresno Pacific College. (1996)

Janita Rawls **Business**

Dean, School of Business
B.S., Business Administration/Computer Information Systems, California State University, Fresno; M.B.A., Rider College; Ph.D., Higher Education, Georgia State University. (1998)

Richard Rawls

Hiebert Library, History and Philosophy

Director of the Library
A.A., General Education, Fresno Pacific College; B.A., Cultural History, Communications, Fresno Pacific College; M.Div., Church History/Theology, Princeton Theological Seminary; M.A., Ancient and Medieval History, Emory University; Ph.D., Ancient and Medieval History, Emory University. (1997)

Denise Rea **Education**

B.A., Spanish Literature, University of California, Santa Barbara; M.A., Education-Bilingual/Cross-Cultural Emphasis, Fresno Pacific University. (2004)

Rodney P. Reed

Campus Pastor
B.A., Business Administration/Management, Sioux Falls College; M.Div., Theology Concentration, Bethel Theological Seminary. (1997)

Julia Reimer **Theater**

B.A., English, Fresno Pacific College; M.A., Theatre, Bowling Green State University. (2001)

Norman Rempel

Registrar
B.A., Bible/Preseminary, Grace College of the Bible; B.A., Philosophy/ Psychology, Wichita

State University; M.A., Philosophy of Religion, Trinity Evangelical Divinity School; M.Sc., Educational Psychology, University of Nebraska-Omaha; Ph.D., Higher Education, University of Nebraska-Lincoln. (1988)

Martha Ritter **Education/Teacher**

B.A., Anthropology, Tufts University; M.Ed., Education, University of New Hampshire. (2002)

Laura Schmidt Roberts

Biblical and Religious Studies

B.A., English, University of California, Berkeley; M.Div., Fuller Theological Seminary, Pasadena; Ph.D., Systematic and Philosophical Theology, Graduate Theological Union, Berkeley. (1994)

Duane Ruth-Heffelbower **Business**

B.A., English, Kansas State University; M.Div., Counseling/Conflict Resolution, Associated Mennonite Biblical Seminary; J.D., Law, Golden Gate University, School of Law. (1996)

Deborah Sauer-Ferrand **Music/Voice**

B. of Music, Music, Queens College; M.A., Music-Voice, California State University, Fresno. (1992)

Walter Saul **Music**

A.B., Music, Duke University; M.M. Composition, Eastman School of Music; D.M.A., Composition, Eastman School of Music, University of Rochester. (2003)

Eric Schwab **Athletics**

B.A., Physical Education/Business Administration, Austin College; M.Ed., Physical Education, Azusa Pacific University. (1994)

Clark Sheehy **Athletics**

B.S., Health and Physical Education, John Brown University; M.Ed., Physical Education, Texas A&M University. (2005)

Don Sparks

Assistant Dean of Student Development
B.A., Sociology, Graceland College; M.Ed., College Student Affairs, Azusa Pacific University. (1999)

Diane Talbot **Education/School Counseling**

B.A., Spanish, California State University, Fresno; M.A., Counseling, California State University, Fresno; Ed.D., Educational Leadership, University of California, Davis. (1997)

Joseph R. Taylor

Education/Special Education

A.A., Liberal Arts, Jones County Junior College; B.Sc., Special Education, University of Southern Mississippi; M.Ed., Special Education, University of Southern Mississippi; Ed.D., Special Education, University of Alabama. (1990)

Diana Taylor-Gillham**Education/Special Education**

B.A., Speech Pathology and Audiology, San Diego State University; M.Ed., Educational Administration, University of La Verne; Ed.D., Educational Leadership, Northern Arizona University. (1999)

Cary Templeton

Executive Director of Undergraduate Enrollment Management

B.A., Sociology, California State University, Fresno; M.A., Education: Administrative Services, Fresno Pacific College. (1986)

Alan Thompson**Natural Science**

B.S., Environmental Toxicology, University of California-Davis; Ph.D., Biological Sciences in Public Health, Harvard University. (2001)

Paul Toews**Hiebert Library and History**

B.A., History, Tabor College; M.A., History, University of Kansas; Ph.D., History, University of Southern California. (1967)

Richard Unruh**Political Science**

B.A., Political Science, Fresno Pacific College; M.A., Political Science, University of Washington; Ph.D., Political Science, University of California, Santa Barbara. (1968)

Stephen Varvis**History**

Director of Business and Civic Relations

B.A., History and English, California State University, Fresno; Ph.D., History-European Studies, Claremont Graduate School. (1985)

John Ward

Vice President for Finance and Business Affairs

B.S., Business Administration, Drexel University. (2003)

John Warkentin

Director of Multimedia Arts Center

B.A., Physical Education/Biology, Fresno Pacific College; M.A., World Missions and Evangelism, Mennonite Brethren Biblical Seminary. (1995)

Peter Wasemiller

Director of University Grants and Research

A.A., Liberal Arts, Fresno City College; B.A., Social Science (History), Fresno Pacific College; J.D., San Joaquin College of Law. (1983)

Peng C. Wen**Business**

B.A., National Taiwan University; M.B.A., Oklahoma City University; Ph.D., Economics, University of Florida. (1990)

Billie Jean Wiebe**Communication and English**

B.A., Communications/English, Fresno Pacific College; M.A., Oral Interpretation of Literature,

Northwestern University; Ph.D., Claremont Graduate University. (1992)

Richard Wiebe**Philosophy**

B.A., Cultural History, Communication, Fresno Pacific College; M.A., Divinity, University of Chicago. (1973)

Larry Wilder**Education/Administrative Services**

B.A., English, Cascade College; M.A., Education, California State University Fresno; Ed.D., Educational Leadership, Western Michigan University. (2003)

Jeanine Yoder**Biblical and Religious Studies**

B.A., Psychology and Music, Brock University; M.Div., Christian Community Development, Mennonite Brethren Seminary. (2002)

David Youngs**Education/Mathematics**

B.A., Social Science, California State University, Fresno; M.A., Mathematics Education, Fresno Pacific College; ScEdD, Math/Science Education, Curtin University of Technology. (1988)

Emeritus**Anita Andresen****Emerita Administrative Services**

B.A., Elementary Education, California State University, Fresno; M.A., Educational Administration, Fresno Pacific College; Ed.D., Organization and Leadership, University of San Francisco. (1989)

Donald E. Braun**Emeritus Chemistry**

B.A., Chemistry, Fresno State College; M.A., Chemistry, Fresno State College; Ph.D., Chemistry, University of the Pacific. (1957)

Robert Enns**Emeritus Sociology**

B.A., Sociology, University of California, Santa Barbara; B.D., Theology, Fuller Theological Seminary; M.A., Sociology, University of Santa Barbara; Ph.D., Sociology, University of California, Santa Barbara. (1970)

Edmund Janzen**Emeritus Biblical and Religious Studies**

Diploma of Biblical Studies, Ontario M.B. Bible Institute; B.A., English, McMaster University; Th.B., Theology, Mennonite Brethren Bible College; B.D., Theology, Mennonite Brethren Biblical Seminary; Th.M., Missions and Evangelism (Urbanology), Golden Gate Baptist Theological Seminary; Graduate Studies, Theological Union. (1968)

Judith Hillen

Emerita Mathematics Education

B.S., Elementary Education, California State Polytechnic College; M.A., Mathematics Education, Fresno Pacific College; Ed.D., Curriculum and Instruction, University of Southern California. (1985)

Mary Ann Larsen-Pusey Emerita Education

Diploma, Bible, Multnomah School of the Bible; B.A., History, Tabor College; M.S., Spanish, Emporia State University; M.A., Curriculum and Instruction, San Diego State University; Ph.D., Education, The Claremont Graduate School. (1990)

Leslie E. Mark**Emeritus Biblical Studies/Spanish**

A.B., Berkshire Christian College; M.Div., Gordon-Conwell Theological Seminary, Universidad de Guadalajara. (1979)

Dale Michael Matson Emeritus Psychology

B.A., Social Science, University of Wisconsin; M.S.E., School Psychology, University of Wisconsin, White Water; Ph.D., Educational Psychology, Marquette University. (1992)

Wilfred Martens Emeritus English

B.A., English, Tabor College; M.A., English, California State University, Los Angeles; Ph.D., English, University of Wales. (1965)

Gary Nachtigall Emeritus Geography

B.A., Social Science, Tabor College; M.A., Geography, Fresno State College. (1961)

Ted Nickel Emeritus Psychology

B.A., Elementary Education, Sociology, Tabor College; M.A., Psychology, University of California, Los Angeles; Ph.D., Psychology, University of California, Los Angeles. (1986)

Adonijah Pauls

Librarian Emeritus

B.A., Social Science, Fresno Pacific College; M.L.S., University of Washington. (1967)

Dalton Reimer Emeritus Communication

B.A., Speech/Social Science, Fresno State College; M.A., Public Address and Group Communication, Northwestern University; Ph.D., Public Address and Group Communication, Northwestern University. (1960)

Luetta Reimer Emerita English

B.A., English-Speech, Fresno Pacific College; M.A., English: American Literature, Purdue University. (1968)

Wilbert Reimer

Emeritus AIMS Professor in Mathematics

B.A., Mathematics, Fresno State College; M.A., Mathematics, Stanford University. (1967)

Adina Schmidt

Registrar Emerita

B.S., Elementary Education, University of Omaha; M.Sc., Elementary Education, University of Omaha. (1964)

Richard Thiessen**Emeritus Mathematics Education**

B.A., Mathematics, Friends University; M.N.Sc., Mathematics, University of Oklahoma; Ph.D., Mathematics Education, University of Oklahoma. (1987)

Larry Warkentin**Emeritus Music**

B.A., Music Education, Tabor College; M.A., Composition of Music, Fresno State College; D.M.A., Church Music, University of Southern California. (1966)

Arthur J. Wiebe**Emeritus Mathematics Education**

President Emeritus

B.A., Mathematics Education, Social Science, Southwestern State; M.A., Education, Fresno State College; Ed.D., Secondary Education, Stanford University. (1960)

Delbert Wiens**Emeritus Humanities/Philosophy/History**

B.A., English, Fresno State College; B.D., Yale Divinity School; Ph.D., History of Culture, University of Chicago. (1969)

Devon Wiens**Emeritus Biblical and Religious Studies**

B.A., Biblical Studies, Friends University; B.D., Fuller Theological Seminary; M.A., Religion, University of Southern California; Ph.D., Religion, University of Southern California; Post-doctoral Study, Hebrew Union College, Biblical and Archeological School, Oriental Institute of the University of Chicago. (1971)

Hugo Zorrilla**Emeritus Biblical and Religious Studies**

Th.B., Seminario Biblico Latinamericano, San Jose, Costa Rica; B.A. Classic Studies, Unversitat de Costa Rica, Central America; M.A. New Testament, Trinity Evangelical Divinity School, Ph.D., (1989)

SCHOOLS AND PROGRAM OFFERINGS

School of Business (BUS)

Dean: Janita Rawls

BUSINESS DIVISION (BUS)

Chair: Janita Rawls

Department: Undergraduate Business (UGB)

Chair: Ruth Heinrichs

Majors

Business Administration
 Accounting Emphasis
 Finance Emphasis
 International Business Emphasis
 Management/Organizational Studies
 Emphasis
 Marketing Emphasis
 Nonprofit Administration Emphasis

Minors

Business Administration
 Economics

Department: Degree Completion Business (DCB)

Chair: Dennis Langhofer

Majors

Business Management (BM)
 Organizational Leadership (OL)

Department: Graduate Business (GRB)

Chair: Duane Ruth-Heffelbower

Major

Leadership and Organizational Studies (M.A.)

School of Education

Interim Dean: Jo Ellen Misakian

ADMINISTRATION/CURRICULUM/LIBRARY/TECHNOLOGY DIVISION

Chair: Jo Ellen Misakian

Department: Administrative Services (ADM)

Chair: Larry Wilder

Major

Administrative Services (M.A. in Education)

Credentials

Preliminary (Tier I)
 Professional (Tier II)
 Intern

Department: Curriculum and Teaching (CT)

Chair: Jeanne Janzen

Major

Curriculum and Teaching (M.A. in Education)

Department: School Library and Educational Technology (LET)

Chair: Jo Ellen Misakian

Majors

Educational Technology (M.A. in Education)
 School Library and Information Technology (M.A. in Education)

Credentials

School Library Media Teacher

EDUCATION DIVISION (ED)

Chair: Jo Ellen Misakian

READING, BILITERACY, MATH, SCIENCE DIVISION (RBMS)

Chair: Jean Fennacy

Department: Language, Literacy and Culture (LLC)

Chair: Jean Fennacy

Majors

Biliteracy in Cross-Cultural Education (M.A. in Education)
 Literacy in Multilingual Contexts (M.A. in Education)
 Reading/ESL (M.A. in Education)
 Reading/Language Arts (M.A. in Education)
 TESOL (M.A.)

Credentials

Bilingual Specialist

Reading/Language Arts Specialist

Certificates

Reading
TESOL

Department: Math/Science (MS)

Chair: Ron Koop

Majors

Integrated Math/Science (M.A. in Education)
Mathematics Education (M.A. in Education)

**PUPIL PERSONNEL SERVICES, SPECIAL
EDUCATION DIVISION (PPSSE)**

Chair: Diane Talbot

Department: Pupil Personnel Services (PPS)

Chair: Diane Talbot

Majors

School Counseling (M.A. in Education)
School Psychology (M.A. in Education)

Credentials

School Counseling
School Psychology

Department: Special Education (SED)

Chair: Joe Taylor

Major

Special Education (M.A. in Education)

Credentials

Education Specialist: Mild/Moderate Disabilities
Preliminary Level 1
Professional Level 2

Education Specialist: Moderate/Severe
Disabilities

Preliminary Level 1
Professional Level 2

Education Specialist: Physical and Health
Impairments

Preliminary Level 1
Professional Level 2

Certificates

Resource Specialist Certificate of Competence

TEACHER EDUCATION DIVISION (TE)

Chair: Linda Hoff

Department: Multiple Subject (MSUB)

Chair: Denise Rea

Credential

Multiple Subject

Department: Single Subject (SSUB)

Chair: Roberta Mason

Credential

Single Subject

**School of Humanities, Religion
and Social Sciences**

Interim Dean: Will Friesen

BIBLICAL STUDIES DIVISION (BIB)

Chair: Tim Neufeld

Department: Biblical Studies (BIB)

Chair: Greg Camp

Majors

Biblical and Religious Studies
Biblical Studies Emphasis
Theology and Ethics Emphasis
Religious Studies Emphasis

Minor

Biblical and Religious Studies

**Department: Undergraduate Contemporary
Christian Ministries (CCM)**

Chair: Tim Neufeld

Major

Contemporary Christian Ministries

Minor

Contemporary Christian Ministries

**Department: Degree Completion Christian
Ministries (CM)**

Chair: Will Friesen

Major

Christian Ministries

Department: Intercultural Studies (IS)

Chair: Katrina Poetker

Majors

Intercultural Studies
 Topics Emphasis
 Mission/Service Emphasis

Minor

Intercultural Studies

HUMANITIES DIVISION (HUM)

Chair: Doreen Ewert

Department: Communication (COM)

Chair: Billie Jean Wiebe

Majors

Communication
 Communication Studies Emphasis
 Media and Film Studies Emphasis
 Multimedia Production Emphasis
 Theater/Performance Emphasis

Minor

Communication

Department: English (ENG)

Chair: Eleanor Hersey

Majors

English
 English Secondary Teaching Emphasis

Minor

English

Department: Languages and Linguistics (LL)

Chair: Doreen Ewert

Majors

Spanish Language and Culture
 Latin American Cultures Emphasis
 Spanish Language Emphasis

Minors

Language Studies
 Spanish

Programs

Bilingual Cross-Cultural Language and Academic
 Development (BCLAD)
 Intensive English Language (IEL)

Department: Philosophy (PHIL)

Chair: Richard Wiebe

Major

Philosophy

Minor

Philosophy

PERFORMING ARTS DIVISION (PA)

Chair: Wayne Huber

Department: Art (ART)

Chair: Robin Dolarian

Minor

Art

Department: Music (MUS)

Chair: Wayne Huber

Majors

Music
 Performance/Composition Emphasis
 Church Music Emphasis
 Secondary Teaching Emphasis

Department: Theater (THTR)

Chair: Julia Reimer

Minor

Theater

SOCIAL SCIENCES DIVISION (SS)

Chair: Richard Unruh

Department: History (HIST)

Chair: Richard Rawls

Major

History

Minors

Classics
 Greek Emphasis
 Latin Emphasis
 History

Department: Peacemaking and Conflict Studies (PACS)

Chair: Duane Ruth-Heffelbower

Major

Peacemaking and Conflict Studies (M.A.)

Minor

Peacemaking and Conflict Studies

Certificates

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

Department: Political Science, Geography (PSG)

Chair: Richard Unruh

Majors

Political Science
 Social Science
 Pre-Law/Criminal Justice Emphasis
 Secondary Teaching Emphasis

Minor

International Studies
 Political Science

Department: Psychology (PSY)

Chair: Cosette Choehiri

Major

Psychology

Minor

Psychology

Department: Social Work (SW)

Chair: Donna Callahan

Major

Social Work

Minor

Social Work

Faculty**Department: Sociology (SOC)****Major**

Sociology

Minors

Cultural Anthropology
 Sociology

School of Natural Sciences (NS)

Interim Dean: Lorin Neufeld

MATH/SCIENCE DIVISION (MS)

Chair: Michael Kunz

Department: Biological Sciences (BIO)

Chair: Michael Kunz

Majors

Biology
 Environmental Science
 Environmental Studies
 Natural Science
 Biology Secondary Teaching Emphasis
 Pre-Health Sciences Emphasis

Minor

Biology
 Environmental Studies

Department: Physical Science (PHY)

Chair: Jonathan Dick

Major

Chemistry

Minor

Chemistry

Department: Math/Computer Science

Chair: Chris Brownell

Majors

Mathematics
 Secondary Teaching Emphasis
 Applied Mathematics Emphasis

Minors

Mathematics

KINESIOLOGY DIVISION (KIN)*Chair: Brian DeMars***Department: Undergraduate Kinesiology (UKIN)***Chair: Brian DeMars***Majors**

Health Fitness

Kinesiology

Exercise Science Emphasis

Pre-Occupational Therapy Emphasis

Pre-Physical Therapy Emphasis

Secondary Teaching Emphasis

Minors

Coaching

Health Education

Health Science

Physical Education

Department: Graduate Kinesiology (GKIN)*Chair: Jim Ave***Majors**

Kinesiology (M.A.)

Physical Education Emphasis

Athletic Training Emphasis

Shared Programs (SH)**Major**

Individualized Masters Program (IMAP)

*Chair: Rod Janzen**Dean: Jo Ellen Misakian***Major**

Environmental Studies (ENV)

*Chair: Michael Kunz**Dean: Lorin Neufeld***Major**

Early Childhood Development (CD)

Liberal Arts (LA)

*Chair: Larry Perryman**Dean Pat Anderson***Major**

Liberal Studies (LS)

*Chair: Karen Neufeld**Dean: Will Friesen*

UNDERGRADUATE ACADEMIC PROGRAMS

INTRODUCTION

The academic curriculum is a primary vehicle for achieving the ideals of the 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 purpose 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.

THE ASSOCIATE OF ARTS DEGREE

60 Units

An Overview of the Whole

The university is a portico to the larger temple of life. 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 for worship and in the consideration of contemporary issues, the sharing of experiences and enjoyment of the arts.

College Hour

Purpose

To learn, celebrate and worship through music, the arts and public discourse in the company of the gathered university community. See the student life section of the 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 also stories. All began with God, the original story maker, whose words and deeds too are a story.

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

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

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

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

Purposes

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

REQUIRED COURSES

Stories from the Ancient World

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

Stories from the Modern World

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

The Tools of Human Inquiry and Communication

Toolstones consist of mathematics; communication, including 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 as humans engage in transactions that require us to count, measure and compute food, water, fuels and other essential material substances of the universe. Sometimes we are fooled because of our ignorance. We fail to see patterns or correctly judge probabilities. Mathematics understanding is designed to equip us to reason mathematically and thus to live more wisely in this world.

Communication is the most basic social act in which we as 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 persons 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 that of 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 or alternative, COM-110A and 110B (3)

COM-120 Oral Communication (3)

MATH-120 Principles of Mathematics or alternative, MATH-110A and 110B (4)
or MATH-140 Pre-Calculus (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 or NTE or local examination or TOEFL for international students).

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 theological, 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 which 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	Introduction to Music (3)
or MUS-103	Introduction to American Popular Music (3)
PHIL-100	Introduction to Philosophy (3)

Natural Science (select two courses)

BIOL-101L	Principles of Biology (4)
or BIOL-110L	General Biology A (4)
or BIOL-120L	General Biology B (4)
CHEM-101L	General Chemistry I (4)
PHYS-105L	Physical Science (4)
PHYS-150	Earth Science (3)
or PHYS-160	Space Science (3)

Social Science (select two courses)

ECON-105	Principles of Economics (4)
GEOG-120	World Geography (3)
HIST-150	American Civilization (4)
PS-120	American Politics and Society (4)
PSY-120	Introduction to Psychology (3)
SOC-120	Introduction to Sociology (3)
SOC-160	Introduction to Anthropology (3)

The Stewardship of the Body

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

Purpose

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

REQUIRED COURSES

KIN-265	Concepts of Wellness (2)
PE-100-175	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

THE BACHELOR OF ARTS DEGREE

124 Units

An Overview of the Whole

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.

College Hour

Purpose

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

REQUIRED COURSES

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

The General Education Program

57-63 Units (not including language requirement)

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 also 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 focus series from the focus series section.

The Tools of Human Inquiry and Communication

Toolstones consist of mathematics; communication, including 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 as humans engage in transactions that require us to count, measure and compute food, water, fuels and other essential material substances of the universe. Sometimes we are fooled because of our ignorance. We fail to see patterns or correctly judge probabilities. Mathematics understanding is designed to equip us to reason mathematically and thus to live more wisely in this world.

Communication is the most basic social act in which we as 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 persons 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 that of 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) or alternative, COM-110A and 110B (3)

COM-120 Oral Communication (3)

MATH-120 Principles of Mathematics or alternative, MATH-110A and 110B (4)
or MATH-140 Pre-Calculus (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 or NTE or local examination or TOEFL for international students).

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 theological, 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 which 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 Introduction to Music** (3)

or MUS-103 Introduction to American Popular Music (3)

PHIL-100 Introduction to Philosophy (3)

Natural Science (select two courses)

BIOL-101L Principles of Biology* (4)

or BIOL-110L General Biology A (4)

or BIOL-120L General Biology B (4)

CHEM-101L General Chemistry I (4)

PHYS-105L Physical Science* (4)

PHYS-150 Earth Science (3)

or PHYS-160 Space Science (3)

Social Science (select two courses)

ECON-105	Principles of Economics (4)
GEOG-120	World Geography (3)
HIST-150	American Civilization** (4)
PS-120	American Politics and Society** (4)
PSY-120	Introduction to Psychology (3)
SOC-120	Introduction to Sociology (3)
SOC-160	Introduction to Anthropology (3)

The Stewardship of the Body

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

Purpose

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

REQUIRED COURSES

KIN-265	Concepts of Wellness* (2)
PE-100-175	Activity Course (see Physical Education eligible courses)*** (1)

The Major Program

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.

The Minor Program

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 Roberts

This series focuses on the basic story and themes of the Anabaptist-Mennonite story from its inception in the sixteenth century to the present. It is this tradition in which the university is rooted. The question of how one lives as a faithful follower of Jesus in the context of the church and world has been central to this tradition. This quest has given rise to such central themes as the building of Christian community, visible discipleship

that practices ethical faithfulness and integrity, service to humanity and working for justice and reconciliation, which are explored in this series.

THEO-434 Anabaptist Theology (3)

Select one of the following:

HIST-320 Anabaptist History and Thought (3)

HIST-330 Introduction to Mennonite History (3)

HIST-380 Reformation History and Theology (4)

2. Studies in Peacemaking and Conflict

Coordinator, Duane Ruth-Heffelbower

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 and nation as well as in other communities and nations around the 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.

COM-420/SOC 430 Conflict Management and Resolution (3)

COM-483/SOC 483 Mediation Practicum (1)

THEO-465 Theological Ethics of Conflict and Peacemaking (4)

3. Environmental Studies

Coordinator, Michael Kunz

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 us as humans today. The purpose of this series is to explore these issues from the theological and ethical commitments to the environment.

ENV-150 Introduction to Environmental Studies (4)

THEO-425 Theological Ethics and the Environment (4)

4. Studies in Leadership and Community

Coordinator, Tim Neufeld

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 in which we can and might lead or be led in the various communities of which we are a part. It attempts to open up our understanding of how we shape and are shaped by others through these experiences.

MIN-357 Christian Leadership and Administration (4)

Select one of the following:

COM-400/SOC 420 Intercultural Communication (3)

COM-430 Group Dynamics and Leadership (3)

MGT-352 Organizational Communication (3)

MGT-355 Organizational Behavior (3)

SW-410 Working with Groups (3)

5. Intercultural Studies

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

A. Domestic Option*Coordinator, Stacy Hammons*

- REL-418 Culture, Religion and the Church (3)
 SOC-310 Cultural Communities of California (3)
 or SOC-410 American Ethnicity and Pluralism (3)
 SOC-482 Intercultural Practicum (1) (in conjunction with SOC-310 or SOC-410)

B. International Option*Coordinator, Richard Unruh**Select one of the following:*

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

Select one of the following:

- GEOG-320 Cultural Geography (3)
 GEOG-330 Urban Geography (3)
 HIST-400 Modern Africa: History, Politics and Culture (3)
 HIST-406 Modern Asia: History, Politics and Culture (3)
 HIST-412 History of Mexico (3)
 HIST-418 Modern Middle East: History, Politics and Culture (3)
 INTB-370 International Business (3)
 PS-400 World Politics and Society (4)
 PS-420 International Politics and Organizations (3)
 PS-425 Global Economics and Sustainable Development (3)
 PS-430 America in a Global Community (4)
 SOC-330 Introduction to Japanese Society (3)

6. Studies in Mission*Coordinator, Katrina Poetker*

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 this focus series coordinator to discuss opportunities.

- THEO-365 Current Perspectives on Missions (3)
 or THEO-445 Theology of Mission (4)
 THEO-482 Mission Practicum (1) (should be taken with one of the following)

Do one of the following:

1. Take THEO-370 Expansion of the Christian Faith (3).
2. Participate 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.

7. Off-Campus Study Programs*Coordinator, Arnie Prieb*

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

A. FPU Study Abroad Programs:

Fresno Pacific University faculty periodically organize and lead month-long study tours to a variety of countries world-wide. For a current schedule of short term study abroad programs, contact the International Programs & Services Office.

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

Arcadia University (many venues)

Brethren Colleges Abroad (many venues)

Council for Christian Colleges and Universities (many venues)

Jerusalem University College

Lithuania Christian College

8. Personalized Focus Series

Coordinator, Greg Camp

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.

9. 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 to may take any of the other focus series in order to benefit as much as possible from their Fresno Pacific 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 of 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.

* Specific requirement for liberal studies major

** Liberal studies majors must take one of these two courses

*** For liberal studies major: PE-120 Dance Movement

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

1. Two semesters at a prior institution of World History or Western Civilization.
2. Two of the following at FPU: Ancient Civilizations, Medieval/Early Modern Civilizations or Modern Civilizations.
3. 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

GENERAL EDUCATION REQUIREMENTS

STORIES OF PEOPLES AND CULTURES

CATEGORY	COURSE #	COURSE	UNITS
	BIB-100/300	Jesus and the Christian Community-Freshmen/Transfer Student	4
	HIST-120	Ancient Civilizations	4
	HIST-130	Medieval and Early Modern Civilizations	4
	HIST-140	Modern Civilizations	4
	BLIT-310-349	Biblical Literature Course	3
FOCUS SERIES	Select one series	See the General Education Program section	6-8

TOOLS OF HUMAN INQUIRY AND COMMUNICATION

CATEGORY	COURSE #	COURSE	UNITS
Mathematics (select 1)	MATH-110 A/B	Principles of Mathematics: Part One and Two	2/2
	MATH-120	Principles of Mathematics	4
	MATH-140	Pre-Calculus	4
Written Communication (select 1)	COM-110	Written Communication	3
	COM-110 A/B	Written Communication: Part One and Two	1.5/1.5
Oral Communication	COM-120	Oral Communication	3
Foreign Language (select 1)		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, NTE, local examination or TOEFL for international students)	

MODES OF HUMAN INQUIRY AND THOUGHT

CATEGORY	COURSE #	COURSE	UNITS
Humanities (select 2)	ART-110	Art Appreciation	3
	LIT-180	Introduction to Literature	3
	MUS-102 or MUS 103	Introduction to Music or Introduction to American Popular Music	3
	PHIL-100	Introduction to Philosophy	3
Natural Science (select 2)	BIOL-101L or BIOL-110L or BIOL-120L	Principles of Biology or General Biology A or General Biology B	4
	CHEM-101L	General Chemistry 1	4
	PHYS-105L	Physical Science	4
	PHYS-150 or PHYS-160	Earth Science or Space Science	3
Social Science (select 2)	ECON-105	Principles of Economics	4
	GEOG-120	World Geography	3
	HIST-150	American Civilization	4
	PS-120	American Politics and Society	4
	PSY-120	Introduction to Psychology	3
	SOC-120	Introduction to Sociology	3
	SOC-160	Introduction to Anthropology	3

STEWARDSHIP OF THE BODY

CATEGORY	COURSE #	COURSE	UNITS
	KIN-265	Concepts of Wellness	2
	PE-100-175	PE Activity Course	1

ART MINOR

Program Director: Robin Dolarian

Art provides a means to focus both our internal and our external experiences into a form of communication. It can be a means of expression unique to the individual, while still maintaining its meaning within the community, the society and the world.

As we each search for our personal pathway, art can give meaning to the world of the individual and identity to the community in which the individual lives.

The art minor provides the advantage of classes on campus as well as a low teacher-student ratio.

REQUIRED COURSES (6 COURSES, 18 UNITS)

ART-110	Art Appreciation (3)
ART-120	Painting I (3)
ART-140	Drawing and Design I (3)
ART-180	Ceramics I (3)
ART-320*	Painting II (3)
ART-340*	Drawing and Design II (3)

*Ceramics II may be substituted for Painting II or Drawing and Design II with the approval of the program director.

BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD) PROGRAM

Program Director: Jean Fennacy

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 subject matter credential with a bilingual cross-cultural language and academic development emphasis when combined with the Fresno Pacific University teacher preparation program and allows the candidate to teach in the target language as well as in English.

REQUIRED COURSES

LANG-340	Introduction to Linguistics (3)
SOC-310	Cultural Communities of California (3)
or SOC-410	American Ethnicity and Pluralism (3)
Spanish language competence through the advanced level	
LANG-310	First and Second Language Acquisition (3)
LANG-320	Teaching English Language Learners (3)
LIT-445	Spanish American Literature (3)
SPAN-305	Composition and Conversation in Spanish (3)

BIBLICAL AND RELIGIOUS STUDIES MAJOR

Program Director: Greg Camp

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.

All students in the major must take the required general education courses in addition to those outlined in the major below.

REQUIRED COURSES (37-43 UNITS)

CORE

- BIB-428 Biblical Theology (3)
 BLIT-310-349* Biblical Literature (3) (one course, either Old Testament or New Testament)
 REL-460 Religions of the World (4)
 THEO-170 Introduction to Theology and Ethics (4)

**The general education requirement of a biblical literature course must be met in addition to this core requirement of the major.*

SELECT ONE OF THE FOLLOWING EMPHASES

Biblical Studies Emphasis**REQUIRED COURSES (23-24 UNITS)**

- BIB-303 Classical Greek I (3)
 BIB-305 Classical Greek II (3)
 BIB-440 Biblical Interpretation (4)
 BLIT-310-349 Biblical Literature (3,3) (two courses, one Old Testament and one New Testament)
Select two of the following:
 BIB-304 Paul and His Teaching (3)
 MIN-360 The Church in an Urban World (3)
 THEO-434 Anabaptist Theology (3)
 THEO-465 Theological Ethics of Conflict and Peacemaking (4)

Religious Studies Emphasis**REQUIRED COURSES (18-22 UNITS)**

Select six of the following in consultation with the program director to ensure coherence:

- BIB-486 Topics in Biblical Studies (1-4)
 HIST-410 Latin American History and Religious Thought (4)
 HIST-455 Historical Peacemakers (3)
 MIN-360 The Church in an Urban World (3)
 MUS-400 Music in the Church (3)
 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 (4)
 REL-460 Religions of the World (4)
 THEO-425 Theological Ethics and the Environment (4)

Theology and Ethics Emphasis**REQUIRED COURSES (18-20 UNITS)**

- THEO-430 Contemporary Theologies (4)
 THEO-447 Theology of the Human Person (4)
 THEO-465 Theological Ethics of Conflict and Peacemaking (4)

Select two of the following:

- HIST-330 Introduction to Mennonite History (3)
 HIST-350 American Religious History (3)
 HIST-380 Reformation History and Theology (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 (4)
 THEO-425 Theological Ethics and the Environment (4)
 THEO-434 Anabaptist Theology (3)

ELECTIVES

All emphases must select two courses from within the division (6-8 units).

SECOND MAJOR/MINOR

A second major in a related field (outside of the division) is highly recommended; at minimum, a minor in a related field is required.

BIBLICAL AND RELIGIOUS STUDIES MINOR

Program Director: Greg Camp

A minor in biblical and religious studies exposes the student to a wide range of courses in Bible, theology and church history. Students in the minor are required to take the general education required courses in addition to those outlined in the required course section.

REQUIRED COURSES (7 COURSES, 23-26 UNITS)

BIB-428	Biblical Theology (3)
BLIT-310-349	Biblical Literature (3) (one course, either Old Testament or New Testament)
REL-460	Religions of the World (4)
THEO-170	Introduction to Theology and Ethics (4)

Select one of the following:

HIST-330	Introduction to Mennonite History (3)
THEO-425	Theological Ethics and the Environment (4)
THEO-430	Contemporary Theologies (4)
THEO-434	Anabaptist Theology (3)
THEO-447	Theology of the Human Person (4)
THEO-465	Theological Ethics of Conflict and Peacemaking (4)

Select one of the following:

MIN-360	The Church in an Urban World (3)
MIN-375	Discipleship and Evangelism (2)
MIN-379	Spiritual Formation (2)
THEO-365	Current Perspectives on Missions (3)

Select any course from the division (3-4).

BIOLOGY MAJOR

Program Director: Michael Kunz

The biology major provides students with an understanding of the unifying concepts, diversity, function and importance of organisms. It also provides a general background in the supporting physical sciences.

The biology major is appropriate for students interested in graduate school or in various professional fields. Students may augment their coursework in biology by concurrent enrollment at California State University, Fresno, in areas such as plant and animal science or through various summer field courses in environmental biology. Students interested in teaching biology must meet the course requirements listed under the biology secondary teaching emphasis.

Total coursework requirements include a minimum of 48 units within the division beyond the general education prerequisite, of which a minimum of 24 must be upper-division.

GENERAL EDUCATION OR OTHER PREREQUISITES (12 UNITS)

BIOL-110L	General Biology A (4)
CHEM-101L	General Chemistry I (4)
MATH-120	Principles of Mathematics (4)
or MATH-140	Pre-Calculus (4)

REQUIRED COURSES (48 UNITS MINIMUM)

BIOL-120L	General Biology B (4)
BIOL-310L	Ecology (4)
BIOL-331L	Human Anatomy (4)
or BIOL-332L	Human Physiology (4)
BIOL-440L	Cell and Molecular Biology (4)
or BIOL-450L	Genetics (4)

BIOL-470	History and Philosophy of Science (4)
CHEM-102L	General Chemistry II (4)
<i>Select one of the following:</i>	
CS-120	Introduction to Computer Science I (3)
MATH-210	Calculus I (4)
PSY-300	Statistics (3)

ELECTIVES

Select 21 units in biology, chemistry, physical science or mathematics approved by program director. The electives must meet the following conditions: 8 units minimum of biology (4 units of upper-division), 4 units minimum of chemistry, physical science or mathematics.

Biology Secondary Teaching Emphasis

Program Director: Michael Kunz

The following sequence of courses satisfies the subject matter requirements for a California science teaching credential.

GENERAL EDUCATION OR OTHER PREREQUISITES (12 UNITS)

BIOL-110L	General Biology A (4)
CHEM-101L	General Chemistry I (4)
MATH-210	Calculus (4)

REQUIRED COURSES (14 COURSES, 48 UNITS)

BIOL-120L	General Biology B (4)
CHEM-102L	General Chemistry II (4)
PHYS-120L	General Physics I (4)
PHYS-121L	General Physics II (4)
PHYS-150	Earth Science (3)
PHYS-151L	Field Geology (1)
PHYS-160	Space Science (3)
BIOL-310L	Ecology (4)
BIOL-332L	Human Physiology (4)
BIOL-440L	Cell and Molecular Biology (4)
BIOL-450L	Genetics (4)
BIOL-470	History and Philosophy of Science (4)
BIOL-496	Biological Research (2)
PSY-300	Statistics (3)

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES**To Enter a Teacher Education Program (effective July 1, 2005)**

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 3.00 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.

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

It is recommended that students complete one of the following courses, as well:

HIST-420	American Ethnicity and Pluralism (3) (or equivalent)
SOC-310	Cultural Communities of California (3) (or equivalent)

BIOLOGY MINOR

Program Director: Michael Kunz

The biology minor will increase the student's understanding of the world of living organisms. Human beings are studied as a part of the living order, including their relationship to the rest of life. This program will be helpful for those majoring in contemporary ministries, education, psychology, missions, allied health fields, agriculture and kinesiology. This minor may satisfy the state credential requirement for the supplementary authorization in biology.

REQUIRED COURSES (5 COURSES, 20 UNITS)

BIOL-110L General Biology A (4)

BIOL-120L General Biology B (4)

Select 12 additional units of upper-division biology.

BUSINESS ADMINISTRATION MAJOR

Program Director: Ruth Heinrichs

Accounting Mentor/Advisor: Dean Gray

Finance and International Business Mentor/Advisor: Peng Wen

Management/Organizational Studies Mentor/Advisor: Janita Rawls

Marketing and Nonprofit Administration Mentor/Advisor: Ruth Heinrichs

The business administration major prepares students for careers in 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, business information systems, finance, international business, 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 informed by a Christian/Anabaptist worldview.

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.

Students interested in a major in accounting which will prepare them to take the CPA examination should see the accounting mentor/advisor for more information.

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105 Principles of Economics (4)

REQUIRED COURSES (11 COURSES, 34 UNITS)

Foundational Courses

ACCT-220 Principles of Accounting I (3)

ACCT-230 Principles of Accounting II (3)

ECON-140 Managerial Economics (3)

Advanced Courses

BUS-365 Business Ethics (3)

BUS-465 Statistics (3)

BUS-475 Law, Business and Society (3)

BUS-480 Strategic Management (3)

BUS-482 Seminar in Business Strategy (4)

FIN-450	Business Finance (3)
MGT-350	Organizational Theory (3)
MKT-300	Principles of Marketing (3)

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)
<i>Select one of the following:</i>	
ACCT-418	Nonprofit Accounting (3)
ACCT-420	Auditing (3)
ACCT-425	Advanced Accounting (3)
BUS-486	Topics in Business Administration (3)

Finance Emphasis**REQUIRED COURSES (5 COURSES, 15-17 UNITS)**

<i>Select five of the following:</i>	
ACCT-410	Cost Accounting (4)
ACCT-415	Tax Accounting (4)
BUS-486	Topics in Business Administration (3)
FIN-451	Financial Statement Analysis (3)
FIN-452	Public Finance (3)
FIN-455	Personal Finance (3)
FIN-470	Investment (3)
INTB-460	International Finance and Banking (3)
MGT-457	Risk Management (3)

International Business Emphasis**REQUIRED COURSES (5 COURSES, 16-17 UNITS)**

INTB-370	International Business (3)
INTB-460	International Finance and Banking (3)
PS-400	World Politics and Society (4)
	or ECON-390 Global Economics and Sustainable Development (3)

Select one of the following:

BUS-375	Introduction to Business in Japanese Society (3)
BUS-486	Topics in Business Administration (3)
COM-400	Intercultural Communication (3)
GEOG-320	Cultural Geography (3)
PS-420	International Politics and Organizations (3)
PS-430	America in a Global Community (4)
REL-460	Religions of the World (4)
SOC-300	Cultural Anthropology (3)

*Select one additional course in consultation with the program director.***Management/Organizational Studies Emphasis****REQUIRED COURSES (5 COURSES, 15 UNITS)**

Select five of the following:

BUS-486	Topics in Business Administration (3)
INTB-370	International Business (3)

MGT-352	Organizational Communication (3)
MGT-355	Organizational Behavior (3)
MGT-357	Organizational Development (3)
MGT-360	Human Resource Management (3)
MGT-362	Nonprofit Management (3)
MGT-368	Operations Research (3)
MGT-430	Business Information Systems (3)

Marketing Emphasis

REQUIRED COURSES (5 COURSES, 15 UNITS)

Select five of the following:

BUS-486	Topics in Business Administration (3)
INTB-370	International Business (3)
MKT-303	Market Research (3)
MKT-305	Consumer Behavior (3)
MKT-307	Advertising and Promotion (3)
MKT-311	Nonprofit Marketing (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:

ACCT-418	Nonprofit Accounting (3)
BUS-486	Topics in Business Administration (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: Ruth Heinrichs

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)
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REQUIRED COURSES (6 COURSES, 18 UNITS)

Foundational Course

ACCT-210	Accounting for Non-Business Majors (3)
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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).

CHEMISTRY MAJOR

Program Director: Jonathan Dick

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.

GENERAL EDUCATION OR OTHER PREREQUISITES (12 UNITS)

BIOL-101L	Principles of Biology (4)
CHEM-101L	General Chemistry I (4)
MATH-210	Calculus I (4)

REQUIRED COURSES (12 COURSES, 45 UNITS)

CHEM-102L	General Chemistry II (4)
CHEM-310	Organic Chemistry I (4)
CHEM-311	Organic Chemistry II (4)
CHEM-320L	Inorganic Chemistry (4)
CHEM-351L	Quantitative Analysis (4)
<i>Select 8 additional units of upper-division chemistry.</i>	
CHEM-496	Research Project (2)
CS-120	Introduction to Computer Science I (3)
MATH-220	Calculus II (4)
PHYS-120L	General Physics I (4)
PHYS-121L	General Physics II (4)

CHEMISTRY MINOR

Program Director: Jonathan Dick

This 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, environmental and medical and health-related occupations.

REQUIRED COURSES (5 COURSES, 20 UNITS)

CHEM-101L	General Chemistry I (4)
CHEM-102L	General Chemistry II (4)
<i>Select 12 additional units of upper-division chemistry.</i>	

CLASSICS MINOR

Latin Emphasis

Program Director: Marshall Johnston

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.

GENERAL EDUCATION OR OTHER PREREQUISITES

HIST-120	Ancient Civilizations (4)
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REQUIRED COURSES (6 COURSES, 20-21 UNITS)

HIST-110	Introductory Latin (3)
HIST-115	Intermediate Latin (3)
HIST-288	Directed Study (Latin: Catullus, Caesar and Their Age) (4)
BIB-303	Classical Greek I (3)
<i>Select two of the following:</i>	
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 (4)
REL-460	Religions of the World (by permission) (4)

Greek Emphasis

Program Director: Greg Camp

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.

GENERAL EDUCATION OR OTHER PREREQUISITES

HIST-120 Ancient Civilizations (4)

REQUIRED COURSES (6 COURSES, 18-21 UNITS)

BIB-303 Classical Greek I (3)

BIB-305 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 (4)

REL-460 Religions of the World (by permission) (4)

COACHING MINOR

Program Director: Brian DeMars

The coaching minor is for students who would like to coach and are not majoring in kinesiology. This minor would be ideal for students majoring in another area of education but would also like to coach in a school. This minor would also be helpful for walk-on coaches at schools or those who would like to coach in community programs. Students who choose to purchase the courses Coaching Methods and Care and Prevention of Athletic Injuries are also qualified to earn certification by the American Sport Education Program. See program director for details.

REQUIRED COURSES (9 COURSES, 19 UNITS)

PE-123 Self Defense (1)

KIN-260 First Aid/CPR (1)

KIN-310 Prevention and Care of Injuries in Sports (3)

KIN-430 Coaching Methods (3)

KIN-482 Kinesiology Practicum (1)

Select two of the following:

KIN-200 Analysis of Sport I-Volleyball and Basketball (2)

KIN-205 Analysis of Fundamental Movement (2)

KIN-210 Analysis of Sport II-Soccer and Football (2)

KIN-215 Analysis of Outdoor Activities (2)

KIN-220 Analysis of Sport III-Baseball, Softball, Leisure Games (2)

KIN-225 Analysis of Fitness Activities and Aquatics (2)

KIN-230 Analysis of Racquet Sports (2)

KIN-235 Analysis of Non-Traditional Sports (2)

KIN-240 Analysis of Lifetime Sports (2)

KIN-245 Analysis of Dance and Aerobics (2)

KIN-250 Analysis of Track and Field (2)

Select two of the following:

KIN-305 Nutrition (3)

KIN-340 Tests and Measurements (3)

KIN-355	Physiology of Exercise (3)
KIN-400	Sport and Exercise Psychology (3)
KIN-405	History and Philosophy of Physical Education and Sport (3)
KIN-480	Sport and Exercise in Society (3)

COMMUNICATION MAJOR

Program Director: Billie Jean Wiebe

The communication major provides courses that explore models of communication theory and contexts for the application of theory in specific communication events. 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 OR OTHER PREREQUISITIES

COM-110	Written Communication (3)
or COM-110A/B	Written Communication: Part One/Two (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)
<i>Select three of the following:</i>	
COM-330	Reading and Writing 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	Reading and Writing Journalism (3)
COM-350	Visual Rhetoric (3)
COM-360	Digital Video Production (3)
COM-380	Film Studies (3)
COM-410	Media and Society (3)
LIT-449	Literature and Film (3)

The Film Studies Program 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 1700 (3)
LIT-385	World Theater: 1700 to Present (3)
LIT-395	Text and Performance (3)
SOC-300	Cultural Anthropology (3)

COMMUNICATION MINOR

Program Director: Billie Jean Wiebe

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)
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COM-430	Group Dynamics and Leadership (3)
<i>Select two of the following:</i>	
COM-330	Reading and Writing Journalism (3)
COM-355	Media Aesthetics (3)
COM-346	Scriptwriting (3)
COM-360	Digital Video Production (3)
COM-370	Audio Production (3)
COM-380	Film Studies (3)
COM-385	Cinematography: Visual Storytelling (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

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 23-24 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, 23-24 UNITS)

BIB-428	Biblical Theology (3)
or BIB-440	Biblical Interpretation (4)
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	Discernment (to be taken spring semester of sophomore or junior year) (1)
MIN-482	Contemporary Ministries Practicum (capstone) (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-357	Organizational Development (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-386	Youth Ministry 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 (4)
REL-460	Religions of the World (4)
SOC-350	Marriage and Family (3)
THEO-365	Current Perspectives on Missions (3)
THEO-425	Theological Ethics and the Environment (4)
THEO-430	Contemporary Theologies (4)
THEO-445	Theology of Mission (4)
THEO-465	Theological Ethics of Conflict and Peacemaking (4)

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

CONTEMPORARY CHRISTIAN MINISTRIES MINOR

Program Director: Tim Neufeld

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.

CULTURAL ANTHROPOLOGY MINOR

Program Director: Katrina Poetker

The cultural anthropology minor provides students with a comparative perspective on the nature of culture throughout history and in different contexts. It helps them to recognize what separates and unites people within nations and around the world.

Students interested in minoring in cultural anthropology should complete their prerequisite courses during their freshmen and sophomore years.

GENERAL EDUCATION OR OTHER PREREQUISITES

SOC-120	Introduction to Sociology (3)
SOC-160	Introduction to Anthropology (3)

REQUIRED COURSES (6 COURSES, 20-22 UNITS)

LEAD-476	Internship (1-3)
SOC-300	Cultural Anthropology (3)
SOC-444	Constructions of the Self (4)
SOC-461	Introduction to Social Science Research (3)
SOC-470	Introduction to Sociocultural Theory (3)

Select two of the following:

HIST-412	History of Mexico (3)
SOC-311	American Wilderness Literature and Philosophy (3)
SOC-332	Modern Africa: History, Politics and Culture (3)
SOC-334	Modern Asia: History, Politics and Culture (3)
SOC-336	Modern Middle East: History, Politics and Culture (3)
SOC-364	Christianity in the Non-Western World (4)
SOC-366	Religions of the World (4)
SOC-486	Topics in Sociology (3)

ECONOMICS MINOR

Program Director: Peng Wen

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)
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REQUIRED COURSES (6 COURSES, 18 UNITS)

Foundational Course

ECON-140	Managerial Economics (3)
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Advanced Courses

BUS-465	Statistics (3)
FIN-452	Public Finance (3)
INTB-460	International Finance and Banking (3)
MGT-368	Operations Research (3)
MKT-303	Market Research (3)

ENGLISH MAJOR

Program Director: Eleanor Hersey

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 OR OTHER 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 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-448	Multicultural Literature (3)

Language Courses*Select one of the following:*

COM-350	Visual Rhetoric (3)
COM-455	Philosophy of Language (3)
LANG-350	Traditional Applied 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	Reading and Writing Journalism (3)

Internships and Practica*Select one of the following:*

COM-155	Journalism Practicum (1-2)
COM-340	Composition Practicum (1)
COM-365	Video Practicum (1-2)
COM-496	Communication Internship (1-3)
DRA-310	Drama Practicum (1-2)
DRA-496	Drama Internship (1-3)
LIT-496	Literature Internship (1-3)

*Students may write in another internship or practicum with program director approval.***ELECTIVES**

In consultation with your program director select four additional courses from literature, language, communication or drama for a minimum of 12 units. Other courses may be substituted with approval from your program director.

English Secondary Teaching Emphasis

GENERAL EDUCATION OR OTHER PREREQUISITES (3 COURSES, 9 UNITS)

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

REQUIRED COURSES (MINIMUM UNITS: 51)

CORE

Literature and Textual Analysis

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

Select one of the following:

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

Select one of the following:

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

Select one of the following:

- LIT-370 The Novel (3)
 LIT-380 World Theater: Roots to 1800 (3)
 LIT-385 World Theater: 1800 to Present (3)
 LIT-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 Traditional Applied 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)

EXTENDED STUDIES

Select one of the following:

- COM-380 Film Studies (3)
 LIT-449 Literature and Film (3)

Select one of the following:

- COM-350 Visual Rhetoric (3)
 COM-455 Philosophy of Language (3)

Select one of the following:

- COM-330 Writing and Reading Journalism (3)
 COM-360 Digital Video Production (3)

Select one of the following:

- SOC-310 Cultural Communities of California (3)
 SOC-410 American Ethnicity and Pluralism (3)

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program (effective July 1, 2005)

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 3.00 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.

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

It is recommended that students complete one of the following courses, as well:

HIST-420	American Ethnicity and Pluralism (3) (or equivalent)
SOC-310	Cultural Communities of California (3) (or equivalent)

ENGLISH MINOR

Program Director: Eleanor Hersey

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)
LIT-375	American Literature: 20th Century Poetry (3)

Select one of the following:

LIT-405	The Renaissance and English Literature (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)

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-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 director select one elective course for a minimum of 3 units from literature, language, communication or drama.

ENVIRONMENTAL SCIENCE MAJOR

Program Director: Michael Kunz

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 program seeks 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.

