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catalog

Fresno Pacific University



Fresno Pacific College

Fresno Pacific Graduate School

Fresno Pacific School of Professional Studies



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CATALOG DESCRIPTION

This catalog is arranged in five major sections. In the first section, Fresno Pacific University is presented as a total educational institution. The second section presents the Fresno Pacific College programs, which lead to the bachelor of arts degree. The third section describes Fresno Pacific School of Professional Studies and the specialized programs offered through its two centers. The final section describes the Fresno Pacific Graduate School, including the fifth-year teacher education program and programs leading to advanced teacher credentials and master of arts degrees.

This catalog is for informational purposes and does not constitute a contract.

It is the policy of Fresno Pacific University not to discriminate on the basis of race, color, nationality, or sex in its admission policy, educational programs, or employment policies, in compliance with all applicable federal regulations.

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.

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 Church, the university communicates a distinctly biblical, Christ-centered vision of community and social order through liberal arts-based undergraduate, graduate and professional higher education.

Location

Fresno Pacific University, rooted in the liberal arts, is the only fully accredited private Christian university in the southern part of California's great Central Valley. Fresno Pacific University serves people from a wide diversity of religious, ethnic and national traditions.

The university is located on a 42-acre campus in Fresno, California, between the high Sierra Nevada mountains, one hour to the east and the beaches of the Pacific Ocean, three hours to the west. The 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. The campus thus provides access to a varied environment with abundant opportunity for educational and recreational activities.

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 undergraduate, graduate and professional studies programs led to renaming the college Fresno Pacific University in 1997.

A Unique Education

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 and service in the world.

Fresno Pacific University provides an alternative form of Christian higher education. The university does not seek to duplicate the types of education available in public institutions, private secular colleges, or other church-related schools. Fresno Pacific University is, rather, a deliberate attempt to realize, through theory and experience, a unique educational vision as expressed in the Fresno Pacific Idea, revised and adopted by the board of trustees of the university in 1994.

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 wholistic 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 effects 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 deaconal 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 upbuilding 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 are 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 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 wholistic 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 undergraduate, graduate and nondegree programs. Each program builds on the integrative foundation of the liberal arts, encouraging thoughtful reflection on those beliefs and values that contribute to personal and societal wholeness. The intersection of Christian belief, the liberal arts and an ethic of service provides an educational perspective that leads to an examined understanding of God, self and the world that unites theory with practice.

Fresno Pacific University is a Community of Learners

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

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

Believing that the Gospel transcends the limitations of all cultures and ideologies and that inclusiveness enriches community, Fresno Pacific University welcomes those of different cultural, national, ethnic and religious backgrounds to participate in its educational experience. The university invites those from other church traditions, both as faculty and

students, to enter into dialogue and faithful practice with those in the Anabaptist 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 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.

INTRODUCTION

Quality 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.

Academic Integrity/Honesty 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. Academic dishonesty is considered a serious offense because it violates the standards of the Christian educational community, jeopardizes the growth and learning of the individual and disadvantages those people who do their work with integrity.

Definitions

Fresno Pacific University defines academic dishonesty as:

- **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Plagiarism:** Representing the writings, works, or images of another as one's own, or copying material from a resource, or including such information as public domain information without proper acknowledgment, in an academic exercise.
- **Sabotage:** Willfully damaging or impeding the academic work of another person.
- **Fabrication/Falsification:** Altering or inventing any information or study aids in any academic exercise. This includes falsification of academic records, forgery and modification of computer records without permission.
- **Aiding and Abetting:** Helping or attempting to help another commit an act of academic dishonesty.

Procedures For Dealing With Student Academic Dishonesty

Stage 1

- A. Violations of academic integrity/dishonesty provide an opportunity for correction, learning and growth. Faculty shall take the lead in approaching students regarding violations, but shall also encourage students to confront when they become aware that their work is copied or inappropriately used by other students.
- B. When an issue of academic integrity arises, the concerned faculty member(s) of the community shall take the initiative to meet with the involved student(s):
 1. To clarify and acknowledge what it is that has been done.
 2. To discern what should be done to make things right.
 3. To clarify and commit to future behaviors that will lead to integrity and honesty.

Stage 2

When concerned faculty and students are unable to resolve a situation involving a question of academic dishonesty, the matter shall be brought to the attention of the appropriate academic dean. Each dean shall be responsible to facilitate appropriate processes that lead to resolution. These should begin with cooperative processes such as mediation. Should cooperative processes be unsuccessful or judged inappropriate, independent reviews of student work, arbitration and administrative action are alternative options.