GENERAL EDUCATION OR OTHER PREREQUISITES (16 UNITS)

BIOL-110L	General Biology A (4)
CHEM-101L	General Chemistry I (4)
MATH-140	Pre-Calculus (4)
or MATH-210	Calculus I (4)
ECON-105	Principles of Economics (4)
or PS-120	American Politics and Society (4)

REQUIRED COURSES (10 COURSES, 34 UNITS MINIMUM)

BIOL-120L	General Biology B (4)
BIOL-310L	Ecology (4)
CHEM-102L	General Chemistry II (4)
CHEM-340L	Environmental Chemistry (4)
ENV-150	Introduction to Environmental Studies (4)
PHYS-150	Earth Science (3)
PHYS-151L	Field Geology (1)
PSY-300	Statistics (3)
THEO-425	Theological Ethics and the Environment (4)

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)

BIOL-311L	Field Botany (4)
BIOL-320L	Vertebrate Zoology (4)
BIOL-325L	Wildlife Biology (4)
BIOL-410L	Field Biology (4)
BIOL-450L	Genetics (4)
CHEM-310	Organic Chemistry I (4)
CHEM-311	Organic Chemistry II (4)
CHEM-351L	Quantitative Analysis (4)
CS-120	Introduction to Computer Science I (3)
ENV-482	Environmental Studies Practicum (1-3)
PHIL-430	American Wilderness Literature and Philosophy (3)
PS-373	Nature, Law and Policy (3)

Environmental science majors are strongly encouraged to supplement their major with coursework offered at one of several excellent off-campus programs. Students may study for a summer or semester with programs such as AuSable Institute, the Global Stewardship and Sustainability Program, the School for Field Studies, Latin American Studies Program Tropical Ecology and Sustainability track or other approved programs. Courses taken through these programs may be used as electives or, when appropriate, substituted for major core requirements. Please contact the International Programs & Services Office and the environmental science program director for further information.

ENVIRONMENTAL STUDIES MAJOR

Program Director: Michael Kunz

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 OR OTHER PREREQUISITES (15 UNITS)

BIOL-101L	Principles of Biology (4)
ECON-105	Principles of Economics (4)
PHYS-150	Earth Science (3)
PS-120	American Politics and Society (4)

REQUIRED COURSES (35-39 UNITS)

BIOL-310L	Ecology (4)
ENV-150	Introduction to Environmental Studies (4)
PHIL-430	American Wilderness Literature and Philosophy (3)
PS-373	Nature, Law and Policy (3)
THEO-425	Theological Ethics and the Environment (4)

Select a minimum of 2 units from the following:

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

Select a minimum of 15 units from the following:

BIOL-220L	Botany (4)
BIOL-230L	Zoology (4)
BIOL-410L	Field Biology (4)
CHEM-351L	Quantitative Analysis (4)
GEOG-120	World Geography (3)
GEOG-320	Cultural Geography (3)
GEOG-330	Urban Geography (3)
INTB-370	International Business (3)
PS-400	World Politics and Society (4)
PS-430	America in a Global Community (4)
SOC-300	Cultural Anthropology (3)
SOC-430	Conflict Management and Resolution (3)

Approved courses from other institutions such as AuSable Institute or California State University, Fresno should be chosen in consultation with the program director.

ENVIRONMENTAL STUDIES MINOR

Program Director: Michael Kunz

A minor in environmental studies provides students with interdisciplinary perspectives on the natural world and the place of humanity within it. Using the insights provided by the disciplines of theology, philosophy and the social and natural sciences, students can come to a deeper understanding of environmental problems and solutions. The minor is appropriate for those who seek to deepen their appreciation of the natural world, those who desire to exercise greater personal environmental stewardship and those who seek vocations with organizations involved with environmental concerns.

REQUIRED COURSES (6 COURSES, 20-22 UNITS)

BIOL-310L	Ecology (4)
ENV-150	Introduction to Environmental Studies (4)
ENV-460	Environmental Issue Analysis (1-3)
or ENV-482	Environmental Studies Practicum (1-3)
PHIL-430	American Wilderness Literature and Philosophy (3)
PS-373	Nature, Law and Policy (3)
THEO-425	Theological Ethics and the Environment (4)

RECOMMENDED COURSE

COM-420	Conflict Management and Resolution (3)
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HEALTH FITNESS MAJOR

Program Director: Brian DeMars

This major is designed for students who wish to pursue a career in the exploding sport and fitness industry. Students will have a solid foundation of knowledge and will be well-qualified to enter a wide variety of occupations within this industry. Some graduates will likely choose a more sport/training emphasis while others may choose a more fitness and health-related emphasis. The personal trainer certification course was designed by the National Council on Strength and Fitness to qualify students to work as personal trainers in conjunction with a four-year college degree. Students who successfully complete the major and certification course will receive the Advanced Personal Trainer certification through the National Council on Strength and Fitness.

GENERAL EDUCATION OR OTHER PREREQUISITES

BIOL-101L	Principles of Biology (4)
KIN-260	First Aid/CPR (1)
PE-123	Self Defense (1)

REQUIRED COURSES (17 COURSES, 50 UNITS)

Core Courses

BIOL-331L	Human Anatomy (4)
BIOL-332L	Human Physiology (4)
KIN-350	Biomechanics (4)
KIN-355	Physiology of Exercise (4)
KIN-400	Sport and Exercise Psychology (3)
KIN-405	History and Philosophy of Physical Education and Sport (3)
KIN-480	Sport and Exercise in Society (3)

Emphasis Courses

KIN-245	Analysis of Dance and Aerobics (2)
KIN-305	Nutrition (3)
KIN-310	Prevention and Care of Injuries in Sports (3)
KIN-330	Motor Learning (4)
KIN-340	Tests and Measurements (3)
KIN-440	Personal Trainer Certification Course (3)
KIN-450	Adaptive Physical Education (3)
KIN-482	Kinesiology Practicum (2)

Select one of the following:

KIN-200	Analysis of Sport I-Volleyball and Basketball (2)
KIN-205	Analysis of Fundamental Movement (2)
KIN-210	Analysis of Sport II-Soccer and Football (2)
KIN-215	Analysis of Outdoor Activities (2)
KIN-220	Analysis of Sport III-Baseball, Softball, Leisure Games (2)
KIN-225	Analysis of Fitness Activities and Aquatics (2)
KIN-230	Analysis of Racquet Sports (2)
KIN-235	Analysis of Non-Traditional Sports (2)
KIN-240	Analysis of Lifetime Sports (2)
KIN-250	Analysis of Track and Field (2)

HEALTH SCIENCE MINOR

Program Director: Brian DeMars

The health science minor is for students who would like to teach health in K-12 schools. This minor is designed to help prepare students to be more effective in their teaching if they are working towards a multiple subjects credential or to help them prepare for the CSET if they are working towards a single subject credential.

REQUIRED COURSES (7 COURSES, 17 UNITS)

KIN-260	First Aid/CPR (1)
KIN-300	Principles of Health (3)

KIN-305	Nutrition (3)
KIN-460	Elementary Physical Education Methods (3)
or KIN-465	Secondary Physical Education Methods (3)
KIN-482	Kinesiology Practicum (1)
<i>Select two of the following:</i>	
KIN-310	Prevention and Care of Injuries in Sports (3)
PSY-350	Child Development (3)
PSY-355	Adolescent Development (3)
SOC-350	Marriage and Family (3)
SOC-400	Social Psychology (3)
SOC-430	Conflict Management and Resolution (3)

HISTORY MAJOR

Program Director: Richard Rawls

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

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

GENERAL EDUCATION OR OTHER PREREQUISITES

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

(or equivalents transferred from other institutions)

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 (2-3)

Note: 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 an historical habit and practice in the student.

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 major-secondary teaching emphasis.
3. One course from another discipline may be substituted for one course in the major upon approval of the major program director or mentor/advisor.

HISTORY MINOR

Program Director: Richard Rawls

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

GENERAL EDUCATION OR OTHER PREREQUISITES

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

(or equivalents transferred from other institutions)

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 major-secondary teaching emphasis.

INTENSIVE ENGLISH LANGUAGE PROGRAM

Program Director: Doreen Ewert

The courses in the Intensive English Language Program are courses for international students and new immigrants who have not met the minimum English proficiency requirement.

English as a Second Language

REQUIRED COURSES

Select from the following in consultation with the program director:

ESL-005	TOEFL Preparation Course - A (0)
ESL-006	TOEFL Preparation Course - B (0)
ESL-115	Language Core - 1 (5)
ESL-125	Language Core - 2 (5)
ESL-135	Language Core - 3 (5)
ESL-116	Skill Proficiency - 1 (2)
ESL-126	Skill Proficiency - 2 (2)
ESL-136	Skill Proficiency - 3 (2)
ESL-117	Thematic Mini-course - 1 (5)
ESL-127	Thematic Mini-course - 2 (5)
ESL-137	Thematic Mini-course - 3 (5)

INTERCULTURAL STUDIES MAJOR

Program Director: Katrina Poetker

The intercultural studies major is designed to prepare students for living and working in cultural contexts other than their own. Students develop perspectives and knowledge necessary to function and serve in our interdependent global society. The major is built around a core of interdisciplinary courses designed to give students a broad understanding of the world and the connections between societies. Each of the two emphases (topics and mission/service) has additional required and elective courses. Students cultivate tools needed to understand, work and minister effectively in different cultural settings. An important aspect of this major is the intercultural experience requirement. This provides a personal experience of crossing cultures.

GENERAL EDUCATION OR OTHER PREREQUISITES

BLIT-336	Biblical Literature: Acts (3)
ECON-105	Principles of Economics (4)
SOC-160	Introduction to Anthropology (3)

INTERCULTURAL EXPERIENCE REQUIREMENT

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

LANGUAGE REQUIREMENT

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

REQUIRED COURSES (45 UNITS)

CORE

COM-400	Intercultural Communication (3)
GEOG-320	Cultural Geography (3)
PS-400	World Politics and Society (4)
SOC-300	Cultural Anthropology (3)
SOC-310	Cultural Communities of California (3)
or SOC-410	American Ethnicity and Pluralism (3)

Select one of the following:

REL-418	Culture, Religion and the Church (3)
REL-452	Christianity in the Non-Western World (4)
REL-460	Religions of the World (4)

SELECT ONE OF THE FOLLOWING EMPHASES

Mission/Service Emphasis

Students prepare for a variety of jobs or vocations in cultural contexts other than their own, both within and across national boundaries. These include: cross-cultural mission, community participation—from village to urban communities, social action, international relations and internal policy-making as it relates to cultural/ethnic issues. Required courses build theological and economic frameworks for working across cultures. Within the electives, students can focus on mission, urban issues, international business and community facilitation in second cultures or multicultural contexts.

REQUIRED COURSES (7 UNITS)

INTB-370	International Business (3)
or INTB-460	International Finance and Banking (3)
THEO-430	Contemporary Theologies (4)
or THEO-447	Theology of the Human Person (4)

ELECTIVES (12-15 UNITS)

Select five courses in consultation with 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)
GEOG-330	Urban Geography (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-430	America in a Global Community (4)
REL-452	Christianity in the Non-Western World (4)

SW-410	Working with Groups (3)
SW-420	Becoming a Change Agent (3)
THEO-365	Current Perspectives on Missions (3)
THEO-370	Expansion of the Christian Faith (3)
THEO-425	Theological Ethics and the Environment (4)
THEO-430	Contemporary Theologies (4)
THEO-445	Theology of Mission (4)
THEO-465	Theological Ethics of Conflict and Peacemaking (4)

Select one of the following:

BUS-375	Introduction to Business in Japanese Society (3)
HIST-405	Social History of Japan (3)
SOC-330	Introduction to Japanese Society (3)

Topics Emphasis

Students investigate various cultures from a number of different perspectives and disciplines. They develop their understanding, skills of interpretation and experience of cultures. Within the electives, students build their focus on subjects such as religion, literature, church, mission, theology, Latin America and Japan.

REQUIRED COURSES (4 UNITS)

THEO-430	Contemporary Theologies (4)
or THEO-447	Theology of the Human Person (4)

ELECTIVES (15-18 UNITS)

Select five courses in consultation with program director to meet individual needs and interests.

GEOG-330	Urban Geography (3)
HIST-410	Latin American History and Religious Thought (4)
INTB-370	International Business (3)
or INTB-460	International Finance and Banking (3)
LIT-440	Spanish Literature (3)
LIT-445	Spanish American Literature (3)
LIT-448	Multicultural Literature (3)
MUS-352	Music History and World Music Since 1900 (4)
REL-320	Introduction to the Mennonite Arts (4)
SOC-310	Cultural Communities of California (3)
SOC-410	American Ethnicity and Pluralism (3)
SPAN-310	Literary Spanish: Prose (3)
SPAN-315	Literary Spanish: Poetry (3)
SPAN-330	Latin American Thought: Readings in Spanish (3)
THEO-365	Current Perspectives on Missions (3)
THEO-425	Theological Ethics and the Environment (4)
THEO-447	Theology of the Human Person (4)
THEO-465	Theological Ethics of Conflict and Peacemaking (4)

Select one of the following:

BUS-375	Introduction to Business in Japanese Society (3)
HIST-405	Social History of Japan (3)
SOC-330	Introduction to Japanese Society (3)

INTERCULTURAL STUDIES MINOR

Program Director: Katrina Poetker

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 (6 COURSES, 20-21 UNITS)

GEOG-320	Cultural Geography (3)
PS-400	World Politics and Society (4)
REL-460	Religions of the World (4)

- or REL-418 Culture, Religion and the Church (3)
 SOC-300 Cultural Anthropology (3)
Select one of the following:
 REL-452 Christianity in the Non-Western World (4)
 THEO-430 Contemporary Theologies (4)
 THEO-447 Theology of the Human Person (4)
Select one of the following:
 COM-400 Intercultural Communication (3)
 SOC-310 Cultural Communities of California (3)
 SOC-410 American Ethnicity and Pluralism (3)

INTERNATIONAL STUDIES MINOR

Program Director: Richard Unruh

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

GENERAL EDUCATION OR OTHER PREREQUISITES

- GEOG-120 World Geography (3)
 HIST-120 Ancient Civilizations (4)
 HIST-130 Medieval and Early Modern Civilizations (4)
 HIST-140 Modern Civilizations (4)
 SOC-160 Introduction to Anthropology (3)

REQUIRED COURSES (5 COURSES, 17-20 UNITS)

Core Program (2 courses, 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-320 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 (4)
 REL-460 Religions of the World (4)
 SOC-300 Cultural Anthropology (3)

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

- Chinese Studies Program
 Latin American Studies Program
 Middle East Studies Program
 Russian Studies Program

KINESIOLOGY MAJOR

Exercise Science and Secondary Teaching Program Director: Brian DeMars

Pre-Occupational Therapy and Pre-Physical Therapy Program Director: Bill Cockerham

The kinesiology program offers four emphases: exercise science, pre-occupational therapy, pre-physical therapy and secondary teaching. The exercise science emphasis is designed to provide a solid foundation in exercise science and human movement for students who desire to continue their education at the graduate level. The pre-occupational therapy and pre-physical therapy emphases prepare students to enter master's

degree programs in occupational and physical therapy. The secondary teaching emphasis is designed for students who would like to teach physical education in grades 7-12.

Exercise Science Emphasis

GENERAL EDUCATION OR OTHER PREREQUISITES (4 COURSES, 15 UNITS)

HIST-120	Ancient Civilizations (4)
MATH-120	Principles of Mathematics (4)
PSY-120	Introduction to Psychology (3)
SOC-120	Introduction to Sociology (3)

REQUIRED COURSES (16 COURSES, 48 UNITS)

Core Courses (7 courses, 25 units)

BIOL-331L	Human Anatomy (4)
BIOL-332L	Human Physiology (4)
KIN-350	Biomechanics (4)
KIN-355	Physiology of Exercise (4)
KIN-400	Sport and Exercise Psychology (3)
KIN-405	History and Philosophy of Physical Education and Sport (3)
KIN-480	Sport and Exercise in Society (3)

Emphasis Courses (6 courses, 17 units)

KIN-330	Motor Learning (4)
KIN-340	Tests and Measurements (3)
KIN-450	Adaptive Physical Education (3)
KIN-482	Kinesiology Practicum (1)

Select two upper-division kinesiology courses (6 units).

Analysis Courses (3 courses, 6 units)

Select three of the following:

KIN-200	Analysis of Sport I-Volleyball and Basketball (2)
KIN-205	Analysis of Fundamental Movement (2)
KIN-210	Analysis of Sport II-Soccer and Football (2)
KIN-215	Analysis of Outdoor Activities (2)
KIN-220	Analysis of Sport III-Baseball, Softball, Leisure Games (2)
KIN-225	Analysis of Fitness Activities and Aquatics (2)
KIN-230	Analysis of Racquet Sports (2)
KIN-235	Analysis of Non-Traditional Sports (2)
KIN-240	Analysis of Lifetime Sports (2)
KIN-250	Analysis of Track and Field (2)

Pre-Occupational Therapy Emphasis

The pre-occupational therapy major contains basic pre-professional preparation for master's and doctoral degree work. Students must obtain a master's or doctoral degree from another institution in order to practice in the field of physical therapy. Each program has special requirements that may vary slightly. Students should contact the school(s) of their choice during their junior year in school and work closely with their advisor when completing this major.

In consultation with your program director, choose the emphasis courses carefully according to the catalog of the program you wish to enter for your master's or doctoral degree. Although these classes have been carefully chosen, it may be necessary to take a more specialized course at another institution, on occasion, to meet a specific requirement that a master's or doctoral program requires. You may need to take more than a minimum of 18 emphasis units depending on your program requirements. You must have a minimum of 47 units total from the required and emphasis courses in order to complete this major.

GENERAL EDUCATION OR OTHER PREREQUISITES

BIOL-101L	Principles of Biology (4)
BIOL-150	Perspectives in Health Care (1)
CHEM-101L	General Chemistry I (4)

- MATH-120 Principles of Mathematics (4)
 or MATH-140 Pre-Calculus (4)
 or MATH-210 Calculus I (4)
 KIN-265 Concepts of Wellness (2)
 PSY-120 Introduction to Psychology (3)

REQUIRED COURSES (30-31 UNITS)

- BIOL-331L Human Anatomy (4)
 BIOL-332L Human Physiology (4)
 BIOL-470 History and Philosophy of Science (4)
 or KIN-405 History and Philosophy of Physical Education and Sport (3)
 CHEM-102L General Chemistry II (4)
 KIN-476 Pre-Physical/Occupational Therapy Internship (2)
 PSY-300 Statistics (3)
 PSY-360 Life-Span Development (3)
 PSY-410 Abnormal Psychology (3)

Select one of the following:

- ART-120 Painting I (3)
 ART-140 Drawing and Design I (3)
 ART-170 Sculpture I (3)
 ART-180 Ceramics I (3)
 ART-310 Photography (3)

EMPHASIS COURSES (18+ UNITS)

Select a minimum of 18 units from the following:

- CHEM-310 Organic Chemistry I (4)
 CS-120 Introduction to Computer Science I (3)
 KIN-260 First Aid/CPR (1)
 KIN-300 Principles of Health and Nutrition (3)
 KIN-310 Prevention and Care of Injuries in Sport (3)
 KIN-315 Advanced Techniques of Athletic Training (3)
 KIN-325 Modalities and Therapy (4)
 KIN-350 Biomechanics (4)
 KIN-355 Physiology of Exercise (4)
 PSY-350 Child Development (3)
 PSY-355 Adolescent Development (3)
 PSY-360 Life-Span Development (3)
 PSY-410 Abnormal Psychology (4)

Pre-Physical Therapy Emphasis

The pre-physical therapy major contains basic pre-professional preparation for master's or doctoral degree work. Students must obtain a master's or doctoral degree from another institution in order to practice in the field of physical therapy. Each program has specific requirements that may vary slightly. Students should contact the school(s) of their choice during their junior year in school and work closely with their program director when completing this major.

In consultation with your program director, choose the emphasis courses carefully according to the catalog of the program that you wish to enter for your master's or doctoral degree. Although these classes have been carefully chosen, it may be necessary to take a more specialized course at another institution, on occasion, to meet a specific requirement that a master's program requires. You must have a minimum of 46 units total from the required and emphasis courses in order to complete this major.

GENERAL EDUCATION OR OTHER PREREQUISITES

- BIOL-101L Principles of Biology (4)
 BIOL-150 Perspectives in Health Care (1)
 CHEM-101L General Chemistry I (4)
 MATH-120 Principles of Mathematics (4)
 or MATH-140 Pre-Calculus (4)

- or MATH-210 Calculus I (4)
 KIN-265 Concepts of Wellness (2)
 PSY-120 Introduction to Psychology (3)

REQUIRED COURSES (29-30 UNITS)

-
- BIOL-331L Human Anatomy (4)
 BIOL-332L Human Physiology (4)
 BIOL-470 History and Philosophy of Science (4)
 or KIN-405 History and Philosophy of Physical Education and Sport (3)
 CHEM-102L General Chemistry II (4)
 KIN-476 Pre-Physical Therapy Internship (2)
 PHYS-120L General Physics I (4)
 PHYS-121L General Physics II (4)

EMPHASIS COURSES (18+ UNITS)

Select a minimum of 18 units from the following:

- BIOL-340L Microbiology (4)
 CHEM-310 Organic Chemistry I (4)
 CS-120 Introduction to Computer Science I (3)
 KIN-260 First Aid/CPR (1)
 KIN-300 Principles of Health (3)
 KIN-310 Prevention and Care of Injuries in Sport (3)
 KIN-315 Advanced Techniques of Athletic Training (3)
 KIN-325 Modalities and Therapy (4)
 KIN-350 Biomechanics (4)
 KIN-355 Physiology of Exercise (4)
 PSY-350 Child Development (3)
 PSY-355 Adolescent Development (3)
 PSY-360 Life-Span Development (3)
 PSY-410 Abnormal Psychology (4)

Kinesiology Secondary Teaching Emphasis**GENERAL EDUCATION OR OTHER PREREQUISITES (4 COURSES, 15 UNITS)**

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- HIST-120 Ancient Civilizations (4)
 MATH-120 Principles of Mathematics (4)
 PE-123 Self Defense (1)
 PSY-120 Introduction to Psychology (3)
 SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (18 COURSES, 51 UNITS)**Core Courses (7 courses, 25 units)**

- BIOL-331L Human Anatomy (4)
 BIOL-332L Human Physiology (4)
 KIN-350 Biomechanics (4)
 KIN-355 Physiology of Exercise (4)
 KIN-400 Sport and Exercise Psychology (3)
 KIN-405 History and Philosophy of Physical Education and Sport (3)
 KIN-480 Sport and Exercise in Society (3)

Emphasis Courses (5 courses, 14 units)

- PE-120 Dance Movements (1)
 KIN-330 Motor Learning (4)
 KIN-340 Tests and Measurements (3)
 KIN-450 Adaptive Physical Education (3)
 KIN-482 Kinesiology Practicum (3)

Analysis Courses (6 courses, 12 units)

- KIN-205 Analysis of Fundamental Movement (2)

KIN-215	Analysis of Outdoor Activities (2)
KIN-225	Analysis of Fitness Activities and Aquatics (2)
KIN-235	Analysis of Non-Traditional Sports (2)
<i>Select one of the following:</i>	
KIN-200	Analysis of Sport I-Volleyball and Basketball (2)
KIN-210	Analysis of Sport II-Soccer and Football (2)
KIN-220	Analysis of Sport III-Baseball, Softball, Leisure Games (2)
<i>Select one of the following:</i>	
KIN-230	Analysis of Racquet Sports (2)
KIN-240	Analysis of Lifetime Sports (2)
KIN-250	Analysis of Track and Field (2)

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program (effective July 1, 2005)

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 secondary 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 3.00 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.

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

It is recommended that students complete one of the following courses, as well:

HIST-420	American Ethnicity and Pluralism (3) (or equivalent)
SOC-310	Cultural Communities of California (3) (or equivalent)

LANGUAGE STUDIES MINOR

Program Director: Doreen E. Ewert

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 OR OTHER 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	Traditional Applied English Grammar (3)
LANG-420	Teaching English as an Additional Language (3)

SOC-482	Intercultural Practicum (1)
<i>Select one of the following:</i>	
LANG-320	Teaching English Language Learners (3)
LANG-462	Literacy Development of Adult Language Learners (3)
PHIL-455	Philosophy of Language (3)
SOC-420	Intercultural Communication (3)

LEADERSHIP PROGRAM

Program Directors: D. Merrill Ewert, Pat Anderson, Don Sparks

Students may participate in a leadership program sponsored jointly by the student life and academic programs of the university. The range of participation includes:

1. Leadership courses.
2. Leadership experiences in a variety of areas such as student government and other areas that function under the direction of Student Life Office, including leadership development and outreach ministries and service.

The program also allows for the creation of an individualized minor combining courses and leadership practica.

LIBERAL STUDIES MAJOR

Program Director: Karen Neufeld

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.

1. The ability and desire to understand, evaluate and communicate ideas.
2. The ability and desire to discover ideas through disciplinary processes.
3. The ability and desire to engage in intensive study.
4. A sense of interrelatedness among knowledge, experience, responsibility and values.
5. 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. Course descriptions will be found in the course description section of this catalog. Additionally, the liberal studies major provides a rounded course of study in the liberal arts appropriate for preparation in numerous vocations.

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

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

Fast Track Program

Liberal studies students who are planning to become elementary teachers are invited to apply as early as the end of their freshmen year to as late as the end of their junior year for a fast track program that allows them to complete their bachelor's degree program with a block semester of teacher education preparation. The fast track 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 or liberal studies mentors/advisors. 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 GE and major requirements before the teacher education semester with less than 124 units.

GENERAL EDUCATION REQUIREMENTS

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

BIOL-101L	Principles of Biology (4)
PHYS-105L	Physical Science (4)
PHYS-150	Earth Science (3)
HIST-150	American Civilization (4)
LIT-180	Introduction to Literature (3)
PE-120	Dance Movement (1)

REQUIRED COURSES (15 COURSES, 45 UNITS)

ART-300L	Art Fundamentals (3)
DRA-355	Creative Drama (3)
HIST-440	California History and Politics (4)
ENV-150	Introduction to Environmental Studies (4)
LA-380	Learning Communities (1)
LANG-310	First and Second Language Acquisition (3)
LANG-340	Introduction to Linguistics (3)
LIT-465	Literature for Children and Young Adults (3)
MATH-132	Arithmetic and Data Analysis (3)
MATH-134	Algebraic Thinking and Geometry (3)
MUS-305	Music in the Classroom (3)
KIN-460	Elementary Physical Education Methods (3)
PSY-350	Child Development (3)
SOC-310	Cultural Communities of California (3)
or SOC-410	American Ethnicity and Pluralism (3)

SELECT ONE OF THE FOLLOWING CONCENTRATIONS

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.

American Civilization and Culture (Contemporary Focus)

GENERAL EDUCATION REQUIREMENTS

PS-120	American Politics and Society (4)
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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 Context (4)

- SOC-442 Social Gerontology (3)
 SOC-446 Sociology of Gender (3)

American Civilization: Its Changing Character

Select one of the following:

- SOC-450 Social Problems and Public Policy (4)

American Civilization and Culture (Historical Focus)

GENERAL EDUCATION REQUIREMENTS

- PS-120 American Politics and Society (4)

REQUIRED COURSES

American Civilization: Intellectual History

Select one of the following:

- HIST-350 American Religious History (3)
 HIST-430 American Wilderness Literature and Philosophy (3)
 HIST-435 American Intellectual History (4)
 LIT-355 American Literature: Beginnings to 19th Century (3)
 LIT-360 American Literature: 20th Century (3)

American Civilization: Social/Political History

Select one of the following:

- PS-385 Urban Society and the Welfare State (4)
 PS-430 America in a Global Community (4)

American Civilization: Its Changing Character

Select one of the following:

- HIST-425 Twentieth Century America (4)

Biology

REQUIRED COURSES

- BIOL-310L Ecology (4)
 CHEM-101L General Chemistry I (4)

Select one of the following:

- BIOL-110L General Biology A (4)
 BIOL-120L General Biology B (4)
 BIOL-332L Human Physiology (4)

Select one of the following:

- BIOL-450L Genetics (4)
 BIOL-470 History and Philosophy of Science (4)

Communication

REQUIRED COURSES

- THEO-465 Theological Ethics of Conflict and Peacemaking (4)
 COM-420 Conflict Management and Resolution (3)
 COM-483 Mediation Practicum (1)

Select one of the following:

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

Select one of the following:

- COM-400 Intercultural Communication (3)
 COM-410 Media and Society (3)
 COM-430 Group Dynamics and Leadership (3)

Conflict and Peacemaking

REQUIRED COURSES

THEO-465	Theological Ethics of Conflict and Peacemaking (4)
SOC-430	Conflict Management and Resolution (3)
SOC-483	Mediation Practicum (1)
<i>Select two of the following:</i>	
COM-400	Intercultural Communication (3)
COM-430	Group Dynamics and Leadership (3)
GEOG-330	Urban Geography (3)
HIST-455	Historical Peacemakers (3)
LIT-448	Multicultural Literature (3)
PS-430	America in a Global Community (4)
PS-375	Criminal Justice in America (4)
PSY-395	Social Psychology (3)
SOC-300	Cultural Anthropology (3)
SOC 350	Marriage and Family (3)
SOC-450	Social Problems and Public Policy (4)

English Literature and Culture

REQUIRED COURSES

SOC-482	Intercultural Practicum (1)
REL-418	Culture, Religion and the Church (3)
LIT-460	Critical Approaches to Literature (3)

Multicultural Literature

Select one of the following:

LIT-440	Spanish Literature (3)
LIT-445	Spanish American Literature (3)
LIT-448	Multicultural Literature (3)

American Literature

Select one of the following:

LIT-370	The Novel (3)
LIT-360	American Literature: 20th Century (3)

English Writing

REQUIRED COURSES

Select one of the following:

LIT-350	American Wilderness Literature and Philosophy (3)
LIT-370	The Novel (3)
LIT-360	American Literature: 20th Century (3)

Select two of the following:

COM-300	Creative Writing: Fiction (3)
COM-310	Creative Writing: Poetry (3)
COM-320	Creative Writing: Nonfiction (3)
COM-450	Composition Theory (3)

Environmental Studies

REQUIRED COURSES

THEO-425	Theological Ethics and the Environment (4)
<i>Select two of the following:</i>	
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 Economy and Sustainable Development (4)
Select one of the following:
 ENV-460 Environmental Issues Analysis (1-3)
 ENV-482 Environmental Studies Practicum (1-3)

Intercultural/Domestic Studies

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-120 World Geography (3)
 GEOG-320 Cultural Geography (3)
 LIT-440 Spanish Literature (3)
 SOC-300 Cultural Anthropology (3)

Domestic

- GEOG-330 Urban Geography (3)
 LIT-445 Spanish American Literature (3)
 LIT-448 Multicultural Literature (3)

Intercultural/International Studies

REQUIRED COURSES

- HIST-410 Latin American History and Religious Thought (4)
 SOC-364 Christianity in the Non-Western World (4)
 or SOC-366 Religions of the World (4)
 SOC-482 International Practicum (1)

International Study/Travel Experience.

Social Sciences

Select one of the following:

- INTB-370 International Business (3)
 GEOG-320 Cultural Geography (3)
 GEOG-330 Urban Geography (3)
 PS-430 America in a Global Community (4)
 SOC-330 Introduction to Japanese Society (3)

Humanities

Select one of the following:

- LIT-440 Spanish Literature (3)
 LIT-445 Spanish American Literature (3)
 MUS-352 Music History and World Music Since 1900 (4)
 SPAN-330 Latin American Thought: Readings in Spanish (3)
 SOC-300 Cultural Anthropology (3)

Mathematics

GENERAL EDUCATION REQUIREMENTS

- MATH-110 A/B Principles of Mathematics: Part One/Two (2/2)
 or MATH-120 Principles of Mathematics (4)

REQUIRED COURSES

- MATH-210 Calculus I (4)
 MATH-480 History of Mathematics (3)

Select two of the following:

- MATH-320 Principles of Geometry (3)
 MATH-335 Linear Algebra (3)
 MATH-350 Problem Solving (3)
 MATH-370 Discrete Mathematics (3)

Music

GENERAL EDUCATION REQUIREMENTS

- MUS-102 Introduction to Music (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)
 MUS-412 Studies in Music Education (3)
 Vocal Music (1)
 Instrumental Music (1)
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)

Physical Education

REQUIRED COURSES

- KIN-482 Kinesiology Practicum (1)
Select two of the following:
 KIN-200 Analysis of Sport I-Volleyball and Basketball (2)
 KIN-205 Analysis of Fundamental Movement (2)
 KIN-210 Analysis of Sport II-Soccer and Football (2)
 KIN-215 Analysis of Outdoor Activities (2)
 KIN-220 Analysis of Sport III-Baseball, Softball, Leisure Games (2)
 KIN-225 Analysis of Fitness Activities and Aquatics (2)
 KIN-230 Analysis of Racquet Sports (2)
 KIN-235 Analysis of Non-Traditional Sports (2)
 KIN-240 Analysis of Lifetime Sports (2)
 KIN-250 Analysis of Track and Field (2)
 KIN-430 Coaching Methods (3)
Select two of the following:
 KIN-300 Principles of Health (3)
 KIN-310 Prevention and Care of Athletic Injuries (3)
 KIN-330 Motor Learning (4)
 KIN-340 Tests and Measurements (3)
 KIN-400 Sport and Exercise Psychology (3)
 KIN-405 History and Philosophy of Physical Education and Sport (3)
 KIN-450 Adapted Physical Education (3)

Psychology

GENERAL EDUCATION REQUIREMENTS

- PSY-120 Introduction to Psychology (3)

REQUIRED COURSES

Development Psychology

- Select one of the following:*
 PSY-300 Statistics (3)
 PSY-355 Adolescent Development (3)

- PSY-360 Life-Span Development (3)
 PSY-380 Psychology of Learning (3)

Social Psychology

Select one of the following:

- PSY-395 Social Psychology (3)
 PSY-400 Psychology of Personality (3)
 PSY-410 Abnormal Psychology (4)
 PSY-420 Childhood Disabilities and Psychopathology (4)

Counseling

Select one of the following:

- PSY-440 Counseling (4)

Science**REQUIRED COURSES**

- THEO-425 Theological Ethics and the Environment (4)
 CHEM-101L General Chemistry I (4)
 CHEM-102L General Chemistry II (4)
 PHYS-120L General Physics I (4)
 PHYS-121L General Physics II (4)

Theater**REQUIRED COURSES**

- LIT-395 Text and Performance (3)
 DRA-350 Acting (3)
 LIT-380 World Theater: Roots to 1800 (3)
 or LIT-385 World Theater: 1800 to Present (3)
 DRA-360 Directing and Staging Texts (3)

Western Civilization and Culture**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-355 Rome: Politics, Pagans and Patristics (4)
 HIST-450 History of Political Theory and Ideas (3)
 PHIL-330 Ancient Philosophy (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: Early 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)

World Civilization and Culture

GENERAL EDUCATION REQUIREMENTS

GEOG-120 World 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 Banking (3)

World Civilization: A Cultural Perspective

Select one of the following:

GEOG-320 Cultural Geography (3)
 LIT-380 World Theater: Roots to 1800 (3)
 LIT-385 World Theater: 1800 to Present (3)
 LIT-440 Spanish Literature (3)
 LIT-445 Spanish American Literature (3)
 MUS-352 Music History and World Music since 1900 (4)
 SPAN-310 Literary Spanish: Prose (3)
 SPAN-315 Literary Spanish: Poetry (3)
 SPAN-330 Latin American Thought: Readings in Spanish (3)
 SOC-300 Cultural Anthropology (3)
 SOC-364 Christianity in the Non-Western World (4)
 SOC-366 Religions of the World (4)

World Civilization: A Global Perspective

Select one of the following:

PS-400 World Politics and Society (4)

LIBERAL STUDIES MINOR

Program Director: Karen Neufeld

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 or 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 Introduction to Music (3)
 HIST-150 American Civilization (4)
 LIT-180 Introduction to Literature (3)
 PE-120 Dance Movements (1)

Select two of the following:

BIOL-101L Principles of Biology (4)
 PHYS-105L Physical Science I (4)
 PHYS-150 Earth Science (3)

REQUIRED COURSES (24 MINIMUM UNITS)

HIST-440 California History and Politics (4)

PSY-350 Child Development (3)

Select a science course in consultation with your mentor/advisor (3).

LA-380 Learning Communities (1)

LANG-340 Introduction to Linguistics (3)

Mathematics*Select one of the following:*

MATH-134 Algebraic Thinking and Geometry (3)

MATH-135 Arithmetic and Algebra of the Rational Number System (3)

Movement and the Arts*Select one of the following:*

ART-300L Art Fundamentals (3)

DRA-355 Creative Drama (3)

KIN-460 Elementary Physical Education Methods (3)

MUS-305 Music in the Classroom (3)

Cultural Studies*Select one of the following:*

SOC-310 Cultures of Central California (3)

SOC-410 American Ethnicity and Pluralism (3)

MATHEMATICS MAJOR*Applied Mathematics Program Director: Ron Pratt**Secondary Teaching Program Director: Chris Brownell*

The mathematics major offers two emphases. The emphasis in applied mathematics prepares students for positions in industry and government or for advanced studies.

The secondary teaching emphasis prepares students for careers in secondary teaching. The program satisfies California state requirements for the single subject teaching credential in mathematics. Courses are designed to give students a solid mathematical background as well as experience in communicating mathematical thought to others.

Applied Mathematics Emphasis**GENERAL EDUCATION OR OTHER PREREQUISITES (4 UNITS)**

MATH-120 Principles of Mathematics (4)

or MATH-140 Pre-Calculus (4)

REQUIRED COURSES (15 COURSES, 50 UNITS)

CS-120 Introduction to Computer Science I (3)

CS-220 Introduction to Computer Science II (3)

MATH-210 Calculus I (4)

MATH-220 Calculus II (4)

MATH-230 Calculus III (4)

MATH-240 Calculus IV (4)

MATH-335 Linear Algebra (3)

MATH-345 Numerical Analysis (3)

MATH-350 Problem Solving (3)

MATH-360 Probability and Statistical Methods 1 (3)

MATH-361 Probability and Statistical Methods 2 (3)

MATH-365 Differential Equations (3)

MATH-370 Discrete Mathematics (3)

PHYS-120L General Physics I (4)

PHYS-121L General Physics II (4)

Mathematics Secondary Teaching Emphasis

Program Director: Chris Brownell

GENERAL EDUCATION OR OTHER PREREQUISITES (4 UNITS)

MATH-120 Principles of Mathematics (4)

REQUIRED COURSES (16 COURSES, 51 UNITS)

CS-120 Introduction to Computer Science I (3)
 CS-220 Introduction to Computer Science II (3)
 MATH-210 Calculus I (4)
 MATH-220 Calculus II (4)
 MATH-230 Calculus III (4)
 MATH-320 Principles of Geometry (3)
 MATH-330 Abstract Algebra (3)
 MATH-335 Linear Algebra (3)
 MATH-340 Number Theory (3)
 MATH-350 Problem Solving (3)
 MATH-360 Probability and Statistical Methods 1 (3)
 MATH-370 Discrete Mathematics (3)
 MATH-480 History of Mathematics (3)
 MATH-482 Practicum in Mathematics (2)
 PHYS-120L General Physics I (4)

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program (effective July 1, 2005)

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 3.00 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.

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

It is recommended that students complete one of the following courses, as well:

HIST-420 American Ethnicity and Pluralism (3) (or equivalent)
 SOC-310 Cultural Communities of California (3) (or equivalent)

MATHEMATICS MINOR

Program Director: Chris Brownell

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. The minor may satisfy the state credentialing requirement for the supplementary authorization in mathematics. Students working towards this authorization should include MATH-320 and MATH-480.

GENERAL EDUCATION OR OTHER PREREQUISITES (4 UNITS)

MATH-120 Principles of Mathematics (4)
REQUIRED COURSES (6 COURSES, 21 UNITS)

MATH-140 Pre-Calculus (4)

MATH-210 Calculus I (4)

MATH-220 Calculus II (4)

Select three of the following:

MATH-320 Principles of Geometry (3)

MATH-340 Number Theory (3)

MATH-350 Problem Solving (3)

MATH-360 Probability and Statistical Methods 1 (3)

MATH-370 Discrete Mathematics (3)

MATH-480 History of Mathematics (3)

MUSIC MAJOR*Program Director: Wayne Huber*

The music major provides students with preparation for life-long appreciation of and participation in a rich variety of musical forms of expression. The major combines theory with practical participation in a variety of musical activities. The major provides three emphases designed to: (1) increase student competence in performance or composition, (2) prepare students for music ministry in the church, (3) satisfy California state requirements for the subject matter teaching credential in music.

Performance is at the core of any music degree. Private instruction is required each semester. Jury examinations are performed at the end of each semester and serve as the final examination for private instruction. There are two levels in the jury examination process. Successful completion of level one signals acceptance into the music major. Level two of the jury examination must be satisfactorily completed at least one semester prior to the senior recital. Piano proficiency must be demonstrated by the end of the junior year. Voice students are encouraged to complete the equivalent of one year of study in a second language, particularly Italian, French or German. Attendance at departmental concerts and recitals is required.

MUS-101 Elements of Musicianship, the prerequisite to the theory sequence, may be waived for students who demonstrate adequate background in music through examination. Music majors are encouraged to take MUS-110L Music Theory and Ear Training during the fall semester of their freshmen year.

The music major consists of the following courses plus one of the emphases below:

GENERAL EDUCATION OR OTHER PREREQUISITES (6 UNITS)

MUS-101 Elements of Musicianship (3) (or by examination)

MUS-102 Introduction to Music (3)

or MUS-103 Introduction to American Popular Music (3)

REQUIRED COURSES (30-32 UNITS)

MUS-110L Music Theory and Ear Training (4)

MUS-210L Music Theory and Counterpoint (4)

MUS-310 Music Theory and Analysis (4)

MUS-349 Music Research (1)

MUS-350 Early Music History (3)

MUS-351 Music History: 1725-1900 (3)

MUS-352 Music History and World Music Since 1900 (4)

MUS-400 Music in the Church (3)

MUS-410 Music Theory Since Debussy (4)

MUS-495 Senior Project (1-3)

Applied Music (8-16 units)

Eight semester units of private instruction in an instrument or voice, including four semesters at the advanced level. Jury exams at the end of each semester will serve as the final examination for private instruction.

Ensemble (4-8 units)

Music majors are required to participate in a performing ensemble each semester, for a minimum of four semesters.

ADDITIONAL REQUIREMENTS

Students must enroll in piano class or private instruction in piano until the piano proficiency test has been passed. Attendance at departmental recitals and concerts is required. At the end of the senior year, a portfolio of all music involvement must be submitted for review.

SELECT ONE OF THE FOLLOWING EMPHASES

Performance/Composition Emphasis

REQUIRED COURSES (6 UNITS)

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

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

Church Music Emphasis

REQUIRED COURSES (10-12 UNITS)

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

Music Secondary Teaching Emphasis

REQUIRED COURSES (21 UNITS)

MUS-340	Skills in Orchestral Instruments-Brass (2)
MUS-341	Skills in Orchestral Instruments-Strings (2)
MUS-342	Skills in Orchestral Instruments-Woodwinds (2)
MUS-343	Skills in Orchestral Instruments-Percussion (2)
MUS-412	Studies in Music Education (3)
MUS-413	Electronic Music (2)
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 (effective July 1, 2005)

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 secondary 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 3.00 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.

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

It is recommended that students complete one of the following courses, as well:

- HIST-420 American Ethnicity and Pluralism (3) (or equivalent)
 SOC-310 Cultural Communities of California (3) (or equivalent)

MUSIC MINOR

Program Director: Wayne Huber

The music minor is designed to give students the necessary basic skills for understanding and appreciating music.

REQUIRED COURSES (25-28 UNITS)

- MUS-101 Elements of Musicianship (3)
 MUS-102 Introduction to Music (3)
 or MUS-103 Introduction to American Popular Music (3)
 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 (4 units)

Four semesters of private instruction. Successful completion of the level-one jury examination.

Ensemble (2-4 units)

Two semesters of participation in a performing ensemble.

NATURAL SCIENCE MAJOR

Pre-Health Sciences Program Director: Alan Thompson

Pre-Health Sciences Emphasis

The natural science major is designed to provide students with a broad, interdisciplinary foundation in the sciences. As part of natural science, the pre-health emphasis program is intended to prepare students for entry into medical and dental careers, as well as a variety of allied health fields (e.g., nursing, physician's assistant, physical therapy, nutrition, medical technology).

Students interested in the pre-health emphasis program should contact the program director as early as possible in their academic career. This is particularly true for students interested in attending medical or dental school since relevant biology, chemistry, math and physics courses are necessary for adequate preparation for entrance exams (e.g., Medical College Admission Test) typically taken in the junior year. This would also be true for students interested in medical or dental school opportunities who may choose to major in a different discipline. A different course sequence may be required for students interested in allied health professions.

Many health-care career options require or strongly recommend a significant amount of health-care experience prior to graduation. BIOL-150 is intended to assist students in the cultivation of their medical and allied health profession aspirations. This course will provide insight into the different careers and explore options for gaining the necessary experience.

GENERAL EDUCATION OR OTHER PREREQUISITES (12 UNITS)

- BIOL-110L General Biology A (4)

CHEM-101L General Chemistry I (4)
 MATH-140 Pre-Calculus (4)

REQUIRED COURSES (MINIMUM OF 48 UNITS TOTAL, 28 UNITS UPPER-DIVISION)

BIOL-331L Human Anatomy (4)
 BIOL-332L Human Physiology (4)
 CHEM-102L General Chemistry II (4)
Select from the following in consultation with the pre-health program director:
 BIOL-150 Perspectives in Health Care (1)
 BIOL-120L General Biology B (4)
 BIOL-230L Zoology (4)
 BIOL-340L Microbiology (4)
 BIOL-440L Cell and Molecular Biology (4)
 BIOL-450L Genetics (4)
 BIOL-470 History and Philosophy of Science (4)
 BIOL-482 Practicum in Biology (1-2)
 BIOL-496 Biological Research (1-3)
 CHEM-310 Organic Chemistry I (4)
 CHEM-311 Organic Chemistry II (4)
 CHEM-351L Quantitative Analysis (4)
 CHEM-420L Biochemistry (4)
 CHEM-496 Research Project (2)
 CS-120 Introduction to Computer Science I (3)
 MATH-210 Calculus I (4)
 MATH-360 Probability and Statistical Methods 1 (3)
 KIN-350 Biomechanics (4)
 KIN-355 Physiology of Exercise (4)
 PHYS-120L General Physics I (4)
 PHYS-121L General Physics II (4)

PEACEMAKING AND CONFLICT STUDIES MINOR

Program Director: Duane Ruth-Heffelbower

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

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

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

REQUIRED COURSES (6 COURSES, 17-18 UNITS)

COM-420/SOC-430 Conflict Management and Resolution (3)
 COM/SOC/PSY/SW-483 Mediation Practicum (1)
 HIST-455 Historical Peacemakers (3)
 THEO-465 Theological Ethics of Conflict and Peacemaking (4)
Select two of the following:
 BIOL-310L Ecology (4)
 COM-430/PSY-390 Group Dynamics and Leadership (3)
 HIST-330 Introduction to Mennonite History (3)
 MGT-350 Organizational Theory (3)
 MGT-355 Organizational Behavior (3)
 MGT-360 Human Resource Management (3)

PS-370	Law in American Society (3)
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 Organization (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	Anabaptist Theology (3)

PHILOSOPHY MAJOR

Program Director: Richard Wiebe

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

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 cross-disciplinary 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 OR OTHER PREREQUISITES (3 UNITS)

PHIL-100	Introduction to Philosophy (3)
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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 (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)
<i>Select three of the following:</i>	
BIB-428	Biblical Theology (3)
BIB-440	Biblical Interpretation (4)
HIST-410	Latin American History and Religious Thought (4)
HIST-435	American Intellectual History (3)
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-470	History and Philosophy of Science (4)
PSY-450	History and Systems of Psychology (4)
REL-460	Religions of the World (4)
THEO-425	Theological Ethics and the Environment (4)
THEO-430	Contemporary Theologies (4)
THEO-465	Theological Ethics of Conflict and Peacemaking (4)
THEO-447	Theology of the Human Person (4)

PHILOSOPHY MINOR

Program Director: Richard Wiebe

The minor provides the student with a basic understanding of the history of Western philosophy. It complements majors in religion, literature, the arts, history and science.

GENERAL EDUCATION OR OTHER PREREQUISITES

PHIL-100 Introduction to Philosophy (3)

REQUIRED COURSES (21-23 UNITS)

PHIL-103 Logic and Critical Thinking (3)

PHIL-110 Introduction to Philosophical Ethics (4)

PHIL-330 Ancient Philosophy (4)

PHIL-335 Modern Philosophy (4)

Select two of the following:

HIST-460 Philosophy of History (3)

PHIL-333 Medieval Philosophy (3)

PHIL-393 Twentieth Century Western Thought (3)

PHIL-405 Philosophy of Religion (3)

PHIL-430 American Wilderness Literature and Philosophy (3)

PHIL-470 History and Philosophy of Science (4)

PS-450 History of Political Theory and Ideas (3)

THEO-170 Introduction to Theology and Ethics (4)

PHYSICAL EDUCATION MINOR*Program Director: Brian DeMars*

The physical education minor is for students who would like to teach physical education in K-12 schools. This minor is designed for students to prepare for the single subject CSET and for students who are planning to teach physical education in grades 7-12 and are majoring in another area.

REQUIRED COURSES (8 COURSES, 19-20 UNITS)

PE-120 Dance Movement (1)

KIN-330 Motor Learning (4)

KIN-340 Tests and Measurements (3)

KIN-460 Elementary Physical Education Methods (3)

or KIN-465 Secondary Physical Education Methods (3)

KIN 482 Kinesiology Practicum (1)

Select two of the following:

KIN-205 Analysis of Fundamental Movement (2)

KIN-215 Analysis of Outdoor Activities (2)

KIN-225 Analysis of Fitness Activities and Aquatics (2)

KIN-235 Analysis of Non-Traditional Sports (2)

Select one of the following:

KIN-310 Prevention and Care of Injuries in Sports (3)

KIN-350 Biomechanics (4)

KIN-355 Physiology of Exercise (4)

KIN-400 Sport and Exercise Psychology (3)

KIN-430 Coaching Methods (3)

KIN-450 Adaptive Physical Education (3)

KIN-480 Sport and Exercise in Society (3)

POLITICAL SCIENCE MAJOR*Program Director: Richard Unruh*

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 FPU Idea.

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105	Principles of Economics (4)
HIST-150	American Civilizations (4)
PHIL-100	Introduction to Philosophy (3)
SOC-120	Introduction to Sociology (3)

REQUIRED COURSES (10 COURSES, 32-38 UNITS)

Core Program (5 courses, 16-18 units)

PS-120	American Politics and Society (4)
PS-390	Religion and Politics in America (3)

Select three of the following:

PS-370	Law in American Society (3)
or 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 (15-20 units)*

Select a minimum of five of the following:

BUS-475	Law, Business and Society (3)
FIN-452	Public Finance (3)
LEAD-476	Internship (1-3)
PS-300	California History and Politics (4)
PS-370	Law in American Society (3)
or PS-371	American Law and Legal System (3)
PS-373	Nature, Law and Policy (3)
PS-375	Criminal Justice in America (4)
PS-380	Social Problems and Public Policy (4)
PS-385	Urban Society and the Welfare State (4)
PS-400	World Politics and Society (4)
PS-412	Modern Africa: History, Politics and Culture (3)
PS-414	Modern Asia: History, Politics and Culture (3)
PS-416	Modern Middle East: History, Politics and Culture (3)
PS-420	International Politics and Organizations (3)
PS-425	Global Economics and Sustainable Development (3)
PS-430	America in a Global Community (4)
PS-450	History of Political Theory and Ideas (3)
PS-460	Organizational Theory (3)
PS-462	Organizational Development (3)
PS-465	Organizational Behavior (3)
PS-483	Project in Political Science (1-3)
SOC-461	Introduction to Social Science Research (3)

***American Studies Program (16 units)**

The American Studies Program in Washington, D.C. may be taken in place of PS-390 and three breadth courses.

POLITICAL SCIENCE MINOR

Program Director: Richard Unruh

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 OR OTHER PREREQUISITES

PS-120	American Politics and Society (4)
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REQUIRED COURSES (5 COURSES, 16-19 UNITS)

Core Program (2 courses, 7 units)

- PS-390 Religion and Politics in America (3)
 PS-400 World Politics and Society (4)

Breadth Program (9-12 units)*

Select a minimum of three of the following:

- BUS-475 Law, Business and Society (3)
 FIN-452 Public Finance (3)
 PS-300 California History and Politics (4)
 PS-370 Law in American Society (3)
 or PS-371 American Law and Legal System (3)
 PS-373 Nature, Law and Policy (3)
 PS-375 Criminal Justice in America (4)
 PS-380 Social Problems and Public Policy (4)
 PS-385 Urban Society and the Welfare State (4)
 PS-412 Modern Africa: History, Politics and Culture (3)
 PS-414 Modern Asia: History, Politics and Culture (3)
 PS-416 Modern Middle East: History, Politics and Culture (3)
 PS-420 International Politics and Organizations (3)
 PS-425 Global Economics and Sustainable Development (3)
 PS-430 America in a Global Community (4)
 PS-450 History of Political Theory and Ideas (3)
 PS-460 Organizational Theory (3)
 PS-462 Organizational Development (3)
 PS-465 Organizational Behavior (3)

***American Studies Program (16 units)**

The American Studies Program in Washington, D.C. may be taken in place of PS-390 and three breadth courses.

PSYCHOLOGY MAJOR

Program Director: Cosette Choeiri

The psychology major introduces students to the psychological perspective on human behavior, cognition and emotions and prepares them for further study in the field. The program integrates a Christian/Anabaptist view of humanity into the study of psychological processes and theories, and does so in a context of recognizing the diversity of God's creation.

The psychology major can be tailored as a strong liberal arts education, a pre-professional degree or as preparation for graduate study in clinical, educational, or experimental psychology. Careers open to students with degrees in clinical, educational or experimental psychology range from the professional psychologist (in private, government, business or educational employment) to those in which training in psychology can be of great assistance (Christian service, church ministries, social work, law, education, business and probation/corrections).

GENERAL EDUCATION OR OTHER PREREQUISITES

- PSY-120 Introduction to Psychology (3)

REQUIRED COURSES (10 COURSES, 32-36 UNITS)

- PSY-300 Statistics (3)
Select four of the following:
 PSY-320 Experimental Psychology (4)
 PSY-340 Psychological Assessment (4)
 PSY-350 Child Development (3)
 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 five additional courses (including any of the above) chosen in consultation with the program director to meet future vocational or educational goals. (Students planning graduate study in psychology should take all nine of the courses in the list above.)

PSYCHOLOGY MINOR

Program Director: Cosette Choeiri

The psychology minor is an introduction to the psychological perspective on human behavior, cognition and emotions. It is desirable as supplemental preparation for seminary training, Christian service, social work, physical education and business employment.

GENERAL EDUCATION OR OTHER PREREQUISITES

PSY-120 Introduction to Psychology (3)

REQUIRED COURSES (5 COURSES, 16-20 UNITS)

Select three of the following:

PSY-300 Statistics (3)
 PSY-350 Child Development (3)
 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 MAJOR

Pre-Law/Criminal Justice and Secondary Teaching Program Director: Richard Unruh

Pre-Law/Criminal Justice Emphasis

The social science major with a pre-law/criminal justice emphasis equips prospective lawyers or criminal justice personnel to be knowledgeable about the legal and criminal justice systems in the United States, understanding of alternative approaches to conflict resolution and the pursuit of justice, and prepared to pursue a value-based career in a law-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 in the field.

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105 Principles of Economics (4)
 HIST-150 American Civilization (4)
 PHIL-100 Introduction to Philosophy (3)
 PSY-120 Introduction to Psychology (3)

REQUIRED COURSES (13 COURSES, 45 UNITS)

Business

BUS-475 Law, Business and Society (3)

History

HIST-425 Twentieth Century America (4)
 HIST-435 American Intellectual History (4)
 HIST-450 History of Political Theory and Ideas (3)

Humanities

COM-335 Legal Research and Writing (3)
 PHIL-103 Logic and Critical Thinking (3)

Political Science

- PS-120 American Politics and Society (4)
 PS-370 Law in American Society (3)
 or PS-371 American Law and Legal System (3)
 PS-372 Introduction to Alternative Dispute Resolution (1)
 PS-373 Nature, Law and Policy (3)
 PS-375 Criminal Justice in America (4)
 PS-380* Social Problems and Public Policy (4)
 PS-390* Religion and Politics in America (3)

*The American Studies Program in Washington, D.C. may be taken in place of PS-380, 390.

Psychology/Sociology

Select one of the following:

- PSY-395 Social Psychology (3)
 SOC-310 Cultural Communities of California (3)
 SOC-410 American Ethnicity and Pluralism (3)

Focus Series

Studies in Peacemaking and Conflict

Social Science Secondary Teaching Emphasis

The social science major with a secondary teaching emphasis equips prospective teachers to be knowledgeable about history and the social sciences, understandings of contemporary approaches to studying them and prepared to instruct middle- and secondary-school students in these subjects. It does so through a program of study that is interdisciplinary in approach, global and multicultural in perspective, and informed by a Christian/Anabaptist worldview. Upon completion of the major, students will be able to proficiently meet the instructional goals of the California History-Social Science Framework.

GENERAL EDUCATION OR OTHER PREREQUISITES

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- ECON-105 Principles of Economics (4)
 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)

REQUIRED COURSES (12 COURSES, 41-45 UNITS)**Core Program****Economics**

Select one or more of the following:

- ECON-390 Global Economics and Sustainable Development (3)
 INTB-370 International Business (3)

Geography

- GEOG-120 World Geography (3)

History

- HIST-420 American Ethnicity and Pluralism (3)
 HIST-425 Twentieth Century America (4)
 HIST-440 California History and Politics (4)

Political Science

- PS-120 American Politics and Society (4)
 PS-400 World Politics and Society (4)
 PS-430* America in a Global Community (4)

Breadth Program**World Civilizations and Cultures***

Select one or more of the following:

- GEOG-320 Cultural Geography (3)

GEOG-330	Urban Geography (3)
HIST-400	Modern Africa: History, Politics and Culture (3)
HIST-405	Social History of Japan (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)
REL-460	Religions of the World (4)
SOC-300	Cultural Anthropology (3)

Select one or more of the following:

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-375	The Renaissance and English Literature (4)
HIST-380	Reformation History and Theology (4)
HIST-385	Early Modern Europe (4)
HIST-393	Twentieth Century Western Thought (3)
HIST-395	Modern Europe (4)
HIST-450	History of Political Theory and Ideas (3)

American Civilization and Culture*

Select one or more of the following:

HIST-350	American Religious History (4)
HIST-430	American Wilderness Literature and Philosophy (3)
HIST-435	American Intellectual History (4)
SOC-310	Cultural Communities of California (3)

Select one or more of the following:

PS-370	Law in American Society (3)
PS-371	American Law and Legal System (3)
PS-373	Nature, Law and Policy (3)
PS-375	Criminal Justice in America (4)
PS-380	Social Problems and Public Policy (4)
PS-385	Urban Society and the Welfare State (4)
PS-390*	Religion and Politics in America (3)

***American Studies Program (16 units)**

The American Studies Program in Washington, D.C. may be taken in place of PS-390, 430, one of the world civilizations and cultures courses, and one of the American civilization and culture courses.

ADDITIONAL REQUIREMENTS FOR TEACHER EDUCATION CANDIDATES

To Enter a Teacher Education Program (effective July 1, 2005)

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 3.00 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.

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

It is recommended that students complete one of the following courses, as well:

HIST-420	American Ethnicity and Pluralism (3) (or equivalent)
SOC-310	Cultural Communities of California (3) (or equivalent)

SOCIAL WORK MAJOR

Program Director: Donna Callahan

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/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 and BIOL-331L Human Anatomy prior to graduation.

GENERAL EDUCATION OR OTHER PREREQUISITES

BIOL-101L	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 (14 COURSES, 50 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-310	Cultural Communities of California (3)
or 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 (4)
SW-482	Field Instruction in Social Work (8)

RECOMMENDED ELECTIVE COURSES

BIOL-331L	Human Anatomy (4)
PS-375	Criminal Justice in America (4)
PSY-300	Statistics (3)
SOC-482	Intercultural Practicum (1)
SW-110	Participation in Volunteer Services (1-3)
SW-310	Social Gerontology (3)

SW-390	Chemical Dependency Intervention (1)
SW-395	Studies in Domestic Violence (2)
SW-483	Mediation Practicum (1)

SOCIAL WORK MINOR

Program Director: Donna Callahan

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 OR OTHER PREREQUISITES

PSY-120	Introduction to Psychology (3)
SOC-120	Introduction to Sociology (3)

REQUIRED COURSES (7 COURSES, 18-19 UNITS)

Foundational Courses

SW-100	Perspectives in Social Work (1)
SW-110	Participation in Volunteer Services (1-3)
SW-120	Helping People: An Introduction (3)

Advanced Courses

SW-400	Foundations of Social Work Practice (4)
SW-410	Working With Groups (3)

Select two of the following:

PSY-410	Abnormal Psychology (4)
SW-300	Human Behavior in the Social Environment (3)
SW-310	Social Gerontology (3)
SW-320	Marriage and Family (3)
SW-420	Becoming a Change Agent (3)

SOCIOLOGY MAJOR

Program Director: Stacy Hammons

The sociology major provides students with an increased understanding of their sociocultural world. Students move beyond their personal experiences to an awareness of how people are connected to one another through shared meaning, customs, language and social structure. The program is cross-cultural in nature and purposefully informed by an anthropological perspective as well as a Christian/Anabaptist worldview. Upon completion of the major, students will be prepared to pursue advanced study or a career for which sociology is an appropriate background. Majors typically find employment in fields such as human services, personnel, social research, law enforcement, government, Christian ministry, missions and community development.

Students interested in majoring in sociology should complete their prerequisite courses during their freshmen and sophomore years.

GENERAL EDUCATION OR OTHER PREREQUISITES

ECON-105	Principles of Economics (4)
GEOG-120	World Geography (3)
	or GEOG-320 Cultural Geography (3)
SOC-120	Introduction to Sociology (3)
SOC-160	Introduction to Anthropology (3)

REQUIRED COURSES (11 COURSES, 35-40 UNITS)

LEAD-476	Internship (1-3)
SOC-300	Cultural Anthropology (3)
SOC-444	Constructions of the Self (4)
SOC-461	Introduction to Social Science Research (3)
SOC-470	Introduction to Sociocultural Theory (3)
SOC-480	Senior Thesis (3)

Select one of the following:

- SOC-350 Marriage and Family (3)
 SOC-400 Social Psychology (3)
 SOC-440 Lifecourse Development (3)

Select one of the following:

- SOC-310 Cultural Communities of California (3)
 SOC-360 Sociology of Religion (3)
 SOC-370 Media and Society (3)
 SOC-410 American Ethnicity and Pluralism (3)
 SOC-450 Social Problems and Public Policy (4)

In consultation with the program director, choose 12-14 additional units from courses not already selected above and/or below to meet individual needs or interests. SOC-462 should be taken if graduate study is a possibility.

- SOC-311 American Wilderness Literature and Philosophy (3)
 SOC-330 Introduction to Japanese Society (3)
 SOC-332 Modern Africa: History, Politics and Culture (3)
 SOC-334 Modern Asia: History, Politics and Culture (3)
 SOC-336 Modern Middle East: History, Politics and Culture (3)
 SOC-340 History of Political Theory and Ideas (3)
 SOC-364 Christianity in the Non-Western World (4)
 SOC-366 Religions of the World (4)
 SOC-375 Organizational Behavior (3)
 SOC-420 Intercultural Communication (3)
 SOC-430 Conflict Management and Resolution (3)
 SOC-442 Social Gerontology (3)
 SOC-446 Sociology of Gender (3)
 SOC-462 Statistics (3)
 SOC-482 Intercultural Practicum (1)
 SOC-483 Mediation Practicum (1)
 SOC-486 Topics in Sociology (3)

SOCIOLOGY MINOR

Program Director: Stacy Hammons

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 minoring in sociology should complete their prerequisite courses during their freshmen and sophomore years.

GENERAL EDUCATION OR OTHER PREREQUISITES

- SOC-120 Introduction to Sociology (3)
 SOC-160 Introduction to Anthropology (3)

REQUIRED COURSES (6 COURSES, 19-21 UNITS)

- LEAD-476 Internship (1-3)
 SOC-461 Introduction to Social Science Research (3)
 SOC-470 Introduction to Sociocultural Theory (3)

Select one of the following:

- SOC-350 Marriage and Family (3)
 SOC-400 Social Psychology (3)
 SOC-440 Lifecourse Development (3)

Select one of the following:

- SOC-310 Cultural Communities of California (3)
 SOC-360 Sociology of Religion (3)
 SOC-370 Media and Society (3)
 SOC-410 American Ethnicity and Pluralism (3)
 SOC-450 Social Problems and Public Policy (4)

Select 6-7 additional units from the courses not already selected above and/or from the courses below to meet individual needs or interests:

SOC-330	Introduction to Japanese Society (3)
SOC-332	Modern Africa: History, Politics and Culture (3)
SOC-334	Modern Asia: History, Politics and Culture (3)
SOC-336	Modern Middle East: History, Politics and Culture (3)
SOC-420	Intercultural Communication (3)
SOC-430	Conflict Management and Resolution (3)
SOC-442	Social Gerontology (3)
SOC-446	Sociology of Gender (3)
SOC-482	Intercultural Practicum (1)
SOC-483	Mediation Practicum (1)
SOC-486	Topics in Sociology (3)

SPANISH LANGUAGE AND CULTURE MAJOR

Program Director: Doreen Ewert

The major offers two emphases: (1) Latin American cultures emphasis, (2) Spanish language emphasis. 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 (2 COURSES, 8 UNITS)

SPAN-100	Elementary Spanish (4)
SPAN-105	Intermediate Spanish (4)

REQUIRED COURSES (8 COURSES, 25 UNITS)

HIST-410	Latin American History and Religious Thought (4)
LIT-440	Spanish Literature (3)
LIT-445	Spanish American Literature (3)
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)

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 (4)
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.
2. Council for Christian Colleges and Universities Latin American Studies Program.

SPANISH MINOR

Program Director: Doreen Ewert

REQUIRED COURSES (7 COURSES, 23 UNITS)

LIT-440	Spanish Literature (3)
LIT-445	Spanish American Literature (3)
SPAN-100	Elementary Spanish (4)
SPAN-105	Intermediate Spanish (4)
SPAN-300	Advanced Spanish (3)
SPAN-305	Composition and Conversation in Spanish (3)
SPAN-325	Formal Spanish Oral Communication (3)

THEATER MINOR

Program Director: Julia Reimer

The study of the history, literature and artistic techniques in theater will provide the student with an integrated discipline that combines elements of most art and academic subjects, since theater employs all art forms to depict an image of life itself. The study of theater will provide supplemental preparation in the areas of teacher education, communication, group process, organization, aesthetics, public presentation and other skills valuable in a wide variety of fields, as well as preparation for graduate school, theater ministry or conservatory training.

REQUIRED COURSES (8 COURSES, 17-19 UNITS)

DRA-110, 310	Drama Practicum (1-2)
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)
<i>Select one of the following:</i>	
LIT-380	World Theater: Roots to 1800 (3)
LIT-415	Shakespeare (3)

DEGREE COMPLETION ACADEMIC PROGRAMS

Because of the accelerated format of these programs, general education and major requirements are all included in a specific program format. Please refer to your desired program for information on academic requirements.

BUSINESS MANAGEMENT (BUS)

Program Director: Dennis Langhofer

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 entrepreneurial to well-established organizations. 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.

GENERAL EDUCATION REQUIREMENTS

The general education program is a combination of divisional general education requirements and electives, a minimum of 60 units, which may be met through college coursework, credit by exam (e.g., CLEP, AP) or portfolio. Only courses with a minimum of 2 semester units may count towards divisional general education requirements. Courses in the following fields must be completed to fulfill the general education program:

Humanities

Written communication

Oral communication

Literature, philosophy, music appreciation/history or art appreciation/history

Biblical studies (included in major program)

Natural Science and Mathematics

Mathematics

Natural science

Social Science

Three courses representing three of the following areas: history, economics, political science, psychology, sociology, geography.

REQUIRED COURSES MINIMUM 40 UNITS)

The following units must be earned at Fresno Pacific University:

ACCT-301	Accounting for Management (3)
BIB-300A	Jesus' Life and World (2)
BIB-300B	Jesus, Church and Society (2)
BIB-451	Biblical Perspectives on Leadership (3)
BUS-441	Ethics and Values (3)
BUS-471	Business Policy and Strategy (3)
ECON-301	Economics in Business (3)
FIN-460	Business Finance (3)
MGT-420	Information Technology and Research (4)
MGT-441	Community Project Proposal (2)
MGT-442	Community Project (3)
MGT-450	Management and Organizational Behavior (4)
MGT-460	Human Resources (3)
MKT-320	The World of Marketing (3)

ELECTIVES

Elective units as needed to meet the bachelor of arts minimum not to exceed 35 units. This requirement may be met through allowable college coursework, credit by exam (e.g., CLEP, AP) or portfolio.

CHRISTIAN MINISTRIES (CM)

Program Director: Will Friesen

The bachelor of arts in Christian ministries is designed for adult learners who have an interest in Christian ministry and service. The major provides preparation for ministry in four ways:

1. It equips lay and professional leaders for ministry in the church.
2. It offers preparation for ministry in the workplace.
3. It provides ministry training for para-church professionals.
4. It furnishes a foundation for graduate study in ministry or other related fields of study.

The major consists of three learning components: class work, practicum and baccalaureate thesis. The classroom experience consists of 10 courses designed to address the unique and ongoing challenge of Christian ministry. Classes meet one night a week, four hours per night. A practicum is integrated into various modules throughout the program and provides students with hands-on experience and an opportunity for reflective assessment. Finally, students in the program complete a baccalaureate thesis, which focuses on a problem or research question related to a ministry issue within the student's workplace, church, para-church or other appropriate organization.

GENERAL EDUCATION REQUIREMENTS

The general education program is a combination of divisional general education requirements and electives, a minimum of 60 units, which may be met through college coursework, credit by exam (e.g., CLEP, AP) or portfolio. Only courses with a minimum of 2 semester units may count towards divisional general education requirements. Courses in the following fields must be completed to fulfill the general education program:

Humanities

Written communication

Oral communication

Literature, philosophy, music appreciation/history or art appreciation/history

Biblical studies (included in major program)

Natural Science and Mathematics

Mathematics

Natural science

Social Science

Three courses representing three of the following areas: history, economics, political science, psychology, sociology, geography.

REQUIRED COURSES (MINIMUM 40 UNITS)

The following units must be earned at Fresno Pacific University:

BIB-300A	Jesus' Life and World (2)
BIB-300B	Jesus, Church and Society (2)
BIB-436	Biblical Perspectives (4)
MIN-400	A History of Christian Thought (3)
MIN-403A	A Personal and Spiritual Formation-Part A: Beginning the Journey (3)
MIN-403B	Personal and Spiritual Formation-Part B: Transformed by Christ (1)
MIN-403C	Personal and Spiritual Formation-Part C: Moving Into Ministry (2)
MIN-410	Ethical Dimensions of Ministry (4)
MIN-420	Ministry Across Cultures (4)
MIN-430	Urban Ministry (3)
MIN-440	Conflict Management in Ministry (4)
MIN-450	Leadership in Ministry (3)
MIN-499A	Baccalaureate Thesis-Part A (1)
MIN-499B	Baccalaureate Thesis-Part B (2)
MIN-499C	Baccalaureate Thesis-Part C (2)

ELECTIVES

Elective units as needed to meet the bachelor of arts minimum not to exceed 35 units. This requirement may be met through allowable college coursework, credit by exam (e.g., CLEP, AP) or portfolio.

EARLY CHILDHOOD DEVELOPMENT (CD)

Program Director: Larry Perryman

The bachelor of arts program in early childhood development is designed to prepare students for careers in the field of child development, 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, and 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 major designed to help students better understand the growth and development of children from birth through eight years. Through the child development major, students will receive a strong foundation in child development and meet subject matter competence in the seven categories identified by the Commission on Teacher Credentialing.

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. Courses involve extensive field experiences that directly connect the program content to the classroom. Analysis and evaluation of classroom observations in relation to the curriculum of the early childhood development program is incorporated in course assignments.

GENERAL EDUCATION REQUIREMENTS

The general education program is a combination of divisional general education requirements and electives, a minimum of 60 units, which may be met through college coursework, credit by exam (e.g., CLEP, AP) or portfolio. Only courses with a minimum of 2 semester units may count towards divisional general education requirements. Courses in the following fields must be completed to fulfill the general education program:

Humanities

Written communication

Oral communication

Literature, philosophy, music appreciation/history or art appreciation/history

Biblical studies (included in major program)

Natural Science and Mathematics

Mathematics

Natural science

Social Science

Three courses representing three of the following areas: history, economics, political science, psychology, sociology, geography.

REQUIRED COURSES (MINIMUM 45 UNITS)

The following units must be earned at Fresno Pacific University:

BIB-300A	Jesus' Life and World (2)
BIB-300B	Jesus, Church and Society (2)
BIB-436	Biblical Perspectives (4)
ECD-300	Child, Family and Community (3)
ECD-310	Human Diversity and Relations (3)
ECD-320	Parenting for Early Childhood Educators (3)
ECD-400	Children's Play and Learning Theory (3)
ECD-420	Guidance in Social and Emotional Behaviors (3)
ECD-430	Early Childhood Physical Education Methods (3)
ECD-440	Students with Exceptionalities in School and Community (3)
ECD-450	Children's Art and Literature (3)
ECD-460	Math and Science for Young Children (3)
ECD-470	Curriculum Development for Early Childhood Education (3)

ECD-483 Child Observation Practicum (2)
 PSY-351 Child Growth and Development (3)

ELECTIVES

Elective units as needed to meet the bachelor of arts minimum not to exceed 35 units. This requirement may be met through allowable college coursework, credit by exam (e.g., CLEP, AP) or portfolio.

LIBERAL ARTS (LA)

Program Director: Larry Perryman

The bachelor of arts in liberal arts major is designed for adult learners interested in a broad, multi-disciplinary education. This major meets California Commission on Teacher Credentialing standards for the subject matter requirements of the multiple subject teaching credential. 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.

The major consists of three learning components: core courses in the major, field experiences and an interdisciplinary concentration on the land and the people of the Central Valley, which culminates in a senior project. Core courses meet one evening per week for four hours. Field experiences are scheduled on weekends.

GENERAL EDUCATION REQUIREMENTS

Courses in the following fields must be completed to fulfill the liberal arts general education package. Asterisked courses (*) must be satisfied before admission is granted into the liberal arts program. Only courses with a minimum of 2 semester units may count towards satisfying the requirements. Except for child development, additional requirements, including elective courses, may be met through college coursework or through credit by examination (e.g., CLEP, AP). Some restrictions apply. Contact the liberal arts program director before registering for any exams or coursework.

Humanities and Language

*Written communication

*Oral communication

Two courses in a single foreign language (unless satisfied through high school coursework)

Introduction to literature

History/appreciation of art or music (one course in music and one course in art are required)

Fundamentals of art or music (one course in music and one course in art are required)

Natural Science and Mathematics

*Principles of mathematics

*Biology

Physical science

*Environmental studies

*Earth/space science

Social Science

Ancient civilizations/cultures

Modern civilizations/cultures

Child development

*American government or early American history and modern American history (study of the U.S. Constitution is required for a teaching credential)

Stewardship of the Body

Health Education

REQUIRED COURSES (MINIMUM 45 UNITS)

All of the following courses must be completed at FPU:

BIB-300A Jesus' Life and World (2)
 BIB-300B Jesus, Church and Society (2)
 BIB-436 Biblical Perspectives (4)
 DRA-357 Creative Drama (3)
 HIST-441 California History and Politics (4)

LA-310	The People of the Central Valley (4)
LA-311	The Land of the Central Valley (4)
LA-312	The Central Valley: Problems and Prospects (4)
LA-381	Learning Communities (1)
LANG-331	Linguistics and Modern Grammar (4)
LIT-467	Literature for Children and Young Adults (3)
MATH-135	Arithmetic and Algebra of the Rational Number System (4)
KIN-461	Elementary Physical Education Methods (3)
SOC-411	American Ethnicity and Pluralism (3)

ADDITIONAL REQUIREMENTS

Each student must complete the following before graduation:

- **UNITS:** A minimum of 124 units, of which at least 45 must be completed in the liberal arts program at the university. At least 40 units must carry upper-division designations.
- **GPA:** A minimum cumulative grade-point average of 2.0 must be achieved in each of the following:
 - a) All prerequisite work, including transfer work
 - b) All work completed at Fresno Pacific University. No grade below a C- is acceptable in the liberal arts program
- **CURRICULUM:** Liberal arts general education requirements may be satisfied through transfer credits.

ELECTIVES

Elective units as needed to meet the bachelor of arts minimum not to exceed 29 units. This requirement may be met through allowable college coursework, credit by exam (e.g., CLEP, AP) or portfolio.

ORGANIZATIONAL LEADERSHIP (OL)

Program Director: Dennis Langhofer

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

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

GENERAL EDUCATION REQUIREMENTS

The general education program is a combination of divisional general education requirements and electives, a minimum of 60 units, which may be met through college coursework, credit by exam (e.g., CLEP, AP) or portfolio. Only courses with a minimum of 2 semester units may count towards divisional general education requirements. Courses in the following fields must be completed to fulfill the general education program:

Humanities

Written communication

Oral communication

Literature, philosophy, music appreciation/history or art appreciation/history

Biblical studies (included in major program)

Natural Science and Mathematics

Statistics (included in major program)

Natural science

Social Science

Three courses representing three of the following areas: history, economics, political science, psychology, sociology, geography.

REQUIRED COURSES (MINIMUM 40 UNITS)

The following units must be earned at Fresno Pacific University:

BIB-300A	Jesus' Life and World (2)
BIB-300B	Jesus, Church and Society (2)
BIB-436	Biblical Perspectives (4)

BUS-431	Organizations and Environments (3)
BUS-432	Group and Organizational Behavior (3)
BUS-434	Individual in the Organization (3)
BUS-435	Statistical Methods and Research (3)
BUS-438	Human Resources Management (3)
BUS-440	Leadership in Organizations (4)
BUS-499A	Baccalaureate Thesis-Part I (1)
BUS-499B	Baccalaureate Thesis-Part II (2)
BUS-499C	Baccalaureate Thesis-Part III (2)
PHIL-443	Values Formation (4)
PSY-431	Adult Development and Identity (3)

ELECTIVES

Elective units as needed to meet the bachelor of arts minimum not to exceed 35 units. This requirement may be met through allowable college coursework, credit by exam (e.g., CLEP, AP) or portfolio.

GRADUATE ACADEMIC 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.

ADMINISTRATIVE SERVICES PROGRAM

Program Director: Larry Wilder

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 and the intern credential program focus on the needs of the school site administrator. The professional credential is based on experience at the district level. The programs are entirely competency-based and have an emphasis on practicality with a close relationship to school districts.

Up to 12 units of credit from an accredited graduate program in administration or a related area may, at the discretion of the program director, 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 is required for the preliminary credential.

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

One practicum 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 practicum must be performed at school level other than that of his/her 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 offered a position requiring an administrative services credential).

REQUIRED COURSES

ADM-700	Curriculum Leadership (4)
ADM-706	Administrative Technology (2)
ADM-707	Diversity in Schools (2)
ADM-710	Administration and Personnel Management (4)
ADM-715	Finance and Legal Aspects (4)
ADM-792A	Practicum #1-Curriculum Leadership (2)
ADM-792B	Practicum #2-Technology and Diversity (2)
ADM-792C	Practicum #3-Administration and Personnel Management (2)
ADM-792D	Practicum #4-Finance and Legal Aspects (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 requires 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 CBEST prior to enrollment in the program. (See the program director prior to enrollment.)

REQUIRED COURSES

ADM-700	Curriculum Leadership (4)
ADM-706	Administrative Technology (2)
ADM-707	Diversity in Schools (2)
ADM-710	Administration and Personnel Management (4)
ADM-715	Finance and Legal Aspects (4)
ADM-792A	Practicum #1-Curriculum Leadership (2)
ADM-792B	Practicum #2-Technology and Diversity (2)
ADM-792C	Practicum #3-Administration and Personnel Management (2)
ADM-792D	Practicum #4-Finance and Legal Aspects (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 is 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 is 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-700	Curriculum Leadership (4)
ADM-706	Administrative Technology (2)
ADM-707	Diversity in Schools (2)
ADM-710	Administration and Personnel Management (4)
ADM-715	Finance and Legal Aspects (4)
ADM-792A	Practicum #1-Curriculum Leadership (2)
ADM-792B	Practicum #2-Technology and Diversity (2)
ADM-792C	Practicum #3-Administration and Personnel Management (2)
ADM-792D	Practicum #4-Finance and Legal Aspects (2)

Master of Arts Core

ADM-725	Curriculum Assessment (3)
ADM-730	Research in Educational Administration (3)
ADM-735	Leadership and Change (3)
ED-779	Values in School and Society (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

Direct Instruction

ADM-725	Curriculum Assessment (3)
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ADM-730	Research in Educational Administration (3)
ADM-735	Leadership and Change (3)
ED-779	Values in School and Society (3)

Field Experiences

ADM-793A	Seminar #1-Induction Plan (2)
ADM-793D	Seminar #4-Evaluation of the Induction Plan (2)

Students who already have a master's degree from another FPU program, or another institution, may enroll in a 7-unit program with prior program director approval:

ADM-735	Leadership and Change (3)
ADM-793A	Seminar #1-Induction Plan Seminar (2)
ADM-793D	Seminar #4-Evaluation of the Induction Plan (2)

BILITERACY CROSS-CULTURAL PROGRAM

Program Director: Faculty

The biliteracy cross-cultural program offers a California State approved bilingual cross-cultural specialist credential and a master of arts in education with a biliteracy cross-cultural emphasis.

The program is designed to prepare teachers to work with the ever-growing number of English language learners in the public schools. The courses are based on the latest research in the areas of biliteracy education and second language acquisition. Not only are the teachers provided with current theory, they are also given opportunities to reflect on how theory translates into practice.

All courses in the biliteracy cross-cultural program are taught by highly qualified instructors who have both practical and theoretical knowledge of issues in biliteracy education, second language acquisition, second language teaching methods, reading and linguistics. Courses follow an interactive rather than a lecture format, with an emphasis on practical application of concepts studied.

Bilingual Cross-Cultural Specialist Credential

The bilingual cross-cultural specialist credential requires a minimum of 24 semester units of coursework, including supervised field experiences with limited and non-English speaking students.

In addition to the regular requirements, bilingual candidates must demonstrate proficiency in a second language by holding a valid California multiple subject credential with a bilingual emphasis, by passing the state bilingual certificate of competence exam or by passing the Fresno Pacific University bilingual exam.

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-728	Language/Literacy Practicum (2)
LLC-735	Transition in Bilingual Education (3)
LLC-745	Cultural Diversity and Education (3)
LLC-747	Current Trends and Issues in Bilingual Education (3)
LLC-750	Introduction to Linguistics (3)
or LLC-755	Sociolinguistics (3)

Master of Arts in Education: Biliteracy Cross-Cultural Emphasis

Candidates may qualify for the master of arts in education with a bilingual cross-cultural emphasis by completing a minimum of 37 semester units of coursework. This includes the following courses beyond the credential.

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-728	Language/Literacy Practicum (2)

- LLC-735 Transition in Bilingual Education (3)
 LLC-745 Cultural Diversity and Education (3)
 LLC-747 Current Trends and Issues in Bilingual Education (3)
 LLC-750 Introduction to Linguistics (3)
 or LLC-755 Sociolinguistics (3)

Master of Arts Core

- ED-771 Research Methods in Education (3)
 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)
 LLC-798 Project/Thesis Proposal (1)
 and LLC-799 Project/Thesis-Language, Literacy and Culture (3)

CURRICULUM AND TEACHING PROGRAM

Program Director: Jeanne Janzen

The master of arts degree in education with an emphasis in curriculum and teaching is designed for teachers who want to focus on new, creative approaches to subject matter and new trends in curriculum development while developing an area of content experience (general strand) in both multiple and single subject credentials. Each plan is customized to allow teachers to study in areas relevant to them. The course of study prepares candidates to teach and plan innovatively using research that is recent and closely connected to the classroom.

The general strand is designed to help experienced teachers become uniquely qualified leaders at their school, as mentor and master teachers on school district curriculum development teams and/or as curriculum consultants. The clear credential strand meets state requirements for the professional clear, if the candidate is not employed in a district with an approved induction program. This strand gives new teachers a direction and purpose for future professional development, as well as a master's degree. Due to the individualized structure of study in each strand, teachers and/or leaders in early childhood education, adult education, community college instruction and business also find this program pertinent.

Master of Arts in Education: Curriculum and Teaching Emphasis

Students choose from a menu of options to design individual courses of study that focus on the content areas or issues most relevant to personal or professional interests. Each student, in consultation with the program director, creates a general plan of study that includes current topics in curricular approaches (e.g., differentiated instruction as well as content area emphases). Content focus choices include peacemaking and conflict studies, language, literacy and culture, mathematics education, science education, educational technology, school library media, special education, administrative services (general strand only) and individual single subject. Technology is infused and supported throughout the program to enhance both teaching and learning.

Recent teacher education courses as well as CLAD/BCLAD coursework may be used to meet program requirements for the general strand. In addition, 2042 Credential Coursework may be used to meet program requirements for the induction strand. This master's degree requires between 40-42 units with four phases: foundation courses, core courses, content focus courses and capstone courses. Each course provides a balance between theory and practice. Class sessions often involve collaboration and discussion, as developing a sense of community is critical to thoughtful learning.

REQUIRED COURSES

INDUCTION STRAND (41 UNITS)

Phase I Foundations (12 units)

- CRI-704 Conflict Management and Peacemaking in Schools (3)
 2042 Credential Coursework (Multiple Subjects) (A maximum of 9 units from the following:)
 EDUC-641 Foundations of Education (4)
 EDUC-642 Language and Literacy: Theory and Practice I (3)

- EDUC-643 Teaching Elementary Math (3)
 EDUC-645 Curriculum Design and Implementation: Multiple Subject (3)
 EDUC-646 Language and Literacy: Theory and Practice II (4)
 EDUC-647 Teaching Elementary Science (2)
 EDUC-648 Teaching the Fine Arts and Physical Education (1)
 SED1-605 Health Education and the Exceptional Child (3)

or

2042 Credential Coursework (Single Subject). (A maximum of 9 units selected in consultation with the program director.)

Phase II Core/Induction (8 units)

- CRI-715 Enhancing Differentiated Curriculum with Technology (2)
 CRI-716 Advanced Studies in Teaching English Learners (3)
 CRI-717 Advanced Studies in Teaching Special Populations (2)
 CRI-718 Advanced Studies in Health Education (1)

Phase III Content Focus (11 units)

Select a minimum of 11 units in consultation with program director. Focus areas include but are not limited to:

Peacemaking and conflict studies
 Language, literacy and culture
 Mathematics education
 Science education
 Educational technology
 School library media
 Special education
 Individualized, including single subject

Master of Arts Core

- CRI-798 Project/Thesis Proposal (1)
 CRI-799 Project/Thesis-Curriculum and Teaching (3)
 ED-771 Research Methods in Education (3)
 ED-779 Values in School and Society (3)

GENERAL STRAND (40-42 UNITS)

Phase I Foundations (9-10 units)

- CRI-700 Curriculum Design and Evaluation (3)
 CRI-704 Conflict Management and Peacemaking in Schools (3)
 CRI-705 Education As Transformation (3)
 or EDUC-641 Foundations of Education (4)

Phase II Core (8 units)

- CRI-715 Enhancing Differentiated Curriculum with Technology (2)
 CRI-716 Advanced Studies in Teaching English Learners (3)
 CRI-717 Advanced Studies in Teaching Special Populations (2)
 CRI-718 Advanced Studies in Health Education (1)

Phase III Content Focus (13-14 units)

- MCE-766 Developing Technology Rich Curriculum (3)

Select a minimum of 11 units in consultation with program director. Focus areas include but are not limited to:

Peacemaking and conflict studies
 Language, literacy and culture
 Mathematics education
 Science education
 Educational technology
 School library media
 Special education
 Administrative services

Individualized, including single subject

Master of Arts Core

CRI-798	Project/Thesis Proposal (1)
CRI-799	Project/Thesis-Curriculum and Teaching (3)
ED-771	Methods in Educational Research Design (3)
ED-779	Values in School and Society (3)

EDUCATIONAL TECHNOLOGY PROGRAM

Program Director: Jo Ellen Misakian

Master of Arts in Education: Educational Technology Emphasis

This emphasis requires a minimum of 36 units with at least 23 units in technology education, including the 8 units of required courses. The remaining courses are selected in consultation with the program director.

Participants in this emphasis will explore applications of technology in education and develop an expertise in using technology as a tool to enhance students' learning. Computers, laserdiscs, CD-ROMs, networks, telecommunications and the like are becoming a larger part of how schools operate. Technology improves the efficiency of a school's operation, providing an environment to integrate curriculum and an aid in the assessment of student learning.

The program includes the computer course that fulfills the computer education component for the California clear credential. Candidates should possess a teaching credential and express an interest in the uses of technology. Computer experience is not required but is highly recommended.

REQUIRED COURSES

MCE-753	Foundations in Educational Technology (3)
MCE-760	Technology Festival I: Curriculum Integration (2)
MCE-766	Developing Technology Rich Curriculum (3)

ELECTIVES

ADM-706	Administrative Technology (2)
MCE-720	Introduction to Using Computers in the Classroom (1-3)
MCE-743	Telecommunications in the Classroom (3)
MCE-745	Multimedia in the Classroom (3)
MCE-747	Instructional Videography (3)
MCE-756	Software Applications in Schools (3)
MCE-757	Website Design in the Classroom (2)
MCE-759	Website Administration in Schools (2)
MCE-761	Technology Festival II: Leadership and Support (2)
MCE-786	Special Topics in Mathematics Education with an Emphasis in Educational Technology (1-3)

Master of Arts Core

ED-775	Seminar in Learning Theory (3)
ED-779	Values in School and Society (3)

Select one of the following groups:

ED-771	Research Methods in Education (3)
and ED-777A	Issues in Education (3)
and ED-777B	Field-Based Research (3)
MCE-798	Project/Thesis Proposal (1)
and MCE-799	Project/Thesis-Educational Technology (3)

INDIVIDUALIZED MASTER OF ARTS PROGRAM

Program Director: Rod Janzen

The individualized master of arts program (IMAP) provides a structure for master's-level study in subject matter 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.

Application and Admission

Applicants to the IMAP follow all normal admissions procedures and requirements. In addition they submit a preliminary proposal of study. Students are expected to have sufficient background in the proposed area of study to make their success in the program likely. The IMAP council may recommend or require prerequisite studies if deemed appropriate.

1. Prospective students schedule a meeting or make a telephone call to the program director (or representative) to discuss their interests, to determine whether or not the program is likely to meet their needs and whether or not Fresno Pacific University is able to offer study in the proposed area.
2. Obtain an application packet for the IMAP from the graduate/degree completion office and follow all instructions. In addition to the personal statement required of all graduate applicants, IMAP applicants prepare a preliminary proposal of study (two to three pages long) that will later be developed into their final study plan and that includes their proposed objectives, a proposed concentration, a summary of their preliminary proposal of study and a summary of their background for study in the proposed area. Additional details are provided in the application packet.

Program Structure

1. The degree normally consists of 40 units or their equivalent (36-unit minimum) that constitute a coherent disciplinary or interdisciplinary focus and include a core of at least 3 units in biblical/theological studies or a related area that offer an integrative approach to questions of philosophy and/or values in the field of study and 4 units of thesis or equivalent.
2. Subject to the specified requirements and to final approval by the IMAP council, the structure and content of the program is negotiated with the mentor/advisor and may consist of a combination of taught courses, independent study or research, tutorial, seminar, or supervised field experience (normally limited to one-third of total units) or other approved experiences.
3. A significant portion of the program shall be taken at Fresno Pacific University in a setting that provides for interaction with others, such as a taught class, seminar or colloquium.
4. A maximum of 10 units completed prior to admission to the program may be approved for transfer from other accredited (or equivalent) graduate programs and must be included in the preliminary proposal of study. Such credit must be relevant to the program of study being undertaken.

Final Program of Study

At the beginning of the IMAP program and as the part of the course IMA-701, students will prepare a 10-15 page paper in which they outline their final program of study. This paper provides a structure in which to survey and explore some of the broad parameters and context within the area of study. It also serves as a learning contract between the student and the university and must thus indicate specific courses or learning experiences that are being proposed. A form will be provided that will be attached to the full paper and will assist in the task of outlining the specific instructional components of the final plan.

The final study plan must be approved by the IMAP council. Students who do not have an approved final study plan by the end of the first semester must petition the dean of the appropriate school for an extension of time in order to register for additional courses. See course description for details.

The final program of study is developed in consultation with the mentor/advisor and is subject to approval by the IMAP Council. It must demonstrate internal coherence and should include a section that pays attention to the theoretical and historical context within which the proposed study is undertaken. The plan should provide evidence that the student outcomes specified for the program are likely to be met. The final program of study should normally include at least the components listed below:

1. Theoretical and/or historical context for the field(s) in which the study will be undertaken. While the amount of attention given to this component in both the written document and in the program itself will vary between students, it is important that, at least at this conceptual stage, the proposed study be located within its larger context.

2. The objectives and/or outcomes for the program of study including how they fit into the student's professional and/or personal objectives.
3. Concentration including a title that reflects the field of study and a brief summary description of the content to be pursued.
4. Key questions to be investigated and/or skills to be developed.
5. Listing of activities and experiences such as taught courses, directed readings, tutorials, research or field experiences and the course credit to be earned by each. A proposed timeline for achievement should also be indicated where possible. Where the relationship between the objectives and the proposed activities, experiences and products are not obvious, they should be spelled out. All IMAP students are expected to complete at least 4 units of a project or thesis (including 1 unit equivalent for the project or thesis proposal).
6. Major resources including a preliminary overview of some of the bibliographic and human resources expected to be available (both within and outside of the university) that can be used in pursuing the proposed plan.
7. Any substantive changes in the plan subsequent to its initial approval must be approved by the IMAP Council and/or the appropriate dean (depending on the nature of the changes) prior to being undertaken.

Attention should also be given to how the proposed area of study will address the interface between faith and culture.

Faculty

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

INTEGRATED MATHEMATICS/SCIENCE EDUCATION PROGRAM

Program Director: Dave Youngs

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

Electives (other courses may be substituted with program director approval):

MCE-786*	Special Topics (1-3)
MED-710*	Integration of Mathematics and Science: Science Connections (2)
MED-711	Reflective Practice: Science Connections (1)
MED-712*	Integration of Mathematics and Science: Math Connections (2)
MED-713	Reflective Practice: Math Connections (1)
MED-786*	Special Topics (1-3)
MSE-730*	Processes and Concepts in Science (Science Festival) (2)
MSE-786*	Special Topics (1-3)
MSI-749	Biology of Organisms (4)
MSI-752	Human Biology (3)
MSI-755	Physics Concepts I (2)
MSI-756	Physics Concepts II (2)
MSI-758	Chemistry Concepts I (2)
MSI-759	Chemistry Concepts II (2)
MSI-762	Earth Science Concepts (3)
MSI-786*	Special Topics (1-3)

MTH-726	Math Perspectives (1-3)
MTH-743	Arithmetic of the Rational Number System (3)
MTH-751	Informal Geometry (3)
MTH-753	Concepts of Algebra (3)
MTH-755	Probability and Statistics (Middle School Emphasis) (1-3)
MTH-786*	Special Topics (1-3)

*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)

Select one of the following groups:

ED-771	Research Methods in Education (3)
and ED-777A	Issues in Education (3)
and ED-777B	Field-Based Research (3)
MED-798	Project/Thesis Proposal (1)
and MED-799	Project/Thesis-Integrated Mathematics/Science Education (3)

KINESIOLOGY PROGRAM

Master of Arts in Kinesiology

Program Director: Jim Ave.

The master's program in kinesiology is 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.

This 14-month graduate program is for students with a background in physical education and/or coaching. It is designed for students who wish to enhance competencies in teaching, coaching consulting or program administration; and prepare for a variety of physical or sport-related careers.

REQUIRED COURSES (36 UNITS)

KIN-710	Technology in Kinesiology (3)
KIN-715	Sports Law and Ethics (3)
KIN-720	Psychology of Sports (3)
KIN-725	Program Design in Physical Education (3)
KIN-730	History and Philosophy in Kinesiology (3)
KIN-735	Trends in Kinesiology (2)
KIN-740	Advanced Methods of Teaching Physical Education (3)
KIN-792A	Practicum #1: Content Standards in Physical Education, Part 1 (3)
KIN-792B	Practicum #2: Content Standards in Physical Education, Part 2 (3)

Master of Arts Core

ED-771	Research Methods in Education (3)
ED-779	Values in School and Society (3)
KIN-798	Project/Thesis Proposal (1)
KIN-799	Project/Thesis-Physical Education (3)

LEADERSHIP AND ORGANIZATIONAL STUDIES PROGRAM

Master of Arts in Leadership and Organizational Studies

Program Director: Duane Ruth-Heffelbower

The master of arts in leadership and organizational studies is designed to create leaders who can transform the lives of individuals and the work of organizations. The program presents a philosophical perspective of leadership that balances business practices with values and promotes integrity beyond profit. The unique combination of core academic subjects and practical applications address organizational challenges for leaders in not-for-profit and for-profit organizations. This executive-based program can be completed in a

minimum of five semesters. The integration of ethical leadership and an organization-wide approach to managing change adds value for administrators, managers, supervisors and others in any organization. Integration with the peacemaking and conflict studies program prepares leaders who are comfortable and effective in working with conflict.

The program consists of 40 units of coursework. All required courses in the leadership and organizational studies program must be taken at FPU.

The purpose of the core courses is to provide breadth of understanding of the basic challenges, tasks and responsibilities of an administrative leader and a basic competency in leadership skills. While the course content covers the same topics taught in traditional and executive business management programs (including areas such as finance, marketing, strategic planning, total quality management), the material is arranged and presented, as outlined below, to maximize understanding of the complex interrelationships among these areas and the administrative leader's need to understand and work competently with people in all areas.

Three of the PACS (Peacemaking and Conflict Studies) courses are offered in a rotation. The order in which a particular student takes them will depend on when and where the student's cohort began. These courses are PACS-700 Basic Institute in Conflict Management and Mediation, PACS-708 Conflict Analysis and PACS-716 Group Dynamics. PACS-764 Internship can be taken in any of the last three semesters of the program.

REQUIRED COURSES

Core Courses (40 units)

LEAD-715	The Individual, Organization and Community (6)
LEAD-720	Marketing for Leaders (3)
LEAD-725	Law for Leaders (3)
LEAD-730	Financial Decision Making and Control (3)
LEAD-735	Leadership, Quality and Organizational Dynamics (3)
LEAD-740	Changing Global Community (3)
LEAD-745	Leadership Praxis (3)
PACS-700	Basic Institute in Conflict Management (3)
PACS-708	Conflict Analysis (3)
PACS-716	Group Dynamics (3)
PACS-764	Internship (3)

Master of Arts Core

LEAD-798	Project/Thesis Proposal (1)
LEAD-799	Project/Thesis-Leadership and Organizational Studies (3)

LIBRARY MEDIA TEACHER PROGRAM

Program Director: Jo Ellen Misakian

The library media teacher program offers courses leading to a school library media teacher credential and a master of arts in education with a school library and information technology emphasis. The effective school library media teacher must be able to work collaboratively with classroom teachers to develop and implement programs related to curriculum, as well as to select, organize, manage and guide the use of learning resources in all formats.

School Library Media Teacher Credential

School library media teacher credential program courses are designed to ensure that the candidate is exposed to a rich set of experiences that will prepare the candidate 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 school library media teacher credential requires a minimum of 32 semester units of graduate-level coursework in the specialized area.

REQUIRED COURSES

LIB-710	Library Media Center Programs (3)
LIB-715	Administration of the School Media Center (3)
LIB-720	Analysis, Evaluation and Selecting of Learning Resources (3)
LIB-725	Information Services in School Library Media Programs (3)
LIB-732	A Critical Look at Children and Young Adult Literature (3)
LIB-740	Database Systems: Management and Instruction Applications (3)
LIB-745	Organization of Learning Resources (3)
LIB-792	Field Studies in School Librarianship (1-4)
MCE-760	Technology Festival I: Curriculum Integration (2)
MCE-761	Technology Festival II: Leadership and Support (2)

Select one of the following:

LLC-700	Reading Process and Practice (3)
MCE-743	Telecommunications in the Classroom (3)
MCE-745	Multimedia in the Classroom (3)
MCE-766	Developing Technology Rich Curriculum (3)

Master of Arts in Education: School Library and Information Technology Emphasis

A minimum of 42-44 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 school library media teacher 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-710	Library Media Center Programs (3)
LIB-715	Administration of the School Media Center (3)
LIB-720	Analysis, Evaluation and Selecting of Learning Resources (3)
LIB-725	Information Services in School Library Media Programs (3)
LIB-732	A Critical Look at Children and Young Adult Literature (3)
LIB-740	Database Systems: Management and Instruction Applications (3)
LIB-745	Organization of Learning Resources (3)
LIB-792	Field Studies in School Librarianship (1-4)
MCE-760	Technology Festival I: Curriculum Integration (2)
MCE-761	Technology Festival II: Leadership and Support (2)

Select one of the following:

LLC-700	Reading Process and Practice (3)
MCE-743	Telecommunications in the Classroom (3)
MCE-745	Multimedia in the Classroom (3)
MCE-766	Developing Technology Rich Curriculum (3)

Master of Arts Core

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

Select one of the following groups:

ED-777A	Issues in Education (3)
and ED-777B	Field Based Research (3)

- LIB-798 Project/Thesis Proposal (1)
and LIB-799 Project/Thesis-School Library Media (3)

LITERACY IN MULTILINGUAL CONTEXTS PROGRAM

Program Director: Faculty

The master of arts in education with an emphasis in literacy in multilingual contexts is designed to prepare educators working at different levels to develop literacy programs in a variety of school environments.

The program is designed to prepare teachers to work with the ever-growing number of English language learners in schools. The courses are based on the latest research. Not only are students provided with current theory, they are also given opportunities to reflect on how theory translates into practice.

All courses are taught by highly qualified instructors who have both practical and theoretical knowledge of the issues in literacy for multilingual learners. Courses follow an interactive rather than a lecture format, with an emphasis on practical application of concepts studied.

Master of Arts in Education: Literacy in Multilingual Contexts Emphasis

This flexible program offers candidates several options, including completion of requirements for ELA and/or the reading certificate, depending on the option chosen. Candidates may qualify for the master of arts in education with literacy in multilingual contexts emphasis by completing a minimum of 37 semester units of coursework.

REQUIRED COURSES

Specialty Core (20 units)

- LLC-700 Reading Process and Practice (3)
LLC-705 Language Acquisition and Cross-Cultural Communication (3)
LLC-728 Language/Literacy Practicum (2)
LLC-735 Transition in Bilingual Education (3)
LLC-745 Cultural Diversity and Education (3)
LLC-750 Introduction to Linguistics (3)
LLC-755 Sociolinguistics (3)

Option 1: Reading Certificate (8 units)

- LLC-708 Issues in Literacy: Multilingual Learner (3)
LLC-720 Language Assessment and Evaluation (3)
LLC-742 Issues in Literacy: Reading, Writing with Adolescents (2)

Option 2: No Certificate Objective

Select a minimum of 8 units from the following electives:

- LLC-710 Current Theories, Methods and Materials for Teaching a Second Language (3)
LLC-715 Writing Process and Practice (3)
LLC-720 Language Assessment and Evaluation (3)
LLC-731 Literature Study in Classroom (3)
LLC-732 Adolescent Literature (3)
LLC-762 Literacy Development for Adult English Learners (3)
LLC-767 Current Trends in Language and Literacy (1-3)
LLC-769 Seminar in Language and Literacy (1)

Master of Arts Core

- ED-771 Research Methods in Education (3)
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)
LLC-798 Project/Thesis Proposal (1)
and LLC-799 Project/Thesis-Language, Literacy and Culture (3)

MATHEMATICS EDUCATION PROGRAM

Program Director: Ronald Koop

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 or the other of the two options or may, with program director approval, design their own program by selecting courses from each of the two options.

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

Select one of the options listed below:

Elementary-Middle School Option

Participants will select electives from the following courses:

MED-710*	Integration of Mathematics and Science: Science Connections (2)
MED-711	Reflective Practice: Science Connections (1)
MED-712*	Integration of Mathematics and Science: Math Connections (2)
MED-713	Reflective Practice: Math Connections (1)
MED-786*	Special Topics (1-3)
MTH-726	Math Perspectives (1-3)
MTH-730	Linear Algebra (3)
MTH-743	Arithmetic of Rational Number System (3)
MTH-745	Number Theory (3)
MTH-751	Informal Geometry (3)
MTH-753	Concepts of Algebra (3)
MTH-755	Probability and Statistics (Middle School Emphasis) (1-3)
MTH-757	Contemporary Mathematics (3)
MTH-765	History of Mathematics (1-3)
MTH-786*	Special Topics (1-3)

*May be repeated with program director approval.