Stage 3

Students who are not responsive to corrective measures may be dismissed from the university.

Reporting

Each academic unit (e.g. undergraduate, graduate, etc.) shall develop a centralized system for recording cases where academic integrity has clearly been violated in order to discern individual and institutional student patterns and to help shape appropriate interventions. Reports shall conform to current legal expectations regarding student rights.

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.

Campus

The campus provides residential and educational facilities for a student body of approximately 750 undergraduate and 900 graduate students. The attractive campus includes a unique outdoor amphitheater, prayer chapel (shared with the adjacent Mennonite Brethren Biblical Seminary), Special Events Center Gymnasium, Hiebert Library (also shared with Mennonite Brethren Biblical Seminary) and a well-supplied bookshop. The campus provides convenient access for handicapped people.

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 open to introspection, dialogue and commitment will emerge.

Freedom and order 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 cultural values that characterize nobility of character. 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 creative use of time, energy and material resources. Students of the university are expected to refrain from drinking intoxicants or smoking on campus or at college-sponsored events. Students 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. Students are represented on most major committees of the university.

Integration of Faith and Learning

The university provides a variety of ways in which Christian faith is related to the academic disciplines available at the university and to the practical career activities that grow out of those disciplines. Each undergraduate student is required to participate in a twice-weekly College Hour series in which the college community meets to consider a variety of matters related to Christian faith and life. Each major includes a senior capstone course in which the implications of Christian faith for that discipline are examined. Faculty are encouraged to relate their academic work to the faith and life of the church and to be available to students for personal conversation and counseling.

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 the fine graduate schools of 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 undergraduate majors and most graduate programs include internships. The university offers services in career assessment, development and placement. A Christian liberal arts education, complemented by practical experiences and career assessment and counseling, provides a firm foundation for students who aspire to positions of leadership and responsibility in church and society.

Teacher Preparation Programs

Fresno Pacific University offers several strong options for students interested in teaching. Students who wish to pursue teaching a single subject at the secondary level will select a major with a teaching emphasis. Students interested in teaching at the elementary level will complete a multiple subject waiver. To do so, most students major in liberal studies. Others may wish to select a major and take the appropriate tests that are offered to satisfy the waiver requirement. Students who graduate from the university may then apply to a fifth year preliminary credential program. Fresno Pacific University offers the preliminary and clear credential programs through the graduate school.

Cross-Cultural Experiences

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

The international option of the Intercultural Studies Focus Series encourages study abroad and several options are open to undergraduates. 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 two consortia that provide opportunities to students. The consortia and locations include the following:

Brethren Colleges Abroad

- Sapporo, Japan
- Nancy and Strassbourg, France
- Marburg, Germany
- Barcelona, Spain
- Athens, Greece
- Cheltenham, England
- Quito, Ecuador
- Xalapa, Mexico
- Cochin, India

Coalition for Christian Colleges and Universities

- Nizhni Novgorod, Russia—Russian Studies
- Cairo, Egypt—Middle East Studies
- Oxford, England—Oxford Summer School
- San Jose, Costa Rica—Latin American Studies
- Washington, D.C.—American Studies
- Los Angeles, California—Los Angeles Film Studies

In addition, Fresno Pacific University faculty accompany students on short-term study abroad programs to such places as Japan, Latin America, Europe and the Middle East. Fresno Pacific University is part of an exchange program with the University of Cantho, Cantho, Vietnam and with Lithuania Christian College, Klaipeda, Lithuania. The university provides Spanish language studies. Students are strongly encouraged to include language and cross-cultural study as part of their university experience.

Students with Special Needs

Policy

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 to any student or employee who, through a recent (3 years or less) assessment or diagnosis, can document a disability. The students or employee is responsible for all assessment costs.

Definition

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 an impairment, or (3) is regarded as having such an 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 offices of student life and human resources coordinate services for students and employees with disabilities, respectively. For additional information regarding services provided, see the student handbook on-line at: http://www.fresno.edu/dept/student_life/handbook

Veterans Affairs

Fresno Pacific University is approved as a degree-granting institution for the attendance of veterans under Title 38, United States Code. This includes the programs covered in chapters 30, 31, 35 of Title 38, relating also to the education of disabled veterans and war orphans and 1606 of Title 10. The Council for Private Post-secondary Education has also authorized the university for the attendance of veterans and veterans' dependents.