Secondary School Option

Participants will select electives from the following courses:

MED-710*	Integration of Mathematics and Science: Science Connections (2)
MED-711	Reflective Practice: Science Connections (1)
MED-712*	Integration of Mathematics and Science: Math Connections (2)
MED-713	Reflective Practice: Math Connections (1)
MED-786*	Special Topics (1-3)
MTH-724*	Problem Solving in Mathematics (2)
MTH-757	Contemporary Mathematics (3)
MTH-761	Topics in Geometry (3)
MTH-762	Topics in Algebra (3)
MTH-763	Probability and Statistics (3)
MTH-764	Discrete Mathematics (3)

- MTH-765 History of Mathematics (1-3)
 MTH-786* Special Topics (1-3)
 *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)
Select one of the following groups:
 ED-771 Research Methods in Education (3)
 and ED-777A Issues in Education (3)
 and ED-777B Field-Based Research (3)
 MED-798 Project/Thesis Proposal (1)
 and MED-799 Project/Thesis-Integrated Mathematics/Science Education (3)

PEACEMAKING AND CONFLICT STUDIES PROGRAM

Master of Arts in Peacemaking and Conflict Studies

Program Director: Duane Ruth-Heffelbower

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 which emphasize justice and right relationships as represented in the ancient and holistic ideal of Shalom.

Admissions

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.

REQUIRED COURSES (MINIMUM 40 UNITS)

Foundations (6-7 units)

- PACS-700 Basic Institute in Conflict Management and Mediation (2)
 or CRI-704 School Conflict Management and Mediation (3)
 PACS-708 Conflict Analysis (3)
 PACS-710 Introduction to Alternative Dispute Resolution (1)

History and Theology

Select a minimum of one of the following:

- MBS-706 Violence and Nonviolence (3)
 PACS-702 Theological Ethics of Conflict and Peacemaking (3)
 PACS-730 Historical Peacemakers (3)

Mediation (6-7 units)

- PACS-756* Introductory Practicum in Mediation (1)
 PACS-758 Advanced Mediation (3)
 PACS-760 Mediation and the Law (3)

*May be waived if student has had previous experience in mediation.

Master of Arts Core

- PACS-798 Project/Thesis Proposal (1)
 PACS-799 Project/Thesis-Peacemaking and Conflict Studies (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 concentration areas listed below.

Church Conflict and Peacemaking**REQUIRED COURSES**

- PACS-752 Church Conflict Management and Leadership (3)
Select a minimum of two of the following:
 MBS-718 Interpersonal Communication: Person, Family and Community (3)
 PACS-716 Group Dynamics and Processes (3)
 PACS-730 Historical Peacemakers (3)
 PACS-748 Discipline That Restores (3)
 PACS-754 Curriculum in Conflict Peacemaking (3)

Mediation**REQUIRED COURSES**

- PACS-739 Institute in Establishing a Mediation Practice (1)
 and/or PACS-766 Mediator Certification Course (1)
 PACS-762 Family Mediation (3)
 PACS-764 Internship in Mediation (2-6)

Restorative Justice**REQUIRED COURSES**

- PACS-737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)
 PACS-746 Restorative Justice (3)
 PACS-764 Internship in Mediation (2-6)

School Conflict Resolution and Peacemaking**REQUIRED COURSES**

- PACS-730 Historical Peacemakers (3)
 PACS-736 Institute in School Peer Mediation Program Development (2-3)
 PACS-738 Institute in Discipline That Restores Program Development (2)
 PACS-748 Discipline That Restores (3)
 PACS-754 Curriculum in Conflict and Peacemaking (3)

Leadership and Organizational Studies**REQUIRED COURSES**

- LEAD-715 The Individual, Organization and Community (6)
Select one of the following:
 LEAD-720 Marketing for Leaders (3)
 LEAD-725 Law for Leaders (3)
 LEAD-730 Financial Decision Making and Control (3)
 LEAD-735 Leadership, Quality and Organizational Dynamics (3)
 LEAD-740 The Changing Global Community (3)

Personalized**REQUIRED COURSES**

Select courses in consultation with your 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 Mennonite Brethren 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.

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 certificate program is to prepare both church leaders and lay people to be effective peacemakers and conflict managers in the church.

REQUIRED COURSES

Core (12 units)

MBS-706	Violence and Non-Violence (3)
PACS-700	Basic Institute in Conflict Management and Mediation (2)
PACS-702	Theological Ethics of Conflict and Peacemaking (3)
PACS-708	Conflict Analysis (3)
PACS-752	Church Conflict Management and Leadership (3)
PACS-756	Introductory Practicum in Mediation (1)

Electives (3 units)

Select one of the following:

MBS-718	Interpersonal Communication: Person, Family and Community (3)
PACS-716	Group Dynamics and Processes (3)
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 as leaders.

REQUIRED COURSES

Core (13-14 units)

PACS-700	Basic Institute in Conflict Management and Mediation (2)
or CRI-704	School Conflict Management and Mediation (3)
PACS-710	Introduction to Alternative Dispute Resolution (1)
PACS-756*	Introductory Practicum in Mediation (1)
PACS-758	Advanced Mediation (3)

PACS-760 Mediation and the Law (3)
 PACS-764 Internship in Mediation (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) Program 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 certificate program is to prepare people to become trainers and leaders in developing victim-offender reconciliation and other restorative justice programs.

REQUIRED COURSES

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 Mediation (3)

Electives (5 units)

Select 5 units in consultation with your 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

Core (10 units)

CRI-704 School Conflict Management and Mediation (3)
 PACS-748 Discipline That Restores (3)
 PACS-754 Curriculum in Conflict Peacemaking (3)
 PACS-756 Introductory Practicum in Mediation (1)

Electives

Select 5 units from the following:

LLC-705 Language Acquisition and Cross-Cultural Communication (3)
 PACS-708 Conflict Analysis (3)
 PACS-716 Group Dynamics and Processes (3)
 PACS-730 Historical Peacemakers (3)
 PACS-736 Institute in School Peer Mediation Program Development (2-3)
 PACS-738 Institute in Discipline That Restores Program Development (2)

Other approved elective

Optional 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 both the conflict management and the administrative leadership programs to help people understand the nature of organizations and the dynamics of conflict in order to develop skills in constructive conflict management.

REQUIRED COURSES

Core

Peacemaking and Conflict Studies Courses (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)
PACS-756*	Introductory Practicum in Mediation (1)

*May be waived if student has had previous experience in mediation.

Leadership and Organizational Studies Courses (3-6 units)

LEAD-715	The Individual Organization and Community (6)
LEAD-750	Advanced Seminar in Human Resources and Organization Development (3)
LEAD-760	Advanced Seminar in Financial Management (3)

Electives

PACS-758	Advanced Mediation (3)
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Additional electives and/or other options, as needed to complete a total of 15 units chosen with approval of the peacemaking and conflict studies program director.

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

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

READING/LANGUAGE ARTS PROGRAM

Program Director: Jean Fennacy

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.

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, including 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 involves 16 units of coursework including a supervised field experience.

REQUIRED COURSES

LLC-700	Reading Process and Practice (3)
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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)

ELECTIVE

LLC-767	Current Trends in Language and Literacy (1-3)
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Reading/Language Arts Specialist Credential

The reading/language arts specialist credential can be met by the reading certificate courses (16 units) plus the specialist courses (14 units) in the master's program.

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)

Select a minimum of 14 units in consultation with your program director from the following:

ED-771	Research Methods in Education (3)
LLC-715	Writing Process and Practice (3)
LLC-731	Literature Study in Classroom (3)
LLC-760	Supervision in Language and Literacy (3)
LLC-761	Seminar in Literacy Leadership (3)

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 40 units of coursework.

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)

ELECTIVE

LLC-767	Current Trends in Language and Literacy (1-3)
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Specialty Area

Select a minimum of 9 units from the following:

LLC-715	Writing Process and Practice (3)
LLC-731	Literature Study in Classroom (3)
LLC-732	Adolescent Literature (3)
LLC-755	Sociolinguistics (3)
LLC-760	Supervision in Language and Literacy (3)
LLC-761	Seminar in Literacy Leadership (3)
LLC-767	Current Trends in Language and Literacy (1-3)

Master of Arts Core (15-17 units)

ED-771	Research Methods in Education (3)
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)

Select one of the following groups:

- ED-777A Issues in Education (3)
 and ED-777B Field-Based Research (3)
 LLC-798 Project/Thesis Proposal (1)
 and LLC-799 Project/Thesis-Language, Literacy and Culture (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 40 semester units of coursework.

REQUIRED COURSES

- LLC-700 Reading Process and Practice (3)
 LLC-706 Language Acquisition and Cross-Cultural Communication Secondary (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 (1)

Master of Arts Core

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

ELECTIVE

- LLC-767 Current Trends in Language and Literacy (1-3)

SCHOOL COUNSELING PROGRAM

Program Director: Diane Talbot

Pupil Personnel Services School Counseling Credential

The school counseling credential requires a minimum of 48 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 48 units, five prerequisite courses are required. 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

- Child development
 Educational statistics and research design
 Intercultural communication
 Introduction to counseling theories
 Introduction to psychology

REQUIRED COURSES

- ED-775 Seminar in Learning Theory (3)

PACS-736	Institute in School Peer Mediation Program Development (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 (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-726	Abnormal Psychology (3)

Master of Arts in Education: Pupil Personnel Services School Counseling Emphasis

A minimum of 61 semester units of coursework is required for a master of arts in education degree with a school counseling emphasis. Up to 15 units from an accredited graduate program may be transferred at the discretion of the program director. In addition to the 61 units, five prerequisite courses are required. A sequence of courses is determined by the program director.

Program applicants will be required to submit an impromptu writing sample of approximately one page at the time they are scheduled to meet with the program director for an interview. The sample of written expression will be a part of the documentation required to determine candidate competence. In the event that program prospects are judged by the graduate admission committee to have writing deficiencies (provided they have met the other requirements) they may be accepted under the condition that they take a professional writing class. Students will also be required to obtain liability insurance before practicum or field experience can begin.

PREREQUISITES

Child development
 Educational statistics and research design
 Intercultural communication
 Introduction to counseling theories
 Introduction to psychology

REQUIRED COURSES

ED-775	Seminar in Learning Theory (3)
PACS-736	Institute in School Peer Mediation Program Development (3)
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 (1)
PPC-792	Field Experience (4)
PPC-703	Prevention and Intervention for Achievement (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-726	Abnormal Psychology (3)

Master of Arts Core

ED-771 Research Methods in Education (3)

ED-779 Values in School and Society (3)

Select one of the following groups:

ED-777A Issues in Education (3)

and ED-777B Field-Based Research (3)

PPC-798 Project/Thesis Proposal (1)

and PPC-799 Project/Thesis-School Counseling (3)

SCHOOL PSYCHOLOGY PROGRAM*Program Director: Diane Talbot***Master of Arts in Education: Pupil Personnel Services School Psychology Emphasis/School Psychology Credential**

The school psychology credential and master of arts in education degree with a school psychology emphasis requires a minimum of 74 units of coursework in the advanced component listed below. A sequence of courses is determined by the program director.

Program applicants will be required to submit an impromptu writing sample of approximately one page at the time they are scheduled to meet with the program director for an interview. The sample of written expression will be a part of the documentation required to determine candidate competence. In the event that program prospects are judged by the graduate admission committee to have writing deficiencies (provided they have met the other requirements) they may be accepted under the condition that they take a professional writing class. Students will also be required to obtain liability insurance before 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, at the discretion of the program director, 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 must be completed prior to receiving a full credential. Students will need to have completed all courses except the master's and internship hours to apply for the internship credential. Once the internship (and masters if necessary) is/are completed the individual may apply for the full credential.
3. The total credential requirement will include 56 units of classes and practicum, 8 units of internship and a 10- or 12-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. The program passing score will be a minimum of 100 points below the NASP passing score.

PREREQUISITES

Child development

Educational statistics and research design

Intercultural communication

Introduction to counseling theories

Introduction to psychology

Psychology of learning

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 (4)

PPP-724 Assessment II (4)

PPP-732	Neuropsychology of Learning (4)
PPP-734	Early Intervention and Assessment (4)
PPP-786	Topics in Pupil Personnel Services (1)
PPP-793	Practicum (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-726	Abnormal Psychology (3)

Master of Arts Core

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)
PPP-798	Project/Thesis Proposal (1)
and PPP-799	Project/Thesis-School Psychology (3)

Certificate in School Conflict Resolution and Peacemaking

See catalog section for certificate programs in peacemaking and conflict studies for information.

SCHOOL COUNSELING/SCHOOL PSYCHOLOGY DUAL PROGRAM

Program Director: Diane Talbot

In the dual school counseling/school psychology program candidates will complete a credential in school psychology and a credential in school counseling as well as earn a master's degree in pupil personnel services. Attending full-time, the 88-unit program will take three years to complete. Students will obtain their school counseling credential by the end of the second year of the program and thus begin their school psychology internship with a school counseling credential. During the third year of the program, students will complete their 1200-hour school psychology internship as well as master's degree courses.

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

Child development
 Educational statistics and research design
 Intercultural communication
 Introduction to counseling theories
 Introduction to psychology
 Psychology of learning

REQUIRED ADVANCED COMPONENT

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	School Counseling Practicum (1)
PPC-792	School Counseling Field Experience (3)

PPP-716	Psychological Assessment and Prescription for Linguistically Diverse Students (3)
PPP-718	Behavioral Assessment/Intervention (3)
PPP-720	Seminar in School Psychology (3)
PPP-722	Assessment I (4)
PPP-724	Assessment II (4)
PPP-726	Abnormal Psychology (3)
PPP-732	Neuropsychology of Learning (4)
PPP-734	Early Intervention and Assessment (4)
PPP-786	Topics in Pupil Personnel Services (1)
PPP-793	School Psychology Practicum (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)

Master of Arts Core

ED-771	Research Methods in Education (3)
ED-779	Values in School and Society (3)
<i>Select one of the following groups:</i>	
ED-777A	Issues in Education (3)
and ED-777B	Field-Based Research (3)
PPP-794	Internship (8)
PPS-798	Project/Thesis Proposal (1)
and PPS-799	Project/Thesis-School Counseling/Psychology (3)

SPECIAL EDUCATION PROGRAM

Mild/Moderate Disabilities Program Director: Joseph Taylor

Moderate/Severe Disabilities, Physical and Health Impairments Program Director: Peter Kopriva

Internships/Field Experience Program Director: Diana Taylor-Gillham

The special education program offers work leading to the preliminary Level I education specialist credential in mild/moderate disabilities, moderate/severe disabilities and physical and health impairments and advanced coursework leading to the professional Level II education specialist credential in mild/moderate disabilities, moderate/severe disabilities and physical and health impairments. Courses are available in the Visalia area on a regular basis. Approximately one-half of the coursework for Level I is scheduled annually. Independent teaching coursework is completed at the candidate's employment site or 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, and multiple subject) can easily be obtained due to the integrated design of the program.

Special Education Preliminary Level I Education Specialist Credential

Provision is made for entry into the preliminary specialization programs in special education by the application and documentation of the basic concurrent requirements.

Candidates who possess a current California teaching credential may receive formal acceptance into the program after an interview with the program director, assuming that all admission requirements have been met and a sequence of coursework and study has been agreed upon.

Candidates who do not possess a basic California teaching credential must meet several prerequisite requirements prior to admission. The candidate must have completed a personal interview and a thorough academic assessment with the appropriate division director prior to taking any coursework leading to the credential. With the mentor's/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 as soon as possible and prior to any participation in program supervision coursework.

Eligibility for full admission to the special education program is determined by fulfilling the following in addition to the university admission requirements:

1. Submission of official transcripts verifying all baccalaureate coursework with a GPA of 2.75 overall and 3.0 in the major.
2. Completion of a multiple subject program approved by the California Commission on Teacher Credentialing; a waiver may be accepted with passing scores on the appropriate MSAT or PRAXIS exam (when admitted by exam, transcripts will be examined for specific prerequisites to the program of choice).
3. At least 90 hours of experience working with individuals who have exceptionalities.
4. Negative TB skin test or chest X-ray.
5. Certificate of Clearance with the State of California.
6. U.S. Constitution course.

Preliminary Level I for Those Candidates Who Possess a California Teaching Credential

CONCURRENT REQUIREMENT

SED1-705 Health Education and the Exceptional Child (3)

REQUIRED COURSES

Minimum units of coursework required for the preliminary credential for those who possess a basic teaching credential:

Mild/Moderate Disabilities (20-24 units)

SED1-702 Positive Behavior Supports (2)
 SED1-712 Technology for Educators of Special Needs Children (1)
 SED1-723 Language Development: Integration of Theory and Practice (3)
 SED1-724 Assessment Practices in Special Education (2)
 SED1-725 Critical Observations in Special Education (2)
 SED1-742 Counseling Exceptional Pupils and Their Families (2)
 SED1-782 Foundations for Teaching in a Diverse Community (1)
 SEMM1-722 Curricular Adaptations for Students With Mild/Moderate Disabilities (3)
 SEMM1-791 Directed Teaching: Mild/Moderate Disabilities (8)
 SEMM1-792 Independent Teaching (2-4)*
 or SEMM1-793 Intern Independent Teaching (2-4)*
 SEMM1-794 Internship Support (2)

**Candidates may be able to waive up to 4 units of this requirement.*

Moderate/Severe Disabilities (23-27 units)

SED1-702 Positive Behavior Supports (2)
 SED1-712 Technology for Educators of Special Needs Children (1)
 SED1-723 Language Development: Integration of Theory and Practice (3)
 SED1-724 Assessment Practices in Special Education (2)
 SED1-725 Critical Observations in Special Education (2)
 SED1-742 Counseling Exceptional Pupils and Their Families (2)
 SED1-782 Foundations for Teaching in a Diverse Community (1)
 SEMS1-772 Adaptive Curriculum and Care of Students with Moderate/Severe Disabilities (3)
 SEMS1-791 Directed Teaching: Moderate/Severe Disabilities (8)
 SEMS1-792 Independent Teaching (2,4)*
 or SEMS1-793 Intern Independent Teaching (2,4)*
 SEMS1-794 Internship Support (2)
 SEPH1-762 Medical Implications and Health Issues of Students with Physical and Health Impairments (3)

**Candidates may be able to waive up to 4 units of this requirement.*

Physical and Health Impairments (23-27 units)

SED1-702 Positive Behavior Supports (2)
 SED1-712 Technology for Educators of Special Needs Children (1)

SED1-723	Language Development: Integration of Theory and Practice (3)
SED1-724	Assessment Practices in Special Education (2)
SED1-725	Critical Observations in Special Education (2)
SED1-742	Counseling Exceptional Pupils and Their Families (2)
SED1-782	Foundations for Teaching in a Diverse Community (1)
SEPH1-732	Assessment and Curricular Adaptations for Individuals With Physical and Health Impairments (3)
SEPH1-762	Medical Implications and Health Issues of Students with Physical and Health Impairments (3)
SEPH1-791	Directed Teaching: Physical Health Impairments (8)
SEPH1-792	Independent Teaching (2,4)*
	or SEPH1-793 Intern Independent Teaching (2,4)*
SEPH1-794	Internship Support (2)

**Candidates may be able to waive up to 4 units of this requirement.*

Preliminary Level I for Those Candidates Who Do Not Possess a California Teaching Credential

The level one program is designed to provide a desirable balance between theory and practice in both general education and special education.

CONCURRENT REQUIREMENTS

SED1-605	Health Education and the Exceptional Child (3)
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REQUIRED COURSES

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

Mild/Moderate Disabilities (33 units)

EDUC-615	Teaching Elementary Reading and Writing (4)
EDUC-643	Teaching Elementary Math
SED1-602	Positive Behavior Supports (2)
SED1-612	Technology for Educators of Special Needs Children (1)
SED1-623	Language Development: Integrating of Theory and Practice (3)
SED1-624	Assessment Practices in Special Education (2)
SED1-625	Critical Observations in Special Education (2)
SED1-637	General Education Student Teaching for Education Specialist (2)
SED1-642	Counseling Exceptional Pupils and Their Families (2)
SED1-682	Foundations for Teaching in a Diverse Community (1)
SEMM1-622	Curricular Adaptations for Students with Mild/Moderate Disabilities (3)
SEMM1-691	Directed Teaching: Mild/Moderate Disabilities
SEMM1-692	Independent Teaching (2,4)
	or SEMM1-693 Intern Independent Teaching (2,4)
SEMM1-694	Internship Support

Moderate/Severe Disabilities (36 units)

EDUC-615	Teaching Elementary Reading and Writing (4)
EDUC-643	Teaching Elementary Math
SED1-602	Positive Behavior Supports (2)
SED1-612	Technology for Educators of Special Needs Children (1)
SED1-623	Language Development: Integration of Theory and Practice (3)
SED1-624	Assessment Practices in Special Education (2)
SED1-625	Critical Observations in Special Education (2)
SED1-637	General Education Student Teaching for Education Specialist (2)
SED1-642	Counseling Exceptional Pupils and Their Families (2)
SED1-682	Foundations for Teaching in a Diverse Community (1)
SEMS1-672	Adaptive Curriculum and Care of Students with Moderate/Severe Disabilities (3)
SEMS1-691	Directed Teaching: Moderate/Severe Disabilities (8)

- SEMS1-692 Independent Teaching (2,4)
 or SEMS1-693 Intern Independent Teaching (2,4)
 SEPH1-662 Medical Implications and Health Issues of Students with Physical and Health Impairments (3)

Physical and Health Impairments (36 units)

- EDUC-643 Teaching Elementary Math
 EDUC-691 Teaching Elementary Reading and Writing (4)
 SED1-602 Positive Behavior Supports (2)
 SED1-612 Technology for Educators of Special Needs Children (1)
 SED1-623 Language Development: Integrating of Theory and Practice (3)
 SED1-624 Assessment Practices in Special Education (2)
 SED1-625 Critical Observations in Special Education (2)
 SED1-637 General Education Student Teaching for Education Specialist (2)
 SED1-642 Counseling Exceptional Pupils and Their Families (2)
 SED1-682 Foundations for Teaching in a Diverse Community (1)
 SEPH1-632 Assessment and Curricular Adaptations for Individuals with Physical and Health Impairments (3)
 SEPH1-662 Medical Implications and Health Issues of Students with Physical and Health Impairments (3)
 SEPH1-691 Directed Teaching: Physical Health Impairments (8)
 SEPH1-692 Independent Teaching (2,4)
 or SEPH1-693 Intern Independent Teaching (2,4)
 SEPH1-694 Internship Support (2)

Resource Specialist Certificate of Competence Program

The resource specialist certificate of competence program is designed for teachers who hold a valid special education credential and who have taught for three years, including both regular and special education classes.

The certificate program is designed to develop specific skills, knowledge and performance competencies in the following essential functions:

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. Filing application with program director of special education and meeting general admission requirements.
2. Special education teaching credential.

REQUIRED COURSES

- SED2-760 Advanced Collaboration, Consultation and Inclusion (3)
 SERS-741 Laws and Regulations of Special Education (2)
 SERS-742 Coordination of Special Education Services (3)

Special Education Professional Level II Education Specialist Credential

REQUIRED COURSES

Mild/Moderate Disabilities (20 units)

- SED2-750 The Merging of Learning Theory and Brain Research with Practice (3)
 SED2-751 The Merging of Learning Theory and Brain Research with Practice: Fieldwork (1)
 SED2-756 Special Education Laws and Ethics (3)
 SED2-760 Advanced Collaboration, Consultation and Inclusion (3)
 SED2-761 Advanced Collaboration, Consultation and Inclusion: Fieldwork (1)
 SED2-766 Advanced Assessment and Applied Statistics (1)

- SED2-770 Level II Initial Induction Plan (1)
 SED2-771 Level II Final Induction Plan (1)
 Selected Specialty Coursework (6)

Moderate/Severe Disabilities (21 units)

- SED2-734 Mental Retardation-Implications and Issues (3)
 SED2-750 The Merging of Learning Theory and Brain Research with Practice (3)
 SED2-751 The Merging of Learning Theory and Brain Research with Practice: Fieldwork (1)
 SED2-756 Special Education Laws and Ethics (3)
 SED2-760 Advanced Collaboration, Consultation and Inclusion (3)
 SED2-761 Advanced Collaboration, Consultation and Inclusion: Fieldwork (1)
 SED2-766 Advanced Assessment and Applied Statistics (1)
 SED2-770 Level II Initial Induction Plan (1)
 SED2-771 Level II Final Induction Plan (1)
 Selected Specialty Coursework (4)

Physical and Health Impairments (24 units)

- SED2-714 Augmentative and Alternative Communication: Assessment, Design and Implementation (3)
 SED2-736 Psychological, Sociological and Vocational Implications of Physical and Health Impairments (3)
 SED2-740 Working with Infants/Children with Special Needs (3)
 SED2-750 The Merging of Learning Theory and Brain Research with Practice (3)
 SED2-751 The Merging of Learning Theory and Brain Research with Practice: Fieldwork (1)
 SED2-756 Special Education Laws and Ethics (3)
 SED2-760 Advanced Collaboration, Consultation and Inclusion (3)
 SED2-761 Advanced Collaboration, Consultation and Inclusion: Fieldwork (1)
 SED2-766 Advanced Assessment and Applied Statistics (1)
 SED2-770 Level II Initial Induction Plan (1)
 SED2-771 Level II Final Induction Plan (1)
 Selected Specialty Coursework (1)

Master of Arts in Education: Special Education Emphasis

A minimum of 36 semester units of coursework are required for a master of arts in education with a special education emphasis. If simultaneously applying for the master of arts and Level II education specialist credential program, the candidate must possess a preliminary Level I education specialist credential (as approved by the California Commission on Teacher Credentialing) and be able to meet all requirements for the Level II program. A candidate who seeks only the master of arts degree and does not desire a specialist credential will be required to have a bachelor's degree from an accredited institution. Advisement and an official program plan must be developed prior to the initiation of any coursework in the master of arts program.

The master of arts with a professional Level II education specialist credential requires a minimum of 26 special education units, which includes the completion of the Level II requirements in one of the credential program areas plus one of the following options listed below (either 10 or 12 units) for degree completion.

Master of arts exclusive of a credential requires a minimum of 26 special education units, in combination with the coursework listed below.

REQUIRED COURSES

A special education credential or 26 units, plus:

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)
 SED-798 Project/Thesis Proposal (1)
 and SED-799 Project/Thesis- Mild/Moderate, Moderate/Severe, Physical and Health Impairments (3)

Internship Program

All FPU 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 specific initial coursework, qualifying experiences and employer agreement and at the discretion and evaluation of the intern program director. Intern candidates are considered to be promising educators who demonstrate the innate qualities of a distinguished teacher and those of an educational leader.

The internship offers a candidate the opportunity to teach with the same status and benefits as a fully credentialed teacher. Policies and pay schedules offer more security to the candidate and the university is able to provide direct assistance within the classroom. The intern director is able to serve both as an advocate for the candidate and an administrative partner to the employer. These advantages allow for an enhanced degree of communications between parties and permit the university faculty to monitor the mentorship structure provided by the employer.

The university is able to provide the candidate with special training seminars and activities that are especially designed to assist them in their new responsibilities. An internship is an expanded opportunity to augment communication with the university faculty, peers and the employer. Interns maintain an aggressive program of studies that promote credential completion generally within a period of two years.

New candidates are expected to begin the internship process at their initial advisement session and an application should be filed as soon as they are considered to be qualified. All eligibility criteria must be completed and verified in a timely manner.

TEACHER EDUCATION PROGRAM

Division Head: Linda Hoff

Multiple Subjects Program Director: Denise Rea

Subject Matter Program Director: Roberta Mason

Intern Program Director: Jeanne Janzen

Visalia Program Director: Vickie Bigler

Credential Analyst: Edith Thiessen

Fresno Pacific University offers credential programs to candidates interested in teaching at the elementary, junior high and high school level. The credential programs offer solidly grounded opportunities for candidates to learn to teach in local classrooms. Thus, most courses require that students apply theory to practice by completing projects in classrooms known as field-based assignments. In addition to requiring substantial opportunities to learn about teaching by spending time in classrooms, the program requires courses in educational foundations, curriculum and teaching methods. The credential programs at FPU also provide students with thorough preparation to teach in a diverse society. Candidates who complete their credential at FPU receive the English Language Authorization (ELA), which authorizes holders to teach English learners in a regular classroom. The program also provides coursework in special education and educational technology.

Credential programs are available to prepare both elementary (multiple subject) and secondary (single subject) teachers. The 2042 credential programs at FPU prepare candidates to apply for their preliminary (Level I) credential. Candidates who complete this credential have five years after they receive this credential to complete the second level of their credential. Many candidates will complete their professional credential (sometimes called the professional clear credential) by going through an induction program in the school where they begin their teaching career.

Up to 9 units of teacher education coursework may be used toward meeting requirements of the curriculum and teaching master's program. See the curriculum and teaching program section for further details.

Admission

Admission to the teacher education program is by application. 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 should consult the

director of liberal studies regarding this opportunity. These course units count toward their baccalaureate requirements. Thus, students who take advantage of this opportunity will complete their post-baccalaureate credential program with 6 fewer units than students who complete all their credential requirements after graduation.

The program offers students opportunities to start their credential program in the fall or spring term. Many students who wish to start their credential in the fall choose to jumpstart their program by taking one or two courses the summer before. The program expects candidates to complete their application to the program at least six weeks before they expect to begin coursework. See the following schedule:

To start program in fall semester, apply by July 1.

To start program in spring semester, apply by mid-October.

Summer jumpstart: apply by mid-March.

Eligibility for admission is determined by:

1. GPA of 2.75 overall and 3.00 in the major. Students who do not meet this GPA requirement may petition the division for permission to be admitted on academic probation.
2. Multiple subject candidates: California Subject Examination Test (CSET).
3. Single subject candidates: California Subject Examination Test (CSET) or completion of an approved subject matter program.
4. At least 90 hours experience working with school-age children in an organized setting (i.e., classroom, church, tutoring center, clubs).
5. Personal interview with program faculty.
6. Verification of recent negative TB test.

Dual Program with Special Education

Sometimes candidates for the multiple subject credentials are interested in adding a credential in special education. The level one (preliminary) multiple subject credential and level one special education credential programs have been designed with this interest in mind. Many courses in the two programs are the same in order to facilitate opportunities for candidates to complete both credentials. Students in the elementary education program interested in special education are urged to seek advice from faculty in the special education division.

Program Pacing

The teacher education program recognizes some credential students wish to pursue their credential as a full-time student, while others prefer a part-time schedule. Therefore, the program offers both options. Full-time students take courses in the afternoon or evening and complete student teaching requirements during the day. Working students can take courses in the evening while they continue to work in the day and also complete limited student teaching assignments accommodated to their working schedules. Working students must discontinue their work when they are ready to complete the program by doing their final, directed student teaching.

Typical program for non-working students:

Two full-time semesters, both semesters including a combination of student teaching and courses, or two full-time semesters and selected course(s) during the summer(s).

Typical program for working students:

Four semesters, part-time, including limited field experience and courses in the evening. The fifth, final semester is full-time, directed student teaching.

Internship Program

The internship program is an alternative to the traditional credential program, which includes student teaching. 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 from a university accredited by the California Commission on Teacher Credentialing.

In addition to fulfilling the requirements for admission noted above, the intern candidate must meet three additional requirements:

1. Document a minimum of 120 hours of varied early field experience appropriate in settings that are similar to the service area of the credential.
2. Submit two letters of reference that specifically address the candidate's readiness to teach independently. (If this issue is addressed in the three required letters of recommendation listed above, the candidate does not need to submit additional letters.)
3. Hold a current contract offer from a participating district.

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 program as full-time students 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.

Preliminary Multiple Subject Credential

All candidates complete the following courses. Upon satisfactory completion of the following series of courses, Fresno Pacific University will recommend the issuance of a preliminary multiple subject credential. Preliminary credentials are issued for a nonrenewable five-year term.

ELECTIVE (NOT REQUIRED)

Designed to provide early field experience for candidates new to teaching.

- EDUC-620 Critical Observations in School: Multiple Subject (1)
 EDUC-632 Independent Teaching Practicum: Multiple Subject (2)

REQUIRED COURSES

- EDUC-610 Directed Initial Student Teaching: Multiple Subject (2)
 or EDUC-633A Extended Initial Directed Student Teaching: Multiple Subject (1)
 and EDUC-633B Extended Initial Directed Student Teaching: Multiple Subject (1)
 EDUC 630 Directed Final Student Teaching: Multiple Subject (8)
 or EDUC-640A Independent Teaching A: Multiple Subject (3)
 and EDUC-640B Independent Teaching B: Multiple Subject (3)
 and EDUC-640C Independent Teaching C: Multiple Subject (3)
 EDUC-641 Foundations of Education: Multiple Subject (4)
 EDUC-642 Language and Literacy: Theory and Practice I (3)
 EDUC-643 Teaching Elementary Mathematics (3)
 EDUC-644 Teaching with Technology (1)
 EDUC-645 Curriculum Design and Implementation (3)
 EDUC-646 Language and Literacy: Theory and Practice II (4)
 EDUC-647 Teaching Elementary Science (2)
 EDUC-648 Teaching Fine Arts and Physical Education (1)
 SED1-605 Health Education and the Exceptional Child (3)

Preliminary Single Subject Credential

All candidates complete the following courses. Upon satisfactory completion Fresno Pacific University will recommend the issuance of a preliminary subject matter credential. Preliminary credentials are issued for a nonrenewable five-year term.

ELECTIVES (NOT REQUIRED)

Designed to provide early field experience to candidates new to teaching.

- EDUC-629 Critical Observations in School: Single Subject (1)
 EDUC-634 Single Subject Practicum (2)

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

SED1-605 Health Education and the Exceptional Child (3)
 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: Single Subject (1)
 EDUC-639 Directed Final Student Teaching (8)
 or EDUC-649A Independent Teaching A: Single Subject (3)
 and EDUC-649B Independent Teaching B: Single Subject (3)
 and EDUC-649C Independent Teaching C: Single Subject (3)
 EDUC-644 Teaching with Technology (1)
 EDUC-691 Foundations of Education (4)
 EDUC-692 Foundations of Language and Literacy (3)
 EDUC-693 Reading and Writing in the Secondary Classroom (4)
 EDUC-694 Curriculum Design and Implementation (4)
 EDUC-696G Single Subject Methods: General (2)

Select one of the following specific pedagogy courses that is aligned with the credential subject matter area of the candidate:

EDUC-696EN Single Subject Methods: English (2)
 EDUC-696MA Single Subject Methods: Math (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)
 EDUC-696AR Single Subject Methods: Art (2)
 EDUC-696LO Single Subject Methods: Language Other Than English (LOTE) (2)

Professional Clear Multiple and Single Subject Credentials (The Fifth Year)

Students who complete their 2042 credential at Fresno Pacific are expected to enter a professional teacher induction program in the district where they begin their teaching career. If no program is available, contact the director of the teaching internship program.

Bilingual Cross-Cultural Language and Academic Development (BCLAD)

The BCLAD emphasis is available to prepare students who are proficient in a second language to teach bilingual students in the public schools. Proficiency in the language is determined by a state approved exam administered at Fresno Pacific University or other approved agency. Coursework is centered on language acquisition, second language teaching methods, linguistics, culture and second language literature. Teacher candidates must complete the approved BCLAD courses as part of their baccalaureate program as identified under interdisciplinary studies in the undergraduate section of the catalog.

English Language Authorization (ELA)

The English language authorization coursework helps prepare students to work with the increasingly diverse student populations in public schools. This coursework centers on second language acquisition and cross-cultural understanding. All teachers at both elementary and secondary levels complete courses for the ELA as a part of the new 2042 credential program. The English language authorization takes the place of CLAD for 2042 credential holders.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM

Program Director: Faculty

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 18 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-710	Current Theories, Methods and Materials for Teaching a Second Language (3)
LLC-726	Practicum in TESOL (3)
LLC-750	Introduction to Linguistics (3)
LLC-755	Sociolinguistics (3)
LLC-762 or LLC-715	Literacy Development for Adult English Learners (3) Writing Process and Practice (3)

Master of Arts in TESOL

Candidates may qualify for the master of arts in TESOL by completing a minimum of 40 semester units and an exit exam.

REQUIRED COURSES

LLC-700 or LLC-742	Reading Process and Practice (3) Issues in Literacy: Reading, Writing with Adolescents (2)
LLC-705	Language Acquisition and Cross-Cultural Communication (3)
LLC-710	Current Theories, Methods and Materials for Teaching a Second Language (3)
LLC-726	Practicum in TESOL (3)
LLC-735	Transition in Bilingual Education (3)
LLC-745	Cultural Diversity and Education (3)
LLC-750	Introduction to Linguistics (3)
LLC-755	Sociolinguistics (3)
LLC-762 or LLC-715	Literacy Development for Adult English Learners (3) Writing Process and Practice (3)
LLC-765	Research in Language, Literacy and Culture (3)

Master of Arts Core

ED-771	Research Methods in Education (3)
ED-779	Values in School and Society (3)
LLC-798 and LLC-799	Project/Thesis Proposal (1) Project/Thesis-Language, Literacy and Culture (3)

CONTINUING EDUCATION

The mission of continuing education is to model and extend the Kingdom of God in this world through professional development dedicated to meeting the lifelong learning needs of individuals serving society while engaged in the professions. Continuing education seeks to integrate theory and practice through innovative strategies and to encourage professionals in informed reflection on values that inspire the highest standards of professional and ethical behavior in the pursuit of excellence in their chosen field in order to bring transformation to society.

Center for Professional Development

The Center for Professional Development provides lifelong learning for the improvement and enhancement of the professional effectiveness of educators, primary those in elementary and secondary education. Programs seek to educate learners in ways of teaching and valuing that reflect a Christian foundation.

Professional development courses at Fresno Pacific University serve practicing preschool through 12th grade teachers and school 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: traditional classes, online, independent studies, workshops, seminars, conferences and institutes.

Policy Statement

Center for Professional Development 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.

Financial Information

Because of the variety of ways in which professional studies courses are offered, tuition differs from that of the baccalaureate and graduate programs. Costs of materials and other fees are based on the course curriculum. Each course announcement carries its own statement of the fee structure. These courses do not qualify for financial aid or loan deferment.

University Credit

University credit is earned on a semester-unit basis. Numbers 1000-1999, 900-999 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.

Grading Standards

Courses are graded based on the completion of specific criteria set forth in the course syllabus. Courses are recorded as credit/no credit. An earned credit grade meeting all the requirements as outlined in the course syllabus is equivalent to a B letter grade. Students wishing to be evaluated according to a letter grading scale must notify the instructor. For details regarding course offerings and schedules, contact the Center for Professional Development by telephone at 559-453-2015, by mail at the university address, by email at profdev@fresno.edu or via the Internet: www.fresno.edu/cpd.

COURSE OFFERINGS

Courses are designed from the areas described below:

Mathematics

These courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. Emphases include logic and language, number, measurement, discrete mathematics, statistics and probability, geometry, algebra and functions and problem solving.

Language Arts/Reading/English

These courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. Emphases include integrating instruction in language arts, establishing literature-based programs, using core literary works, recommending extended readings, using recreational-motivational reading and developing composition, oral language and listening skills, emergent literacy for the young learner and strategies for teaching reading.

Social Science

These courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. Emphases include: knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic and social political understanding; democratic understanding and civic values, including national identity, constitutional heritage, civic values, rights and responsibilities; skills attainment and social participation, including basic study skills, critical thinking skills and participation skills.

Visual/Performing Arts

These courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. Emphases include developing avenues of perception (visual, aural, tactile and kinesthetic), as well as positive emotional and aesthetic responses. It explores relationships among dance, drama/theater, music and visual arts and other areas of the curriculum.

Science

These courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. 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.

Health

These courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. 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 and alcohol, tobacco and other drugs.

Physical Education

These courses are designed to explore subject area content, current theory, methodology and instructional materials for implementation in the classroom. Emphases include movement skills and movement knowledge, social development and coaching skills.

Multicultural Education

These courses are designed to explore subject area content, current theory, methodology and instructional materials for implementation in the classroom. Emphases include societal norms, institutional norms, cultures different from one's own, the school as an organization, small-group behavior, interpersonal relating and communicating and one's self.

Bilingual Education

These courses are designed to explore subject area content, current theory, methodology and instructional materials for implementation in the classroom. 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.

Multimedia/Computer Education/Technology

These courses are designed to explore current theory, methodology, instructional materials and usage of multimedia equipment and computers for implementation in the classroom. 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

These courses are designed to explore subject area content, current theories, methodology and instructional materials for implementation in the classroom. 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.

COURSE DESCRIPTIONS

ACCOUNTING

ACCT-210 Accounting for Non-Business Majors 3

A basic study of the principles of accounting leading to financial statement preparation, analysis and interpretation. The course includes a review of the principles of budgeting and decision making. (Not open to business majors.)

ACCT-220 Principles of Accounting I 3

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.

ACCT-230 Principles of Accounting II 3

Prerequisite(s): ACCT-220

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.

ACCT-301 Accounting for Management 3

May not be audited

Managers in business need information in order to make appropriate decisions. This course deals with identifying, measuring, analyzing, interpreting and communicating information in order to achieve organizational goals. Ratio analysis will be utilized to ascertain appropriate financial stability.

ACCT-400 Intermediate Accounting I 4

Prerequisite(s): ACCT-230

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.

ACCT-405 Intermediate Accounting II 4

Prerequisite(s): ACCT-400

A study of the principles, procedures and reporting requirements in financial accounting. A continuation of ACCT-400.

ACCT-410 Cost Accounting 4

Prerequisite(s): ACCT-230

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.

ACCT-415 Tax Accounting 4

Prerequisite(s): ACCT-230

A study of the rules and principles of federal income tax preparation with an emphasis on the preparation of the individual tax return.

ACCT-418 Nonprofit Accounting 3

Prerequisite(s): ACCT-230

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.

ACCT-420 Auditing 3

Prerequisite(s): ACCT-400

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.

ACCT-425 Advanced Accounting 3

Prerequisite(s): ACCT-405

A study of the concepts of corporate mergers and combinations, partnerships and international accounting issues.

ADMINISTRATIVE SERVICES

ADM-700 Curriculum Leadership 4

This course considers current trends in curriculum development; teacher involvement in decision making; assessment, diagnostic and prescriptive skills in curriculum; study of learning theory and teaching strategies; and organization of curriculum for instruction.

ADM-706 Administrative Technology 2

A course dealing with technology in the schools. Issues include multimedia in school management and instructional programs, emerging technologies and personal proficiency in word processing, spread sheet, graphics and database management.

ADM-707 Diversity in Schools 2

A course dealing with issues that develop sensitivity to cross-cultural awareness. Topics include: diverse community groups, interagency cooperation, instructional programs appropriate to diverse student needs, consensus building, schools as political systems, collaboration with parents and social issues that impact society.

ADM-710 Administration and Personnel Management 4

This course considers employer/employee relations; management of personnel; management procedures and skills; employee assessment and evaluation; selection,

assignment and supervision of staff; evaluation skills; and time management.

ADM-715 Finance and Legal Aspects 4

This course considers public school governance, laws relating to youth; study of federal and state laws and education-related court cases, contract formulation, collective bargaining, budget building, funding sources, special programs and budget monitoring skills.

ADM-725 Curriculum Assessment 3

Preliminary Administrative Services Credential or Certificate of Eligibility required

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

Preliminary Administrative Services Credential or Certificate of Eligibility required

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.

ADM-735 Leadership and Change 3

Preliminary Administrative Services Credential or Certificate of Eligibility required

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

Preliminary Administrative Services Credential or Certificate of Eligibility required

IP Graded, Standard (See In-Progress Grade Policy)

A two-day summer orientation program will acquaint participants with the principal's in-service program. This will be followed by six monthly sessions based on the needs of the participants. The course will focus on the nature of effective leadership and developing a personal style of leading as a change agent.

ADM-792A Practicum #1-Curriculum Leadership 2

Graded Credit/No Credit May not be audited

An independent field assignment in curriculum leadership in schools.

ADM-792B Practicum #2-Technology and Diversity 2

Graded Credit/No Credit May not be audited

An independent field assignment in technology and diversity.

ADM-792C Practicum #3-Administration and Personnel Management 2

Graded Credit/No Credit May not be audited

An independent field assignment in administration and personnel management aspects.

ADM-792D Practicum #4-Finance and Legal Aspects 2

Graded Credit/No Credit May not be audited

The student will assemble a portfolio of previous practica and personal data to demonstrate competence in finance and legal aspects as well as first-tier requirements.

ADM-793A Seminar #1-Induction Plan 2

Preliminary Administrative Services Credential required

Graded Credit/No Credit May not be audited

A series of on-campus seminars and school site activities dealing with developing a plan of support and professional development for new administrators.

ADM-793D Seminar #4-Evaluation of the Induction Plan 2

Preliminary Administrative Services Credential required

Graded Credit/No Credit May not be audited

Prerequisite(s): ADM-793A

A series of on-campus seminars and school site activities dealing with the evaluation of the induction plan.

ADM-793F Participation 1-4

Preliminary Administrative Services Credential required

Repeatable for credit

Graded Credit/No Credit May not be audited

The participation in a district- or agency-sponsored leadership program that meets regularly to prepare candidates for school administrator roles (ACSA, CTA, ASCD, CSLA, etc.).

ADM-793G Internship 1

Signature required Repeatable for credit

Graded Credit/No Credit May not be audited

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.

ART

ART-110 Art Appreciation 3

Discussion of the history, vocabulary, methods and media of art through presentation of examples from various art movements and cultures.

ART-120 Painting I 3

May not be audited

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.

ART-140 Drawing and Design I 3

May not be audited

Several principles will cover the principles of design. Exposure to the basic forms of drawing and an understanding of composition will be primary goals of the class.

ART-160 Publications Practicum 1-2

Signature required Repeatable for credit

Graded Credit/No Credit May not be audited

Activity course

Practical experience in all aspects of yearbook production with special emphasis on artwork, graphics, photography, layout and design.

ART-170 Sculpture I 3*May not be audited*

Basic practice in the expressive use of form and color in space. Use of a variety of media, such as clay, plaster, wood, wire and mild steel. Course uses both historical and contemporary approaches to develop content.

ART-180 Ceramics I 3*May not be audited*

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.

ART-230 Basic Computer Graphic Arts 3*May not be audited*

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.

ART-300L Art Fundamentals 3*May not be audited**2 hours lecture; 2 hours lab*

This course is designed to introduce studio art, art history, art criticism and aesthetics to the future elementary school teacher. This class will provide a foundation for life-long learning within the art discipline. Competencies pertaining to art instruction will be developed through various art experiences based upon art education theory and practice.

ART-310 Photography 3*May not be audited*

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.

ART-320 Painting II 3*May not be audited**Prerequisite(s): ART-120*

An extension of what has been learned in Painting I. The student will be encouraged to rely on intuition for creative ideas and directions.

ART-340 Drawing and Design II 3*May not be audited**Prerequisite(s): ART-140*

An extension of the principles developed in Drawing I. Competent handling of the drawing medium will be fostered, as well as creativity and expression.

ART-380 Ceramics II 3*May not be audited**Prerequisite(s): ART-180*

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.

ART-450 Project in Art 3*Signature required**Repeatable for credit**May not be audited*

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.

ART-482 Practicum in Art 1-3*Signature required**Repeatable for credit**Graded Credit/No Credit**May not be audited*

Practicum in Art should be a project of study planned out by the student and the art program director. The study project could involve working as an assistant for the Fresno Art Center, various other agencies or doing an apprenticeship with a Fresno artist.

INTERCOLLEGIATE ATHLETICS*Graded Credit/No Credit**Repeatable for credit**May not be audited**Activity course***ATH-110 Varsity Women's Volleyball 2****ATH-120 Varsity Men's Soccer 2****ATH-130 Varsity Women's Cross Country 2****ATH-135 Varsity Men's Cross Country 2****ATH-140 Varsity Women's Basketball 2****ATH-145 Varsity Men's Basketball 2****ATH-150 Varsity Women's Track 2****ATH-155 Varsity Men's Track 2****ATH-170 Varsity Women's Soccer 2****ATH-180 Varsity Women's Tennis 2****ATH-185 Varsity Men's Tennis 2****ATH-195 Varsity Baseball 2****ATH-310 Varsity Women's Volleyball 2****ATH-320 Varsity Men's Soccer 2****ATH-330 Varsity Women's Cross Country 2****ATH-335 Varsity Men's Cross Country 2****ATH-340 Varsity Women's Basketball 2****ATH-345 Varsity Men's Basketball 2****ATH-350 Varsity Women's Track 2****ATH-355 Varsity Men's Track 2****ATH-370 Varsity Women's Soccer 2****ATH-380 Varsity Women's Tennis 2****ATH-385 Varsity Men's Tennis 2****ATH-395 Varsity Baseball 2****BIBLICAL STUDIES****BIB-100 Jesus and the Christian 4****Community- Freshmen**

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.

BIB-300 Jesus and the Christian 4**Community- Transfer Students**

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
May not be audited

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 degree completion programs. The course uses an interactive approach to learning designed to move beyond knowledge and understanding to doing, living and being.

BIB-300B Jesus, Church and Society 2
May not be audited

Prerequisite(s): BIB-300A

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 degree completion programs.

BIB-303 Classical Greek I 3

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 Athenian life and the time of the Peloponnesian War.

BIB-304 Paul and His Teaching 3

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-305 Classical Greek II 3

Prerequisite(s): BIB-303

A continuation of BIB-303.

BIB-428 Biblical Theology 3

A study in biblical theology that traces key biblical themes and ideas such as the nature of God, the world, sin and God's redemption, the covenant relationship with God and eschatology.

BIB-436 Biblical Perspectives 4
May not be audited

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.

BIB-440 Biblical Interpretation 4

A survey and analysis of canonization, manuscript evidence, the transmission of the text, distinctive schools of interpretation and present day critical approaches to biblical study.

BIB-451 Biblical Perspectives on Leadership 3

May not be audited

A look at leadership from a biblical perspective.

BIB-452 Christianity in the Non-Western World 4

Same as SOC-364

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.

BIOLOGY

BIOL-101L Principles of Biology 4

3 hours lecture; 2 hours lab

An examination of the cell, inheritance, ecology, human biology, the diversity of life and evolutionary theory. Emphasis is given to understanding central concepts and to the process of science. Attention is also given to the relationships between biology and Christian faith and practice. It provides foundational understandings for general education and liberal studies. Science majors should take BIOL-110L and BIOL-120L.

BIOL-110L General Biology A 4

3 hours lecture; 2 hours lab

Introduction and general study of biochemistry, cell biology, genetics, biotechnology and animal physiology and anatomy, with an emphasis on human applications and bioethics. Intended for majors or minors in the natural sciences.

BIOL-120L General Biology B 4

3 hours lecture; 2 hours lab

Introduction and general study of ecology, evolution, plant anatomy and physiology, taxonomy and a survey of the major taxa of the kingdoms of life. Attention given to issues of biology and Christian faith. Intended for majors or minors in the natural sciences.

BIOL-125 Introduction to Biology 3

May not be audited

A foundational course which examines the central concepts of cellular biology, human biology, genetics, evolution, taxonomy and ecology.

BIOL-150 Perspectives in Health Care 1

Graded Credit/No Credit

A survey in seminar setting of professional opportunities. Health-care providers from various fields share insights

into their professions. Includes discussion of philosophies of health care delivery, theological perspectives on health care delivery and requirements for entering various professional fields. Recommended for all students interested in the pre-health program.

BIOL-310L Ecology 4

3 hours lecture; 3 hours fieldwork

Prerequisite(s): BIOL-101L, BIOL-120L or ENV-150

A study of the interrelationships between organisms and their environment and an analysis of the principle factors contributing to the distribution and abundance of living organisms. Participation in field trips is required.

BIOL-311L Field Botany 4

2 hours lecture; 6 hours lab or fieldwork

Prerequisite(s): BIOL-101L or BIOL-120L

Study of vascular plant morphology, taxonomy, physiology and ecology. Emphasis given to field identification, methods of study of plant communities and experimental analysis. Three weekend field trips required.