Veterans or dependents of veterans who plan to enroll in the university are urged to contact the veterans' coordinator in the Registrar's Office well in advance of registration so that the necessary arrangements may be made with the Department of Veterans' Affairs.

Learning Resources

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 and renovation of the original building was completed in 1980. The present facility is modern, functional and able to accommodate readers in large study areas as well as private carrels. 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 150,000 bound volumes, more than 250,000 microforms and 6,000 audio-visual items. The library subscribes to 1,115 print and 1,200 full-text electronic journals as well as the ERIC documents on microfiche.

MENNO (Multiple Educational Networks Now On-line) is the library computer network that integrates an array of electronic resources available to the university and seminary communities. MENNO includes the on-line public catalog (OPAC) of our local holdings, the Academic Search (EBSCO) to general academic journals, the ERIC indices to educational journals and documents and the RELIGION INDEX to theological journals. In addition, Internet access is provided to students, as well as email. PC and Macintosh computers and printers are available for student use in the library and in the computer labs in Kriegbaum Hall.

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.

The librarians and staff of Hiebert Library assist students in research activities using the library's collection and, when needed, draw upon the resources of other libraries through membership in On Line Computer Library Catalogs (OCLC), an international library network. Students may also apply for special borrowing privileges at the Henry Madden Library at California State University, Fresno and the Kaufmann Library of California School of Professional Psychology. See library staff for details.

Computer Laboratories

Three computer laboratories are available to all students without additional charge. Using either Windows or Macintosh equipment, students in the three laboratories 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.

Fresno Community

The major resources in the Fresno community are also available to Fresno Pacific University students. Cultural events are frequent and varied, ranging from the exhibits at the Fresno Metropolitan Museum to the serious music of the Fresno Philharmonic Orchestra. Educational internships and practicums can be arranged in many segments of the richly varied business and professional communities. The Fresno Pacific University student has a wealth of opportunities to observe—and to participate in—the many functions of civic and social services.

Center for Peacemaking and Conflict Studies

Co-Directors: Ron Claassen and Dalton Reimer

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:

1. Coordinating both undergraduate and graduate programs in peacemaking and conflict studies.
2. 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.
3. Assisting schools in developing peer mediation programs in which elementary, junior high and high school students learn to mediate conflicts between their peers.
4. Providing mediation training and services to people in churches, schools and other organizations.
5. Providing consultation in conflict management to community, business, church and other organizations.
6. Sponsorship of 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.

OASIS

Director: Jill Schneider

The Older Adult Social Services (OASIS) is a program of Fresno Pacific Service Corp., operated in association with the university, that addresses the needs of senior citizens and their caregivers while providing educational and service opportunities for students of the university. It provides social activities and mental stimulation for senior day care participants and respite for their caregivers. Services are also provided in the homes of the elderly living in the surrounding community. OASIS is

funded by a combination of user contributions and grants from public and private agencies.

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:

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.

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 records should clearly identify the part of the records 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 or 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.

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 which 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 or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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. 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)
- 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
- Date of birth and 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.

Calendar

The college and the graduate school 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 college, 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.

In the School of Professional Studies, the Center for Degree Completion operates on a trimester system, with groups of students beginning their program at various times of the year. Students in the Center for Professional Development may begin and end their courses at various times, depending on the nature of the coursework undertaken.

University Course Numbering System

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

- 1-49 Noncredit educational experiences designed to provide opportunities to pursue cultural, intellectual and social interests. No university credit is earned.
- 50-99 Prebaccalaureate college credit courses of a preparatory, remedial, terminal, or semiprofessional nature. Not applicable to degree requirements.

Grade Reports

Printed grade reports are issued to students at the end of each term in the college, the graduate school and the Center for Degree Completion. Students in the Center for Professional Development receive grade reports at the completion of individual courses.

Transcripts

Transcripts may be requested from the Registrar's Office. Requests must be made in writing using a form provided in the office, by letter, or by fax. The student's signature is required. The current fee is \$5 per transcript payable at the time of the request. Rush options are also available. Transcript request information is available by calling 559-453-2268.

Transcripts submitted for admission or credit transfer become the property of Fresno Pacific University and cannot be returned to the student or forwarded to other institutions.

Right to Appeal

Appeals for exception to academic policies may be made by filing a petition in the Registrar's Office or the dean's offices in each of the schools. Petitions will be forwarded to the appropriate academic official or committee for consideration and decision.