BIOL-320L Vertebrate Zoology 4

3 hours lecture; 3 hours lab or fieldwork

Prerequisite(s): BIOL-101L or BIOL-120L

Vertebrate taxonomy, anatomy, ecology and field study. Emphasis given to study of vertebrate fauna of California. Weekend field trip required.

BIOL-325L Wildlife Biology 4

3 hours lecture; 3 hours lab or fieldwork

Prerequisite(s): BIOL-101L or BIOL-120L

Theory and practice of wildlife management, control and conservation, including methods of field study and identification. Weekend field trips required.

BIOL-331L Human Anatomy 4

3 hours lecture; 3 hours lab

Prerequisite(s): BIOL-101L, BIOL-110L or BIOL-120L

An introductory systems approach to gross and microscopic structure of the human body.

BIOL-332L Human Physiology 4

3 hours lecture; 3 hours lab

Prerequisite(s): BIOL-101L, BIOL-110L or BIOL-120L

Homeostasis in the human body; a course for study of principles, integrated function and fine structure of the human body.

BIOL-340L Microbiology 4

3 hours lecture; 3 hours lab

Prerequisite(s): BIOL-110L or BIOL-101L; and CHEM-102L

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.

BIOL-410L Field Biology 4

2 hours lecture; 6 hours fieldwork

Prerequisite(s): BIOL-101L or BIOL-120L

Study of the natural history of organisms. Emphasis is given to techniques for study of plants and animals in the field, and for identification of plants and animals in the field

or laboratory. Includes more intensive study of a particular habitat or environmental topic.

BIOL-420L Biochemistry 4

Same as CHEM-420L

3 hours lecture; 3 hours lab

Prerequisite(s): CHEM-102L, CHEM-310L

Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions.

BIOL-440L Cell and Molecular Biology 4

3 hours lecture; 3 hours lab

Prerequisite(s): BIOL-110L or BIOL-101L; and CHEM-102L

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.

BIOL-450L Genetics 4

3 hours lecture; 3 hours lab

Prerequisite(s): BIOL-101L or BIOL-110L, and CHEM-101L

Physical basis of heredity, including Mendelian inheritance, chromosomal genetics, biochemical genetics, population genetics and genetic engineering, with an emphasis on human applications.

BIOL-470 History and Philosophy of Science 4

Same as CHEM-470, PHIL-470

Juniors or seniors only

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.

BIOL-482 Practicum in Biology 1-2

Signature required

Graded Credit/No Credit

May not be audited

An experience designed for students majoring in the natural sciences program. Students may work as tutors and/or instructional or lab aides or in other settings involving activities related to biology.

BIOL-496 Biological Research 1-3

Juniors or seniors only

Signature required

Repeatable for credit

May not be audited

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.

BIBLICAL LITERATURE

An expositional 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 School of Humanities, Religion and Social Sciences for more specific information about the cycle of courses as planned.

BLIT-310	Biblical Literature: Genesis	3
BLIT-311	Biblical Literature: Exodus	3
BLIT-312	Biblical Literature: Leviticus/Numbers	3
BLIT-313	Biblical Literature: New Testament Apocrypha	3
BLIT-315	Biblical Literature: Minor Prophets	3
BLIT-316	Biblical Literature: Joshua and Judges	3
BLIT-317	Biblical Literature: I and II Samuel	3
BLIT-319	Biblical Literature: I and II Kings	3
BLIT-320	Biblical Literature: Wisdom	3
BLIT-321	Biblical Literature: Psalms	3
BLIT-322	Biblical Literature: Pseudepigrapha	3
BLIT-323	Biblical Literature: Isaiah	3
BLIT-324	Biblical Literature: Micah	3
BLIT-325	Biblical Literature: Jeremiah and Lamentations	3
BLIT-326	Biblical Literature: Esther, Ruth and Daniel	3
BLIT-327	Biblical Literature: Ezekiel	3
BLIT-330	Biblical Literature: Sermon on the Mount	3
BLIT-331	Biblical Literature: Matthew	3
BLIT-332	Biblical Literature: Mark	3
BLIT-333	Biblical Literature: Luke	3
BLIT-334	Biblical Literature: John	3
BLIT-335	Biblical Literature: I Corinthians	3
BLIT-336	Biblical Literature: Acts	3
BLIT-337	Biblical Literature: Romans	3
BLIT-338	Biblical Literature: I and II Corinthians	3
BLIT-339	Biblical Literature: Galatians	3
BLIT-340	Biblical Literature: Prison Letters	3
BLIT-341	Biblical Literature: Galatians and Ephesians	3
BLIT-342	Biblical Literature: Pastoral Letters	3
BLIT-343	Biblical Literature: General Epistles	3
BLIT-344	Biblical Literature: General Letters	3
BLIT-345	Biblical Literature: Exodus and Deuteronomy	3
BLIT-346	Biblical Literature: Hebrews	3
BLIT-347	Biblical Literature in Spanish: I-II-III John	3
BLIT-348	Biblical Literature: Revelation	3
BLIT-349	Biblical Literature in Spanish: Mark	3

BUSINESS ADMINISTRATION

BUS-365	Business Ethics	3
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Juniors or Seniors only
Business majors or minors only
 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
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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-429	Research Methods	3
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May not be audited
 This Research Methods course prepares students to understand statistics dealing with research projects, qualitative measures, survey design, sampling, survey research, hypothesis formation, descriptive statistics, survey implementation analysis and testing.

BUS-431	Organizations and Environments	3
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May not be audited
 This module focuses on organizational structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to use a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

BUS-432	Group and Organizational Behavior	3
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May not be audited
 This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

BUS-434	Individual in the Organization	3
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May not be audited
 This module focuses on organizational behavior as it relates to individual motivation, productivity and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop an understanding of theories of motivation and organizational behavior and develop skills in effective interpersonal relationships.

BUS-435	Statistical Methods and Research	3
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May not be audited
 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.

BUS-438	Human Resources Management	3
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May not be audited
 Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection,

training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

BUS-440 Leadership in Organizations 4
May not be audited

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.

BUS-441 Ethics and Values 3
May not be audited

This class studies business using various means of looking at organizational goals, how decisions are made, and the people that make them.

BUS-465 Statistics 3

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.

BUS-471 Business Policy and Strategy 3
May not be audited

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.

BUS-475 Law, Business and Society 3

From the Old Testament to the Uniform Commercial Code, law is one of the oldest and most important institutions of civilization. This course explores--through the areas of law and business--those relationships and structures that affect our daily lives, our cultures and our marketplace. The course begins with an overview of the structures and procedures that drive state and federal court systems. The primary focus of study will be analyzing legal relationships, rights and duties through substantive analysis of areas such as torts, contracts, agency relationships, commercial organizations and property.

BUS-480 Strategic Management 3
Seniors only
Business majors or minors only

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.

BUS-482 Seminar in Business Strategy 4
Business majors or minors only
Prerequisite(s): BUS-480

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.

BUS-483 Business in Action 1-3
Business majors or minors only

Signature required *Repeatable for credit*
Graded Credit/No Credit *May not be audited*
IP Graded, Standard (See In-Progress Grade Policy)
Supervised work for a requisite number of hours in an approved business or organization.

BUS-499A Baccalaureate Thesis-Part I 2
May not be audited

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.

BUS-499B Baccalaureate Thesis-Part II 2
May not be audited

Prerequisite(s): BUS-499A
Student develop alternatives and objectives for problem solution. These objectives are then tested through gathering information to statistically test hypotheses directly related to objectives. The methodology of collecting information, along with analyses of results and the meaning and significance of findings, are determined in this part of the thesis.

BUS-499C Baccalaureate Thesis-Part III 2
May not be audited

Prerequisite(s): BUS-499A, BUS-499B
The student's research project is written and orally presented to the instructor and the learning group.

CHEMISTRY

CHEM-100 Introductory Chemistry 3
May not be audited

3 hours lecture; 1 hour lab
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.

CHEM-101L General Chemistry I 4

3 hours lecture; 2 hours lab

Recommended prior coursework: High school algebra and/or chemistry

Basic principles of chemistry, including structure, bonding, reactions and properties of matter.

CHEM-102L General Chemistry II 4

3 hours lecture; 2 hours lab

Prerequisite(s): CHEM-101L

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.

CHEM-310 Organic Chemistry I 3

Prerequisite(s): CHEM-102L

A study of aliphatic and aromatic organic compounds with emphases on chemical nomenclature, reaction theory and kinetic mechanisms.

CHEM-311 Organic Chemistry II 3

Prerequisite(s): CHEM-310

A continuation of CHEM-310 including spectroscopic methods.

CHEM-312L Organic Chemistry Laboratory I 2

May not be audited

3 hours lab; 1 hour lecture

A study of organic laboratory techniques. Emphasis is placed on separation/purification techniques such as distillation, crystallization and multi-phase extraction.

CHEM-313L Organic Chemistry Laboratory II 1

May not be audited

Prerequisite(s): CHEM-312L

A continuation of CHEM-312L. Emphasis is placed on instrumental analysis and using kinetic and thermodynamic factors to control organic reactions.

CHEM-320L Inorganic Chemistry 4

3 hours lecture; 3 hours lab

Prerequisite(s): CHEM-101L

A study of main-group and transition metal compounds with emphasis on bioinorganic chemistry, coordination chemistry, organometallic chemistry and solid state chemistry.

CHEM-340L Environmental Chemistry 4

Prerequisite(s): CHEM-102L

A study of the chemistry of the environment. The environmental distribution and fate of both organic and heavy metal pollutants is studied. Particular emphasis is placed on the thermodynamic and kinetic factors that determine the distribution and fate of pollutants.

CHEM-351L Quantitative Analysis 4

2 hours lecture; 6 hours lab

Prerequisite(s): CHEM-102L

A study of chemical equilibria as applied to the analysis and quantitation of chemical species. Statistical and sampling methodologies are also discussed.

CHEM-420L Biochemistry 4

Same as BIOL-420L

3 hours lecture; 3 hours lab

Prerequisite(s): CHEM-102L, CHEM-310L

Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions.

CHEM-451L Instrumental Analysis 4

3 hours lecture; 4 hours lab

Prerequisite(s): CHEM-351L

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.

CHEM-460L Physical Chemistry 4

3 hours lecture; 4 hours lab

Prerequisite(s): CHEM-102L, PHYS-121L

A study of the physical principles underlying chemistry, including quantum mechanics and spectroscopy, thermodynamics and kinetics.

CHEM-470 History and Philosophy of Science 4

Same as BIOL-470, PHIL-470

Juniors or seniors only

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.

CHEM-482 Practicum in Chemistry 1-2

Signature required

Graded Credit/No Credit

May not be audited

An experience designed for those students majoring in the natural sciences program. Students will work as tutors and/or instructional or lab aides.

CHEM-496 Research Project 2

Chemistry majors only

Signature required

May not be audited

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.

COLLEGE HOUR

CHR-240 College Hour 0.5

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

COMMUNICATION**COM-018 The C.L.A.S.S. 0***May not be audited*

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.

COM-030 The Learning Edge 0*May not be audited**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.

COM-100 Reading/Writing/Thinking Strategies 3

This course is designed to help students organize their thinking for more proficient reading and more effective writing. Includes readings from various disciplines, strategies for appropriate speed and retention, note taking and strategies for college writing. Does not meet general education requirements. Students required to take COM-100 must also enroll in one semester of COM-103L.

COM-103L Writing Lab 0*Repeatable for credit**Graded Credit/No Credit**May not be audited*

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.

COM-110 Written Communication 3*Same as COM-110A and COM-110B*

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: Part One 1.5

This course examines the process of writing. Students are challenged to become flexible writers using the writing process for multiple purposes and with diverse audiences. The students are asked to apply their understanding of the writing process to their own experiences as developing writers. Expository, descriptive and narrative modes of writing are examined. Students must complete COM-110A and COM-110B to meet the general education requirement. Students must enroll in COM-103L Writing Lab in conjunction with this class.

COM-110B Written Communication: Part Two 1.5*Prerequisite(s): COM-110A*

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-111 Academic Writing 3*May not be audited*

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 point of English usage.

COM-120 Oral Communication 3

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*May not be audited*

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.

COM-130 Tutor Training Practicum 1*Signature required**Repeatable for credit**Graded Credit/No Credit**May not be audited*

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.

COM-155 Journalism Practicum 1-2*Repeatable for credit**Graded Credit/No Credit**May not be audited**Activity course*

Practical experience for students interested in writing for the student newspaper or other campus publications.

COM-160 Publications Practicum 1-2*Signature required**Repeatable for credit**Graded Credit/No Credit**May not be audited**Activity course*

Practical experience in all aspects of yearbook production with special emphasis on interviews, writing, layout and word processing.

COM-300 Creative Writing: Fiction 3*Recommended prior coursework: COM-110, LIT-180*

Emphasis on writing short fiction, including the short story and sketch. Open to beginning writers.

COM-310 Creative Writing: Poetry 3*Recommended prior coursework: COM-110, LIT-180*

Emphasis on writing poetry. Open to beginning writers.

COM-320 Creative Writing: Nonfiction 3

Recommended prior coursework: COM-110

Emphasis on the expository mode of writing. Open to writers who have demonstrated a proficiency in the basic writing skills.

COM-330 Writing and Reading Journalism 3

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

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-340 Composition Practicum 1

Repeatable for credit

Graded Credit/No Credit

May not be audited

Activity course

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.

COM-345 Composition Theory and Writing 3

May not be audited

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.

COM-346 Scriptwriting 3

May not be audited

This course establishes the script formats for several visual media and demands regular writing practice in these formats: TV commercials, PSA, corporate, training, TV drama/sitcom and interactive media. Students practice these forms by pitching ideas in class and writing for every class and turning in weekly or more frequent written assignments.

COM-350 Visual Rhetoric 3

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 the shaping of culture.

COM-355 Media Aesthetics 3

May not be audited

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.

COM-360 Digital Video Production 3

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

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

Activity course

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.

COM-368 Ancient and Medieval Rhetoric 3

Same as HIST-368

A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.

COM-370 Audio Production 3

Signature required

May not be audited

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.

COM-380 Film Studies 3

Movies are a pervasive presence in American culture. This course seeks to understand the nature of film in its creative, aesthetic, social, personal and ethical dimensions. The student will be introduced to the history, technique and language of film. Through the viewing of films, the student will learn to analyze, understand and evaluate the film experience.

COM-385 Cinematography: Visual Story Telling 3

May not be audited

Prerequisite(s): COM-346, COM-355

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.

COM-390 Creating on the Web 3
May not be audited

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.

COM-400 Intercultural Communication 3
Same as SOC-420

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.

COM-410 Media and Society 3
Same as SOC-370

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.

COM-420 Conflict Management and Resolution 3

Same as SOC-430
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.

COM-430 Group Dynamics and Leadership 3
Same as PSY-390

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.

COM-440 Performance and Culture 3
May not be audited

This course explores the role of performance in the making of culture. Students look at individual and group performance, everyday and staged performances intended for an audience and performances characterized by performer-participants. Types of performances include: religious services and celebrations; transitional ceremonies such as birthdays, baptisms, weddings, graduations; storytelling as oral performance; modes of play such as sports events and games; gender and identity performances; and artistic performances. The Mennonite Central Committee Relief Sale in March/April provides students the opportunity to practice performance ethnography as do in-class experiences.

COM-450 Communication Theory 3
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
Same as PHIL-455

In this course students will encounter significant 20th century schools of thought concerning language. These will range across disciplinary boundaries to include philosophy (Wittgenstein, Goodman), cognitive science (Pinker), literary theory (Barthes), sociolinguistic analysis (Lakoff) and literature (Borges). The nature of the relationship between language and reality is a central enquiry of this field. By approaching this question from different disciplinary perspectives the student will obtain a "thick description" of the range and diversity of contemporary debates.

COM-460 Projects in Communication 1-3
Signature required

May not be audited
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.

COM-483 Mediation Practicum 1
Same as PSY-483, SOC-483, SW-483

Repeatable for credit
Graded Credit/No Credit
May not be audited
IP Graded, Non-Standard (See In-Progress Grade Policy)
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.

COM-496 Communication Internship 1-3
Signature required
Repeatable for credit
May not be audited

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.

CURRICULUM AND TEACHING

CRI-700 Curriculum Design and Evaluation 3

This course is an introduction to a variety of curriculum design and evaluation models, with analysis of assumptions about teaching and learning inherent in specific curriculum practices and assessment procedures.

CRI-701 Current Topics in Curriculum 3

This course is an update on current issues, concerns and strategies in major curriculum areas and includes the study of California state curriculum documents. Well known guest presenters are a significant component of this class.

CRI-702 Seminar in Curricular Innovations and Change 3

A review of various historical and contemporary proposals for restructuring curriculum design and development. Includes discussion of the implementation literature including CBAM and other change models.

CRI-704 School Conflict Management and Mediation 3

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.

CRI-705 Education As Transformation 3

Educators are increasingly called on to work with issues involving diversity (culture/race, gender and socioeconomic status). Even as the school population changes, education still involves relationships between students, student and teachers and between teachers and parents. Students will develop principles to analyze pedagogical practices and curricular choices by exploring critical pedagogy as a movement, comparing its theories to Christ's model and engaging in activities that promote critical thinking and problem posing/solving.

CRI-706 Subject Specific Concepts and Teaching Approaches 3

This course will investigate the concepts in the candidate's specific discipline and explore the appropriate methodologies of teaching in this discipline. Included in the readings and discussion will be an examination of the standards in the particular disciplines and effective ways of engaging students to meet the performance expectations of the standards.

CRI-715 Enhancing Differentiated Curriculum With Technology 2

Signature required

May not be audited

1/2 hour lecture; 1/2 hour lab

This course provides an advanced look at the theory, design and implementation of differentiated curriculum. Strategies and tools for responsive teaching are researched, used and reflected upon. Technology is used as a major vehicle to differentiate both content and process. Candidates will interact with district student information systems, use graphic organizer software and presentation products. They will create and design an interactive Web quest, enhancing a current unit of study. Projects are field-based, inquiry-oriented and require significant reflection on the effectiveness of both the process and product.

CRI-716 Advanced Studies in Teaching English Learners 3

Signature required

May not be audited

1 hour lecture; 1 hour lab

This course focuses on enhancing the ability of the candidate to deliver a comprehensive program of specialized instruction for English learners. Candidates will become acquainted with the local and school resources designed to meet the needs of English language learners and ways to implement a program for English Language Development. The candidate will have the opportunity to use a variety of teaching strategies, instructional materials and assessments to maximize English language learners' academic success.

CRI-717 Advanced Studies in Teaching Special Populations 2

Signature required

May not be audited

1/2 hour lecture; 1/2 hour lab

This course focuses on enhancing the candidates' ability to teach students with disabilities, students in the general education classroom who are at-risk and students who are gifted and talented. Candidates will become acquainted with the statutory provisions of the Individuals with Disabilities Education Act and other relevant state and local legislation. They will develop competence in the processes for identifying and referring students for special services, in participating in IEP meetings and in collaborating with other support personnel. The candidate will have the opportunity to use various instructional materials, teaching strategies and assistive technologies to support the success of the exceptional child.

CRI-718 Advanced Studies in Health Education 1

Signature required

May not be audited

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.

CRI-730 Social Science Concepts and Teaching Approaches 3

An introduction to conceptual and pedagogical issues related to the social sciences curriculum. Included are discussion of themes such as citizenship, democracy and social inquiry and analysis of curriculum documents and frameworks approved by the state of California.

CRI-731 The Social Sciences and Religion 3

Study of the role of religion in the social sciences, including consideration of how to effectively teach the impact of religion without engaging in promotion of any particular religious position. Includes an explanation of the

conflict between secular and religious modes of understanding in the social sciences.

CRI-740 English Concepts and Teaching Approaches 3

This course will investigate the concepts, concerns and methodologies of teaching English in the middle and secondary schools. Readings and coursework will investigate the nature and definition of English as a subject area. Some of the concerns that will be addressed include the canon and selection of materials, censorship, integration of oral and written language experiences, evaluation strategies and English skills across the curriculum.

CRI-797 Continuous Registration 0
Signature required

May not be audited

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

CRI-798 Project/Thesis Proposal 1
Signature required

Graded Credit/No Credit May not be audited

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.

CRI-799 Project/Thesis-Curriculum and Teaching 1-3

Signature required Repeatable for credit May not be audited

Supervised project or thesis in the field of curriculum and teaching. Instruction is tutorial and will result in a completed project or thesis.

COMPUTER SCIENCE

CS-120 Introduction to Computer Science I 3

A structured, top-down approach to problem solving using Pascal. An introduction to elementary data structures, their implementation and applications. A systematic approach to the study of algorithms emphasizing their action and their time and space aspect.

CS-220 Introduction to Computer Science II 3

Prerequisite(s): CS-120
A continuation of CS-120.

CS-435 Database Management Systems 3
Same as MKT-439

Prerequisite(s): CS-120
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.

DRAMA

DRA-110 Drama Practicum 1
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited
Activity course

Students may receive drama practicum credit for participating in a specific production--either in an acting or production support capacity. Students register for the practicum only after they have been cast in a role or have arranged with the instructor to fulfill a production role. Credit may be received in all areas of production.

DRA-115 Drama Practicum: The Company 2
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited
Activity course

As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturgs) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company is based on an audition or interview with the theater program director.

DRA-120 Religious Drama Practicum 1-2
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited
Activity course

Credit is given for involvement in Parable, the touring religious drama troupe.

DRA-310 Drama Practicum 1
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited
Activity course

Students may receive drama practicum credit for participating in a specific production--either in an acting or production support capacity. Students register for the practicum only after they have been cast in a role or have arranged with the instructor to fulfill a production role. Credit may be received in all areas of production.

DRA-315 Drama Practicum: The Company 2
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited
Activity course

As a member of the Company, the student participates in all aspects of production, specifically as it relates to the FPU performance season. Weekly sessions provide training and opportunities in dramaturgy, light design, set and costume design and construction, stagecraft, publicity and arts administration. Students additionally take on roles as performers, as rehearsal assistants (stage managers, assistant directors, dramaturgs) and on production support crews, experiencing first-hand the artistic, interpretive and collaborative processes of moving a text from the page to the stage. Participation in the Company

is based on an audition or interview with the theater program director.

DRA-320 Religious Drama Practicum 1-2
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited
Activity course

Credit is given for involvement in Parable, the touring religious drama troupe.

DRA-350 Acting 3
 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
Same as DRA-357
 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
Same as DRA-355 May not be audited
 This course equips people to lead others in process-oriented creative drama activities, including theater games, group improvisation, storytelling and related performance forms.

DRA-360 Directing and Staging Texts 3
May not be audited
 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. May include a component on directing for film. Useful for students interested in teaching drama; film production; or participating in educational, community or professional theater. Practical in-class directing experience involved.

DRA-370 Auditioning 1
May not be audited
 Class lessons in auditioning technique including the presentation of several monologues.

DRA-380 Stage Make-Up 1
May not be audited
 The study and execution of various theatrical make-up techniques.

DRA-470 Senior Thesis Performance 2
May not be audited
 The production and acting of a short play or series of scenes planned under the direct supervision of a faculty member.

DRA-496 Drama Internship 1-3
Signature required Repeatable for credit
May not be audited

A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class or lab responsibilities, instruction or other directed studies.

DESIGNATED SUBJECT ELECTIVE

DSE-310 Classroom and Lab Management, Level 1 Vocational Education 1
May not be audited

This course presents operation and maintenance of a facility for vocational instruction. It explores creating a motivating and safe classroom environment, as well as provides classroom management (record keeping) techniques and programs. Addresses use of computers in assisting with record keeping; seven and a half hours are spent hands-on in the computer lab learning Excel, Access and PowerPoint software. This course meets partial requirements for Level 1 of the Vocational Education Certification Program for the Designated Subjects Teaching Credential.

DSE-311 Computer Technology in the Classroom 1
May not be audited

A comprehensive overview of the use of computer technology in education and the integration of software applications into classroom instruction. Includes study and hands-on experience in such topics as Internet research, the benefits of computer learning and computer-based grade and attendance recordkeeping. Addresses the impact of various computer modalities used in education, terminology, classroom technology management and educational uses of the Internet. Includes hands-on activities in PowerPoint development and presentation.

DSE-312 Curriculum, Instructional Techniques, Community Legislation and Occupational Relationships 3
May not be audited

Prerequisite(s): DSE-325, DSE-335
 This course provides elements in design, development and delivery of effective adult education classes. 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. This course meets requirements for Level 2 of the Adult Education Certification Program for the Designated Subjects Teaching Credential.

DSE-315 Curriculum Development, Level 1 Vocational Education 2
May not be audited

This course explores lesson plan development according to the four-step instructional plan and including course objectives, student outcomes, instructional strategies and evaluation instruments. It presents instructional materials and instructional media to assist with lessons. This course meets partial requirements for Level 1 of the Vocational Education Certification Program for Designated Subjects Teaching Credential.

DSE-320 Evaluation Level 1 Vocational Education 1
May not be audited

This course provides instruction in assisting teachers to identify students' prior knowledge and skills, recognize

instructional objectives, assess student progress and achievement and evaluate students through well-developed assessment tools. Teachers will create test questions addressing all levels of the Cognitive Domain (Bloom's Taxonomy of Educational Objectives). They will analyze and critique tests, identify educational objectives and create rubrics. Teachers will understand test reliability and validity, types of questions, grade distribution and types of tests. They will discuss cheating and plagiarism, as well as test anxiety. They will generalize classroom/subject tests to the real-world of employment performance appraisals.

DSE-325 Instructional Strategies and Evaluation, Level 1 Adult Education 2

May not be audited

The focus of this course is on practical application of adult learning theories. Participants will develop instructional strategies and student evaluations. Participants will develop a lesson plan and present the lesson to the class at large. This course meets partial requirements for the Level 2 of the Adult Education Certification Program for the Designated Subjects Teaching Credential.

DSE-330 Learning and Instruction, Level 1 Vocational Education 2

May not be audited

This course explores individual learning traits of the way students learn. Participants will apply a variety of instructional techniques, strategies, activities and materials that is appropriate for students with diverse needs and learning styles to higher learning. Activities including developing critical thinking skills. Participants use Internet research to support their higher learning activities. This course meets partial requirements for Level 1 of the Vocational Educational Certification Program for Designated Subjects Teaching Credential.

DSE-335 Perspectives on the Adult Learner, Level 1 Adult Education 2

May not be audited

This course provides an overview of the diversity in the adult population, the adult learning process and the interpersonal relation. It examines learning theories (i.e., M. Knowles Andragogy), techniques, strategies (i.e., Bloom's Taxonomies) to enhance adult learning and uses computers to research how an adult learns. This course meets requirements for Level 1 of the Adult Education Certification Program for the Designated Subjects Teaching Credential.

DSE-340 Adult Learning Through Interpersonal Relations, Counseling and Guidance, Level 2 2

May not be audited

Prerequisite(s): DSE-325, DSE-335

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. This course meets partial requirements for Level 2 of the Adult Education

Certification Program for the Designated Subjects Teaching Credential.

DSE-345 Curriculum Development and Evaluation, Level 2 Vocational Education 2

May not be audited

Prerequisite(s): DSE-310, DSE-315, DSE-320, DSE-330

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 overall effectiveness through rigorous evaluation. A proposed new course will be developed and submitted as part of the grading requirements. This course meets partial requirements for Level 2 of the Vocational Education Certification Program for the Designated Subjects Teaching Credential.

DSE-350 Foundations of Vocational Education, Level 2 Vocational Education 1

May not be audited

Prerequisite(s): DSE-310, DSE-315, DSE-320, DSE-330

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. This course meets partial requirements for the Level 2 Vocational Educational Certification Program for Designated Subjects Teaching Credential.

DSE-355 Learning, Instruction and Classroom Management, Level 2 Vocational Education 2

May not be audited

Prerequisite(s): DSE-310, DSE-315, DSE-320, DSE-330

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. The course meets partial requirements for the Level 2 of the Vocational Education Certification Program for Designated Subjects Teaching Credential.

DSE-360 Special Needs, Level 2 Vocational Education 1

May not be audited

Prerequisite(s): DSE-310, DSE-315, DSE-320, DSE-330

This course specifically addresses the identification of special needs population and 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. This course meets partial requirements for Level 2 of the Vocation Education Certification Program for the Designated Subjects Teaching Credential.

DSE-365 Supervisor's Role in 3

Administration of Vocational Education Programs

May not be audited

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.

DSE-370 Leadership and Program Development 3

May not be audited

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.

EARLY CHILDHOOD DEVELOPMENT

ECD-300 Child, Family and Community 3

May not be audited

Students will examine the systems and relationships among family, school and community as 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.

ECD-310 Human Diversity and Relations 3

May not be audited

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.

ECD-320 Parenting for Early Childhood Educators 3

May not be audited

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.

ECD-400 Children's Play and Learning Theory 3

May not be audited

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.

ECD-420 Guidance in Social and Emotional Behaviors 3

May not be audited

In this course, students examine how to promote an encouraging classroom through the study of specific developmental assets that integrate factors such as peer influence, values development and social skills. The short and long term effects of logical and natural consequences for pro-social development are reviewed.

ECD-430 Early Childhood Physical Education Methods 3

May not be audited

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.

ECD-440 Students with Exceptionalities in School and Community 3

May not be audited

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.

ECD-450 Children's Art and Literature 3

May not be audited

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.

ECD-460 Math and Science for Young Children 3

May not be audited

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.

ECD-470 Curriculum Development for Early 3

Childhood Education*May not be audited*

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.

ECD-483 Child Observation Practicum 2*May not be audited*

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.

ECONOMICS**ECON-105 Principles of Economics 4**

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-140 Managerial Economics 3*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*May not be audited*

This class is a study in allocating scarce resources in order to achieve managerial objectives.

ECON-390 Global Economics and Sustainable Development 3*Same as PS-425**Prerequisite(s): ECON-105**Recommended prior coursework: GEOG-120, INTB-370, PS-400*

The increasing interconnectedness of the global economy affects us 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.

EDUCATION**ED-771 Research Methods in Education 3***Signature required*

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.

ED-772 Educational Statistics and Research Design 3*Signature required*

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*Signature required*

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*Signature required*

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*Signature required**Graded Credit/No Credit*

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.

ED-779 Values in School and Society 3*Signature required*

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.

TEACHER EDUCATION**EDUC-608 Directed Initial Student Teaching: Multiple Subject, Special Education 2***Special Education Program students only**Signature required**Graded Credit/No Credit**May not be audited*

In this course we will focus on curriculum design and implementation, aligning with appropriate state-adopted content standards and responding to the needs of all learners. Various methods of assessment and strategies of classroom organization and behavior management, will also be examined. As candidates are in their field experience their focus will include their identity as a teacher and reflecting on their pedagogy as defined in the CSTP.

**EDUC-610 Directed Initial Student Teaching: 2
Multiple Subject**

Same as EDUC-633A and EDUC-633B

Signature required

Graded Credit/No Credit May not be audited

This is a field experience course where students are placed in a classroom four mornings a week, for 12-14 weeks, supported by a university mentor and a weekly seminar course. In the seminar, students process their experience by writing reflective journals, completing school context assignments and creating the first draft of their teaching portfolio. Initial student teaching provides an arena for student teachers to apply what they are learning in foundations, curriculum and methods courses in the classroom and to process the challenges they encounter in the field in a supportive context. This experience prepares students for Directed Final Student Teaching.

**EDUC-619 Directed Initial Student Teaching: 2
Single Subject**

Same as EDUC-635A and EDUC-635B

Signature required

Graded Credit/No Credit May not be audited

This is a field experience course where students are placed in a classroom four mornings a week, for 12-14 weeks, supported by a university mentor and a weekly seminar course. In the seminar, students process their experience by writing reflective journals, completing school context assignments and creating the first draft of their teaching portfolio. Initial student teaching provides an arena for student teachers to apply what they are learning in foundations, curriculum and methods courses in the classroom and to process the challenges they encounter in the field in a supportive context. This experience prepares students for Directed Final Student Teaching.

**EDUC-620 Critical Observations in School: 1
Multiple Subject**

Signature required

Graded Credit/No Credit May not be audited

This course is designed to give students the opportunity to do critical observations: see the realities of a classroom, observe a master teacher at work, classroom management strategies, curriculum development and student assessment. The text *To Teach: The Journey of a Teacher* is being read and discussed to enhance their understanding of what they are observing and to consider the complexities and challenges of teaching. This course is taken upon the advice of the program director.

**EDUC-629 Critical Observations in School: 1
Single Subject**

Signature required

Graded Credit/No Credit May not be audited

This course is designed to give students the opportunity to do critical observations: see the realities of a classroom,

observe a master teacher at work, classroom management strategies, curriculum development and student assessment. The text *To Teach: The Journey of a Teacher* is being read and discussed to enhance their understanding of what they are observing and to consider the complexities and challenges of teaching. This course is taken upon the advice of the program director.

**EDUC-630 Directed Final Student Teaching: 8
Multiple Subject**

Signature required

Graded Credit/No Credit May not be audited

Prerequisite(s): EDUC-610

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.

EDUC-632 Independent Teaching Practicum 2

Signature required

Graded Credit/No Credit May not be audited

IP Graded, Non-Standard (See In-Progress Grade Policy)

Intensive one-on-one mentoring for the professional encountering his/her first position as an independent teacher. Provides a mentor who works alongside the new professional, planning for the first week of school, setting up the classroom and team teaching during the first week. Required for pre-intern candidates who have not had 656 or 671 prior to beginning an independent, paid teaching position.

**EDUC-633A Extended Initial Directed Student
Teaching: Multiple Subject 1**

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

Students process their experience by writing reflective journals, completing a series of inquires regarding their school site and classroom and developing the first draft of their teaching portfolio. Initial student teaching provides the opportunity for student teachers to apply what they are learning in foundations, curriculum and methods courses through completing field based assignments. They do so with the support of a highly qualified master teacher. This field experience course requires that students are placed in a classroom for approximately six hours per week and attend monthly Saturday morning seminars.

**EDUC-633B Extended Initial Directed Student
Teaching 1**

Signature required

Graded Credit/No Credit

May not be audited

1 hour lecture; 6 hours fieldwork

EDUC-633A and B are equivalent to EDUC-610. Extended Initial Directed Student Teaching provides a way for working students to complete their initial student teaching requirement while continuing to work by extending the field experience over two semesters. These field experience courses require that students are placed in a classroom for approximately six hours per week (usually two half days per week) and attend monthly Saturday morning

seminars. The content of the monthly seminars is the same as described in EDUC-610.

EDUC-634 Single Subject Practicum 2
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

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.

EDUC-635A Extended Initial Directed Student Teaching Single Subject 1

Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

Students process their experience by writing in reflective journals, completing a series of inquires regarding their school site and classroom and developing the first draft of their teaching portfolio. Initial student teaching provides the opportunity for student teachers to apply what they are learning in foundations, curriculum and methods courses through completing field based assignments. They do so with the support of a highly qualified master teacher. This field experience course requires that students are placed in a classroom for approximately six hours per week and attend monthly Saturday morning seminars.

EDUC-635B Extended Initial Directed Student Teaching 1

Signature required
Graded Credit/No Credit May not be audited
1 hour lecture; 6 hours fieldwork

EDUC-635A and B are equivalent to EDUC-619. Extended Initial Student Teaching provides a way for working students to complete their initial student teaching requirement while continuing to work by extending the field experience over two semesters. These field experience courses require that students are placed in a classroom for approximately six hours per week and attend monthly Saturday morning seminars. The content of the monthly seminars is the same as described in EDUC-619.

EDUC-639 Directed Final Student Teaching: Single Subject 8

Signature required
Graded Credit/No Credit May not be audited
Prerequisite(s): EDUC-619

Directed Final Student Teaching is an intense semester of full-time, focused teaching under the guidance of a master teacher with support from the university mentor. The student teaching seminar, which meets regularly throughout the semester, provides additional support to candidates.

EDUC-640A Independent Teaching A: Multiple Subject 3

Signature required
Graded Credit/No Credit May not be audited

This course is the equivalent of EDUC-610 for interns, those students who are completing their field experience while under contract with one of our participating districts.

EDUC-640B Independent Teaching B: Multiple Subject 3

Signature required
Graded Credit/No Credit May not be audited
Prerequisite(s): EDUC-640A

This course is the equivalent of EDUC-630, for interns, those students who are completing their field experience while under contract with one of our participating districts. For interns, this course will be extended over a two-semester period in order to give continuing support in their first year of teaching.

EDUC-640C Independent Teaching C: Multiple Subject 3

Signature required
Graded Credit/No Credit May not be audited
Prerequisite(s): EDUC-640B

This course is the second semester to EDUC-640B. It is meant to give continuing support for the beginning teacher in their first year of employment.

EDUC-641 Foundations of Education: Multiple Subject 4

Signature required
May not be audited

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 practice as teachers.

EDUC-642 Language and Literacy: Theory and Practice I 3

Signature required
May not be audited

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.

EDUC-643 Teaching Elementary Mathematics 3

Signature required
May not be audited

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.

EDUC-644 Teaching With Technology 1

Graded Credit/No Credit
May not be audited

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.

EDUC-645 Curriculum Design and Implementation: Multiple Subject 3

Signature required

May not be audited

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.

EDUC-646 Language and Literacy: Theory and Practice II 4

Signature required

May not be audited

Prerequisite(s): EDUC-642

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.

EDUC-647 Teaching Elementary Science 2

Signature required

May not be audited

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.

EDUC-648 Teaching Art and Physical Education 1

Signature required

Graded Credit/No Credit

May not be audited

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.

EDUC-649A Independent Teaching A: Single Subject 3

Signature required

Graded Credit/No Credit

May not be audited

This course is the equivalent of EDUC-610 for interns, those students who are completing their field experience while under contract with one of our participating districts.

EDUC-649B Independent Teaching B: Single Subject 3

Signature required

Graded Credit/No Credit

May not be audited

This course is the equivalent of EDUC-630, for interns, those students who are completing their field experience while under contract with one of our participating districts. For interns, this course will be extended over a two-semester period in order to give continuing support in their first year of teaching.

EDUC-649C Independent Teaching C: Single Subject 3

Signature required

Graded Credit/No Credit

May not be audited

This course is the second semester to EDUC-649B. It is meant to give continuing support for beginning teachers in their first year of employment.

EDUC-691 Foundations of Education: Single Subject 4

Signature required

May not be audited

In this course, students will study influential philosophers, theories and perspectives regarding the nature of learning, the impact of various societal forces on that learning and the aims of education in a diverse society. Together, as members of a community of inquiry, students will consider their visions of what education should be and how these visions can influence their practice as teachers.

EDUC-692 Foundations of Language and Literacy 3

Signature required

May not be audited

This course is designed to provide the foundational knowledge of language and language acquisition necessary to assist future teachers in meeting the needs of both English speakers and English learners based on an overview of language and what it is that humans acquire when they acquire language.

EDUC-693 Reading/Writing in Secondary Classrooms 4

Signature required

May not be audited

The goal of this class is to develop candidates' metacognitive awareness of reading and writing as reciprocal processes so that they can use reading and writing strategically in their secondary content area classrooms to support the literacy development of all learners, including English language learners.

EDUC-694 Curriculum Design and Implementation: Single Subject 4

Signature required

May not be audited

This course is designed to lay the curriculum, instruction and assessment foundation for future teachers. This foundation will be based on an overview of human development and learning theories, along with basic educational principles. Students will use this foundation to

make sound pedagogical decisions that maximize all learners' achievement.

EDUC-696AR Single Subject Methods: Art 2
Signature required

May not be audited

This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in art.

EDUC-696EN Single Subject Methods: English 2
Signature required

May not be audited

This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in English.

EDUC-696GE Single Subject Methods: General 2
Signature required

May not be audited

This course is a follow-up to the Curriculum Design and Implementation course with a focus on more advanced curricular planning with bridges to the specific content areas.

EDUC-696LO Single Subject Methods: 2
Language Other Than English
Signature required

May not be audited

This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in LOTE (Languages Other Than English).

EDUC-696MA Single Subject Methods: 2
Mathematics
Signature required

May not be audited

This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in math.

EDUC-696MU Single Subject Methods: Music 2
Signature required

May not be audited

This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in music.

EDUC-696PE Single Subject Methods: Physical 2
Education
Signature required

May not be audited

This course is follow-up to the general single subject methods course with focus on curriculum design issues and methods in physical education.

EDUC-696SC Single Subject Methods: Science 2
Signature required

May not be audited

This course is follow-up to the general single subject methods course with a focus on curriculum design issues and methods in science.

EDUC-696SS Single Subject Methods: Social 2
Studies
Signature required

May not be audited

This course is a follow-up to the general single subject methods course with a focus on curriculum design issues and methods in social studies.

EDUC-698 Positive Adolescent Development 2

The purpose of this course is to provide a detailed outline of cultural, cognitive, affective, biological and psychosocial issues associated with adolescent development. Course material is organized around positive developmental cues reflecting recent changes in the field of adolescent psychology. As such, the course emphasizes prevention strategies from a risk/resiliency framework. The positive developmental thesis will underscore the significance of identity achievement in the adolescent. Attention will be given to pedagogical and classroom management issues.

EDUC-786A Leadership and Mentoring 3
Signature required

Graded Credit/No Credit May not be audited
IP Graded, Standard (See In-Progress Grade Policy)

Through participating in the CFASST training program, teachers will be equipped to mentor new teachers in BTSA. Research-based methods of mentoring and coaching will be explored.

EDUC-786B Improving Student Performance 3
Through Reflective Teaching Practice
Signature required

Graded Credit/No Credit May not be audited
IP Graded, Standard (See In-Progress Grade Policy)

In addition to participating in BTSA training for new teachers, participants will work with an experienced teacher to develop an individualized plan for professional growth. The outcome will be improved student performance in your classroom.

ENVIRONMENTAL STUDIES

ENV-150 Intro to Environmental Studies 4
3 hours lecture; 1 hour discussion/service/field trips

An interdisciplinary study of the relationships between people and their environment. The use of natural resources, environmental degradation and human population are examined from ecological, social and religious perspectives.

ENV-151 The Environment and Humanity 3
May not be audited

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.

ENV-460 Environmental Issue Analysis 1-3
Juniors or seniors only

Must be in an environmental studies or environmental science program

Signature required Repeatable for credit
May not be audited

Interdisciplinary analysis of a selected environmental issue.

ENV-482 Environmental Studies Practicum 1-3*Juniors or seniors only**Must be in an environmental studies or environmental science program**Signature required**Repeatable for credit**Graded Credit/No Credit**May not be audited*

Supervised work in an approved organization such as a planning agency or nonprofit group involved with environmental issues.

ENGLISH AS A SECOND LANGUAGE**ESL-001A Language and Culture Studies - 1 0***May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with beginning English language proficiency as determined by a placement exam. 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. Students enroll for a 16-week semester course indicated by an A after the level designation.

ESL-001B Language and Culture Studies - 1 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with beginning English language proficiency as determined by a placement exam. 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. Students enroll for the first eight-week session of the semester indicated by a B after the level designation.

ESL-001C Language and Culture Studies - 1 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with beginning English language proficiency as determined by a placement exam. 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. Students enroll for the second eight-week session of the semester indicated by a C after the level designation.

ESL-002A Language and Culture Studies - 2 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with intermediate English language proficiency as determined by a placement exam. 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. Students enroll for a 16-week semester course indicated by an A after the level designation.

ESL-002B Language and Culture Studies - 2 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with intermediate English language proficiency as determined by a placement exam. 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. Students enroll for the first eight-week session of the semester indicated by a B after the level designation.

ESL-002C Language and Culture Studies - 2 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with intermediate English language proficiency as determined by a placement exam. 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. Students enroll for the second eight-week session of the semester indicated by a C after the level designation.

ESL-003A Language and Culture Studies - 3 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with high-intermediate to advanced English language proficiency as determined by a placement exam. 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. Students enroll for a 16-week semester course indicated by a A after the level designation.

ESL-003B Language and Culture Studies - 3 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with high-intermediate to advanced English language proficiency as determined by a placement exam. 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. Students enroll for the first eight-week session of the semester indicated by a B after the level designation.

ESL-003C Language and Culture Studies - 3 0*May not be audited**Graded Satisfactory/Unsatisfactory*

This is a non-credit, 20-23 hour per week course of study in language and culture for students with high-intermediate to advanced English language proficiency as determined by a placement exam. 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. Students enroll for the second eight-week session of the semester indicated by a C after the level designation.

ESL-005 TOEFL Preparation Course - A 0
May not be audited

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.

ESL-006 TOEFL Preparation Course - B 0
May not be audited

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.

ESL-007 Summer Intensive English 0
May not be audited

Graded Satisfactory/Unsatisfactory

This is an eight-week, non-credit course beginning in May. Students meet together in one level for 20 hours per week to develop their English language proficiency. The course content and focus is determined by the instructor in consultation with the students to meet their specific language learning needs and goals.

ESL-115 Language Core - 1 5
May not be audited

Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with beginning English language proficiency and may be repeated one time for credit.

ESL-116 Skill Proficiency - 1 2
May not be audited

This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with beginning English language proficiency and may be repeated one time for credit.

ESL-117 Thematic Mini Course - 1 5
May not be audited

Through content area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California's People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with beginning English language proficiency and may be repeated one time for credit.

ESL-125 Language Core - 2 5
May not be audited

Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit.

ESL-126 Skill Proficiency - 2 2
May not be audited

This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research, Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit.

ESL-127 Thematic Mini Course - 2 5
May not be audited

Through content-area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California's People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with intermediate English language proficiency and may be repeated one time for credit.

ESL-135 Language Core - 3 5
May not be audited

Using a communicative approach, this integrated skills course will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

ESL-136 Skill Proficiency - 3 2
May not be audited

This course will focus on the development of two to four specific skills every semester. Topics such as vocabulary, idioms, pronunciation, computer literacy, library research,

Internet literacy, grammar, reading strategies and study skills will be taught in four-week or eight-week units through the semester, depending on the determined needs of a particular group of students. This class will meet four hours a week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

ESL-137 Thematic Mini Course - 3 5

May not be audited

Through content area study, English language learners will develop proficiency in all four language skills, with increased emphasis on reading and writing for pre-academic students. Each semester the course will include two eight-week thematic units of popular interest to students. Unit titles include: American Culture and Values, California's People and Places, The Media, Business and Science and Technology. This class will meet for eight hours each week. It is designed for students with high-intermediate to advanced English language proficiency and may be repeated one time for credit.

FREE ELECTIVE STUDY

FES-422 Gender Communication in the Workplace 1

May not be audited

This course will examine the communication styles and differences between men and women. The focus of the course will be on gender communication in the workplace. Students will examine the theoretical foundation of gender communication, as well as its contextual applications to organizations. The format for the course will be based on an experimental model. Students will be exposed to material via brief lectures, simulations, role plays and class discussion. Course materials and readings will be provided by the instructor.

FES-423 Employment and Labor Law: Foundational Legislation 1

May not be audited

This course constitutes one of a two-part study leading to an Employment and Labor Law Certificate. The course entails the legal dynamic of administrative, statutory and common law practices of the Equal Employment Opportunities Act (EEOC), Fair Employment and Housing Act (FEHA), Affirmative Action (AA) and Diversity and the labor practices of the federal and California state Fair Labor Standards Act (FLSA). An in-depth view of the Americans with Disabilities Act (ADA) will also be presented.

FES-424 Employment and Labor Law: Employment Practice 1

May not be audited

This course constitutes one of a two-part study leading to an Employment and Labor Law Certificate. The course entails the legal dynamics of national and California state administrative, statutory and common law practices predominantly associated with applicant, employment and employee management practice, i.e., at-will employment, litigation issues, hiring, discipline, termination, federal and state medical and disability related leaves of absence and their coordination of benefits, harassment or discrimination

and investigations, etc; development of an employee handbook/HR manual and its legal implication.

FES-425 Perspectives on the World Christian Movement 1-3

May not be audited

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.

FES-426 Legal Issues in Organizations 1

May not be audited

Foci of this class will be the role of contracts in organizations, along with the appropriate business form for the operation of the enterprise. Some time will be spent on agreements, such as partnership and buy sell agreements, that insure continuity. Torts (wrongful acts) and collection and proper uses of insurance to mitigate losses will also be covered.

FES-427 Insurance or Protecting Assets 1

May not be audited

This course will cover the underlying reason for insurance and how the industry works through reinsurers, along with the benefits and limitations of insurance. Most forms of insurance will be discussed with formulas and needs analysis used to assess risk and exposure. Effects of government intervention and law will be discussed as well as issues pertinent to the times and this topic.

FES-432 Entrepreneurship 1

May not be audited

Using the text *Small Business Management* (by Longenecker, Moore, and Petty) as a resource, this course will entail the nature of entrepreneurship and small business, entrepreneurial opportunities, development of a new venture business plan, review of small business marketing, management of small business operations, financial management and social and legal environments. Classroom teaching strategies will involve classroom discussion and an experiential activity from the text.

FES-433 Management and Hermeneutics: Paradigm 1

May not be audited

The content of this course includes the importance of narrative in management. The role of personal and narrative identify how organizations are transformed through the use of stories and metaphor. All materials will be introduced at the Friday night session. Each person will be required to bring an artifact (an item symbolic of an important value at work) or a short story that will give us a sense of what is important and valued in their workplace. Primary theory introduced during the class will be Fusion of Horvath's, Communicative Action (Habermas) and Narrative Identity (Ricoeur).

FES-437 Conflict Management 1

May not be audited

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 will introduce the student to examples and practices of conflict management, engaging a variety of interdisciplinary models for understanding conflict dynamics. Emphasis will be placed on the development of theoretical and practical responses to conflicts faced by those in business and the classroom.

FES-440 Power of Optimism 1

May not be audited

This course is based on the premise that optimism is a skill that can be learned. Students will acquire background knowledge in the psychology of optimism, will understand their own optimist/pessimist tendencies in light of those definitions and will leave with specific, practical skills for engaging the strategies of successful optimists. Final study will be highly application-oriented and will focus 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.

FES-441 Perception and Personality in the Workplace 1

May not be audited

Through personal assessment, video reviews, class and case discussions, students will learn to identify key perceptual errors that block effective work relationships and discover ways to manage them for effectiveness. They will also use tools to expand their self-awareness. The personal understandings gained from these exercises and assessments will be used to determine how to better manage oneself and to manage relationships with others in the workplace.

FES-442 Motivation and Performance in the Workplace 1

May not be audited

Course materials will be handouts/readings from instructor. Students will review material designed to help correctly diagnose poor performance, recognizing the difference between motivation and ability as impediments to productivity. Additional diagnostic tools will be introduced to help recognize specific obstacles to high performance. Training to minimize each obstacle will be covered, as well. Through personal assessments, group participation, lecture and practical application, students will gain knowledge and increase their competence in using these tools.

FES-443 Career Management Strategies 1

May not be audited

This course outlines the 10-key components to proactively manage your career in the midst of change and economic uncertainty. Identify which career components are most important to your professional success, learn strategies to enhance these essential components and create and commit to action steps that will ensure continued career growth and success. Create a career master plan that will satisfy your career needs, make you more marketable and in demand and bring value to employers, co-workers and customers.

FES-444 Career Assessment Strategies 1

May not be audited

This course offers the framework for discovering the components of a career that is a good CareerFIT[®] for you.

Learn the components of CareerFIT[®] --one that supports your functional talents, industry interests and things that matter most to you. Using the Holland Self-Directed Search, the CASI (Career Attitudes and Strategies Inventory), the DISC assessment and self-guided tools, you'll uncover elements that will lead to career satisfaction. Create an individual career development plan with achievable action steps that will build accountability, momentum and immediate wins for your career.

FES-465 Create Your Personal Strategic Plan 1

May not be audited

This course provides the framework for creating a personal strategic plan for your life. Covered will be the topics of values and priorities using the Rokeach Value Survey, the importance of identifying a life mission/purpose statement, setting personal goals that are aligned with your values system and committing to a goal action plan.

FES-466 Advanced Facilitation and Team Development Strategies for Greater Productivity 1

May not be audited

Do you need to get more out of your teams? Are you looking for strategies and tools that will make you a more effective facilitator? Greater productivity, creativity, efficiency, participation and commitment are the outcomes of an effective facilitator. Tuckman's model will be used as a framework to understand team development and the facilitator role.

FINANCE

FIN-450 Business Finance 3

Prerequisite(s): ACCT-220, ACCT-230, BUS-465, ECON-140

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.

FIN-451 Financial Statement Analysis 3

Prerequisite(s): ACCT-220, ACCT-230

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.

FIN-452 Public Finance 3

Prerequisite(s): ECON-105

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.

FIN-455 Personal Finance 3

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-460 Business Finance 3

May not be audited

Prerequisite(s): MATH-120 or MATH-121

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.

FIN-470 Investment 3

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.

GEOGRAPHY

GEOG-120 World Geography 3

A systematic survey of world regions. A geographic perspective is brought to political, economic, social and environmental structures and relationships. Emphasizing both cultural and physical geography, the course surveys each region as to location, component countries, world role, distinctive physical and cultural characteristics, relation to other world areas and major problems.

GEOG-320 Cultural Geography 3

Prerequisite(s): GEOG-120 or SOC-160

An investigation into the human-land relationships of the world. A systematic survey of cultural phenomena, their distribution and location. A survey of cultural features, as well as origins of cultural landscapes, human modification of the natural environment and problems of population and settlement geography.

GEOG-330 Urban Geography 3

A systematic survey of the world's urban environments. An understanding of the changing urban environments from ancient through medieval to modern times; the relationship of the urban center to its surrounding hinterland and the interdependence of its functional parts, as well as its problems and future.

GERMAN LANGUAGE STUDIES

GER-100 Elementary German 3

May not be audited

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 at a basic functional level in German. Classes will be conducted in German.

GER-105 Intermediate German 3

May not be audited

This course is structured for students who have completed an introductory course in German (or have demonstrated proficiency in elementary German). While oral communication and listening will be emphasized, all aspects of basic grammar will be reviewed. Classes will be conducted in German.

GENERAL ELECTIVE STUDY

GES-110A Elementary Russian-A 3

Same as RUS-100A May not be audited

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.

GES-110B Elementary Russian-B 3

Same as RUS-100B May not be audited

Continuation of RUS-100A. Further development of listening, speaking, reading and writing skills. Continued study of Russian grammar fundamentals.

GES-140 Russian for Heritage Learners 3

Same as RUS-110 May not be audited

Designed for students who speak Russian at home but need to gain or improve literacy. Students in class will be working on improving reading and writing skills, increasing vocabulary and developing academic speaking skills, as well as learning the Russian grammatical system.

GES-150 Introduction to Russian Culture 3

May not be audited

Introduces Russian culture, history and geography using Russian architecture, art forms, literature, philosophy, customs and traditions, economy and politics. Covers family life, education, occupations, and work. Includes the infrastructure of modern Russia, the cities, homes, transportation and rural Russia. Explores traditional cultural arts. Examines contemporary culture including cinema, music, literature and theater.

GES-210A Intermediate Russian-A 3

Same as RUS-105A May not be audited

Prerequisite(s): GES-110B

This course is designed for the students who have completed an introductory course in Russian (or have demonstrated proficiency in elementary Russian). Intermediate level listening and speaking practice. Further development of grammatical structures. Reading modern prose.

GES-210B Intermediate Russian-B 3

Same as RUS-105B May not be audited

Prerequisite(s): GES-210A

Continuation of Intermediate Russian-A. Reading and interpreting major types of Russian literature. Practice in speaking and writing.

GES-310A Advanced Russian-A 3

Same as RUS-300A May not be audited

Prerequisite(s): GES-110B

This course is designed for the students who have completed an intermediate course in Russian (or have proficiency in intermediate Russian). The course is

designed to develop competency in written and oral communication through the study of language and content. Classes will be conducted mainly in Russian.

GES-310B Advanced Russian-B 3
Same as RUS-300B May not be audited

Prerequisite(s): GES-310A

Continuation of Advanced Russian-A. Advanced level listening and speaking practice. Reading and interpreting major types of Russian literature. Classes will be conducted mainly in Russian.

GES-415 Editing Strategies for Economy and Coherence 1

May not be audited

Developing an effective writing style through a study of clausal and phrasal expansion, abridgment, combination and rearrangement.

GES-420 Consumer Research and Market Segmentation 1

May not be audited

This course introduces students to consumer behavior. Students will learn (1) a short history of the consumer behavior field, (2) about the consumer research process, (3) how to conduct a research study and (4) the definition of and bases for market segmentation. Lectures and small-group analysis will be the primary modes of instruction.

GES-430 Personal Finance: Budget, Credit, Career 1

May not be audited

This class will deal with budgeting, credit and work life. The course is an introduction to the area of personal finance. Topics including goal setting, budgeting, major purchases, insurance, career decisions will be covered and investments and retirement will be touched on. Use of legal resources, wills, probate and other factors surrounding these issues will be 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.

GES-431 Personal Finance: Investment and Retirement 1

May not be audited

Students will work through the 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 do you maintain your lifestyle) and beyond (distribution of assets through your will).

GES-432 Personal Finance: Cash Flow Management 1

May not be audited

Focus will be on determining personal assets by preparing balance sheets and income statements. There will be some work with budgeting, along with major purchases and insurance. Internet stock investing and other topics of interest will be discussed.

GES-433 Collaboration and Creativity 1
May not be audited

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 will go beyond simple teamwork strategies to build more creative collaboration skills and better manage relationships within organizations that will encourage groups of all sorts towards more effective interaction. The instructional style will be very hands-on, providing opportunities to put into practice the techniques presented.

GES-434 Increasing Personal Effective 1
May not be audited

"Habits are powerful factors in our lives. Because they are consistent, often unconscious patterns, they constantly, daily, express our character and produce our effectiveness...or ineffectiveness." This course is about increasing effectiveness through personal reflection, values identification, reprioritization and goal setting. Content will draw heavily upon Stephen Covey's *7 Habits of Highly Effective People* and will involve immediate application through group discussion, private journaling and in-class role plays.

GES-444 Religion in the Slavic Context 3
May not be audited

4 hours lecture; 2 hours fieldwork

This course provides an introduction to the rich history and heritage of Russian religion, as well as exploring the roots of evangelical development (Russian Protestantism) within the Russian Orthodox context. In the course, the introduction to the history of Evangelical and Anabaptist movements in Euro-Asia will be given, the Orthodox thought development during the 20th century will be surveyed and Church-culture relations in the Slavic context from the past, Tsarist past to the post-communist present era, will be explored.

GES-446 Biblical Literature: James 1
May not be audited

This course is 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. Literary concerns, such as genre, structure and thematic development, will be examined. The letter will also be considered for its place in the ongoing life of the church.

GES-450 Oral Communication Skills for Professionals 1

May not be audited

Oral Communication for Professionals will provide students the skills for enhancing their personal and workplace conversations. Formal and informal communication, along with nonverbal cues, will be analyzed and practiced.

GES-452 Editing for Communication 1
May not be audited

Whether you're writing memos, research papers, letters, sales pitches or resumes, you've got to be bold, clear, and brief to get your point across. In this course, you will not only have opportunity to investigate successful writing strategies, you will get to craft and revise your own writing until it has the kind of impact you desire.

GES-460 Psychology: Living With Stress 1
May not be audited

This course introduces students to the psychological factor of stress. Students will learn the definition, sources, reactions, factors that influence and coping strategies.

GES-461 Communication/Psychology: Persuasion 1
May not be audited

In this course, students will learn about six psychological principles that drive our powerful impulse to comply to the pressures of others. By the end of the course, they will be able to defend themselves against manipulation and put the principles to work to more effectively persuade others.

GES-470 Lincoln and Leadership 1
May not be audited

This course will examine the life and times of Abraham Lincoln as a means of gleaning further insight into this critical period of American history. The impact of Lincoln's leadership on the presidency and the nation, as well as the characteristics that made him great will be analyzed. There will also be an attempt to distinguish the real Lincoln from the mythology, including an analysis of what the Lincoln mythology tells us about American values and civilization.

GES-471 Puritan Influence in America 1
May not be audited

This course will examine the history of Puritanism in founding, shaping early America. The ideas, institutions and values, positive and negative, of colonial American Puritans have played a very significant role in defining American civilization. While their influence is yet felt in American life today, our Puritan ancestors are largely misunderstood and maligned. This course will help set the historical record straight, and will show how Puritan ideas continue to impact our culture. Students will be asked to write a summary essay dealing with Puritan strengths, weaknesses and influence on American civilization.

GES-472 Causes of the American Revolution 1
May not be audited

The American Revolution was a new, shocking and unlikely event in the world of the late 1700s. This course will examine 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 will be on the ideas and personalities that brought about the revolution, and the foundation that was laid for the development of the American nation. Students will be asked to write a summary essay reflecting on their changed perceptions of the American Revolution as a result of this course.

GES-473 The 1920s in America 1
May not be audited

The history of the 1920s will be 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 will

be used to bring the decade to life, resulting in a summary paper required of each student.

GES-474 Postwar America: 1945-1960 1
May not be audited

This course will cover 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 will include the Cold War and U.S. foreign policy, the impact of the "atomic age" on the American public, the Truman presidency and the Korean War, the McCarthy Era, the Eisenhower presidency, the prosperity of the 1950s, the growth of postwar urban America, the plight of minorities, the impact of television and the motion picture industry, rock-and-roll and an increasingly important youth culture, and national demographics including the dramatic rise in college enrollments. Learning strategies will include periods of lecture and discussion, examination of primary source literature and newsreel footage, interpretive videos, an interview assignment and a summary paper.

GES-475 The American Presidency 1
May not be audited

This course will explore the history and development of the American presidency from George Washington to the present. The focus will be 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, discussion, video and examination of key presidential speeches. Handouts will be provided.

HISTORY

HIST-009 Introduction to Mennonite History 0
Signature required

May not be audited
Course taken for enrichment purposes

A survey of the Anabaptist-Mennonite tradition in Europe and North America with special emphasis on the emergence of the Mennonite Brethren movement.

HIST-110 Introductory Latin 3

This course is an introduction to the grammar, vocabulary and syntax of the Latin language, with an emphasis on the acquisition of reading knowledge. By the end of the first semester students will read select passages from Virgil, Caesar and others. Students will also learn about the peoples who spoke Latin and the culture(s) that produced Latin literature.

HIST-115 Intermediate Latin 3

This course is an intermediate study of Latin grammar, vocabulary and syntax, with continued emphasis on the ability to sight read. Selected and more difficult passages from Caesar, Virgil, Martial, Horace and others will be read.

HIST-120 Ancient Civilizations 4

Recommended prior coursework: BIB-100 or BIB-300

A study of the beginnings of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa; the ancient Hebrew, Greek and Roman civilizations; and the classical civilizations of India and China. Attention is given to the special significance of geography in the emergence of human societies; the creation of art, architecture, literature and religion; and the emergence of the ideas that became the foundation of modern civilizations.

HIST-122 Western Civilization I 3
May not be audited

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.

HIST-130 Medieval and Early Modern Civilizations 4

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-140 Modern Civilizations 4

Recommended prior coursework: HIST-120, HIST-130

A study of major Western and non-Western civilizations from the 17th century to the present. Included is the rise of democratic ideas, the Industrial Revolution, the rise of imperialism and colonialism, World Wars I and II and their consequences and the emergence of nationalism and totalitarianism. Attention is given to the major turning points that have shaped the modern world: the role of science and its cultural hegemony, technology and its relationship to economic and social development, political ideology and its consequences for how people are governed, the global expansion of Western influence, the geography of the modern world and the growing interdependence of peoples and cultures throughout the world.

HIST-142 Western Civilization II 3
May not be audited

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.

HIST-150 American Civilization 4

A study of the development of American culture and society from the colonial period to the present. Major themes and events are examined within the context of America's geography, religious and immigrant heritage and sociopolitical development. (This course meets the U.S. Constitution requirement for teaching credential candidates.)

HIST-151 American History I 3

May not be audited

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.)

HIST-152 American History II 3

May not be audited

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.

HIST-320 Anabaptist History and Thought 3

A study of Anabaptism within the context of other 16th century developments. The movement will be examined in relation to the larger believer's church tradition.

HIST-330 Introduction to Mennonite History 3

Prerequisite(s): HIST-130

A survey of the Anabaptist-Mennonite tradition in Europe and North America with special emphasis on the emergence of the Mennonite Brethren movement.

HIST-350 American Religious History 3

Prerequisite(s): HIST-150

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.

HIST-356 Evangelical/Anabaptist Movement in Russia 3

May not be audited

A study of Evangelical/Anabaptist movement in Russia in the context of historical development of religion in the country.

HIST-360 Greece: Drama and Paideia in the Polis 4

Same as LIT-382

Prerequisite(s): HIST-120

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.

HIST-365 Rome: Politics, Pagans and Patristics 4

Prerequisite(s): HIST-120

Explores the history of Rome from the beginning of the Republic to the fall of the Empire in the West in 476. Of particular interest will be the Christianization of the Roman Empire, pagan and Christian interaction and the development of patristic thought regarding "culture."

HIST-368 Ancient and Medieval Rhetoric 3
Same as COM-368

A study of communication theory in the ancient and medieval world in such authors as Plato, Aristotle, Cicero, Augustine and others.

HIST-370 Medieval Life, Thought and Literature 4

Same as LIT-400

Prerequisite(s): HIST-130

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," the medieval notion of the mind's road to God, kingship, chivalric life and romance, philosophical and alliterative poetry, allegory as both literature and interpretive technique, crusade, plague and mysticism. Readings range through the centuries, from Boethius to Chaucer's *Canterbury Tales*.

HIST-375 The Renaissance and English Literature 4

Same as LIT-405

Prerequisite(s): HIST-130

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.

HIST-380 Reformation History and Theology 4

Prerequisite(s): HIST-130

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 the broader society. Included are the reformers' approaches to the interpretation of scripture, the church and state.

HIST-385 Early Modern Europe 4

Same as LIT-410

Prerequisite(s): HIST-140

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.

HIST-393 Twentieth Century Western Thought 3

Same as PHIL-393

Recommended prior coursework: HIST-140

Covers western philosophy and intellectual history of the 20th century. Schools of thought that will be examined through the reading of primary texts are analytic

philosophy, positivism, phenomenology, existentialism, Western Marxism, structuralism, post-structuralism, post-modernism, neo-pragmatism and feminist philosophy.

HIST-395 Modern Europe 4

Prerequisite(s): HIST-140

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.

HIST-400 Modern Africa: History, Politics and Culture 3

Same as PS-412, SOC-332

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320
 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.

HIST-405 Social History of Japan 3

Prerequisite(s): HIST-140

A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations.

HIST-406 Modern Asia: History, Politics and Culture 3

Same as PS-414, SOC-334

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320
 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.

HIST-410 Latin American History and Religious Thought 4

Prerequisite(s): HIST-130, HIST-140

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

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

Same as PS-416, SOC-336

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320

The Middle East is a region many in the West today view with apprehension and hostility. This course will examine the historical, cultural and political forces from the 19th and 20th centuries that have made the region what it is today. Special emphasis will be given to understanding contemporary Islamic and Jewish politics and culture, as well as ways in which the West has interacted with the Middle East over the past century.

HIST-420 American Ethnicity and Pluralism 3

Same as SOC-410

Prerequisite(s): HIST-150

A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation's founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored.

HIST-425 Twentieth Century America 4

Prerequisite(s): HIST-150

A study of the emergence, development and nature of American industrial and urban society. Particular attention is given to the political and economic systems, the various social movements that have on occasion challenged them, the creation of a welfare state and the development of an expansionist foreign policy. A counter theme of resistance to the modernizing impulse is explored as well.

HIST-430 American Wilderness Literature and Philosophy 3

Same as LIT-350, PHIL-430, SOC-311

An exploration of American ideas about wilderness, the natural world and human relationships to them.

HIST-435 American Intellectual History 4

Prerequisite(s): HIST-150

Surveys the development of American patterns of thought from the Colonial period to the present. Topics include Puritanism, the Enlightenment, democratic social theory, philosophical naturalism, pragmatism and modern science.

HIST-440 California History and Politics 4

Same as HIST-441, PS-300

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.)

HIST-441 California History and Politics 4

Same as HIST-440, PS-300 May not be audited

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.

HIST-445 Law in American Society 3

Same as PS-370

Recommended prior coursework: HIST-120, HIST-130, HIST-140, HIST-150, PHIL-100, PS-120

This course covers the various factors that have contributed to our modern American legal system. The history, philosophy and systems of the Western legal tradition are explored with special emphasis placed on the development and functioning of the Constitution of the United States.

HIST-450 History of Political Theory and Ideas 3

Same as PHIL-450, PS-450, SOC-340

Prerequisite(s): HIST-120, HIST-130, HIST-140, PHIL-100

A survey of political theorizing and the development of specific ideas on political order and disorder from Greece and Rome, the Old and New Testaments, Christian theorists of medieval and early modern Europe and the development of the modern political thought to the current movements of liberalism, conservatism and various other ideologies. Particular attention will be given to the various understandings of the purpose, patterns and limits of political theorizing, order and power.

HIST-455 Historical Peacemakers 3

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

Same as PHIL-460

A course designed to consider from a metadisciplinary perspective the logic and method of historical discourse. This will include an examination of pattern and meaning in history and a historiographical study in a period of the student's choice.

HIST-483 Projects in History 2-3

Seniors only

History majors only

Signature required

May not be audited

A research or historical project designed for the student in consultation with a faculty member that results in the production of a historical project. Examples are a traditional research paper interpreting a particular event, person, society or text; a public history project (in conjunction with archival or museum work); the production of a documentary or other performance; and a curriculum development project for prospective teachers. Each project is presented to the faculty and student of the history program in one of a variety of settings (seminar evening, as part of a class, etc.).

HMONG LANGUAGE STUDIES

HMNG-100 Elementary Hmong 3

This course is designed for people with little or no knowledge of Hmong. The purpose of the course is to develop speaking and listening ability at a basic functional level in Hmong. Students will develop basic reading ability, primarily using self-written texts. The course will give special attention to topics and tasks relevant for teaching in public schools.

HMNG-105 Intermediate Hmong 3

Prerequisite(s): HMNG-100

This course is structured for the student who has completed an introductory course in Hmong (or has demonstrated proficiency in elementary Hmong). While oral communication and listening will be emphasized, all skills will be developed and 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 mainly conducted in Hmong.

HMNG-300 Advanced Hmong 3

Prerequisite(s): HMNG-100, HMNG-105

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.

HMNG-305 Composition and Conversation in Hmong 3

Prerequisite(s): HMNG-300

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.

INDIVIDUALIZED MASTER OF ARTS

IMA-701 Introduction to Individualized Study 2

Signature required

Graded Credit/No Credit

May not be audited

This course consists of a combination of seminar and one-on-one experiences in which students beginning the IMAP program 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.

IMA-797 Continuous Registration 0

Signature required

May not be audited

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

IMA-798 Project/Thesis Proposal 1

Signature required

Graded Credit/No Credit

May not be audited

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.

IMA-799 Project/Thesis-Individualized Master of Arts 1-3

Signature required

Repeatable for credit

May not be audited

Supervised project or thesis in the field of the individualized study. Instruction is tutorial and will result in a completed project or thesis.

INTERNATIONAL BUSINESS

INTB-370 International Business 3

Prerequisite(s): ECON-105

A study of the theory and practice of international economics. The course explores international trade and finance, examines the dynamics of different types of economic systems and investigates the emergence of a global economy.

INTB-460 International Finance and Banking 3

Prerequisite(s): ECON-105

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.

KINESIOLOGY

KIN-200 Analysis of Sport I-Volleyball and Basketball 2

May not be audited

A study of the theory and fundamentals regarding the development of technical and tactical skills of volleyball and basketball. A concentration on the offensive and defensive systems, strategies and coaching considerations including practice planning, scheduling, statistics and conditioning relative to the sport. An elemental performance competency will be required.

KIN-205 Analysis of Fundamental Movement 2

May not be audited

Study of fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns,

manipulative skills, basic rhythmic and elements (space, time, force). Includes the study of creative movements such as exploration, improvisation and problem solving. Study of gymnastic movements, such as self-testing stunts, tumbling and floor exercise. An elemental performance competency will be required.

KIN-210 Analysis of Sport II-Soccer and Football 2

May not be audited

A study of the theory and fundamentals regarding the development of technical and tactical skills of soccer and football. A concentration on the offensive and defensive systems, strategies and coaching considerations including practice planning, scheduling, statistics and conditioning relative to the sport. An elemental performance competency will be required.

KIN-215 Analysis of Outdoor Activities 2

May not be audited

Study of outdoor education activities such as orientation, outdoor survival skills, ropes, canoeing, water-skiing, hiking, backpacking, snowshoeing and skiing. Includes participation in several of the activities. An elemental performance competency will be required.

KIN-220 Analysis of Sport III-Baseball, Softball, Leisure Games 2

May not be audited

A study of the theory and fundamentals regarding the development of technical and tactical skills of baseball, softball and leisure games. A concentration on the offensive and defensive systems, strategies and coaching considerations including practice planning, scheduling, statistics and conditioning relative to the sport. An elemental performance competency will be required.

KIN-225 Analysis of Fitness Activities and Aquatics 2

May not be audited

Half of class time is spent studying a variety of fitness activities including, but not limited to, aerobic conditioning, weight training and stretching. The other half is spent in the study of aquatic skills such as water safety, swimming strokes, diving, synchronized swimming and water games. An elemental performance competency will be required.

KIN-230 Analysis of Racquet Sports 2

May not be audited

A study of the theory and fundamentals regarding the participation and/or coaching of tennis, racquetball and badminton with emphasis given to the development of teaching progression, practice techniques and selection and care of equipment. An elemental performance competency will be required.

KIN-235 Analysis of Non-Traditional Sports 2

May not be audited

Study of non-traditional games and activities which promote cooperative activities such as pickleball, global ball, disc activities and beach ball. Study of global games and activities such as lacrosse, cricket, team handball and activities from other cultures. An elemental performance competency will be required.

KIN-240 Analysis of Lifetime Sports 2

May not be audited

A study of the theory and fundamentals regarding the participation and/or coaching of golf, bowling and swimming with emphasis given to the development of teaching progression, practice techniques and selection and care of equipment. An elemental performance competency will be required.

KIN-245 Analysis of Dance and Aerobics 2

May not be audited

1/2 hour lecture; 1 1/2 hours lab

Prerequisite(s): PE-120

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-250 Analysis of Track and Field 2

May not be audited

A study of the technical aspects of track and field. Concentration on the scientific approach to coaching the sport, which includes methods of training, elemental mastery of form, appreciation of performances at a variety of levels, understanding of rules governing individual events and the conduct of meets. An elemental performance competency will be required.

KIN-260 First Aid/CPR 1

Graded Credit/No Credit

May not be audited

A training course that covers basic first aid methods for illness, injuries and choking. Training for rescue breathing, as well as one rescue CPR, is given. This course meets current American Heart Association or American Red Cross standards for certification. Successful completion of this course entitles the student to nationally recognized first aid and CPR certificates.

KIN-265 Concepts of Wellness 2

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-300 Principles of Health 3

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-305 Nutrition 3

May not be audited

This course will analyze the science behind sport nutrition, including general principles and rationale for current nutritional guidelines. One section will be devoted to how food is digested and absorbed and how exercise influences the digestive process. Students will also learn how to distinguish between fact and fallacy in the confusing world of sport nutrition and supplements.

KIN-310 Prevention and Care of Injuries in Sports 3

Recommended prior coursework: KIN-260

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-315 Advanced Techniques of Athletic Training 3

Prerequisite(s): KIN-310

This course is a comprehensive study of the theoretical and practical skills required for athletic-injury evaluation. An emphasis will be placed upon the recognition of typical signs and symptoms associated with athletic injuries and/or illnesses. Laboratory work is included.

KIN-325 Modalities and Therapy 4

Prerequisite(s): KIN-310

This course is a comprehensive examination of therapeutic modalities and therapeutic exercises used in the rehabilitation of athletic injuries. Coursework will include lecture, discussion and laboratory experiences.

KIN-330 Motor Learning 4

Study of life long human developmental processes as these interact with and influence motor learning and performance.

KIN-340 Tests and Measurements 3

Prerequisite(s): MATH-120

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-350 Biomechanics 4

Recommended prior coursework: BIOL-331L

Biomechanics including anatomical and physiological fundamentals of human motion, principles of mechanics as they apply to human motion and the application of those principles to motor skills. Laboratory and fieldwork included.

KIN-355 Physiology of Exercise 4

Recommended prior coursework: BIOL-332L

Physiological bases of movement, work and exercise; physiological concepts related to such processes as respiration, circulation, muscle function, metabolism and heat regulation and their roles in physical activity. Laboratory and fieldwork included.

KIN-360 First Aid/CPR Instructor's Class 2

Recommended prior coursework: KIN-260

The purpose of this course is to: (1) introduce students to the history, structure and activities of the American Red Cross, (2) prepares and authorize students to teach American Red Cross First Aid and (3) give CPR courses to diverse population and teach students the policies and procedures of the American Red Cross to ensure course consistency, quality and appropriate reporting.

KIN-400 Sport and Exercise Psychology 3

Prerequisite(s): 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-405 History and Philosophy of Physical Education and Sport 3

Prerequisite(s): HIST-120

An examination of philosophical components including the study of realist, idealist and existentialist thought, especially concerning first causes and the body. A historical component will trace development of sport and games from ball games of ancient civilizations to the present. This class serves as the senior capstone course that will integrate all areas of study to Christian lifestyle and beliefs.

KIN-430 Coaching Methods 3

Is based on the American Sport Education Program and espouses the philosophy of "Athletes First, Winning Second." This course is based on knowledge from the sport sciences integrated with the wisdom of master coaches. Students will learn how to help young people become better athletes and, more important, better human beings. Students will have the option of purchasing the ASEP coaching certification with the goal of having their information displayed on the National Coaches Registry website.

KIN-440 Personal Trainer Certification Course 3

Kinesiology majors only

May not be audited

2 hours lecture; 1 hour lab

This course is designed to prepare and qualify students to work as personal trainers. The course bridges the gap between clinical exercise science-related coursework and the practical application skills of personal training. Students will learn how to properly screen and evaluate clients for safe participation in an exercise program, design and implement exercise prescriptions for multiple populations and specific goal attainment and be able to apply the principles of exercise in a personal training environment. A Personal Training Certification is available through the National Council on Strength and Fitness upon successful completion of the course and major.

KIN-450 Adaptive Physical Education 3

Examines the characteristics and etiology of various diseases and researches the laws and treatment programs necessary for providing physical education for students with special needs.

KIN-460 Elementary Physical Education Methods 3

Same as KIN-461, PE-461

Involves the planning of physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, is examined. School visitations and techniques for evaluation of the elementary physical education program is part of the experience. Emphasis is also given to trends in movement education.

KIN-461 Elementary Physical Education Methods 3

Same as KIN-460, PE-461

Involves the planning of physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, is examined. Emphasis is also given to trends in movement education.

KIN-465 Secondary Physical Education Methods 3

Analysis of the program of physical education in secondary schools; criteria for the selection and grade placement of activities; consideration of methods and teaching techniques; problems related to program planning, time allotment and program evaluation. Fieldwork is included.

KIN-476 Pre-Physical/Occupational Therapy Internship 1-3

*Repeatable for credit
May not be audited*

Graded Credit/No Credit

Internship exposes the student to actual physical therapy practices by providing an opportunity to observe and apply the theory and knowledge they are learning in the classroom and to determine if they are suited for a career in physical therapy. Internship experiences are often necessary to satisfy requirements for professional school applications. Each unit of internship requires a minimum of 50 hours of supervised experiences working in a physical therapy clinical or related setting. Internship hours must be supervised by a licensed physical therapist, certified athletic trainer or a FPU faculty member.

KIN-480 Sport and Exercise in Society 3

Prerequisite(s): SOC-120

This course examines the effects that physical activity and sport has on societies throughout the world. Particular emphasis is placed on physical activity and sport as it relates to social class, deviance, aggression, gender, race, age, disability, educational achievement, mass media, economics, politics and religion.

KIN-482 Kinesiology Practicum 1-3

*Repeatable for credit
May not be audited*

Graded Credit/No Credit

A practicum course in which the student is required to teach in three different contexts. One unit will be in a teaching setting, one unit will be in a coaching setting and one unit will be in a community setting. 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-710 Technology in Kinesiology 3

May not be audited

Recommended prior coursework: A course in or experience with computers in education

An introduction to technology literacy, focusing on the effective use of technology in teaching and educational management. Students will investigate ways technology can enhance instruction and management for the setting in which they are interested and/or involved.

KIN-715 Sports Law and Ethics 3

May not be audited

Recommended prior coursework: Any general ethics course

Legal concepts and ethical issues and their impact on sports administration and coaching policy formation and practice. Also included is the study of governing agency policy formation processes and administrative implications in amateur (e.g., NCAA and NAIA) and professional sport organizations.

KIN-720 Psychology of Sports 3

May not be audited

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.

KIN-725 Program Design in Physical Education 3

May not be audited

Fundamental principles and bases of curriculum construction for physical education programs in schools and non-school instructional settings.

KIN-730 History and Philosophy in Kinesiology 3

May not be audited

Prerequisite(s): KIN-710

Recommended prior coursework: KIN-715

Historical and philosophical issues within the physical education, athletic training and other emerging professions.

KIN-735 Trends in Kinesiology 2

May not be audited

Prerequisite(s): KIN-710

Recommended prior coursework: KIN-725

Trends and current issues surrounding the development of the sub-disciplines within physical education, athletic training and other emerging professions.

KIN-792A Practicum #1: Content Standards in Physical Education, Part 1 3

Graded Credit/No Credit

May not be audited

Prerequisite(s): KIN-710

Juniors or seniors only

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.

LANG-331 Linguistics and Modern Grammar 4

Same as LANG-330 May not be audited

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.

LANG-340 Introduction to Linguistics 3

Juniors or seniors only

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 Traditional Applied Grammar 3

May not be audited

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.

LANG-420 Teaching English As an Additional Language 3

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

Prerequisite(s): LANG-310, LANG-340

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.

LEADERSHIP AND ORGANIZATIONAL STUDIES

LEAD-100 Leadership Team Retreat 1

*Graded Credit/No Credit
Activity course*

*Repeatable for credit
May not be audited*

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.

LEAD-120 Perspectives on Christian Leadership 1

President's Scholars only

May not be audited

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.

LEAD-200 Models of Leadership 1

Provost's Scholars only

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. Transfer students interact with each other and the material, building new understanding of leadership theory and practice.

LEAD-220 Leadership Development and Practicum 1

Graded Credit/No Credit

May not be audited

Activity course

Resident and mentor assistants, student government members and selected others have the opportunity to receive training and experience in a variety of topics related to leadership. This course is part of the leadership development program of the Student Life Office.

LEAD-300 Leadership Conflict Resolution 1

Signature required

Graded Credit/No Credit

May not be audited

IP Graded, Standard (See In-Progress Grade Policy)

This course is designed to build conflict resolution and supportive skills in residence 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*, as well as writing two five-page papers. Students will learn options for handling conflict, how to recognize and break unmanaged conflict cycles, listening and basic mediation skills.

LEAD-350 Orientation to Intercultural Study 1

May not be audited

The purpose of this course is to prepare students to live and study for a period of time in another culture in another country. Required the semester before embarking on an international intercultural study experience.

LEAD-420 Leadership Development and Practicum 1

Graded Credit/No Credit

May not be audited

Activity course

Resident and mentor assistants, student government members and selected others have the opportunity to receive training and experience in a variety of topics related to leadership. This course is part of the leadership development program of the Student Life Office.

LEAD-450 Senior Seminar 1

*Graded Credit/No Credit**May not be audited*

The course is designed to help senior students explore and prepare for practical adjustments encountered in the transition between college and the post-graduate experience. Special attention will be given to job hunting skills including interviewing and resume writing, as well as budget maintenance and support system development.

LEAD-476 Internship 1-3*Signature required**Repeatable for credit**Graded Credit/No Credit**May not be audited*

An internship provides students with the practical skills necessary to be successful in their career. This course is open to students in all majors and allows participants to earn unit credit for approved internship experiences. Meet with the Career Resources Center director prior to registering for this course.

LEAD-715 The Individual, Organization and Community 6*Signature required*

Explores cornerstones on which leadership is built: the individual, organization and community. 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 our stewardship of both our human and natural environments.

LEAD-720 Marketing for Leaders 3*Signature required**May not be audited*

Examines the leadership and organizational approach to vision, mission and core values from a strategic marketing perspective. Also explores internal services to the organization, as well as the external services to the community and its stakeholders. Introduces the various levels (economic, managerial, operations and marketing) of strategic action an organization must take to fulfill its mission, vision and values.

LEAD-725 Law for Leaders 3*Signature required**May not be audited*

Explores what matters for leaders when legal issues arise. The ability to identify issues and properly apply organizational resources to them are key leadership functions. This course will give an overview of law as it applies to the leaders of organizations and prepare the student to both identify important issues and begin responding to them in an effective way.

LEAD-730 Financial Decision Making and Control 3*Signature required*

Investigates the qualitative dimensions of strategy and action an organization must pursue, emphasizing the effective management of risk that appropriate quantitative analysis can provide and the qualitative implications of quantitative decisions.

LEAD-735 Leadership, Quality and Organizational Dynamics 3*Signature required*

Presents the processes of total quality leadership in both production- and service-oriented organizations, with

emphasis on the need for continual learning and development at all levels of an organization.

LEAD-740 Changing Global Community 3*Signature required*

Investigates the importance of building organizational 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 success.

LEAD-745 Leadership Praxis 3*Signature required**May not be audited*

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-750 Advanced Seminar in Human Resources and Organization Development 3*Signature required*

A variety of seminars focusing on advanced issues currently playing key roles in the areas of human resources and organization development.

LEAD-758 Leadership and Change: A Personal Perspective 3*May not be audited*

This course provides leaders with tools to analyze and plan their personal and professional lives. Using clear, objective, value-centered assessments, leaders are encouraged to design a life plan to heighten self awareness, understand leadership styles, enhance professional development and achieve greater life balance.

LEAD-759 Leadership and Change: An Organizational Perspective 3*May not be audited*

This course offers leaders an academically challenging environment to understand and apply change strategies for organizations in the midst of uncertainty. This online course will provide leaders with a model for leading with values. Specific organization development models and strategic planning methods will provide leaders the toolkit necessary for leading organization change in the future. A complete strategic plan will be the final outcome for the course.

LEAD-760 Advanced Seminar in Financial Management 3*Signature required*

A variety of seminars focusing on advanced issues currently playing key roles in the area of financial management.

LEAD-765 Financial Management for Effective Leadership 3*Signature required*

Today, the effective management of finances is a necessary competence for people in every position in business, public administration and nonprofit

organizations. With ever increasing innovations in technology and global competition, managers of human resources, marketing, operations, sales and service must all take financial leadership. This course addresses the principles and best practices of fiscal leadership in accounting and budgeting, finance and growth, and investing in the global economy.

LEAD-770 Current Issues in Leadership 3

Signature required

A variety of workshops, seminars and classes focusing on special topics currently playing key roles in the areas of leadership and information management.

LEAD-775 Information Management for Effective Leadership 3

Signature required

Managing information is a critical leadership skill in every profession and occupation. This course examines information leadership in three areas: quantitative information management (in finances and production, etc., spread sheet); qualitative information management (for prospects, customers and personnel, database); and creative problem solving. Pre-eminence and power in our global economy come from creative concepts, competence and connecting--the keys to the best practices of exceptional companies. This course addresses the information management principles behind best practices.

LEAD-776 Research on the Web 3

Signature required

Introduces the basic research skills needed to use the many research resources currently being established on the World Wide Web, including developing searches, webliographies, analysis and evaluation of information available and Web page design.

LEAD-780 Professional Practicum 3

Signature required

Opportunities as interns or co-op students to investigate specific professional arenas, emphasizing personal research and culminating in an appropriate summation and evaluation of the experience.

LEAD-797 Continuous Registration 0

Signature required

May not be audited

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

LEAD-798 Project/Thesis Proposal 1

Signature required

Graded Credit/No Credit

May not be audited

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.

LEAD-799 Project/Thesis-Leadership and Organizational Studies 1-3

Signature required

Repeatable for credit

May not be audited

Supervised project or thesis in the field of administrative leadership. Instruction is tutorial and will result in a completed project or thesis.

SCHOOL LIBRARY MEDIA

LIB-710 Library Media Center Programs 3

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

This course concentrates on the attitudes and skills essential to effective communication with management and supervision of personnel. Emphasis will be placed on the role of the library media teacher as an administrator, including planning and organization, advising and accountability.

LIB-720 Analysis, Evaluation and Selecting of Learning Resources 3

Analysis and evaluation of learning resources includes the ability to apply basic principles of analysis, appraisal, review and evaluation to book and non-book materials. The characteristics of different media and their appropriateness for specific instructional situations will be covered.

LIB-725 Information Services in School Library Media Programs 3

Information services include the ability to use reference materials in seeking answers to questions, acting as a liaison between the media center and school and outside agencies, offering information services and resources and facilitating students' independent access to sources of information through selection and instruction.

LIB-732 A Critical Look At Children and Young Adult Literature 3

The course concentrates on literature in the context of the school library media program. Candidates will develop a comprehensive and discriminating knowledge of literature for children and young adults. The course provides candidates with the skills to develop and implement programs and activities that promote reading, listening, viewing and critical thinking skills for all students, including those with diverse needs. Each candidate will demonstrate an understanding of the value literature plays in promoting social consciousness by producing thematic literary units that foster an awareness and appreciation of social, ethnic, racial, socioeconomic, gender and age differences.

LIB-740 Information and Communication Technologies 3

Learn how the Internet and online databases are integral parts of a successful library media center. Knowing how to teach, search and select relevant online databases and World Wide Web sites will be practiced. Management,

instructional uses, evaluation and curriculum integration of the Internet and online databases will be discussed. Daily access to the Internet by course participants is recommended for this course.

LIB-745 Organization of Learning Resources 3

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

Repeatable for credit

Graded Credit/No Credit

May not be audited

A key component of the credential in school librarianship is the field experience program. Candidates are placed with qualified professionals in three school media centers: elementary, middle school and high school. Experience will include working directly with children through teaching, supervision and giving readers' guidance; circulation procedures; selection procedures; technical processing; weeding; inventory and a district level overview.

LIB-797 Continuous Registration 0

Repeatable for credit

Graded Credit/No Credit

May not be audited

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed.

LIB-798 Project/Thesis Proposal 1

Signature required

May not be audited

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 1-3

Signature required

Repeatable for credit

May not be audited

Supervised project or thesis in the field of school library media. Instruction is tutorial and will result in a completed project or thesis.

LITERATURE

LIT-180 Introduction to Literature 3

Same as LIT-181

A study of outstanding examples of the short story, novel, poetry and drama genres. Designed to introduce the student to the world of literature, to create an appreciation for it and to provide analytical tools for further study.

LIT-181 Critical Reading 3

Same as LIT-180

May not be audited

Examination of literary concepts, conventions and genres through close reading and written analyses of novels, drama and poetry.

LIT-350 American Wilderness Literature and Philosophy 3

Same as HIST-430, PHIL-430, SOC-311

An exploration of American ideas about wilderness, the natural world and human relationships to them.

LIT-355 American Literature: Beginnings to 19th Century 3

Prerequisite(s): LIT-180

A study of poetry, fiction and nonfiction during this period of literature, including such authors as Louisa May Alcott, Emily Dickinson, Henry David Thoreau and Walt Whitman. Texts will be studied in relation to their cultural and historical contexts.

LIT-360 American Literature: 20th Century 3

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

Prerequisite(s): LIT-180

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.

LIT-375 American Literature: 20th Century Poetry 4

Prerequisite(s): LIT-180

Study and analysis of selected American poets with equal emphasis on poetic form and thematic concerns. Poets may include T.S. Eliot, Susan Howe, Langston Hughes and Sylvia Plath.

LIT-380 World Theater: Roots to 1800 3

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

Same as HIST-360

Prerequisite(s): HIST-120

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.

LIT-385 World Theater: 1800 to Present 3

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, readers and chamber theater) and perspectives (e.g., national, colonial, post-colonial, ethnic, multicultural).

LIT-395 Text and Performance 3

May not be audited

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.

LIT-400 Medieval Life, Thought and Literature 4

Same as HIST-370

Prerequisite(s): HIST-130

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.

LIT-405 The Renaissance and English Literature 4

Same as HIST-375

Prerequisite(s): HIST-130

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.

LIT-410 Early Modern Europe 4

Same as HIST-385

Prerequisite(s): HIST-140

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.

LIT-415 Shakespeare 3

Prerequisite(s): LIT-180

A study of seven major plays, including comedies, tragedies and problem plays. Course includes analysis of historical background materials, literary criticism and film adaptations.

LIT-420 English Literature: Romantic and Victorian Literature 3

Prerequisite(s): LIT-180

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.

LIT-425 English Literature: 20th Century Literature 3

Prerequisite(s): LIT-180

A study of the poetry and short fiction of several major writers from 1900 to the 1960s including W. B. Yeats, T. S. Eliot, Dylan Thomas, Seamus Heaney and others.

LIT-426 English Literature: C.S. Lewis 3

Prerequisite(s): LIT-180

A study of C.S. Lewis's memoir, fiction, poetry and nonfiction, as well as a biography of his life and the film *Shadowlands*.

LIT-440 Spanish Literature 3

Prerequisite(s): LIT-180

This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain, along with their corresponding historical periods. The goals of the class are: (a) to enable students to develop an appreciation for Spanish cultures, its people, literature and literary history; (b) to enable students to be able to identify authors and their works and (c) to help students to recognize the styles of the various epochs and works.

LIT-445 Spanish American Literature 3

Prerequisite(s): LIT-180

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 is taught in the Spanish language.

LIT-448 Multicultural Literature 3

Prerequisite(s): LIT-180

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.

LIT-449 Literature and Film 3

This course will focus on literary texts and their film adaptations. The course will examine the formal differences between literature and film; techniques of adaptation; and the role of historical, cultural and political issues in the adaptation process.

LIT-460 Critical Approaches to Literature 3

Prerequisite(s): LIT-180 and 1 other LIT course

An examination of several methods for evaluating and analyzing literature; and introduction to literary criticism with application of techniques to literary genre.

LIT-465 Literature for Children and Young Adults 3

Same as LIT-467

Prerequisite(s): LIT-180

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.

LIT-467 Literature for Children and Young Adults 3

Same as LIT-465

May not be audited

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.

LIT-480 Narrative 3

Signature required

Prerequisite(s): LIT-180

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.

LIT-496 Literature Internship 1-3
Signature required Repeatable for credit
May not be audited

A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class or lab responsibilities, instruction or other directed studies.

LANGUAGE, LITERACY AND CULTURE

LLC-700 Reading Process and Practice 3
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
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-706 Language Acquisition and Cross-Cultural Communication-Secondary 3
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. This course focuses on second language acquisition for older students.

LLC-708 Issues in Literacy: Multilingual Learner 3
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
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
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

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
Graded Credit/No Credit May not be audited

Students observe and assist in adult ESL classes or other settings. Students also conduct case studies of adult second language learners.

LLC-728 Language/Literacy Practicum 1-3
Graded Credit/No Credit May not be audited

IP Graded, Non-Standard (See In-Progress Grade Policy)

Prerequisite(s): LLC-700, LLC-720

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.

LLC-731 Literature Study in Classroom 3

Designed for the teacher who is familiar with literature for children and young adults, this course provides students the opportunity to explore the theory and practice of incorporating literature study in the classroom.

LLC-732 Adolescent Literature 3

Familiarizes students with literature written for adolescents and young adults. Students explore a variety of ways to promote reading in the secondary classroom.

LLC-735 Transition in Bilingual Education 3

This course examines current theories of bilingualism, various bilingual curriculum models and methods and materials used to teach in bilingual classrooms. Students read about and experience effective approaches for bilingual students, including ELD and SDAIE.

LLC-740 Reading/Writing in the Content Area 3

Exploration of the integration of the language arts within the content area.

LLC-742 Issues in Literacy: Reading, Writing With Adolescents 2

Exploration of teaching techniques that help older students become strategic readers and writers in content areas, including analysis of text structure.

LLC-745 Cultural Diversity and Education 3

An examination of the folklore and culture of California's diverse peoples. From this base, present social and cultural issues are presented, leading to an understanding of the diversity of our schools and society.

LLC-747 Current Trends and Issues in Bilingual Education 3

This course is designed to examine the rationale for bilingual education based on a historical framework. The course will consider socioeconomic and political issues that affect the education of language minority students.

LLC-750 Introduction to Linguistics 3
This course involves students in the study of grammatical competence in the areas of morphology, phonology and syntax. Students also apply knowledge of linguistics to teaching reading, spelling development, vocabulary and writing.

LLC-752 Linguistics for Reading Teachers 2
Exploration of insights from phonology and morphology that pertain to reading, spelling and vocabulary development. Designed for teachers who wish to be reading specialists.

LLC-755 Sociolinguistics 3
This course examines discourse analysis and considers how cross-cultural factors influence communication. Students examine both differences between ways men and women use language and difference in classroom discourse between teachers and second language students.

LLC-760 Supervision in Language and Literacy 3
Graded Credit/No Credit May not be audited
Prerequisite(s): LLC-700, LLC-720, LLC-725
Instructional leaders support and supervise classroom teachers in a Fresno Pacific University reading/writing/language practicum.

LLC-761 Seminar in Literacy Leadership 3
Candidates examine current research and theoretical research, evaluate reading and language arts programs and prepare presentations.

LLC-762 Literacy Development for Adult English Learners 3
This course explores methodology designed to help adult English learners develop literacy. Course topics include the use of effective reading strategies and materials, a process approach to writing and appropriate grammar mini-lessons.

LLC-765 Research in Language, Literacy and Culture 3
In a seminar setting, students read extensively to synthesize current theories in language, literacy and culture in order to further clarify their own theory of learning. Required coursework leads students to their own research and supports the writing of the thesis or research reports using an inquiry approach.

LLC-767 Current Trends in Language and Literacy 1-3
Signature required Repeatable for credit
Graded Credit/No Credit May not be audited
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.

LLC-769 Seminar in Language and Literacy 1
Repeatable for credit

Graded Credit/No Credit

A visiting scholar leads students in the examination of critical issues in reading/writing/language theory and practice.

LLC-797 Continuous Registration 0
Signature required

May not be audited
Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

LLC-798 Project/Thesis Proposal 1
Signature required
Graded Credit/No Credit May not be audited
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.

LLC-799 Project/Thesis-Language, Literacy and Culture 1-3
Signature required Repeatable for credit
May not be audited
Supervised project or thesis in the field of language, literacy and culture. Instruction is tutorial and will result in a completed project or thesis.

MATHEMATICS

MATH-110A Principles of Mathematics: Part One 2
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: Part Two 2
Prerequisite(s): MATH-110A
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.

MATH-120 Principles of Mathematics 4
Same as MATH-110A and MATH-110B
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
May not be audited
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.

MATH-130 Arithmetic and Algebra of the Rational Number System 4

Same as MATH-135

Recommended prior coursework: MATH-110A and 110B; or MATH-120

Development of the real number system and its sub-systems from the informal point of view; sets, relations, operations and equivalence classes; definitions of number systems, isomorphisms, algorithms for operations with numbers, prime numbers; applications. Prepares teachers for K-9 mathematics.

MATH-132 Arithmetic and Data Analysis 3

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 grades K-7. Topics will include: numeration systems, a variety of algorithmic structures in arithmetic, simple set theory, probability, descriptive statistics, graphical interpretations of data and construction of appropriate graphical structures.

MATH-134 Algebraic Thinking and Geometry 3

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 grades K-7. 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-135 Arithmetics and Algebra of the Rational Number System 4

Same as MATH-130

May not be audited

Development of the real number system and its sub-systems from the informal point of view; sets, relations, operations and equivalence classes; definitions of number systems, isomorphisms, algorithms for operations with numbers, prime numbers and applications.

MATH-140 Pre-Calculus 4

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

Recommended prior coursework: MATH-110A and 110B; or MATH-120

Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation.

MATH-220 Calculus II 4

Prerequisite(s): MATH-210

Integration, applications of integration, logarithmic and exponential functions, trigonometric functions, techniques of integration.

MATH-230 Calculus III 4

Prerequisite(s): MATH-220

Vectors, polar coordinates, solid analytic geometry and infinite series.

MATH-240 Calculus IV 4

Prerequisite(s): MATH-230

Vectors in space, functions of several variables, partial differentiation, multiple integrals, vector analysis and introductions to differential equations.

MATH-320 Principles of Geometry 3

Prerequisite(s): MATH-210

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.

MATH-330 Abstract Algebra 3

Prerequisite(s): MATH-210

Groups, rings, integral domains, ordered fields, isomorphisms; rational, real and complex numbers.

MATH-335 Linear Algebra 3

Prerequisite(s): MATH-210

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.

MATH-340 Number Theory 3

Prerequisite(s): MATH-210

Divisibility, prime numbers, greatest common divisor, Euler's function, arithmetic functions, congruences, Diophantine equations and continued fractions.

MATH-345 Numerical Analysis 3

Prerequisite(s): MATH-230

Recommended prior coursework: CS-120, MATH-335

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.

MATH-350 Problem Solving 3

Prerequisite(s): MATH-210

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.

MATH-360 Probability and Statistical Methods 3

1

Recommended prior coursework: MATH-220

Introduction to probability theory including combinatorial methods, conditional probability and independence. Discrete and continuous random variables and their respective distributions, mathematical expectation and the central limit theorem.

MATH-361 Probability and Statistical Methods 3
2

Prerequisite(s): MATH-360

Methods of estimating parameters including point estimators and confidence intervals, criteria for a good estimator, hypothesis testing, linear models and estimation by the least squares method and analysis of variance.

MATH-365 Differential Equations 3

Prerequisite(s): MATH-230

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.

MATH-370 Discrete Mathematics 3

Recommended prior coursework: MATH-210

Counting techniques, mathematical induction, set theory, algebra of matrices, difference equations, graphs, trees, Boolean algebra and algorithms.

MATH-400 Methods of Teaching Mathematics 3

Mathematics majors only

Must have at least 30 units toward a mathematics major completed. This course will focus on theory-based methods and materials for teaching and learning school mathematics. Current issues and research in mathematics education will be examined with an emphasis on such factors as new technology, changes in mathematics, changes in the use and application of mathematics, new knowledge about learning, new knowledge about teaching and calls for equity of opportunity to learn mathematics. In addition, students will discuss ways to make mathematics accessible to English learners by using specially designed instructional strategies and assessment techniques.

MATH-480 History of Mathematics 3

Prerequisite(s): MATH-210

A historical survey of mathematical development from earliest times to the 20th century.

MATH-482 Practicum in Mathematics 1-2

Seniors only

Signature required

Graded Credit/No Credit

May not be audited

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.

MENNONITE BRETHREN SEMINARY

MBS-706 Violence and Nonviolence 3

A study of the ways violence, nonviolence and justice are understood in the Bible and the church; the changing shape of recent Christian responses; and the implications of these changes for how people respond to violence in various areas of life.

MBS-718 Interpersonal Communication: Person, Family and Community 3

This course 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.

MBS-721 Perspectives on the World Christian Movement 3

Perspectives on the World Christian Movement is a 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 and New Testament, the history of missions 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.

MBS-722 Person, Family and Culture 3

This course will examine the individual and family in the context of changing forces in American society. An intensive sociological and psychological study of the family in terms of its development, structure, organization and interaction. Students are expected to develop an understanding of the role of religion in the family in the modern world.

MBS-724 Human Development 3

This course 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.

MBS-726 Cross-Cultural Encounter 3

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. The course is an intensive experience, combining site visits, community living, interviews, debriefing, group discussion, reading and journaling. It provides a rich context for self-examination and ministry preparation. Special fees apply.

MBS-774 Research Testing and Family Assessment 3

This course is designed to provide a basic understanding of psychometrics, psychological assessment and family assessment.

MATHEMATICS/SCIENCE/ EDUCATIONAL TECHNOLOGY EDUCATION

MCE-720 Introduction to Using Computers 1-3 in the Classroom

May not be audited

This course meets the professional clear credential requirements. The integration of technology into teaching and learning will be studied. Topics include using computers as tools for enhancing problem solving skills, creativity and curriculum; the role of the computer as tutor, tool and tutee; and the evaluation and management of existing technologies.

MCE-743 Telecommunications in the Classroom 3

May not be audited

The focus of this course is on the methods and practices of using telecommunications as a tool to improve the classroom environment. This course will give teachers hands-on experience working with telecommunications. Students will explore the California education bulletin board known as CORE+ or other viable systems. Students will look at tools that help navigate through the Internet. Compression and decompression routines will be covered. Students will learn basic UNIX commands and how to use FTP, gopher and Mosaic programs to retrieve useful files. Students will take a consumer look at telecommunications services, learn classroom strategies, see sample telecommunication lessons and discuss current research on the value of telecommunications in education.