- 100-299 Lower division undergraduate courses that are general and introductory in nature. They are intended to provide a foundation for advanced work.
- 300-499 Upper division undergraduate courses that generally assume prior knowledge or experience in the subject, with more advanced or specific content than lower division courses.
- 540-574 Center for Professional Development courses, graduate-level. Not part of a degree program.
- 575-599 Center for Professional Development courses, pre-approved by the graduate school to meet graduate degree requirements.
- 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 undergraduates 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 undergraduates with approval.
- 1000-1999 Center for Professional Development, post-baccalaureate credit courses. Not part of a degree program.
- 2000-3999 Center for Professional Development, independent study courses, graduate level. Not part of a degree program.
- 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.

PERSONNEL

THE BOARD OF TRUSTEES

Eugene Enns, Dinuba, Calif.

Wesley Braun, Fresno, Calif.

Kathy Gray, Reedley, Calif.

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Max Steinert, Bakersfield, Calif.

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Bill Born, Wasco, Calif.

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Henry H. Dick, Reedley, Calif.

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Barbara McDonald, Sioux Falls, SD

Ramon Oyervidez, Selma, Calif.

Juanita Perry, Fresno, Calif.

Betsy Reeves, Fresno, Calif.

John Regier, Reedley, Calif.

Eric Shenk, San Jose, Calif.

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Sally Uhl, Bakersfield, Calif.

Gary Wall, Lodi, Calif.

TRUSTEES EMERITUS

Peter A. Enns, Dinuba, Calif.

Marvin Steinert, Bakersfield, Calif.

Joel A. Wiebe, Clovis, Calif.

Chair

Vice Chair

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Assistant Treasurer

Pacific District Conference

Student Representative

President, Enns Packing Co., Vice President, Wes Pak Sales, Inc.

Owner-Engineer, BSK and Associates, Geotechnical Consultants

Marriage, Family and Child Counselor/Therapist

Retired Owner, Utility Trailer Sales

Attorney at Law, **Private Practice**

Partner, Steinert Enterprises, Property Management

Moderator, Armenian Evangelical Union of North America

AIMS Education Business Manager

Owner, Dale Boese Construction

Principal, Wasco School District

Faculty Representative, Fresno Pacific University

Minister

Orthodontist and Business Executive

Insurance Consultant

Chief, Housing Authority Enterprise Services

Retired Owner, Fresno Bible House

Dean, International Education, California State University, Fresno

Pacific District Board of Faith and Life Pastor, **N. Fresno M.B. Church**

Broker, ERA Realtors

Assistant Superintendent, Orsi Public School System

Owner, Juanita Perry Training/Consultants

Homemaker, Community Advocate

Retired CEO, Pioneer Equipment Co.

Software Engineer, **Off-Road Capital**

President, Fresno Pacific University Student Association

Instructor/Consultant—Telecommunications Board of Directors,

Fresno Pacific University Foundation

Educator, Bakersfield Unified School District

Pacific District Conference Moderator

THE ADMINISTRATION AND FACULTY

Date shown is date of first appointment at FPU

Anita Andresen

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)

Peggy Avakian

Administrative Leadership

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

Douglas S. Bartsch

Teacher Education

B.A., Liberal Arts, Fresno Pacific College; M.A., School Administration, Fresno Pacific College. (1996)

Silas Bartsch

Emeritus Education, Professional Development and Administrative Services

B.A., Social Science, Chapman College; M.A., Public School Administration, Fresno State College; Graduate Studies, Berkeley Baptist Divinity School. (1970)

Orrin Berg

Emeritus Psychology

B.A., Psychology, Tabor College; Th.B., Theology, Tabor College; M.R.E., Religious Education, Central Baptist Seminary; M.S., Counseling and Guidance, Kansas State Teachers College; Ph.D., Counseling Psychology, University of Denver. (1967)

Steven Brandt

History

Director of Library Services

B.A., History, Fresno Pacific College; M.Div., Princeton Theological Seminary; M.L.I.S., University of California; Ph.D., Historical Bibliography, University of California, Berkeley. (1980)

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)

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)

Greg Camp

Biblical and Religious Studies

B.A., Biblical Studies/Philosophy, Fresno Pacific College; M.Div., World Missions, Mennonite Brethren Biblical Seminary; Ph.D. (ABD), New Testament, Graduate Theological Union, Berkeley. (1995)

Allen Carden

Term Appointment

B.A., History, Biola College; M.A., History, California State University, Fullerton; Ph.D., History, University of California, Irvine. (1997)

Ron Claassen

Conflict Management

Co-Director, Center for Peacemaking and Conflict Studies; Co-Director, Conflict Management and Peacemaking Graduate Program

B.A., Mathematics, Natural Science and Psychology, Fresno Pacific College; M.A., Mathematics, Louisiana State University; M.Div., Associated Mennonite Biblical Seminaries. (1990)

William Cockerham

Biology

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

Phillip Collier

Psychology

A.A., Oxnard College; B.A., Psychology, California State University, Fresno; M.A., Psychology, California School of Professional Psychology; Ph.D., Psychology, California School of Professional Psychology. (1992)

Mark Deffenbacher

Planned Giving Director; Foundation Executive Director

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

Brian DeMars

Physical Education

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; Ph.D. (ABD), Art Education/Art History, Texas Tech University. (1994)

Kenneth Engstrom

Education

Associate Dean of Graduate School; Head of Administrative Division

A.A., Reedley College; B.A., General Elementary Credential, California State University, Fresno; M.A., Elementary Administration, California State University, Fresno; Ed.D., Administration and Supervision Specialty—Personnel, University of Southern California. (1983)

Kevin Enns-Rempel

Archivist

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

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, California. (1970)

Jean Fennacy

Education/Reading

Director of Reading/Language Arts Program

B.A., University of California, Davis; M.S., School Administration, Pepperdine University; Ed.D., Curriculum and Instruction, University of Southern California. (1980)

David Freeman

Education

Director of Language Development and TESOL Programs

B.A., Literature, Dartmouth College; M.A., Secondary Education, Stanford University; M.A., English as a Second Language, University of Arizona; Ph.D., Linguistics, University of Arizona. (1986)

Yvonne S. Freeman

Education

Head of Language, Literacy and Culture Division

A.A., Taft College; B.A., Spanish, University of California, Santa Barbara; M.A., Education, Stanford University; M.A., English as a Second Language, University of Arizona; Ph.D., Language and Literacy, University of Arizona. (1987)

Will Friesen

Biblical and Religious Studies/Ethics

Chair of Division of Biblical and Religious Studies

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

Public Services Librarian

B.A., English, University of Toronto; M.L.S., San Jose State University. (1982)

Harold Haak

Interim President

B.A., Political Science, University of Wisconsin; M.A., Political Science, University of Wisconsin; Ph.D., Political Science, Princeton University. (2000)