MCE-745 Multimedia in the Classroom 3

May not be audited

Multimedia is the delivery or synthesis of instruction through the integration of video clips, slides, sounds and text. Students will learn how to operate laser disc players, CD-ROMs and audio and video digitizers. Students will learn how to create hypermedia stacks that control these external devices. Students will also take an in-depth look at several commercial multimedia solutions. Students will then develop a project that will incorporate one or more of these technologies into their own professional setting.

MCE-747 Instructional Videography 3

May not be audited

Learn the technical and aesthetic factors of video production and explore the application of these to creative videomaking in instructional contexts. Hands-on learning is fundamental to this course. Participants must supply their own video camera.

MCE-753 Foundation in Educational Technology 3

This course will offer students a historical perspective on the field of educational technology, its major content and a view of future trends. Activities will focus on developing knowledge and skills that prepare students for leadership roles in many areas of applying technology in schools. The basis for evaluation will include student journals, report writing and a leadership portfolio.

MCE-756 Software Applications in Schools 3

May not be audited

An integrated software package containing word processing, database management, spreadsheet, data communication and graphics will be studied. The student will develop skills to create such things as parent letters, overheads, classroom databases, financial records and newsletters in a professional manner that will enhance the quality of the teacher's work. Students will demonstrate their knowledge of the integrated system through the creation of a project that applies to their current teaching.

MCE-757 Website Design in the Classroom 2

May not be audited

The course will provide a brief history of website development, leading to current practices, basic Web authoring tools and graphics preparation. Emphasis will be placed on four main steps in building websites: planning, building, testing and publishing. The basis for evaluation will be a course project culminating in a published website by each student.

MCE-759 Website Administration in Schools 2

May not be audited

The course will build on the foundation established in Website Design in the Classroom, focusing on advanced techniques of website design, a deeper understanding of the structure of the Internet and online resources for Web designers. Emphasis will be placed on management of website content, procedures for ongoing maintenance and techniques for enhancing websites. The basis for evaluation will be a course project culminating in enlarging and enhancing the website created in Website Design in the Classroom.

MCE-760 Technology Festival I: Curriculum Integration 2

Repeatable for credit

Graded Credit/No Credit

May be taken for participation

May not be audited

This course is designed to maximize the use of technology for classroom organization and learning. Students will come to know how to use technology as a teaching and learning tool and how current research supports the use of a technology-rich curriculum. Topics include (but are not limited to) the use of the Internet in curriculum development, word processing, presentation tools, use of a spreadsheet, research using the Internet, communications through email, telecommunication and videography.

MCE-761 Technology Festival II: Leadership and Support 2

Repeatable for credit

Graded Credit/No Credit

May be taken for participation

May not be audited

This course is designed to develop in the participant the ability to become a leader in the use of technology and to support others to stimulate greater computer (and related technologies) use in the classroom in order to enhance teaching and learning. Participants will focus on current learning strategies and the role that technology plays in teaching. Participants will also be given the opportunity to build a valuable network of professional contacts that will help them grow in their leadership positions. Topics include (but are not limited to) network fundamentals, troubleshooting; use, set up and administration of NT

server; how to set up a Web and email server; technology planning integrating technology into the curriculum; website management, Web database use, mixed platform networks and use, set up and administration of Apple servers.

MCE-766 Developing Technology Rich Curriculum 3

Students will review current learning theories, instructional strategies and pertinent curriculum frameworks. Students will evaluate commercial software products that relate to their field of study. Students will then create instructional modules that merge a commercial product with a specific curriculum area.

MCE-797 Continuous Registration 0
Signature required

May not be audited

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

MCE-798 Project Thesis Proposal 1
Signature required

Graded Credit/No Credit May not be audited

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.

MCE-799 Project/Thesis-Educational Technology 1-3

Signature required Repeatable for credit May not be audited

Supervised project or thesis in the field of educational technology. Instruction is tutorial and will result in a completed project or thesis.

MATHEMATICS EDUCATION

MED-710 Integration of Mathematics and Science: Science Connections 2

Graded Credit/No Credit Repeatable for credit May not be audited

May be taken for participation

Participants will become thoroughly acquainted with AIMS (Activities that Integrate Mathematics and Science) materials through hands-on activities; gain an understanding of the underlying approach, philosophy, learning theory, content and methodology of AIMS; study numerous scientific principles and concepts; engage in science processes; and make applications of mathematical concepts and skills. Cooperative learning will be stressed and experienced in the context of hands-on explorations. The content and emphasis of the course will vary significantly to allow students to repeat the course in successive semesters.

MED-711 Reflective Practice - Science Connections 1

Graded Credit/No Credit Repeatable for credit May not be audited

The course provides opportunity for implementation and sustained use of hands-on math/science experiences in the classroom and for corresponding reflection upon teaching practices. Students are required to design and carry out a plan for implementation of eight to 10 integrated lessons in their classrooms over a two-month period. Students keep a journal of analysis and reflection about each lesson presented and respond to focus questions included in the journal.

MED-712 Integration of Mathematics and Science: Math Connections 2

Graded Credit/No Credit Repeatable for credit May not be audited

May be taken for participation

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.

MED-713 Reflective Practice - Math Connections 1

Graded Credit/No Credit Repeatable for credit May not be audited

The course provides opportunity for implementation and sustained use of hands-on math/science experiences in the classroom and for corresponding reflection upon teaching practices. Students are required to design and carry out a plan for implementation of 8 to 10 integrated lessons in their classrooms over a two-month period. Students keep a journal of analysis and reflection about each lesson presented and respond to focus questions included in the journal.

MED-742 Current Issues and Research in Mathematics Education 2-4

Signature required Graded Credit/No Credit May not be audited

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.

MED-752 Leadership Seminar in Mathematics/Science Education 2

Signature required Graded Credit/No Credit Repeatable for credit May not be audited

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

MGT-441 Community Project Proposal 1*May not be audited*

Completion of a proposal for the community project.

MGT-442 Community Project 3*May not be audited*

Prerequisite(s): MGT-441

This is the major project directed to business organizations and the community.

MGT-450 Management and Organizational Behavior 4*May not be audited*

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.

MGT-457 Risk Management 3

Students learn to identify and analyze all types of organizational risk and manage this risk through insurance and other tools. The overall assumption will be that risk can be managed if it is identified prior to a loss.

MGT-460 Human Resources 3*May not be audited*

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.

MINISTRY**MIN-200 Perspectives on Contemporary Christian Ministries 1**

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-357 Christian Leadership and Administration 4

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

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

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

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-378 Introduction to Worship Ministries 3

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

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

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

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

Prerequisite(s): MIN-383

This course will examine some basic building blocks and programs/methods of a healthy ministry to adolescents. Students will add to their work in Introduction to Youth Ministries by developing a holistic and practical program of youth ministry.

MIN-390 Introduction to Preaching 2

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-396 Discernment 1

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.

MIN-400 A History of Christian Thought 3
May not be audited

This course provides students with an understanding of the historical development of Christian thought after the first century and will explore the relevance of these historical developments for contemporary Christian ministry.

MIN-403A A Personal and Spiritual Formation-Part A: Beginning the Journey 3
May not be audited

This course seeks to foster in students holistic formation and growth toward personal and Christian maturity. The course is built on the understanding that Christian community is the context for both the experiential nature of nontraditional education and personal life planning. Through both classroom instruction and a practicum, students will become familiar with various instruments that will assist them in assessing personal strengths and learning styles.

MIN-403B Personal and Spiritual Formation-Part B: Transformed by Christ 1
May not be audited

A continuation of the personal/spiritual journey focusing on the spiritual disciplines and the nature and dynamics of spiritual disciplines.

MIN-403C Personal and Spiritual Formation-Part C: Moving Into Ministry 2
May not be audited

This final session focuses on the formation of ministry and celebrating the call to ministry. (Includes practicum.)

MIN-410 Ethical Dimensions of Ministry 4
May not be audited

An exploration of ethical teachings of the New Testament for ministry issues and problems is covered. (Includes practicum.)

MIN-420 Ministry Across Cultures 4
May not be audited

This course aims to equip students to understand the role of culture in human life and faith and to understand cultures different from their own. Students will investigate major world religious traditions, learn how Christians live and believe in other parts of the world and develop an understanding of how to minister in cross-cultural settings. (Includes practicum.)

MIN-430 Urban Ministry 3
May not be audited

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.

MIN-440 Conflict Management in Ministry 4
May not be audited

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.

MIN-450 Leadership in Ministry 3
May not be audited

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.

MIN-470 Pastoral Ministries 3

This course will help students interested in working within the church to understand the numerous roles a pastor must fill. Topics to be covered include weddings, funerals, baptisms, boards, finances, visitation, counseling and others. Students will explore a wide variety of perspectives in examining the responsibilities of a pastor.

MIN-475 Urban Los Angeles Immersion 1

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.

MIN-480 Contemporary Christian Ministries Seminars 1-2

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

Repeatable for credit
Graded Credit/No Credit
May not be audited
Contemporary Christian ministries majors and minors only
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 six units of practica.

MIN-499A Baccalaureate Thesis-Part A 1
May not be audited

Students receive a complete overview of the thesis topic selection procedures. Students are also given information on how to use the library resources in researching their baccalaureate thesis topics. After composing chapters one and two, students present their preliminary research design to the thesis director and to the learning group.

MIN-499B Baccalaureate Thesis-Part B 2
May not be audited

Prerequisite(s): MIN-499A
Students compose chapters three and four, and present their research and analysis to the thesis director and to the learning group.

MIN-499C Baccalaureate Thesis-Part C 2
May not be audited
Prerequisite(s): MIN-499A, MIN-499B
 Students compose chapters five and six, revise their thesis into a final draft and make a final oral presentation to the thesis director and to the learning group.

MARKETING

MKT-300 Principles of Marketing 3
 The course trains students in the understanding of concepts in marketing. In order to be successful in business, one must understand how to market to the needs and wants of a consumer target group. Hence, students learn the marketing process, developing the marketing mix and managing marketing services.

MKT-303 Market Research 3
Recommended prior coursework: MKT-300
 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.

MKT-305 Consumer Behavior 3
Recommended prior coursework: MKT-300
 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.

MKT-307 Advertising and Promotion 3
Recommended prior coursework: MKT-300
 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.

MKT-311 Nonprofit Marketing 3
Recommended prior coursework: MKT-300
 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.

MKT-314 Logistics 3
Recommended prior coursework: MKT-300
 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.

MKT-316 Sales Management 3
Recommended prior coursework: MKT-300
 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.

MKT-318 Logistics 3
Prerequisite(s): MKT-300
 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.

MKT-320 World of Marketing 3
May not be audited
 This course provides an in-depth examination of the four main areas of marketing: price, product, promotion and physical distribution.

MKT-439 Database Management Systems 3
Same as CS-435
 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.

SCIENCE EDUCATION

MSE-740 Science Teaching Methods 1
May not be audited
 This course will provide a background in science methodology, concentrating on a hands-on process approach. Topics covered will include effective communication strategies, classroom management, safety aspects, lab and computer applications, community resources and goals/objectives.

MSE-741 Science and the Integrated Curriculum 1
 This course involves an evaluation and critique of past and current science education curricula. Students will analyze selected curricula to compare the crucial bases of their development: historical, philosophical, psychological and scientific. Students will be required to write their own lessons and activities.

MSE-742 Seminar in Science Education Trends 1
 In this course students will evaluate and critique current trends in science education. Students will search current and recent literature that applies to each individual's chosen science area and level. Assignments will be both general and individualized.

MSE-743 Evaluation in the Science Classroom 1

This course explores the whole area of evaluating student performance in the science classroom. Topics studied will include the correlation of teaching objectives, alternative forms of testing, CAP Tests, performance evaluations and statistical interpretation. Students will develop a philosophy of testing, as well as competence in constructing, administering and interpreting both formal and informal tests.

MSE-744 Science for Students With Special Needs 1-3

This course will provide a foundation for understanding various categories of disabilities. It will also concentrate on how to teach special needs students hands-on science lessons. This course is appropriate for preschool through secondary levels, teachers with classroom or special area experience and all classroom environments.

MSE-797 Continuous Registration 0

Signature required

May not be audited

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been completed. Registration for 797 is equivalent to 1 unit of tuition.

MSE-798 Project/Thesis Proposal 1

Signature required

Graded Credit/No Credit

May not be audited

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.

MSE-799 Project/Thesis-Science Education 1-3

Signature required

Repeatable for credit

May not be audited

Supervised project or thesis in the field of science education. Instruction is tutorial and will result in a completed project or thesis.

MSI-730 Processes and Concepts in Science (Science Festival) 2

Graded Credit/No Credit

Repeatable for credit

May not be audited

An in-depth study of the biological, physical and earth sciences through hands-on activities and well designed lectures and demonstrations by nationally recognized leaders in science education.

MSI-749 Biology of Organisms 4

May not be audited

This is a survey of the fundamental botanical and zoological concepts, including molecular and cellular biology, anatomy, physiology, morphology, genetics ecology, taxonomy and evolution. Lectures, classroom activities, field trips and labs are included.

MSI-751 Zoology Concepts 3

May not be audited

This is a survey of the fundamental zoological concepts, including both invertebrates and vertebrates. Topics will include anatomy, animal kingdom, cells to organisms, ecology, evolution, genetics and physiology. Lectures, classroom activities, field trips and labs are included.

MSI-752 Human Biology 3

May not be audited

A detailed study will be made of the anatomy and physiology of the human body. Lectures will emphasize the various cells, tissues, organ systems and their interrelationships, such as the physical and chemical properties of muscles, nerve conduction, respiration and excretion. Human evolution will be discussed. Labs will include vertebrate dissection and physical/chemical physiology.

MSI-753 Field Biology/Ecology Concepts 3

May not be audited

This course is a study of the interrelationships between organisms and their environment, including an analysis of the principle factors contributing to the distribution of living organisms: food production, food chains, energy recycling and human influence. Ecological principles will be stressed, along with their economic and aesthetic ramifications. Lectures, labs and field trips will be included.

MSI-755 Physics Concepts I 2

May not be audited

This is the first half of a two-course sequence designed to give teachers a deeper understanding and appreciation of the fundamental concepts and basic principles in physics. This course covers the topics of mechanics, properties of matter and heat and energy. This course includes both labs and lectures.

MSI-756 Physics Concepts II 2

May not be audited

This is the second half of a two-course sequence designed to give teachers a deeper understanding and appreciation of the fundamental concepts and basic principles in physics. This course covers the topics of wave motion in sound and light, electricity and magnetism and atomic/nuclear physics. Labs and lectures will be included.

MSI-758 Chemistry Concepts I 2

May not be audited

This course is designed to present those chemical concepts that form the basis for teaching general science and chemistry. Basic principles of inorganic chemistry will be included: inorganic structure, bonding, reactions, properties of matter, electrochemistry, molecular orbital theory, nomenclature and metals/nonmetals. Lectures and labs will be included.

MSI-759 Chemistry Concepts II 2

May not be audited

This course is designed to present those chemical concepts that form the basis for teaching general science and chemistry. Basic principles of organic chemistry will be included: organic structure, stability, bonding, reactions, nuclear chemistry, chemical thermal dynamics, nomenclature and properties of complex compounds. Lectures and labs will be included.

MSI-762 Earth Science Concepts 2-3

May not be audited

This course will give the teacher a comprehensive understanding of the basic principles of geology, meteorology and astronomy. It will include the nature of

minerals/rocks, geological processes, geological maps, weather, climates and stars and planets. Lectures, labs and field trips will be included.

MATHEMATICS EDUCATION

MTH-724 Problem Solving in Mathematics 1-3 (Math Festival-Secondary School Emphasis)

*Graded Credit/No Credit
May be taken for participation*

*Repeatable for credit
May not be audited*

A study of the nature of problem solving, with applications to secondary school mathematics. Problems of both historical and contemporary significance will be examined. Applications which integrate algebra, geometry, trigonometry, analysis, number theory and probability and statistics will be explored.

MTH-726 Math Perspectives 1-3

*Graded Credit/No Credit
May be taken for participation*

*Repeatable for credit
May not be audited*

This course focuses on the growth of mathematical ideas in the areas of geometry, number and data sense. Overarching these three content areas will be a strong emphasis on problem solving.

MTH-727 Calculus I 4

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

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

This course is especially designed for teachers and will focus on attaining a deep conceptual understanding of the important ideas of calculus. Course content will include integration techniques, improper integrals, infinite series, parametric equations, polar coordinates, vectors in the plane and in space.

MTH-730 Linear Algebra 3

Signature required

May not be audited

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.

MTH-743 Arithmetic of Rational Number Systems 3

May not be audited

This course will have as its focus the development and application of the natural, whole and positive rational number systems. These are the number systems that K-6 arithmetic is all about. An understanding of how these systems develop, beginning with a foundation in set concepts, is important to an understanding of the what and why of the arithmetic and related mathematical concepts that are part of the K-6 curriculum. Additional emphasis will be placed on problem solving, exploration and applications involving the various sets of numbers.

MTH-745 Number Theory 3

May not be audited

Divisibility, prime numbers, greatest common divisor, Euler's function, arithmetic functions, congruences, number theoretic functions, Diophantine equations and continued fractions.

MTH-751 Informal Geometry 3

May not be audited

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 for figure; (3) to analyze geometric figures and relationships by explaining how figures and parts of figures are related and interpreting the meaning of a geometric situation; (4) to discover and formulate generalizations by posing and answering "what if" questions, by continuing patterns and discovering generalizations from seeing many examples; (5) to prove and disprove generalizations by giving reasons why something is always true and showing counterexamples to show a generalization to be false.

MTH-753 Concepts of Algebra 3

May not be audited

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.

MTH-755 Probability and Statistics (Middle School Emphasis) 1-3

May not be audited

The course is designed for elementary and middle school teachers who have the usual mathematical background required for a single subject credential. The course 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.

MTH-757 Contemporary Mathematics 3*May not be audited*

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.

MTH-761 Topics in Geometry 3*May not be audited*

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.

MTH-762 Topics in Algebra 3*May not be audited*

The course focuses on various facets of algebra that are typically taught from junior high through college. A major emphasis is on foundations and on looking at elementary algebra from an advanced standpoint. Additionally, the course focuses on the impact of technology on approaches to the content of school algebra.

MTH-763 Probability and Statistics 3*May not be audited*

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.

MTH-764 Discrete Mathematics 3*May not be audited*

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.

MTH-765 History of Mathematics 1-3*May not be audited*

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.

MUSIC**MUS-010 Community Concert Band 0***Signature required**May not be audited**Course to be taken for enrichment purposes*

Performance of wind band music in a large, symphonic setting. Open to university students, faculty, staff and the community. Audition required.

MUS-017 San Joaquin Chorale 0*Signature required**May not be audited**Course to be taken for enrichment purposes*

Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. Audition required.

MUS-020 Instrument Ensemble 0*Signature required**May not be audited**Course to be taken for enrichment purposes*

Performance of instrumental music in small groups. Audition required.

MUS-021 Jazz Band 0*Signature required**May not be audited**Course to be taken for enrichment purposes*

Study and performance of compositions for jazz band or combo. Audition required.

MUS-022 Baroque Orchestra 0*Signature required**May not be audited**Course to be taken for enrichment purposes*

Performance of music of the baroque era in small ensembles. These groups perform on campus and for events in the community.

MUS-101 Elements of Musicianship 3

Essential knowledge and skills in music reading and performing are emphasized in this class. Prospective elementary school teachers will find the material useful in preparation for classroom experience. Students with an interest in a music major, but with limited musical experience, will find it to be a valuable introduction to the major. Students with demonstrable skills equal to this course will enroll directly in Music 110L. This course fulfills the requirements for the liberal studies major.

MUS-102 Introduction to Music 3

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

Introduction to American Popular Music is 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. The class does briefly consider the origins of a few early American hymns that are still popular (e.g., "Amazing Grace"), but the course material mainly begins with popular music from about the mid-19th century. The development of jazz is pivotal, as many earlier styles converge into this form, and later styles branch out from it. Students enhance their learning experience by attending and critiquing at least two live performances of popular music, and by giving an in-class presentation on a topic of their choice that is pertinent to the semester's study.

MUS-104 Music Appreciation 3
May not be audited

A survey of past, present, classical and popular musical styles to develop aesthetic appreciation for music of different cultures.

MUS-106 Fundamentals of Music 3
May not be audited

The fundamentals of music course provides a foundation for the student to pursue a more comprehensive study in music, such as music theory, history and appreciation. Emphasis on student learning will entail the understanding and application of music fundamentals through reading, singing, listening, notating and creating music. Using a global perspective in choosing musical examples, there will be a mix of multicultural folk materials and Western "classical" music to illustrate the musical concepts to be learned. Students shall become acquainted with the sounds of a variety of genres and historical periods as they acquire a basic knowledge of how music works.

MUS-110L Music Theory and Ear Training 4
3 hours lecture; 1 hour lab

Recommended prior coursework: MUS-101

This course introduces the basic principles of musicianship and harmonic theory. Special attention will be devoted to ear training.

MUS-114 Music Worship Ensemble 2
Freshmen or sophomores only

Repeatable for credit

Graded Credit/No Credit

Activity course

A student ensemble of four to eight members, able to lead worship in varied church settings and perform light classical, contemporary Christian and other styles of music. This ensemble represents the Fresno Pacific University Music Department and the university as a whole in advancement, admissions and alumni/public relations contexts to churches, donors and other stakeholders in Fresno Pacific University. The ensemble will tour as needed during the academic year and summer, with the scheduling of events to be handled through the advancement and president's offices. Members of the

ensemble are eligible for music scholarships and/or stipends.

MUS-115 Vocal Performance Workshop 1-2
Freshmen or sophomores only
Signature required *Repeatable for credit*
May not be audited

Activity course

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. Informal auditions will be held at the end of each preceding semester for the following semester's casting. Additionally, there will be various classes or workshops pertinent to singing/acting on stage, some with guest presenters. These classes might include stage deportment, makeup, stage movement, sessions on developing a character, etc. The FPU community at large is welcome to enroll and participate. Audition required.

MUS-116 Concert Choir 2
Freshmen or sophomores only

Graded Credit/No Credit

Activity course

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. Audition required.

MUS-117 San Joaquin Chorale 2
Freshmen or sophomores only

Graded Credit/No Credit

Activity course

Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. Audition required.

MUS-118 Vocal Ensemble 2
Freshmen or sophomores only

Graded Credit/No Credit

Activity course

May include Women's Chorale: performance of vocal music for SSA groups under the auspices of the music faculty. May also include Jazz Choir, a selected group of vocalists who perform with the Jazz Ensemble and represent the university in the community under the auspices of the music faculty. Other ensembles may be offered at the discretion of music faculty. Audition required.

MUS-119 Pacific Chamber Singers 2
Freshmen or sophomores only

Graded Credit/No Credit

Activity course

Performance of religious, jazz, ethnic and secular choral literature. Singers must also participate in MUS-116/316 Concert Choir. Audition required.

MUS-120 Instrumental Ensemble-Brass, Woodwind, Strings, Handbells, Flute 2

Freshmen or sophomores only

Repeatable for credit
May not be audited

Graded Credit/No Credit
Activity course

Performance of instrumental music in small groups. Audition required.

MUS-121 Jazz Band 2
Freshmen or sophomores only

Repeatable for credit
May not be audited

Graded Credit/No Credit
Activity course

Study and performance of compositions for jazz band or combo. Audition required.

MUS-122 Baroque Orchestra 2
Freshmen or sophomores only

Repeatable for credit
May not be audited

Graded Credit/No Credit
Activity course

Performance of music of the baroque era in small ensembles. These groups perform on campus and for events in the community. Audition required.

MUS-123 Community Concert Band 2
Freshmen or sophomores only

Repeatable for credit
May not be audited

Graded Credit/No Credit
Activity course

Performance of wind band music in a large, symphonic setting. Open to university students, faculty, staff and the community. Audition required.

MUS-130 Class Voice 1-2
May not be audited

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.

MUS-131 Piano Class 2
May not be audited

This class offers group instruction for people with little or no keyboard experience. The class meets twice weekly and may be repeated at no extra fee.

MUS-132 Piano Proficiency Class 2
Music majors only

Repeatable for credit
May not be audited

This course is for music majors only and incorporates all elements of the required piano proficiency examination.

Private Instruction
Freshmen or sophomores only

Repeatable for credit
May not be audited

Private instruction is available with an additional fee. Contact the program director for information about individual instructors available in this area.

MUS-135 Private Instruction in Piano 1-3
MUS-136 Private Instruction in Percussion 1-3
MUS-137 Private Instruction in Organ 1-3
MUS-138 Private Instruction in Guitar 1-3

MUS-139 Private Instruction in Harpsichord 1-3
MUS-141 Private Instruction in Voice 1-3
Prerequisite(s): MUS-130
MUS-143 Private Instruction in Brass 1-3
MUS-145 Private Instruction in Strings 1-3
MUS-146 Private Instruction in Harp 1-3
MUS-147 Private Instruction in Woodwinds 1-3
MUS-148 Private Instruction in Conducting 1-3
MUS-149 Private Instruction in Composition 1-3

MUS-210L Music Theory and Counterpoint 4

3 hours lecture; 1 hour lab
Prerequisite(s): MUS-110L

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.

MUS-230 Lyric Diction I 2

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

Prerequisite(s): MUS-230

Required for all voice majors and highly recommended for all students involved in vocal music, including music education and conducting majors, and as a corollary to vocal teaching skills. This course assumes a working knowledge of International Phonetic Alphabet and addresses enunciation, pronunciation of German, French and Slavic languages as commonly used in voice study and understanding how the sounds are formed and applied to the singer's art. Recommended for students in their second year of voice study.

MUS-305 Music in the Classroom 3

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-310 Music Theory and Analysis 4

Prerequisite(s): MUS-210L

The course will be equally divided between advanced harmonic theory and musical analysis.

MUS-314 Music Worship Ensemble 2

Juniors or seniors only
Repeatable for credit

Graded Credit/No Credit
Activity course

A student ensemble of four to eight members, able to lead worship in varied church settings and perform light classical, contemporary Christian, and other styles of music. This ensemble represents the Fresno Pacific

University Music Department and the university as a whole in advancement, admissions and alumni/public relations contexts to churches, donors and other stakeholders in Fresno Pacific University. The ensemble will tour as needed during the academic year and summer, with the scheduling of events to be handled through the advancement and president's offices. Members of the ensemble are eligible for music scholarships and/or stipends.

MUS-315 Vocal Performance Workshop 1-2

Juniors or seniors only

Signature required

*Repeatable for credit
May not be audited*

Activity course

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. Informal auditions will be held at the end of each preceding semester for the following semester's casting. Additionally, there will be various classes or workshops pertinent to singing/acting on stage, some with guest presenters. These classes might include: stage deportment, makeup, stage movement, session on developing a character, etc. The FPU community at large is welcome to enroll and participate. Audition required.

MUS-316 Concert Choir 2

Juniors or seniors only

Graded Credit/No Credit

Activity course

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. Audition required.

MUS-317 San Joaquin Chorale 2

Juniors or seniors only

Graded Credit/No Credit

Activity course

Performance of a variety of choral literature. Participation of singers from the university and the community is encouraged. Audition required.

MUS-318 Vocal Ensemble 2

Juniors or seniors only

Graded Credit/No Credit

Activity course

May include Women's Chorale: performance of vocal music for SSA groups under the auspices of the music faculty. May also include Jazz Choir, a selected group of vocalists who perform with the Jazz Ensemble and represent the university in the community under the auspices of the music faculty. Other ensembles may be offered at the discretion of music faculty. Audition required.

MUS-319 Pacific Chamber Singers 2

Juniors or seniors only

Graded Credit/No Credit

Activity course

*Repeatable for credit
May not be audited*

Performance of religious, jazz, ethnic and secular choral literature. Singers must also participate in MUS-116/316 Concert Choir. Audition required.

MUS-320 Instrumental Ensemble-Brass, Woodwind, Strings, Handbells, Flute 2

Juniors or seniors only

Graded Credit/No Credit

Activity course

Performance of instrumental music in small groups. Audition required.

*Repeatable for credit
May not be audited*

MUS-321 Jazz Band 2

Juniors or seniors only

Graded Credit/No Credit

Activity course

Study and performance of composition for jazz band or combo. Audition required.

*Repeatable for credit
May not be audited*

MUS-322 Baroque Orchestra 2

Juniors or seniors only

Graded Credit/No Credit

Activity course

Performance of music of the baroque era in small ensembles. These groups perform on campus and for events in the community. Audition required.

*Repeatable for credit
May not be audited*

MUS-323 Community Concert Band 2

*Graded Credit/No Credit
Activity course*

Performance of wind band music in a large symphonic setting. Open to university students, faculty, staff and the community. Audition required.

*Repeatable for credit
May not be audited*

MUS-340 Skills in Orchestral Instruments-Brass 2

1 hour lecture; 1 hour music instruction

Basic performance techniques and teaching methodology in brass instruments.

MUS-341 Skills in Orchestral Instruments-Strings 2

1 hour lecture; 1 hour music instruction

Basic performance techniques and teaching methodology in strings.

MUS-342 Skills in Orchestral Instruments-Woodwinds 2

1 hour lecture; 1 hour music instruction

Basic performance techniques and teaching methodology in woodwinds.

MUS-343 Skills in Orchestral Instruments-Percussion 2

1 hour lecture; 1 hour music instruction

Basic performance techniques and teaching methodology in percussion.

MUS-349 Music Research 1

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
Recommended prior coursework: MUS-110L
 An overview of music history from antiquity until 1725.

MUS-351 Music History: 1725-1900 3
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
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 a study of music outside the concert traditions of the Western world.

MUS-400 Music in the Church 3
 The purpose of this course is to assist in integrating the student's education thus far, and to provide a scriptural basis on which to build a Christian life and work ethic, specifically in, but not limited to, the field of music, by examining theological reasons to choose excellence over fleeting trends. Along with fundamental questions relative to the Gospel and worship, the current issues of "traditional" vs. "contemporary" worship are addressed and examined in light of their respective purposes in the service. Students can expect to study selected writings, including Scripture; to become acquainted with various types of Psalms and their numerous uses; to examine hymnody as well as "worship" music--not only today's, but that of earlier years; and to engage in discussion in the classroom and with some who are actively involved in pastoral church music ministry. There is a significant final project for this course, integrating the semester's work into a thoughtful, personal experience relative to church music ministry.

MUS-410 Music Theory Since Debussy 4
Prerequisite(s): MUS-310
 Study of late 19th and early 20th century harmonic theory will constitute approximately half of this class. The other half will be devoted to listening to and analyzing compositions of the period.

MUS-411 Arranging and Scoring 3
Signature required
Prerequisite(s): MUS-110L, MUS-210L
 Techniques of arranging music for various vocal and choral combinations, and scoring music for small and large instrumental ensembles.

MUS-412 Studies in Music Education 3
Signature required
 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.

MUS-413 Electronic Music 2
Signature required
Prerequisite(s): MUS-101

Practical and theoretical experience in creating music on a digital electronic music instrument.

Private Instruction
Juniors or seniors only

*Repeatable for credit
 May not be audited*

Private instruction in advanced areas is available with an additional fee. Contact the program director for information about individual instructors available in this area.

MUS-435 Private Instruction in Advanced Piano 1-3

MUS-436 Private Instruction in Advanced Percussion 1-3

MUS-437 Private Instruction in Advanced Organ 1-3

MUS-438 Private Instruction in Advanced Guitar 1-3

MUS-439 Private Instruction in Advanced Harpsichord 1-3

MUS-441 Private Instruction in Advanced Voice 1-3

Prerequisite(s): MUS-130

MUS-443 Private Instruction in Advanced Brass 1-3

MUS-445 Private Instruction in Advanced Strings 1-3

MUS-446 Private Instruction in Advanced Harp 1-3

MUS-447 Private Instruction in Advanced Woodwind 1-3

MUS-448 Private Instruction in Advanced Conducting 1-3

MUS-449 Private Instruction in Advanced Composition 1-3

MUS-450 Conducting I 3

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

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

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

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

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

May not be audited

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 applied instrument. In some cases alternative projects are arranged, such as composition recitals, research or conducting recitals. Students should make arrangements with the program director.

PEACEMAKING AND CONFLICT STUDIES

PACS-700 Basic Institute in Conflict Management And Mediation 2-3

Graded Credit/No Credit

IP Graded, Non-Standard (See In-Progress Grade Policy)

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. Intensive one-week institute.

PACS-702 Theological Ethics of Conflict and Peacemaking 3

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

IP Graded, Non-Standard (See In-Progress Grade Policy)

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

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

IP Graded, Non-Standard (See In-Progress Grade Policy)

An examination of such themes as group cohesiveness, goals, norms, pressures, structures, power, leadership and problem solving processes. Includes analysis and reflections on actual cases.

PACS-730 Historical Peacemakers 3

IP Graded, Non-Standard (See In-Progress Grade Policy)

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.

PACS-736 Institute in School Peer Mediation Program Development 2-3

Graded Credit/No Credit

IP Graded, Non-Standard (See In-Progress Grade Policy)

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.

PACS-737 Institute in Victim Offender Reconciliation Program (VORP) Development 2

Graded Credit/No Credit

IP Graded, Non-Standard (See In-Progress Grade Policy)

Provides introduction to vision, mission, VORP peacemaking model and process, case management, volunteer training and management, restitution follow-up management, organizational development and funding strategies. Instruction based on the *Church Based VORP--Organizing/Program Manual*. Includes step-by-step plan for moving from idea to first case.

PACS-738 Institute in Discipline That Restores Program Development 2

Graded Credit/No Credit

IP Graded, Non-Standard (See In-Progress Grade Policy)

Introduction to principles of "Discipline That Restores" and strategies and materials to implement a school-wide discipline that restores program. Includes teacher-training strategies and materials, school handbook information, notes for parents, etc.

PACS-739 Institute in Establishing a Mediation Practice 1

Signature required

Graded Credit/No Credit

May not be audited

IP Graded, Non-Standard (See In-Progress Grade Policy)

Prerequisite(s): PACS-700

Participants work individually with the instructor to develop a complete business plan for their practice or organization.

PACS-746 Restorative Justice 3

May not be audited

IP Graded, Non-Standard (See In-Progress Grade Policy)

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.

PACS-748 Discipline That Restores 3

May not be audited

IP Graded, Non-Standard (See In-Progress Grade Policy)

Prerequisite(s): PACS-700 or CRI-704

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.

PACS-750 International Conflict and Peacemaking 3

IP Graded, Non-Standard (See In-Progress Grade Policy)
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

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

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

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

Graded Credit/No Credit May not be audited
IP Graded, Non-Standard (See In-Progress Grade Policy)
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.

PACS-758 Advanced Mediation 3

May not be audited
IP Graded, Non-Standard (See In-Progress Grade Policy)
Prerequisite(s): PACS-700, PACS-708, PACS-756
This course includes a careful analysis of the role of a mediator, the options regarding a mediation process and each phase of mediation process in actual cases with a range of complexity and intensity. Theoretical perspectives and models are compared and contrasted with actual case

histories to understand the opportunities, options, ethics and limitations of mediation in a variety of settings: serious victim/offender cases, public policy, racial an other discrimination, business and construction cases, various group settings, etc.

PACS-760 Mediation and the Law 3

Signature required May not be audited

Prerequisite(s): PACS-700
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.

PACS-762 Family Mediation 3

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

Signature required
Graded Credit/No Credit May not be audited
IP Graded, Non-Standard (See In-Progress Grade Policy)
Prerequisite(s): PACS-710; and PACS-700 or PACS-702
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.

PACS-766 Mediator Certification Course 1

Signature required
May not be audited
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.

PACS-797 Continuous Registration 0

Signature required
May not be audited
Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

PACS-798 Project/Thesis Proposal 1

Signature required
Graded Credit/No Credit
May not be audited

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.

PACS-799 Project/Thesis-Conflict Management and Peacemaking 1-3

Signature required *Repeatable for credit*
May not be audited

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

Graded Credit/No Credit *Repeatable for credit*
Activity course *May not be audited*

PE-100	Beginning Tennis	1
PE-102	Advanced Tennis	1
PE-104	Badminton	1
PE-106	Racquetball	1
PE-110	Volleyball	1
PE-112	Flag Football	1
PE-114	Basketball	1
PE-116	Softball	1
PE-118	Soccer	1
PE-120	Dance Movement	1
PE-121	Ballroom Dancing	1
<i>Signature required</i>		
PE-122	Aerobic Rhythmic Exercise	1
PE-123	Self Defense	1
PE-124	Latin Dance	1
<i>Signature required</i>		
PE-125	Aerobic and Weight Training for Women	1
PE-126	Power Walking	1
PE-128	Jogging	1
PE-130	Beginning Swimming	1
PE-132	Advanced Swimming	1
PE-134	Golf	1
PE-136	Strength Program	1
PE-138	Weight Training	1
PE-140	Archery	1
PE-142	Bowling	1
PE-144	Bicycling	1
PE-146	Backpacking	1
PE-148	Alpine Skiing	1
PE-150	Cross Country Skiing	1
PE-152	Kayaking	1
PE-154	Rock Climbing	1

PE-461 Elementary Physical Education Methods 3

Same as KIN-460

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.

PHILOSOPHY

PHIL-100 Introduction to Philosophy 3
An introduction to the fundamental problems and methods of philosophy.

PHIL-103 Logic and Critical Thinking 3
An introduction to formal and informal logic.

PHIL-110 Introduction to Philosophical Ethics 3
An historical introduction to ethics with emphases upon Aristotle, Aquinas, Kant, Mill and Nietzsche.

PHIL-330 Ancient Philosophy 4
Studies in the history of Western philosophy to the Middle Ages.

PHIL-333 Medieval Philosophy 3
A study of the tradition of thought, characterized by the goal of "faith seeking understanding," from the fourth through the 13th century.

PHIL-335 Modern Philosophy 4
The history of Western philosophy from Descartes to 1900.

PHIL-393 Twentieth Century Western Thought 3
Same as HIST-393

Recommended prior coursework: HIST-140
Covers Western philosophy and intellectual history of the 20th century. Schools of thought that will be examined through the reading of primary texts are: analytic philosophy, positivism, phenomenology, existentialism, Western Marxism, structuralism, post-structuralism, post-modernism, neo-pragmatism and feminist philosophy.

PHIL-405 Philosophy of Religion 3
Studies in the nature and validity of religious ideas.

PHIL-430 American Wilderness Literature and Philosophy 3
Same as HIST-430, LIT-350, SOC-311
An exploration of American ideas about wilderness, the natural world and human relationships to them.

PHIL-442 Personal Ethics Within Organizations 3
May not be audited

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.

PHIL-443 Values Formation 4
May not be audited

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.

PHIL-450 History of Political Theory and Ideas 3

Same as HIST-450, PS-450, SOC-340

Prerequisite(s): HIST-120, HIST-130, HIST-140

A survey of political theorizing and the development of specific ideas on political order and disorder from Greece and Rome, the Old and New Testaments, Christian theorists of medieval and early modern Europe and the development of modern political thought to the current movements of liberalism, conservatism and various other ideologies. Particular attention will be given to the various understandings of the purpose, patterns and limits of political theorizing, order and power.

PHIL-455 Philosophy of Language 3

Same as COM-455

In this course students will encounter significant 20th century schools of thought concerning language. These will range across disciplinary boundaries to include philosophy (Wittgenstein, Goodman), cognitive science (Pinker), literary theory (Barthes), sociolinguistic analysis (Lakoff) and literature (Borges). The nature of the relationship between language and reality is a central enquiry of this field. By approaching this question from different disciplinary perspectives the student will obtain a "thick description" of the range and diversity of contemporary debates.

PHIL-460 Philosophy of History 3

Same as HIST-460

A course designed to consider from a metadisciplinary perspective the logic and method of historical discourse. This will include an examination of pattern and meaning in history and a historiographical study in a period of the student's choice.

PHIL-470 History and Philosophy of Science 4

Same as BIOL-470, CHEM-470

Juniors or seniors only

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.

PHYSICAL SCIENCE

PHYS-105L Physical Science 4

3 hours lecture; 2 hours lab

An integrative study of the physical sciences, including the history and methods of science, the relationship of scientific truth and biblical truth and the relationship of modern technology to science and its consequences for society.

PHYS-120L General Physics I 4

3 hours lecture; 3 hours lab

Recommended prior coursework: MATH-140

Fundamental principles of classical physics, including statics, kinematics, rigid body motions, conservation laws,

simple harmonic motion, mechanics of solids and fluids, waves, sound, heat and thermodynamics.

PHYS-121L General Physics II 4

3 hours lecture; 3 hours lab

Prerequisite(s): PHYS-120L

Fundamental principles of classical physics, including electrostatics, electric fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, radiation and geometrical and physical optics.

PHYS-150 Earth Science 3

Same as PHYS-151

This course presents the concepts of the major geological processes affecting the physical earth and helps students appreciate the earth and understand environmental concerns. Exercises in mineral identification are also included.

PHYS-151 Geology and Planet Earth 3

Same as PHYS-150

This course explores the geological processes that are at work impacting this planet, and is intended to enhance an awareness of the power of nature and the environmental concerns facing Earth and its people.

PHYS-151L Field Geology 1

May not be audited

Prerequisite(s): PHYS-150

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.

PHYS-160 Space Science 3

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

May not be audited

This course is an introductory study of the role of the professional school counselor and the principles and components of the school counseling program as an integral part of the entire school program. The course also provides an awareness and practice of such counseling interventions as facilitation skills and the development and delivery of guidance curriculum. Students will also be introduced to a professional portfolio model that may be used in the development of a personal professional portfolio.

PPC-702 Academic and Career Planning 3

Classified standing required

May not be audited

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.

PPC-703 Prevention and Intervention for Achievement 3

Classified standing required

This course is a study of counseling and guidance activities, prevention and early intervention strategies designed for a successful learning experience. Concepts covered include environmental and multicultural intervention issues related to prevention and early intervention. Communication and collaboration techniques for families, teachers and staff will also be introduced to assist with programs such as peer counseling and classroom counseling interventions.

PPC-707 Organizational Systems and Program Development 3

Classified standing required

May not be audited

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.

PPC-718 Issues and Research in School Counseling 3

Classified standing required

The study of various roles and functions of the educational counselor. The student will study contemporary issues in education as they relate to the field of counseling and guidance. Emphasis will be placed on school climate issues (including crisis awareness, intervention and prevention and safe school planning), counselor advocacy and the role of school counselor in school reform.

PPC-791 Practicum in School Counseling 1

Classified standing required

Signature required

Graded Credit/No Credit

May not be audited

This course consists of 100 hours of supervised experiences that occur in classroom and/or field-based settings (i.e., California public schools under the supervision of a credentialed school counselor or school psychologist, a licensed marriage family child counselor, a licensed clinical social worker or licensed educational psychologist). Practicum experiences provide for the application of knowledge and the development of skills and training applicable to the domains, themes and functions of the school counselor.

PPC-792 Field Experience 1-4

Classified standing required

Signature required

Graded Credit/No Credit

Prerequisite(s): PPC-791

Repeatable for credit

May not be audited

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.

PPC-797 Continuous Registration 0

Classified standing required

Signature required

May not be audited

Students who do not complete the project or thesis within the semesters they have been registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

PPC-798 Project/Thesis Proposal 1

Classified standing required

Signature required

Graded Credit/No Credit

May not be audited

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.

PPC-799 Project/Thesis-School Counseling 1-3

Classified standing required

Signature required

Repeatable for credit

May not be audited

Supervised project or thesis in the field of school counseling. Instruction is tutorial and will result in a completed project or thesis.

PPP-716 Psychological Assessment and Prescription for Linguistically Diverse Students 3

Classified standing required

Signature required

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.

PPP-718 Behavioral Assess/Intervention 3

Classified standing required

Students will be exposed to a comprehensive introduction into applied behavior analysis. Central issues will include an examination of behavioral theories related to behavior management. Students will gain specific knowledge and skills in practical approaches and strategies useful for managing student behavior in an education setting.

PPP-720 Seminar in School Psychology 3

Classified standing required

Signature required

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.

PPP-722 Assessment I 4
Graded Credit/No Credit

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.

PPP-724 Assessment II 4
Graded Credit/No Credit

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.

PPP-726 Abnormal Psychology 3
Classified standing required

This course will cover the major areas of abnormal psychology that a school psychologist is likely to encounter in performing his or her professional responsibilities. Discussion will focus on childhood, adolescent, adult and general disorders that are manifested by children and adults. The course will be presented from a practical and theoretical perspective.

PPP-730 Wellness As Intervention 3
Classified standing required
Graded Credit/No Credit

Students will gain knowledge and skills in individual and group intervention techniques through readings, discussion and group process. As scientist/practitioners, this course will allow students to focus more heavily on the practitioner aspects of the school psychologist. The spiritual needs of humans, issues often neglected in training programs, will be addressed through readings, discussion and group sessions. This course will offer an opportunity for the student to gain additional self knowledge through reflection and feedback.

PPP-732 Neuropsychology of Learning 3
Classified standing required
Signature required

This course is designed to cover theory and research regarding brain behavior relationships, the area of the brain responsible for observable behaviors and the various theories developed regarding these phenomena. The course also discusses the formation of the brain and relationship to physical and intellectual functioning.

PPP-734 Early Intervention and Development Assessment 4
Classified standing required
Signature required

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.

PPP-736 Issues and Research in School Psychology 3

Classified standing required
Signature required

The study of various roles and functions of the school psychologist. The student will study contemporary strategic and controversial issues as they relate to the field.

PPP-793 Supervised Experience 1-3

Classified standing required
Signature required *Repeatable for credit*
Graded Credit/No Credit *May not be audited*

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.

PPP-794 Internship 2-4

Classified standing required
Signature required *Repeatable for credit*
Graded Credit/No Credit *May not be audited*

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. The on-campus component will consist of two to four hours of class work per week. 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.

PPP-797 Continuous Registration 0

Classified standing required
Signature required *May not be audited*

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

PPP-798 Project/Thesis Proposal 1

Classified standing required
Signature required
Graded Credit/No Credit *May not be audited*

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.

PPP-799 Project/Thesis-School Psychology 1-3*Classified standing required**Signature required**Repeatable for credit**May not be audited*

Supervised project or thesis in the field of school psychology. Instruction is tutorial and will result in a completed project or thesis.

PPS-704 Counseling Applications in School Settings 3*Classified standing required**May not be audited*

This course is designed to improve upon basic facilitation skills learned in prior coursework. Through this course students will develop an awareness of various theoretical components of counseling and understand and develop counseling techniques as they relate to counseling applications in schools. Contemporary psychological theories are presented. The course will provide opportunities to practice individual and group counseling skills and to explore the application of research-based counseling theory for identified populations.

PPS-705 Family-School Collaboration and Consultation 3*Classified standing required**May not be audited*

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.

PPS-708 Counseling for Diversity 3*Classified standing required**May not be audited*

This course will involve the study of ethnicity from a global perspective utilizing a psychocultural approach. The following dimensions will be addressed in counseling multicultural children and parents: (1) social structure levels, (2) patterns of social interaction, (3) subjective experiences of identity and (4) patterns of behavior and expressive styles.

PPS-710 Assessment and Measurement 3*Classified standing required**May not be audited*

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 both orally and in writing to a variety of audiences.

PPS-712 Laws and Ethics 3*Classified standing required*

Current and proposed legislation in parent-child relationships. The course encompasses attendance and discipline procedures, pupil records, special programs, employment of minors, liability, the juvenile court system, due process and miscellaneous laws and ethics.

PPS-713 Safe School Environments 3*Classified standing required**May not be audited*

This course provides candidates with opportunities and experiences to understand ways school environments can both detract from and enhance the safety and well-being of pupils, staff and the entire school community. The course provides candidates with a review of the etiological roots of violence that occur within and outside the school community. Candidates will have opportunities and experiences to research and develop school safety strategies that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment, culminating in the development of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhance teaching and learning.

PPS-714 Practicum in Group Process 3*Classified standing required**May not be audited*

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.

PPS-715 Leadership and Change 3*Classified standing required**May not be audited*

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-718 Behavioral Assess/Intervention 3

Students will be exposed to a comprehensive introduction into applied behavior analysis. Central issues will include an examination of behavioral theories related to behavior management. Students will gain specific knowledge and skills in practical approaches and strategies useful for managing student behavior in an education setting.

PPS-726 Abnormal Psychology 3

This course will cover the major areas of abnormal psychology that school psychologists and school counselors are likely to encounter in performing their professional responsibilities. Discussion will focus on childhood, adolescent, adult and general disorders that are manifested by children and adults. The course will be presented from a practical and theoretical perspective.

POLITICAL SCIENCE**PS-120 American Politics and Society 4**

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
May not be audited

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 required of the citizens of a democratic society.

PS-300 California History and Politics 4
Same as HIST-440, HIST-441

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-370 Law in American Society 3
Same as HIST-445

Recommended prior coursework: HIST-120, HIST-130, HIST-140, HIST-150, PHIL-100, PS-120
 This course covers the various factors that have contributed to our modern American legal system. The history, philosophy and systems of the Western legal tradition are explored, with special emphasis placed on the development and functioning of the Constitution of the United States.

PS-371 American Law and Legal System 3
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

Juniors or seniors only
Political science majors-pre-law emphasis only

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
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-375 Criminal Justice in America 4
Recommended prior coursework: PS-120, PS-370, PS-380, PSY-120

A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, invites them to assess the justice of its processes and decisions and encourages a particular concern for the latter.

PS-380 Social Problems and Public Policy 4
Same as SOC-450, SW-360

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.

PS-385 Urban Society and the Welfare State 4

Same as SW-350
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.

PS-390 Religion and Politics in America 3
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-400 World Politics and Society 4
Recommended prior coursework: ECON-150, GEOG-120, 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

Same as HIST-400, SOC-332

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320

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.

PS-414 Modern Asia: History, Politics and Culture 3

Same as HIST-406, SOC-334

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320

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.

PS-416 Modern Middle East: History, Politics and Culture 3

Same as HIST-418, SOC-336

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320

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.

PS-420 International Politics and Organizations 3

Recommended prior coursework: GEOG-120, PS-400

This course will focus on understanding how different "actors" significantly impact international politics today. These actors include nation-states, sub-national groups

(including non-government organizations and "terrorist" groups) to international organizations. Special emphasis will be given to examining the increasing importance of these sub-national groups and international organizations on the decision making process of nation-states.

PS-425 Global Economics and Sustainable Development 3

Same as ECON-390

Prerequisite(s): ECON-105

Recommended prior coursework: GEOG-120, BUS-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.

PS-430 America in a Global Community 4

Recommended prior coursework: ECON-150, GEOG-120, HIST-425, PS-120

The world is increasingly becoming a global community, and America finds itself faced with the challenges and opportunities of living in such a world. But what does it mean to live in a global community? Does America see itself and behave as a member of a global community? This course will explore answers to these questions by examining the nature of American foreign policy since World War II, analyzing various international issues and problems of contemporary concern and exploring what America's response to them should be.

PS-450 History of Political Theory and Ideas 3

Same as HIST-450, PHIL-450, SOC-340

Prerequisite(s): HIST-120, HIST-130, HIST-140

A survey of political theorizing and the development of specific ideas on political order and disorder from Greece and Rome, the Old and New Testaments, Christian theorists of medieval and early modern Europe and the development of modern political thought to the current movements of liberalism, conservatism and various other ideologies. Particular attention will be given to the various understandings of the purpose, patterns and limits of political theorizing, order and power.

PS-460 Organizational Theory 3

Same as MGT-350

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.

PS-462 Organizational Development 3

Same as MGT-357

Recommended prior coursework: MGT-350

The course focuses on an integrated and experiential learning approach to the field of organizational development. Organizational development (OD) is aimed at improving the effectiveness of an organization through a process of planned change. These concepts are applicable to all types of organizations, such as churches,

schools, government and for-profit and nonprofit businesses.

PS-465 Organizational Behavior 3

Same as MGT-355, SOC-375

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.

PS-482 Practicum in Political Science 1-3

Signature required

Graded Credit/No Credit May not be audited

Supervised work or participation in a political organization, campaign or activity.

PS-483 Project in Political Science 1-3

Seniors only

Political science majors only

Signature required

May not be audited

A project designed by the student in consultation with a faculty member that results in something presentable to the faculty and students of the political science program in one of a variety of settings.

PSYCHOLOGY

PSY-120 Introduction to Psychology 3

The objectives of this course are to present the student with an overview of the facts and issues of the discipline, to examine the relationship of psychology to religion and to explore the implications of the subject matter for how we live. Such topics as perception, learning, biofeedback, stress, normality, therapy and community are discussed.

PSY-121 Human Learning 3

May not be audited

Introduction to theories of learning as related to cognition and language, behavior and environments.

PSY-300 Statistics 3

Same as SOC-462

Prerequisite(s): MATH-120, PSY-120

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.

PSY-301 Educational Statistics 3

May not be audited

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.

PSY-310 Introduction to Social Science Research 3

Same as SOC-461

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.

PSY-320 Experimental Psychology 4

Prerequisite(s): PSY-120, PSY-300

An introduction to the experimental methodology used in psychological research. Techniques used by the psychologist in the study of such topics as learning, psychophysics and social psychology. Weekly laboratory periods.

PSY-340 Psychological Assessment 4

Prerequisite(s): PSY-120, PSY-300

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.

PSY-350 Child Development 3

Same as PSY-351

Prerequisite(s): PSY-120

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.

PSY-351 Child Growth and Development 3

Same as PSY-350

Prerequisite(s): PSY-120

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.

PSY-355 Adolescent Development 3

Prerequisite(s): PSY-120

The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied.

PSY-360 Life-Span Development 3

Same as SOC-440, SW-300

Prerequisite(s): PSY-120

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.

PSY-375 Physiological Psychology 4

Prerequisite(s): PSY-120

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.

PSY-380 Psychology of Learning 3

Same as PSY-381

Prerequisite(s): PSY-120

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.

PSY-381 Psychology of Learning 3
Same as PSY-380

May not be audited

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.

PSY-390 Group Dynamics and Leadership 3
Same as COM-430

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.

PSY-395 Social Psychology 3
Same as SOC-400

Prerequisite(s): PSY-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.

PSY-400 Psychology of Personality 3
Prerequisite(s): PSY-120

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.

PSY-410 Abnormal Psychology 4
May not be audited

This course is a study of human development focusing on child growth and development from conception to adolescence. Included are studies in the cognitive, physical, social, cultural and emotional development of children. Research, historical data, theories and recent trends are introduced.

PSY-420 Childhood Disabilities and Psychopathology 4

Prerequisite(s): PSY-120

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.

PSY-430 Adult Development and Life Planning 4

May not be audited

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.

PSY-431 Adult Development and Identity Formation 3

May not be audited

The emphasis is on the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that provide a cognitive basis for personal analysis and understanding. The objectives of the module are personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

PSY-440 Counseling 4
Same as PSY-441

Prerequisite(s): PSY-120

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.

PSY-441 Introduction to Counseling Theories 3

Same as PSY-440

May not be audited

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.

PSY-450 History and Systems of Psychology 4

Seniors only

Psychology majors only

Prerequisite(s): PSY-120

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.

PSY-460 Psychology of Religion 3

Prerequisite(s): PSY-120, SOC-120

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.

PSY-482 Psychological Practicum 1-3

Seniors only

Psychology majors only

Signature required

Graded Credit/No Credit

Prerequisite(s): PSY-120

May not be audited

Supervised work in an approved organization such as juvenile detention homes, mental hospitals, schools, church youth work, etc. Limited to seniors who are majors in psychology.

PSY-483 Mediation Practicum 1
Same as COM-483, SOC-483, SW-483

Repeatable for credit
Graded Credit/No Credit
IP Graded, Non-Standard (See In-Progress Grade Policy)
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.

PSY-496 Psychological Research Practicum 1-3

Signature required
Graded Credit/No Credit
Prerequisite(s): PSY-300
Repeatable for credit
May not be audited
This course will involve student participation in a research project headed by the instructor. Students will develop their knowledge concerning how to conduct various aspects of a research study. Students will be selected through application process and must apply for the practicum with the psychology program director.

RELIGIOUS STUDIES

REL-300 Multifaith Exchange 1

Signature required
Graded Credit/No Credit
Repeatable for credit
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.

REL-320 Introduction to Mennonite Arts 4

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-418 Culture, Religion and the Church 3

Same as SOC-360
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.

REL-452 Christianity in the Non-Western World 4

Same as SOC-364
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.

REL-460 Religions of the World 4

Same as SOC-366
This course introduces students to the study of religion and to many of the diverse religious traditions in our world today. We begin with a broad overview, investigating sacred texts, as well as regional, historical, cultural and social elements of various religious traditions. We then explore a few particular religions more deeply, using themes in religious studies.

RUSSIAN LANGUAGE STUDIES

RUS-100A Elementary Russian-A 3

Same as GES-110A
May not be audited
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.

RUS-100B Elementary Russian-B 3

Same as GES-110B
May not be audited
Continuation of RUS-100A. Further development of listening, speaking, reading and writing skills. Continued study of Russian grammar fundamentals.

RUS-105A Intermediate Russian-A 3

Same as GES-210A
May not be audited
Prerequisite(s): RUS-100B
This course is designed for the students who have completed an introductory course in Russian (or have demonstrated proficiency in elementary Russian). Intermediate level listening and speaking practice. Further development of grammatical structures. Reading modern prose.

RUS-105B Intermediate Russian-B 3

Same as GES-210B
May not be audited
Prerequisite(s): RUS-105A
Continuation of RUS-105A. Reading and interpreting major types of Russian literature. Practice in speaking and writing.

RUS-110 Russian for Heritage Learners 3

Same as GES-140
May not be audited
Designed for students who speak Russian at home but need to gain or improve literacy. Students in class will be working on improving reading and writing skills, increasing vocabulary and developing academic speaking skills, as well as learning the Russian grammatical system.

RUS-300A Advanced Russian-A 3

Same as GES-310A
Prerequisite(s): RUS-100B
This course is designed for the students who have completed an intermediate course in Russian (or have demonstrated proficiency in intermediate Russian). The course is designed to develop competency in written and oral communication through the study of language and content. Classes will be conducted mainly in Russian.

RUS-300B Advanced Russian-B 3

Same as GES-310B *May not be audited*

Prerequisite(s): RUS-300A

Continuation of Advanced Russian-A. Advanced level listening and speaking practice. Reading and interpreting major types of Russian literature. Classes will be conducted mainly in Russian.

SPECIAL EDUCATION

SED-797 Continuous Registration 0
Signature required

May not be audited

Students who do not complete the project or thesis within the semesters they have registered are required to register for continuous registration each semester until the project/thesis has been satisfactorily completed. Registration for 797 is equivalent to 1 unit of tuition.

SED-798 Project/Thesis Proposal 1
Signature required

Graded Credit/No Credit May not be audited

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.

SED-799 Project/Thesis-Mild/Moderate, Moderate/Severe, Physical and Health Impairments 1-3

*Signature required Repeatable for credit
May not be audited*

Supervised project or thesis in the field of mild/moderate disabilities, moderate/severe disabilities, physical and health impairments. Instruction is tutorial and will result in a completed project or thesis.

SED1-602 Positive Behavior Supports 2
Signature required

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.

SED1-605 Health Education and the Exceptional Child 3

This course was designed to develop an understanding of the psychological characteristics, cognitive styles, behavioral patterns and accompanying learning problems of exceptional children. Students learn to apply the concepts of these differences and their implications to the educational experience and lifestyle of a person with a disability. Students learn to adapt and modify the general education/core curriculum to include a person with a disability into the least restrictive environment and to effectively participate in the IEP process. Students learn the basic components of physical and mental development as it pertains to good health and a balanced system of

maintenance. This information is aligned to the basic health curriculum K-12. Issues on drug, alcohol and smoking use are studied and discussed as they pertain to an individual's health, learning performance, the social impact on the school environment and long range effects for adulthood. Students are required to connect this knowledge to disabling situations where health/mental or physical limitations exist. This course satisfies both the mainstreaming and health requirements for the clear credential components.

SED1-612 Technology for Educators of Special Needs Children 1

Signature required

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.).

SED1-623 Language Development: Integration of Theory and Practice 3

Signature required

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.

SED1-624 Assessment Practices in Special Education 2

Signature required

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.

SED1-625 Critical Observations Special Education 2

Signature required

IP Graded, Standard (See In-Progress Grade Policy)

An intensive practicum course where candidates observe and report on numerous environments that represent the broad spectrum of services to individuals with exceptionalities, for all age groups ranging from infant to adult, in a wide variety of settings and diverse service models. Course requirements include Casa Weekend: Community Building.

SED1-626 Using Music As an Effective Teaching Tool 2

Signature required

This course will expose teachers who have no formal musical training on how to use music as an effective teaching tool within their classroom. Discussion and cooperative learning will occur so candidates can experience first-hand the direct relationship between music and academics. Sessions will incorporate rhythm movement, signing, dancing, the playing of rhythm

instruments, drawing, writing and critical thinking. This course will also expose the functions, theories and musical expressions of the brain in correlation with music. Extensive discussion and exposure will be given to the "Mozart Effect" and its ability to improve intelligence and learning.

SED1-637 General Education Student Teaching for Education Specialist 2

Classified standing required

Signature required

Graded Credit/No Credit May not be audited

Candidates for education specialist credentials will participate as a student teacher in a general education classroom for approximately six weeks.

SED1-642 Counseling Exceptional Pupils and Their Families 2

Signature required

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.

SED1-682 Foundations for Teaching in a Diverse Community 1

Signature required

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.

SED1-702 Positive Behavior Support 2

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.

SED1-705 Health Education and the Exceptional Child 3

This course was designed to develop an understanding of the psychological characteristics, cognitive styles, behavioral patterns and accompanying learning problems of exceptional children. Students learn to apply the concepts of these differences and their implications to the educational experience and lifestyle of a person with a disability. Students learn to adapt and modify the general education/core curriculum to include a person with a disability into the least restrictive environment and to effectively participate in the IEP process. Students learn the basic components of physical and mental development as it pertains to good health and a balanced system of maintenance. This information is aligned to the basic health curriculum K-12. Issues on drug, alcohol and smoking use are studied and discussed as they pertain to

an individual's health, learning performance, the social impact on the school environment and long range effects for adulthood. Students are required to connect this knowledge to disabling situations where health/mental or physical limitations exist. This course satisfies both the mainstreaming and health requirements for the clear credential components.

SED1-712 Technology for Educators of Special Needs Children 1

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.).

SED1-723 Language Development: Integration of Theory and Practice 3

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.

SED1-724 Assessment Practices in Special Education 2

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.

SED1-725 Critical Observations 2

IP Graded, Standard (See In-Progress Grade Policy)

An intensive practicum course where candidates observe and report on numerous environments that represent the broad spectrum of services to individuals with exceptionalities, for all age groups ranging from infant to adult, in a wide variety of settings and diverse service models. Course requirements include Casa Weekend: Community Building.

SED1-726 Using Music As an Effective Teaching Tool 2

Signature required

This course will expose teachers who have no formal musical training on how to use music as an effective teaching tool within their classroom. Discussion and cooperative learning will occur so candidates can experience first-hand the direct relationship between music and academics. Sessions will incorporate rhythm movement, signing, dancing, the playing of rhythm instruments, drawing, writing and critical thinking. This course will also expose the functions, theories and musical expressions of the brain in correlation with music. Extensive discussion and exposure will be given to the "Mozart Effect" and its ability to improve intelligence and learning.

SED1-742 Counseling Exceptional Pupils and 2

Their Families

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.

SED1-782 Foundations for Teaching in a Diverse Community 1

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.

SED2-714 Augmentative and Alternative Communication: Assessment, Design and Implementation 3*Signature required*

This course is designed to develop specific instructional skills for teachers of students who experience severe communication challenges. These skills include assessment, design, implementation, facilitation and funding of augmentative communication technologies. This course will present a continuum of low-to-high technology adaptations and will consider specific needs and strategies for students of various ages, physical and cognitive abilities. Emphasis will be on hands-on lab experiences with various technologies to match student needs.

SED2-734 Mental Retardation-Implications and Issues 3*Signature required*

This course is intended to provide up-to-date information on the many facets of mental retardation from a life-cycle perspective. An examination will be conducted on the implications of retardation for education, community and life-skills adjustment that will include current programs, services and legal issues. Particular importance will be placed on historical, current and future trends in the field as they pertain to our local area and the greater San Joaquin Valley.

SED2-736 Psychological, Sociological and Vocational Implications of Physical and Health Impairments 3

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.

SED2-738 Autistic Spectrum Disorders: Background, Assessment and 3*Signature required*

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.

SED2-740 Working With Infants/Children With Special Needs 3*Signature required*

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.

SED2-750 The Merging of Learning Theory and Brain Research With Practice 3*Signature required*

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.

SED2-751 The Merging of Learning Theory and Brain Research With Practice: Fieldwork 1*Signature required**May not be audited**Prerequisite(s): SED2-750*

This class is the fieldwork component of SED2-750. The student will have an opportunity to use the knowledge and skills gained in SED2-750 The Merging of Learning Theory and Brain Research With Practice within the classroom or other professional environments that serve individuals who experience exceptional learning needs.

SED2-756 Special Education Laws and Ethics 3*Signature required*

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.

SED2-760 Advanced Collaboration, Consultation and Inclusion 3*Signature required*

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.

SED2-761 Advanced Collaboration, Consultation and Inclusion: Fieldwork 1*Signature required**May not be audited**Prerequisite(s): SED2-760*

This class is the fieldwork component of SED2-760. The student will have an opportunity to use the knowledge and skills gained in SED2-760 Advanced Collaboration, Consultation and Inclusion by employing fieldwork methods of observation, intervention, transition and documentation of experiences for exceptional students.

SED2-766 Advanced Assessment and Applied Statistics 1*Signature required*

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.

SED2-770 Level II Initial Induction Plan 1*Signature required**Graded Credit/No Credit**May not be audited*

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 faculty member to meet together and collaboratively develop the candidate's professional induction plan (PIP).

SED2-771 Level II Final Induction Plan 1*Signature required**Graded Credit/No Credit**May not be audited*

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.

SEEC-630 Child Development: Typical and Atypical 3*Signature required*

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.

SEEC-730 Child Development: Typical and Atypical 3*Signature required*

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.

SEMM1-622 Curricular Adaptations for Students With Mild/Moderate Disabilities 3*Signature required*

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.

SEMM1-691 Directed Teaching: Mild/Moderate Disabilities 8*Classified standing required**Signature required**Graded Credit/No Credit**May not be audited*

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.

SEMM1-692 Independent Teaching: Mild/Moderate Disabilities 2-4*Classified standing required**Signature required**Repeatable for credit**Graded Credit/No Credit**May not be audited*

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.

SEMM1-693 Intern Independent Teaching: Mild/Moderate Disabilities 2-4*Special Education Intern Credential required**Classified standing required**Signature required**Repeatable for credit*

Graded Credit/No Credit *May not be audited*

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.

SEMM1-694 Internship Support 2

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

SEMM1-722 Curricular Adaptations for Students With Mild/Moderate Disabilities 3

Signature required

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.

SEMM1-791 Directed Teaching: Mild/Moderate Disabilities 8

Classified standing required

Signature required

Graded Credit/No Credit

May not be audited

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.

SEMM1-792 Independent Teaching: Mild/Moderate Disabilities 2-4

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

SEMM1-793 Intern Independent Teaching: Mild/Moderate Disabilities 2-4

Special Education Intern Credential required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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 special 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.

SEMM1-794 Internship Support 2

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

SEMS1-662 Medical Implications and Health Issues Of Students With Moderate/Severe Disabilities 3

Signature required

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.

SEMS1-672 Adaptive Curriculum and Care of Students With Moderate/Severe Disabilities 3

Signature required

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.

SEMS1-691 Directed Teaching: Moderate/Severe Disabilities 8

Classified standing required

Signature required

Graded Credit/No Credit

May not be audited

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.

SEMS1-692 Independent Teaching: 2-4
Moderate/Severe Disabilities

Classified standing required

Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

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.

SEMS1-693 Intern Independent Teaching: 2-4
Moderate/Severe Disabilities

Special Education Intern Credential required

Classified standing required

Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

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.

SEMS1-694 Internship Support 2

Classified standing required

Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

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.

SEMS1-762 Medical Implications and Health 3
Issues Of Students With
Moderate/Severe Disabilities

Signature required

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.

SEMS1-772 Adaptive Curriculum and Care of 3
Students With Moderate/Severe
Disabilities

Signature required

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.

SEMS1-792 Independent Teaching: 2-4
Moderate/Severe Disabilities

Classified standing required

Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

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.

SEMS1-793 Intern Independent Teaching: 2-4
Moderate/Severe Disabilities

Special Education Intern Credential required

Classified standing required

Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

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.

SEMS1-794 Internship Support 2

Classified standing required

Signature required Repeatable for credit
Graded Credit/No Credit May not be audited

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.

SEPH1-632 Assessment and Curricular 3
Adaptations For Individuals With
Physical and Health Impairments

Signature required

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 and collaboration strategies, culturally diverse students. This course is designed to provide support to candidates during their independent teaching assignment.

SEPH1-662 Medical Implications and Health Issues Of Students With Physical and Health Impairments 3

Signature required

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.

SEPH1-691 Directed Teaching: Physical Health Impairments 8

Classified standing required

Signature required

Graded Credit/No Credit May not be audited

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.

SEPH1-692 Independent Teaching: Physical and Health Impairments 2-4

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit May not be audited

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.

SEPH1-693 Intern Independent Teaching: Physical Health Impairments 2-4

Special Education Intern Credential required

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit May not be audited

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.

SEPH1-694 Internship Support 2

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

SEPH1-732 Assessment and Curricular Adaptations For Individuals With Physical and Health Impairments 3

Signature required

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.

SEPH1-762 Medical Implications and Health Issues Of Students With Physical and Health Impairments 3

Signature required

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.

SEPH1-791 Directed Teaching: Physical Health Impairments 8

Classified standing required

Signature required

Graded Credit/No Credit

May not be audited

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.

SEPH1-792 Independent Teaching: Physical and Health Impairments 2-4

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

SEPH1-793 Intern Independent Teaching: Physical and Health Impairments 2-4

Special Education Intern Credential required

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

SEPH1-794 Internship Support 2

Classified standing required

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

SERS-741 Laws and Regulations of Special Education 2

Signature required

This class is a combination of independent study and practicum. The candidate will satisfactorily demonstrate the skills, knowledge and performance competencies in accordance with the legal regulations of the Education Code, Title V, Administrative Code and other documents of law as related to special education.

SERS-742 Coordination of Special Education Services 3

Signature required

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

An introduction to the principles and theoretical perspectives of sociology and their application to the fundamental problems of social life. A practical component consisting of experiences, observations and exercises in the local environment is included, as well. The course will focus on Western/American society, examining the effects of groups, organizations, cultures and institutions on human behavior.

SOC-160 Introduction to Anthropology 3

An introduction to the history, subfields, concepts and tools of anthropology. A practical component, consisting of experiences in local and other environments is included, as well. Subjects covered are the human past, culture, ethnicity and ethnic relations, the changing shape of human organization and cultures, kinship and descent, marriage, gender, religion, language and the role of anthropology in understanding all of these.

SOC-210 Archaeology of the Land of the Bible: An Overview of the Ancient Near East 3

May not be audited

Discoveries in the field of archaeology demonstrate that the Bible is truly unique among ancient literature for its scope and style, but what do the findings say about its history? This offering highlights the times and places the Bible describes, as seen through the eyes of archaeology. We will learn how archaeologists gather and assess data, and what impact it has on the biblical story. Students will come away with the skills and resources to critically interact with archaeological conclusions about the Bible found in popular culture.

SOC-300 Cultural Anthropology 3

Prerequisite(s): SOC-160

An introduction to cultural anthropology. The course analyzes various particular cultures and examines questions regarding human culture as a shared, universal phenomenon.

SOC-310 Cultural Communities of California 3

Prerequisite(s): SOC-120

An examination of the folklore and historical background of the major "parallel" cultural (minority) groups in California, including but not limited to Native American, African American, Hispanic, Pacific Islander and other Asian American populations. Though special attention is given to cultural groups students come into contact with, national and global, social and cultural issues are explored to enhance their understanding of the similarities and differences among the diverse groups in society. SOC-482 must be taken simultaneously if this course is being used to meet a focus series requirement.

SOC-311 American Wilderness Literature and Philosophy 3

Same as HIST-430, LIT-350, PHIL-430

An exploration of American ideas about wilderness, the natural world and human relationships to them.

SOC-330 Introduction to Japanese Society 3

A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations.

SOC-332 Modern Africa: History, Politics and Culture 3

Same as HIST-400, PS-412

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320
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.

SOC-334 Modern Asia: History, Politics and Culture 3

Same as HIST-406, PS-414

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320

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.

SOC-336 Modern Middle East: History, Politics And Culture 3

Same as HIST-418, PS-416

Prerequisite(s): HIST-120, HIST-130, HIST-140

Recommended prior coursework: GEOG-120, GEOG-320

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.

SOC-340 History of Political Theory and Ideas 3

Same as HIST-450, PHIL-450, PS-450

Prerequisite(s): HIST-120, HIST-130, HIST-140, PHIL-100

A survey of political theorizing and the development of specific ideas on political order and disorder from Greece and Rome, the Old and New Testaments, Christian theorists of medieval and early modern Europe and the development of the modern political thought to the current movements of liberalism, conservatism and various other ideologies. Particular attention will be given to the various understandings of the purpose, patterns and limits of political theorizing, order and power.

SOC-350 Marriage and Family 3

Same as SW-320

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.

SOC-360 Sociology of Religion 3

Same as REL-418

Prerequisite(s): SOC-120 or SOC-160

A study of the social dimension of religious experiences, movements and institutions, along with the personal and social significance of religious phenomena.

SOC-364 Christianity in the Non-Western World 4

Same as REL-452

Investigates Christianity in all its diverse forms, focusing particularly on Asia, Africa and Latin America.

SOC-366 Religions of the World 4

Same as REL-460

An introduction to the study of religion and the diverse religious traditions in the world today.

SOC-370 Media and Society 3

Same as COM-410

Recommended prior coursework: COM-120

A study of mass media (television, radio, newspaper, etc.) as a social/communication force in American culture. Attention is given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media.

SOC-375 Organizational Behavior 3

Same as MGT-355, PS-465

Recommended prior coursework: MGT-350

A study of group dynamics conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.

SOC-400 Social Psychology 3

Same as PSY-395

Prerequisite(s): PSY-120

Recommended prior coursework: SOC-120

The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied.

SOC-410 American Ethnicity and Pluralism 3

Same as HIST-420, SOC-411

Prerequisite(s): HIST-150

A study of the history of immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation's founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored. SOC-482 must be taken simultaneously if this course is being used to meet a focus series requirement.

SOC-411 American Ethnicity and Pluralism 3

Same as HIST-420, SOC-410 May not be audited

A study of the history and immigration, racism, discrimination and assimilation in American society. The experiences of various ethnic groups in America from the nation's founding to the present are examined and the rise of pluralism as the current model for structuring ethnic diversity in American institutional life is explored.

SOC-420 Intercultural Communication 3

Same as COM-400

Recommended prior coursework: COM-110, COM-120

A study of the principles involved in communication between people of different cultures. Emphasis is placed on the practical aspect of intercultural communication through cross-cultural contacts.

SOC-430 Conflict Management and Resolution 3

Same as COM-420

Recommended prior coursework: COM-120

A study of the nature of human conflict and approaches to its management, resolution and transformation. This course focuses on the generic characteristics evident in most human conflict and surveys a variety of interdisciplinary approaches for understanding and responding constructively to conflict in interpersonal, intergroup and international settings.

SOC-440 Lifecourse Development 3

Same as PSY-360, SW-300

Prerequisite(s): PSY-120, SOC-120

An introduction to development as a lifelong process. Changes in human behavior, personality competencies and social relations over the course of life are examined, as are historical, social-structural, demographic and contextual influences on human development.

SOC-442 Social Gerontology 3

Same as SW-310

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. A practical component will include observation at OASIS.

SOC-444 Constructions of the Self 4

Same as THEO-447

Explores the theological understanding of the human person in various cultures as well as our own, and from biblical texts.

SOC-446 Sociology of Gender 3

Recommended prior coursework: SOC-120

This is a survey course in the study of gender, particularly the sociology of gender. As such, the main purpose of this course is to investigate the ways in which gender is socially organized. In the process, we will continually return to three central questions: (1) what is gender?, (2) how do we know it when we see it? and (3) how does gender appear in and affect the life experiences of individuals in different social locations at different points in time? We will address these questions by focusing on different areas of social life, as well as various theoretical perspectives and levels of analysis.

SOC-450 Social Problems and Public Policy 4

Same as PS-380, SW-360

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 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.

SOC-461 Introduction to Social Science 3

Research

Same as PSY-310

An introduction to qualitative and quantitative research methodologies; participant observation, survey, ethnography and secondary data analysis; organization and interpretation of data; and reading social research.

SOC-462 Statistics 3

Same as PSY-300

Prerequisite(s): MATH-120, PSY-120

Students learn the organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance and nonparametric methods.

SOC-470 Introduction to Sociocultural Theory 3

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

Seniors only

Sociology majors only

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 ethnical ramifications of student work, as well as the implications of Christian values, are explored.

SOC-482 Intercultural Practicum 1

Graded Credit/No Credit

May not be audited

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.

SOC-483 Mediation Practicum 1

Same as COM-483, PSY-483, SW-483

Repeatable for credit

Graded Credit/No Credit

May not be audited

IP Graded, Non-Standard (See In-Progress Grade Policy)

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.

SPANISH LANGUAGE STUDIES

SPAN-100 Elementary Spanish 4

This course is designed for people with little or no knowledge of Spanish. The purpose of the course is to develop reading, writing, speaking and listening ability at a basic functional level in Spanish. The course will give special attention to topics and tasks relevant for teaching in public schools. Classes will be conducted in Spanish.

SPAN-105 Intermediate Spanish 4
Prerequisite(s): SPAN-100

This course is structured for students who have completed an introductory course in Spanish (or have demonstrated proficiency in elementary Spanish). While communication in speaking and writing will be emphasized, all aspects of basic grammar will be reviewed. Special attention will be given to topics and tasks relevant for teaching in public schools. Classes will be conducted in Spanish.

SPAN-300 Advanced Spanish 3
Prerequisite(s): SPAN-105

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.

SPAN-305 Composition and Conversation in Spanish 3
Prerequisite(s): SPAN-300

This course is designed for students who possess the skills normally acquired from two semesters of college-level Spanish language instruction. The student should be able to communicate well in spoken and written Spanish. The student will work on writing and understanding longer and more complex texts. The development of vocabulary, colloquial expressions and comprehension will be a part of the course, as well as impromptu communication. Attention will be given to topics and tasks relevant to public school teaching. Classes will be conducted entirely in Spanish.

SPAN-310 Literary Spanish: Prose 3
Signature required

Prerequisite(s): SPAN-300
 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. This course is taught in Spanish.

SPAN-315 Literary Spanish: Poetry 3
Prerequisite(s): SPAN-300

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. This course is taught in Spanish.

SPAN-320 History of Spanish Language 3

This course emphasizes the evolution of the Spanish language from the Roman domination of the Iberian Peninsula to the Castillian linguistic structure. Literary works will be emphasized, as well as the influence of other Romance languages on modern-day Spanish. The differences and similarities between Spanish, German and

other languages will be studied. This course is taught in the Spanish language.

SPAN-325 Formal Spanish Oral Communication 3

Prerequisite(s): SPAN-305

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. The class will be conducted in Spanish.

SPAN-330 Latin American Thought: Readings in Spanish 3

Prerequisite(s): SPAN-300

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. This course is conducted in the Spanish language.

SOCIAL WORK

SW-100 Perspectives in Social Work 1
Graded Credit/No Credit May not be audited

1/2 hour lecture; 1/2 hour fieldwork

A series of site visits, videos and discussion designed to expose students to the clients, social agencies and social problems with which social workers are involved. Students visit with clients and programs related to homelessness, developmental disabilities, domestic violence, child abuse, juvenile delinquency and alcohol/drug abuse, among others. Group discussion and videos are interspersed with the site visits to help integrate learning. One interview with a social worker completes the learning experience.

SW-110 Participation in Volunteer Services 1-3
Graded Credit/No Credit May not be audited

A student participates for a minimum of 30 hours per semester as a volunteer in a social agency such as Big Brother/Sisters, OASIS, YFC, Campus Life, Neighborhood Ministry, Juvenile Hall, Fresno City Unified's Adult Transition Program or others. Group discussions and written journals supplement the experience. This course can be used toward the 50 hours of volunteer service required for SW-482.

SW-120 Helping People: An Introduction 3

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

Same as PSY-360, SOC-440

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. It enables the student to explore the interrelationship of biological, psychological, social/cultural and spiritual systems to discover how they affect human

growth, development and behavior throughout the life cycle. Course content is designed to help students integrate the various explanatory schemes and consider their implications for social work practice.

SW-310 Social Gerontology 3
Same as SOC-442

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. A practical component will include observation at OASIS.

SW-320 Marriage and Family 3
Same as SOC-350

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.

SW-350 Urban Society and the Welfare State 4

Same as PS-385
Recommended prior coursework: ECON-105, HIST-150, PS-120, SOC-120

As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state--welcomed by some, resisted by others. This course acquaints an understanding of the political milieu that has shaped them over time, develops an awareness of the impact they have had on their recipients and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issues of social justice.

SW-360 Social Problems and Public Policy 4
Same as PS-380, SOC-450

Recommended prior coursework: ECON-105, PS-120, PSY-120, SOC-120

Poverty, sexism, racism, crime, drug abuse and family breakup are examples of the major social problems that increasingly concern our society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

SW-390 Chemical Dependency Intervention 2

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

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

Prerequisite(s): PSY-120, SOC-120, SW-120

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.

SW-410 Working With Groups 3

Prerequisite(s): PSY-120, SOC-120, SW-120

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.

SW-420 Becoming a Change Agent 3

Prerequisite(s): PSY-120, SOC-120, SW-120

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.

SW-480 Senior Seminar in Social Work 4

Seniors only

Social work majors only

May not be audited

Prerequisite(s): SW-400; and SOC-461 or PSY-310

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.

SW-482 Field Instruction in Social Work 8

Seniors only

Social work majors only

Signature required

Graded Credit/No Credit May not be audited

Prerequisite(s): SOC-461 or SW-400

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.

SW-483 Mediation Practicum 1

Same as COM-483, PSY-483, SOC-483

Repeatable for credit

Graded Credit/No Credit May not be audited

IP Graded, Non-Standard (See In-Progress Grade Policy)

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.

THEOLOGY

THEO-170 Introduction to Theology and Ethics 4

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

Who and what are missionaries? How can we be faithful to Jesus' call to mission in our world today? This course explores issues in the history and current practices of mission. We 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

This course is designed to study the missionary movements through the centuries. Major emphases focus on biblical, theological, anthropological, sociological and cross-cultural principles operative in the history of the Christian expansion.

THEO-425 Theological Ethics and the Environment 4

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 4

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

How do we 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. We 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 Theology of Mission 4

The course investigates the crucial biblical texts forming the foundation for the missionary mandate of the Christian church. Special focus is given to an understanding of the Old Testament expectation, the great commission, the purpose of the church, the motivation for mission and one's personal response to God's call in the contemporary world.

THEO-447 Theology of the Human Person 4

Same as SOC-444

With all the diversity among individual people, groups within any one society and cultures around the world, what is it that makes us commonly human? The purpose of this course is to discover and deepen our theological understanding of the human person. Students begin by exploring understandings and experiences of being human in other cultures, then in their own cultures and religious subcultures and last in the biblical texts. Participants will develop awareness of the complexities of understanding what it means to be human, as well as broaden their cognizance of the variety of such theologies--historically, culturally and religiously.

THEO-465 Theological Ethics of Conflict and Peacemaking 4

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

Signature required

Repeatable for credit

Graded Credit/No Credit

May not be audited

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.

INDEX

A

Academic Disqualification	71
Appeal	72
Readmission	72
Academic Integrity Policy	73
Academic Policies	55
Academic Probation	71
Academic Programs	11
Degree Completion	157
Graduate	163
Undergraduate	89
Accounting	See Business Administration
Accounting Courses	199
Accreditation	5
ACCT Courses	199
Additional Emphasis	70
ADM Courses	199
Administration	77
Administrative Services	
Intern Credential (Tier 1)	164
Master of Arts	164
Preliminary Credential (Tier 1)	163
Professional Credential (Tier 2)	164
Administrative Services Courses	199
Administrative Services Program	163
Admissions	28
Baccalaureate Programs	28
Baccalaureate Students Taking Graduate	
Courses	33
Graduate Programs	32
International Student	34
Advanced Placement (AP)	59
Advising	11
Alpha Chi	72
Alumni Hall	25
Alumni Services	22
Anthropology	
Cultural Minor	115
Appeal	47, 76
Appeals	44
Application for Degree	70
Applied Mathematics	See Mathematics
Arranged Study	64
ART Courses	200
Art minor	102
Associate of Arts	67
Associate Of Arts	89
ATH Courses	201
Athletics	23
Attendance	56
Audit	64
Awards	72

B

Bachelor of Arts	67, 92
------------------------	--------

BCLAD	102, 194
BIB Course	201
Biblical Literature Courses	203
Biblical Studies Courses	201
Biblical/Religious Studies	
Biblical Studies Emphasis	103
Religious Studies Emphasis	103
Theology/Ethics Emphasis	103
Biblical/Religious Studies Major	102
Biblical/Religious Studies Minor	104
Bilingual Cross-Cultural Language and Academic	
Development	102, 194
Biliteracy Cross-Cultural	
Master of Arts	165
Specialist Credential	165
Biliteracy Cross-Cultural Program	165
BIOL Courses	202
Biology	
Secondary Teaching Emphasis	105
Biology Courses	202
Biology Major	104
Biology Minor	106
BLIT Courses	203
Board of Trustees	77
BUS Courses	204
Business Administration	
International Business Emphasis	107
Management/Organizational Studies Emphasis	
.....	107
Nonprofit Administration Emphasis	108
Business Administration	
Accounting Emphasis	107
Finance Emphasis	107
Business Administration	
Marketing Emphasis	108
Business Administration Courses	204
Business Administration Major	106
Business Administration Minor	108
Business Management (BM)	157

C

Calendar	76
California State University, Fresno	
Reimbursement Policy	43
CampusCruiser	23
Career Preparation	11
Career Resource Center	25
Center for Mennonite Brethren Studies	26
Center for Peacemaking and Conflict Studies	26
Center for Professional Development	196
Center for Writing and Learning	27
Central Valley Guaranteed Transfer Program	58
Certificate	
Church Conflict/Peacemaking	178
Mediation	178
Reading	180
Resource Specialist	189
Restorative Justice	179

School Conflict Resolution/Peacemaking.....	179
TESOL	195
Workplace Conflict Management/Peacemaking	180
Check-In.....	55
CHEM Courses.....	205
Chemistry Courses	205
Chemistry Major.....	108
Chemistry Minor.....	109
CHR Courses.....	206
Christian Ministries (CM).....	158
Christian Ministries Major.....	113
Church Conflict	See Peacemaking/Conflict Studies
Church Music	See Music
Class Standing.....	57
Classics Minor	
Greek Emphasis	110
Latin Emphasis	109
Classics Minor.....	109
Clubs.....	22
Coaching Minor.....	110
College Hour	20, 89, 93
College Hour Courses.....	206
College Level Examination Program (CLEP)	59
Collegium	11
COM Courses	207
Commencement.....	70
Communication Courses.....	207
Communication Major	111
Communication Studies Emphasis	111
Media/Film Studies Emphasis.....	112
Multimedia Production Emphasis.....	112
Theater/Performance Emphasis	112
Communication Minor	112
Community.....	9
Commuter	19
Computer Laboratories	25
Computer Science Courses	211
Conferral Of Degrees.....	70
Contemporary Christian Ministries Major	113
Contemporary Christian Ministries Minor	114
Continuing Education	196
Continuous Enrollment.....	64
Continuous Registration.....	64
Counseling.....	21
Course Challenge	59
Course Descriptions.....	199
Course Numbering System	62
Course Overlap Policy	68
Credential	
Administrative Services Intern (Tier 1)	164
Administrative Services Professional (Tier 2)	164
Bilingual Cross-Cultural Specialist	165
Library Media Teacher	172
Preliminary Administrative Services (Tier 1).....	163
Preliminary Multiple Subject.....	193
Preliminary Single Subject	193
Professional Clear.....	194
Pupil Personnel Services School Counseling	182

Reading/Language Arts Specialist	181
School Psychology.....	184
Special Education Preliminary Level I Education Specialist.....	186
Special Education Professional Level II Education Specialist.....	189
Credit, Sources Of.....	57
Credit/No Credit Policy	62
CRI Courses	209
CS Courses.....	211
Cultural Anthropology Minor.....	115
Curriculum/Teaching	
Master of Arts.....	166
Curriculum/Teaching Courses.....	209
Curriculum/Teaching Program	166

D

Degree Application.....	70
Degree Completion Academic Programs	157
Degree Requirements	67
Additional Emphasis.....	70
Applicable Catalog	70
Associate of Arts	67
Bachelor of Arts.....	67
Master of Arts.....	69
Second Bachelor's	69
Second Master's	69
Timeframe to Complete.....	70
Designated Subject Elective Courses	212
Diplomas	71
Directed Study.....	64
Directory Information.....	76
Disability.....	See Special Needs
Dismissal.....	43
Distance Education	65
DRA Courses	211
Drama Courses	211
Drops	55
DSE Courses	212

E

Early Childhood Development (CD)	159
Early Childhood Development Courses	214
ECD Courses	214
ECON Courses	215
Economics Courses	215
Economics Minor.....	115
ED Courses.....	215
EDUC Courses.....	215
Education Courses.....	215
Educational Technology	
Master of Arts.....	168
Educational Technology Program	168
ELA	194
English	
Secondary Teaching Emphasis.....	117
English as a Second Language	123

English as a Second Language Courses220
 English Language Authorization (ELA)194
 English Major115
 English Minor118
 Enrichment.....65
 Enrollment.....57
 ENV Courses219
 Environmental Science Major119
 Environmental Studies Courses219
 Environmental Studies Major119
 Environmental Studies Minor120
 ESL68, 123
 ESL Courses220
 Exercise Science See Kinesiology

F

Faculty 11, 77
 Family Educational Rights and Privacy Act.....75
 Fast Track Program131
 Fee.....43
 Fees.....37, 38, 39, 41
 FERPA.....75
 FES Courses.....222
 FIN Courses.....223
 Finance See Business Administration
 Finance Courses.....223
 Financial Aid39, 45
 Financial Plans.....39
 Focus Series94, 96
 FPU Community.....5
 FPU History.....5
 FPU Telephone Directory.....3
 Free Elective Study Courses.....222
 Freshmen Mentors.....11
 Full-time Student.....57

G

General Education93
 General Education101
 General Elective Study Courses224
 GEOG Courses.....224
 Geography Courses.....224
 GER Courses.....224
 German Language Studies Courses224
 GES Courses224
 Grade Changes.....62
 Grade Reports62
 Grade Symbols60
 Grading60
 Study Abroad62
 Graduate Academic Programs.....163
 Graduation Requirements See Degree Requirements
 Grants47
 Greek See Classics Minor

H

Health Fitness Major121
 Health Science Minor121
 Health Services21
 Hiatus.....56
 HIST Courses.....226
 History Courses.....226
 History Major122
 History Minor123
 History Wavier Policy100
 HMNG Courses.....230
 Hmong Language Studies Courses230
 Honors72
 Housing.....19

I

IELP123
 IELP Undergraduate Studies16
 IMA Courses230
 IMAP168
 Incompletes.....62
 Independent Study65
 Individualized Master of Arts Courses.....230
 Individualized Master of Arts Program168
 In-Progress Course63
 INTB Courses.....230
 Integrated Mathematics/Science Education
 Master of Arts.....170
 Integrated Mathematics/Science Education
 Program170
 Intensive English Language Program16, 123
 Intercollegiate Athletics Courses201
 Intercultural Studies
 Mission/Service Emphasis124
 Topics Emphasis.....125
 Intercultural Studies Major123
 Intercultural Studies Minor125
 Interdisciplinary and Service Centers.....25
 International Baccalaureate (IBC)59
 International Business See Business Administration
 International Business Courses.....230
 International Student31
 International Studies Minor126
 Internship Program.....191, 192
 Intramurals23

K

KIN Courses.....230
 Kinesiology
 Pre-Occupational Therapy Emphasis.....127
 Pre-Physical Therapy Emphasis128
 Kinesiology
 Exercise Science Emphasis127
 Kinesiology

Secondary Teaching Emphasis	129
Kinesiology	
Master of Arts.....	171
Kinesiology Courses	230
Kinesiology Major.....	126
Kinesiology Program.....	171

L

LA Courses	234
LANG Courses.....	234
Language and Culture Studies (LCS)	17, 32
Language Studies Courses.....	234
Language Studies Minor	130
Language, Literacy/Culture Courses.....	240
Latin	See Classics Minor
Latin American Cultures.....	See Spanish
Language/Culture	
LEAD Courses	235
Leadership Development	21
Leadership Program	131
Leadership/Organizational Studies	See
Peacemaking/Conflict Studies	
Master of Arts.....	171
Leadership/Organizational Studies Courses...	235
Leadership/Organizational Studies Program...	171
Learning Resources.....	23
LIB Courses	237
Liberal Arts (LA).....	160
Liberal Arts Courses	234
Liberal Studies	
American Civilization and Culture	
(Contemporary Focus) Concentration	132
American Civilization and Culture (Historical	
Focus) Concentration.....	133
Biology Concentration	133
Communication Concentration.....	133
Conflict and Peacemaking Concentration ...	134
English Literature/Culture Concentration	134
English Writing Concentration.....	134
Environmental Studies Concentration.....	134
Intercultural/Domestic Studies Concentration	
.....	135
Intercultural/International Studies	
Concentration.....	135
Mathematics Concentration	135
Music Concentration	136
Physical Education Concentration	136
Psychology Concentration	136
Science Concentration	137
Theater Concentration	137
Western Civilization and Culture Concentration	
.....	137
World Civilization and Culture Concentration	
.....	138
Liberal Studies Major	131
Liberal Studies Minor	138
Library.....	23
Library Media Teacher	
Credential.....	172
Library Media Teacher Program	172

Library Media Teaching	
Master of Arts.....	173
LIT Courses	238
Literacy In Multilingual Contexts	
Master of Arts.....	174
Literacy In Multilingual Contexts Program.....	174
Literature Courses.....	238
LLC Courses	240
Loans	53

M

Main Campus	5
Major	68, 96
Management Courses.....	246
Management/Organizational Studies	See
Business Administration	
Marketing	See Business Administration
Marketing Courses	249
Master of Arts	
Education	
Administrative Services Emphasis	164
Biliteracy Cross-Cultural Emphasis	165
Curriculum/Teaching Emphasis	166
Educational Technology Emphasis	168
Integrated Mathematics/Science Education	
Emphasis	170
Literacy in Multilingual Contexts Emphasis	
.....	See
Mathematics Education Emphasis	175
Pupil Personnel Services School Counseling	
Emphasis	183
Pupil Personnel Services School	
Psychology Emphasis	184
Reading/ESL Emphasis	182
Reading/Language Arts Emphasis.....	181
School Library/Information Technology	
Emphasis	173
Special Education Emphasis.....	190
Kinesiology.....	171
Leadership/Organizational Studies	171
Peacemaking/Conflict Studies.....	176
Church Conflict/Peacemaking Emphasis	
.....	177
Leadership/Organizational Studies	
Emphasis	177
Mediation Emphasis.....	177
Personalized Emphasis.....	177
Restorative Justice Emphasis	177
School Conflict Resolution/Peacemaking	
Emphasis	177
TESOL	195
Master of Arts Degree	69
MATH Courses.....	241
Mathematics	
Applied Mathematics Emphasis	139
Secondary Teaching Emphasis.....	140
Mathematics Courses	241
Mathematics Education	
Master of Arts.....	175
Mathematics Education Courses.....	245, 251
Mathematics Education Program	175

Mathematics Major..... 139
 Mathematics Minor..... 140
 Mathematics/Science/ Educational Technology
 Education Courses.....244
 MBBS.....65
 MBS Courses..... 243
 MCE Courses.....244
 MED Courses.....245
 Media/Film Studies See Communication
 Mediation See Peacemaking/Conflict Studies
 Mennonite Brethren Biblical Seminary 18, 65
 Mennonite Brethren Seminary Courses243
 MGT Courses.....246
 Military Credit59
 MIN Courses247
 Ministry Courses247
 Minor 68, 96
 Mission.....5
 Mission/Service..... See Intercultural Studies
 MKT Courses249
 MSE Courses.....249
 MSI Courses249
 MTH Courses.....251
 Multimedia Production See Communication
 MUS Courses.....252
 Music23
 Church Music Emphasis142
 Performance/Composition Emphasis.....142
 Secondary Teaching Emphasis142
 Music Courses252
 Music Major.....141
 Music Minor.....143

N

Natural Science
 Pre-Health Sciences Emphasis..... 143
 Natural Science Major.....143
 Nonpayment.....44
 Nonprofit Administration..... See Business
 Administration
 Noon-Hour Encounter Program 12

O

On-Campus Programs 16
 Organizational Leadership (OL)..... 161
 Orientation 19
 Theology6
 Outreach/Service Ministries20
 Overpayment44

P

PACS Courses257
 Participation66
 Payment of Accounts39
 PE Courses.....259

Peacemaking and Conflict Studies
 Center26
 Peacemaking And Conflict Studies Minor144
 Peacemaking/Conflict Studies
 Church Conflict/Peacemaking Certificate178
 Master of Arts.....176
 Mediation Certificate178
 Restorative Justice Certificate.....179
 School Conflict Resolution/Peacemaking
 Certificate179
 Workplace Conflict Management/Peacemaking
 Certificate180
 Peacemaking/Conflict Studies Certificate
 Program178
 Peacemaking/Conflict Studies Church
 Conflict/Peacemaking Emphasis
 Master of Arts.....177
 Peacemaking/Conflict Studies Courses257
 Peacemaking/Conflict Studies
 Leadership/Organizational Studies Emphasis
 Master of Arts.....177
 Peacemaking/Conflict Studies Mediation
 Emphasis
 Master of Arts.....177
 Peacemaking/Conflict Studies Personalized
 Emphasis
 Master of Arts.....177
 Peacemaking/Conflict Studies Program.....176
 Peacemaking/Conflict Studies Restorative
 Justice Emphasis
 Master of Arts.....177
 Peacemaking/Conflict Studies School/Conflict
 Resolution/Peacemaking Emphasis
 Master of Arts.....177
 Performance/Composition..... See Music
 Personnel77
 Petitions44
 PHIL Courses.....259
 Philosophy Courses259
 Philosophy Major.....145
 Philosophy Minor.....145
 PHYS Courses260
 Physical Education Courses259
 Physical Education Minor.....146
 Physical Science Courses.....260
 Political Science Courses.....263
 Political Science Major146
 Political Science Minor147
 PPC Courses260
 PPP Courses.....260
 PPS Courses.....260
 Pre-Health Sciences See Natural Science
 Pre-Law/Criminal Justice See Social Science
 Preliminary Multiple Credential Program193
 Preliminary Single Subject Credential193
 Pre-Occupational Therapy See Kinesiology
 Pre-Physical Therapy See Kinesiology
 Prior Learning Experiences.....60
 Privacy75
 Professional Clear Multiple and Single Subject
 Credentials (The Fifth Year)194
 Professional Learning59

Program Cost	
Degree Completion	37, 42
Graduate	38
Program Costs	36
Program Offerings.....	11, 84
Project/Thesis	66, 69
PS Courses.....	263
PSY Courses	266
Psychology Courses	266
Psychology Major.....	148
Psychology Minor.....	149
Pupil Personnel Services Courses.....	260
Pupil Personnel Services School Counseling Credential.....	182

R

Reading/ESL	
Master of Arts.....	182
Reading/Language Arts	
Master of Arts.....	181
Reading Certificate	180
Specialist Credential	181
Reading/Language Arts Program.....	180
Recreational Activities.....	22
Re-Entry Services	19
Refund Policies	41
Regional Centers	5
Registration.....	55
REL Courses.....	268
Religious Studies Courses.....	268
Repayment Policy	45
Repeatable for Credit Courses.....	66
Repeated Courses	61
Residence Life	19
Restorative Justice..... See Peacemaking/Conflict Studies	
Returned Check Policy	44
Room and Board.....	36, 41
RUS Courses	268
Russian Language Studies Courses.....	268

S

San Joaquin College of Law	18
Satisfactory Academic Progress	46, 71
Degree Completion	71
Graduate	72
Undergraduate	71
Scholarships	47
School Conflict Resolution	See Peacemaking/Conflict Studies
School Counseling	
Credential.....	182
Master of Arts.....	183
School Counseling Program	182
School Counseling/School Psychology Dual Program	185
School Library Media Courses	237

School of Business.....	84
School of Education	84
School of Humanities, Religion and Social Sciences	85
School of Natural Sciences	87
School Psychology	
Credential.....	184
Master of Arts.....	184
School Psychology Program	184
Schools	84
Science Education Courses	249
Secondary Teaching	
Biology	105
English	117
Kinesiology.....	129
Mathematics.....	140
Music.....	142
Social Science.....	150
SED Courses	269
SEEC Courses	269
Selective Service Requirement	47
SEMM Courses	269
SEMS Courses.....	269
SEPH Courses	269
SOC Courses	276
Social Science	
Pre-Law/Criminal Justice Emphasis.....	149
Secondary Teaching Emphasis.....	150
Social Science Major.....	149
Social Work Courses.....	279
Social Work Major	152
Social Work Minor	153
Sociology Courses	276
Sociology Major.....	153
Sociology Minor.....	154
Sources Of Credit.....	57
SPAN Courses	278
Spanish Language Studies Courses	278
Spanish Language/Culture	
Latin American Cultures Emphasis	155
Spanish Language Emphasis.....	155
Spanish Language/Culture Major.....	155
Spanish Minor	156
Special Education	
Master of Arts.....	190
Preliminary Level I Education Specialist Credential.....	186
Professional Level II Education Specialist Credential.....	189
Resource Specialist Certificate	189
Special Education Courses	269
Special Education Program.....	186
Special Needs	22
Special Programs	13
Month-Long Study Abroad	16
Off-Campus Programs	13
On-Campus Programs	16
Semester-Long Study Abroad.....	13
Special Unit.....	66
Standard Course	63
Steinert Campus Center.....	27
Student Accounts.....	36

Student Financial Services.....36
 Student Life.....19
 Student Services.....19
 Student Status.....57
 Student/Faculty Dispute Resolution.....73
 Study Abroad.....13, 16, 62
 Substitutions.....58
 Supervised Field Experience.....66
 SW Courses.....279

T

Teacher Education Courses.....215
 Teacher Education Program.....191
 Teachers of English to Speakers of Other
 Languages..... See TESOL
 TESOL
 Certificate.....195
 Master of Arts.....195
 The CLASS.....17
 The Fresno Pacific Idea.....9
 The Learning Edge.....17
 Theater.....23
 Theater Minor.....156
 Theater/Performance..... See Communication
 THEO Courses.....281
 Theology Courses.....281
 TOEFL Score Requirements.....32, 35
 Topics..... See Intercultural Studies

Topics Courses.....66
 Transcript Evaluation.....57
 Transfer Policy.....57
 Transfer Program
 Central Valley Guaranteed.....58
 Tuition.....36, 38, 39, 41, 43
 Tutorial Courses.....66

U

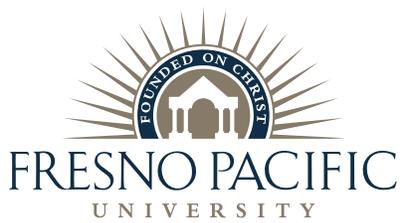
Undergraduate Academic Programs.....89
 University Course Numbering System.....62
 University Policies.....55

V

Veterans Affairs.....22

W

Waivers..... See Substitutions
 Withdrawals.....56
 Workplace Conflict Management..... See
 Peacemaking/Conflict Studies



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5 River Park Place West, Suite 201
Fresno, CA 93720
559-453-3440

VISALIA CENTER
5429 W. Cypress Avenue
Visalia, CA 93277
559-622-9958
866-837-8648

BAKERSFIELD CENTER
1330 Truxtun Avenue, Suite A
Bakersfield, CA 93301
661-864-1515
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