Stacy Hammons

Social Work

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

Breck Harris

Center for Degree Completion/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; DPA (ABD), University of La Verne. (1980)
- Judith Hillen** *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)
- Linda Hoff** *Education*
Head of Teacher Education Division
B.A., English Literature, Occidental College; M.A., Education, Fresno Pacific College. (1996)
- James N. Holm, Jr.** *Administrative Leadership*
Head of Leadership, Conflict and Peacemaking Division
B.A., English/Religion, College of Wooster; M.A., Speech Communication, Kent State University; Ph.D., Speech Communication/Theatre, University of Michigan. (1995)
- Wayne Huber** *Music*
B.A., Music, Fresno State College; M.A., Music, California State University, Fresno. (1971)
- Adina Janzen** *Administrative Services*
B.A., Education, California State University, Fresno; M.A., Education, California State University, Fresno; J.D., Law, San Joaquin College of Law. (1995)
- Dennis Janzen** *Physical Education*
B.A., Physical Education and Health, Tabor College; M.A., Physical Education, University of Northern Colorado; Ph.D. (ABD), Sports Psychology, Pennsylvania State University and University of Southern California. (1983)
- Edmund Janzen** *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)
- Jeanne Janzen** *Teacher Education*
B.A., Elementary Education, Tabor College; M.A., Curriculum and Teaching, Fresno Pacific University. (1999)
- Rod Janzen** *Education*
Director of Curriculum and Teaching Program
B.A., History, Fresno Pacific College; Teaching Certification, Education, Fresno Pacific College; M.A., History, University of California, Santa Barbara; Ph.D., Curriculum and Instruction, University of Southern California. (1989)
- 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**
Coordinator of Counseling
B.A., Psychology and History, Fresno Pacific College; B.S., Nursing, California State University, Fresno; R.N., State of Washington; M.A. in progress, Counseling and Psychology, Pacifica Graduate Institute. (1992)
- Sue Klierer**
Human Resource Director
B.A., Business Administration, Fresno Pacific College; M.A., Peacemaking and Conflict Studies, Fresno Pacific University. (1979)
- Ronald Koop** *Mathematics/Computer Education*
B.A., Chemistry, Fresno State College; M.A., Mathematics/Computer Science, Fresno Pacific College. (1977)
- Peter Kopriva** *Special Education*
Head of Special Education Division
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*
Chair of Division of Natural Sciences and Mathematics
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)
- Dennis Langhofer** *Center for Degree Completion/Business*
A.A., Fresno City College; B.A., Sociology, California State University, Fresno; M.B.A., Business Administration, California State University, Fresno; Ed.D. in progress, Organizational Leadership, University of San Francisco. (1973-82; 1990)
- Mary Ann Larsen-Pusey** *Education*
Diploma, Bible, Multnomah School of the Bible; B.A., History, Tabor College; M.Sc., Spanish, Emporia State University; M.A., Curriculum and Instruction, San Diego State University; Ph.D., Education, The Claremont Graduate School. (1990)
- Howard Loewen**
Provost
B.A., Philosophy, University of Winnipeg; B.Th., Theology, Mennonite Brethren Bible College and College of Arts, Winnipeg; M.Div. Pastoral Ministries, Fuller Theological Seminary; Ph.D., Historical Theology, Fuller Theological Seminary. (1995)
- Leslie E. Mark** *Emeritus Biblical Studies/Spanish*
A.B., Berkshire Christian College; M.Div., Gordon-Conwell Theological Seminary, Universidad de Guadalajara. (1979)
- George Marsh** *Professional Development*
B.A., Elementary Education, California State University, Fresno; M.A., Administration, California State University, Fresno. (1991)
- Wilfred Martens** *Emeritus English*
B.A., English, Tabor College; M.A., English, California State University, Los Angeles; Ph.D., English, University of Wales. (1965)
- Roberta E. Mason** *Education/Reading*
B.A., English, Grace College; M.A., Reading Education, Fresno Pacific College; Ph.D., Language Education, Indiana University. (1987)
- Dale Matson** *Educational Psychology*
Head of Pupil Personnel Division
B.A., Social Science, University of Wisconsin; M.S.E., School Psychology, University of Wisconsin - White Water; Ph.D., Educational Psychology, Marquette University. (1992)
- Consuelo Meux** *Business*
B.Sc., Marketing, California State University, Fresno; M.Sc., Organizational Behavior, California School of Professional Psychology, Fresno; Ph.D. in progress, Human and Organization Systems, The Fielding Institute. (1994)
- Jo Ellen Misakian** *Education*
Director of Library Media Program
B.S., General Studies, New York Institute of Technology; M.L.S. San Jose State University. (1999)
- Fred Mora** *Center for Degree Completion/Business*
B.S., Theology and Psychology, Bethany College; M.O.B., Organizational Behavior, California School of Professional Psychology. (1997)
- Doreen Myovich** *Intensive English Language*
Chair of Division of Humanities
Director, Intensive English Language Program
B.A., English/History, Fresno Pacific College; M.A., English Literature, University of Notre Dame; M.A., Applied Linguistics/TESOL, Indiana University. (1993)
- Gary Nachtigall** *Geography*
Director of Athletics
B.A., Social Science, Tabor College; M.A., Geography, Fresno State College. (1961)
- John Navarro**
Director of Outreach Ministries
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** *Education*
Director of Multiple Studies Programs
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**
B.A., Chemistry, Tabor College; M.Sc., Computer Science, Western Michigan University; Ph.D., Physical Chemistry, Kansas State University. (1990)
- Ted Nickel** **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)
- Fay Nielsen**
Coordinator for Mentoring and Retention
B.A., Physical Education, The College of Wooster; M.S., Coaching, Indiana University; Ph.D., Education, Oregon State University. (1997)
- Teresa Patterson**
Assistant Vice President for Marketing and Enrollment Development
B.A., Management of Human Resources, Fresno Pacific College; M.A. Speech Communication, California State University, Fresno; Ed.D., Educational Leadership, University of California, Davis. (1995)
- Adonijah Pauls** **Librarian Emeritus**
B.A., Social Science, Fresno Pacific College; M.L.S., University of Washington. (1967)
- Larry Perryman** **Education/Professional Development**
Interim VP for Business Affairs
B.A., Economics, Washington State University; M.B.A., Finance, San Jose State University; Ed.D. (ABD), Education Leadership, University of California, Davis. (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. (ABD), Religion- New Testament, Emory University. (1996)
- Bruce Porter** **Alumni Director**
A.A., Liberal Arts, College of the Sequoias; B.A., Christian Ministries, Fresno Pacific College; M.A., Christian Education, Mennonite Brethren Biblical Seminary. (1992)
- 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** **Physical Education**
B.A., Liberal Studies: Bilingual, Fresno Pacific College; M.A., Bilingual Education, Fresno Pacific College. (1996)
- Janita Rawls** **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** **History/Philosophy**
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. (ABD), Ancient and Medieval History, Emory University. (1997)
- Rodney P. Reed** **Campus Pastor**
B.A., Business Administration/Management, Sioux Falls College; M.Div., Theology Concentration, Bethel Theological Seminary. (1997)
- Dalton Reimer** **Communication**
Co-Director, Center for Peacemaking and Conflict Studies; Co-Director of Peacemaking and Conflict Management Graduate Program
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 Mathematics**
B.A., Mathematics, Fresno State College; M.A., Mathematics, Stanford University. (1967)
- Norman Rempel** **Registrar** **Philosophy**
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)
- Laura Roberts** **Biblical and Religious Studies**
B.A., English, University of California, Berkeley; M.Div., Fuller Theological Seminary, Pasadena; Ph.D. in progress, **Systematic and Philosophical Theology, Graduate Theology Union.** (1994)
- Andrew Ryder** **Drama**
B.A., **English Drama, Anderson University**; M.A., Theater, Michigan State University; Ph.D., Theater, Bowling Green State University. (1997)
- Isolina Gutierrez Sands** **Spanish**
A.A., Education, Northland Pioneer College; B.A., Spanish/Liberal Studies, Fresno Pacific College; M.A., Spanish, California State University, Fresno; Ed.D. (ABD), Education Leadership, University of California, Davis. (1996)
- Deborah Sauer-Ferrand** **Music-Voice**
B. of Music, Music, Queens College; M.A., Music-Voice, California State University, Fresno; D.M.A. in progress, Vocal Performance, University of Illinois. (1992)
- Adina Schmidt** **Registrar Emerita**
B.S., Elementary Education, University of Omaha; M.Sc., Elementary Education, University of Omaha. (1964)
- Eric Schwab** **Physical Education**
B.A., Physical Education/Business Administration, Austin College; M.Ed., Physical Education, Azusa Pacific University; Ed.D. in progress, Physical Education, University of Southern Mississippi. (1994)
- Jim Slentz** **Facilities Manager**
Theology Certificate, Berean Bible School; Human Relations Certificate, Lincoln Institute. (1985)
- Don Sparks** **Assistant Dean of Student Development**
B.A., **Sociology, Graceland College; M.Ed., College Student Affairs, Azusa Pacific University.** (1999)
- Diane Talbot** **Education**
Director of School Counseling Program
B.A., Spanish, California State University, Fresno; M.A., Counseling, California State University, Fresno; **Ed.D. in progress, Educational Leadership, University of California, Davis.** (1997)
- Joseph R. Taylor** **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** **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** **Assistant Dean of Enrollment Services**
B.A., Sociology, California State University, Fresno; M.A., Education with an emphasis in Administrative Services, Fresno Pacific College. (1986)
- Richard Thiessen** **Mathematics Education**
Head of Mathematics/Science/Educational Technology Division
B.A., Mathematics, Friends University; M.N.Sc., Mathematics, University of Oklahoma; Ph.D., Mathematics Education, University of Oklahoma. (1987)
- Paul Toews** **History**
Director of Center for Mennonite Brethren Studies
B.A., History, Tabor College; M.A., History, University of Kansas; Ph.D., History, University of Southern California. (1967)
- Richard Unruh** **Political Science**
Chair of Division of Social Sciences
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*

Dean of the College; Chair of Division of Interdisciplinary Studies
B.A., History and English, California State University, Fresno; Ph.D., History-European Studies, Claremont Graduate School. (1985)

Wendy J. Wakeman *Professional Studies*

Dean of School of Professional Studies
B.A., Psychology, Wheaton College; M.A., Educational Psychology, Michigan State University; Ed.S., School Psychology, Michigan State University; Ed.D., Educational Leadership, Northern Arizona University. (1997)

John Warkentin

Director of Multi-Media Arts Center
B.A., Physical Education/Biology, Fresno Pacific College; M.A., World Missions and Evangelism, Mennonite Brethren Biblical Seminary. (1995)

Larry Warkentin *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)

Peter Wasemiller *Business/Political Science*

Director of 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 *Economics*

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

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)

Billie Jean Wiebe *Communication/English*

General Education, Tabor College; B.A., Communications/English, Fresno Pacific College; M.A., Oral Interpretation of Literature, Northwestern University; Ph.D., Claremont Graduate University. (1992)

Richard Wiebe *Philosophy/History*

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

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 *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)

Diane Wiese *Physical Education*

B.A., Physical Education, Fresno Pacific College; M.A., Special Education, Fresno Pacific College. (1995)

Bill L. Williams *Administrative Services*

Director, Bakersfield Center
A.A., History, Bakersfield College; B.A., Elementary Education, California State University, Fresno; M.A., School Administration, California State University, Fresno; Ed.D., Organization and Administration, University of Southern California. (1997)

Mary Willis

Career Resources Center Director
B.A., Psychology, California State University, Fresno; M.A., Education, Counseling and Student Services, California State University, Fresno. (1996)

Shirley Woods

Dean of Students
B.A., Psychology, Florida A and M University; M.Ed., Guidance and Counseling, Tennessee State University. (1993)

John Yoder *Education*

Dean of the Graduate School
B.S., Elementary Education, Eastern Mennonite College; M.Ed., Counseling Education, University of Virginia; Ph.D., Educational Psychology, University of Virginia. (1991)

Mark Yoder *Physical Education*

A.A., Liberal Arts, Hesston College; B.A., Physical Education, Fresno Pacific College; M.S., Sports Administration, Wichita State University. (1998)

David Youngs *Mathematics Education*

Director of Integrated Mathematics/Science Program
B.A., Social Science, California State University, Fresno; M.A., Mathematics Education, Fresno Pacific College; Ph.D. (ABD), Science Education, Curtin University of Technology. (1988)

Hugo Zorrilla *Biblical and Religious Studies/Spanish*

Th.B., Seminario Biblico Latinoamericano, San Jose, Costa Rica; B.A., Classic Studies, Universidad de Costa Rica, Central America; M.A., New Testament, Trinity Evangelical Divinity School, Deerfield; Ph.D., Theology, Universidad Pontificia de Salamanca, Spain. (1989)

FRESNO PACIFIC COLLEGE

Dean: Stephen Varvis, Ph.D.

COLLEGE MISSION

The College of Fresno Pacific University is a Christian learning community that develops the whole person for servant leadership in the church and world, through learning experiences that integrate Christian values, the liberal arts and sciences, and career preparation in a supportive environment. The college commits itself to the vision expressed in the FPU Idea and Mission Statements.

THE COLLEGE IS A LEARNING COMMUNITY

The college is a learning community in which faculty and students pursue knowledge and truth. This community cultivates critical thinking through the study of the liberal arts, sciences and professions. The college values excellence in the study of different cultural viewpoints, belief systems and aesthetic perspectives. Within an ethnically and culturally diverse environment, the college promotes the development of rigorous scholars. The college also nurtures the physical, mental and spiritual health of all members, preparing them to contribute in their academic disciplines, professional fields and personal pursuits.

THE COLLEGE RELATES TO A CHRISTIAN COMMUNITY

The college affirms the Christian community of faith and the unity of knowledge under God. The college is founded in the Anabaptist-Mennonite and Evangelical tradition and is open to all who desire to learn in an environment that emphasizes distinctives of voluntary faith, biblical authority, peaceful resolution of conflict, community consensus, service to all in need, responsibility to all creation, disciplined living and worship of God. Through critical evaluation, the college prepares students to serve and lead in the local, national and world-wide work of the church.

THE COLLEGE IS PART OF A GLOBAL COMMUNITY

The college interacts with the world through scholarship and service. The community of learners explores ways to restore wholeness for all of creation. The curriculum and co-curriculum promote increased understanding of the diversity and interdependence of nature and society. In dialog with society, the college challenges itself and others to integrate Christian ethics with citizenship in the world.

FRESNO PACIFIC COLLEGE CALENDAR

Last day to request an incomplete
 Last day to petition to drop a fall semester course
 Last day to petition to completely withdraw from the college
 Final examinations

SUMMER TERM 2000

May		
8	Monday	Full-term and session 1 begin Registration begins at 9:00 am
10	Wednesday	Full-term and session 1 late registration (late fee applies)
12	Friday	Last day for CR/NC option (full-term and session 1 courses)
29	Monday	Memorial Day - no classes - offices closed
June		
2	Friday	Last day to drop a session 1 course Last day to change from AU to CR; CR to AU (session 1 courses)
19	Monday	Summer session 2 begins Registration begins at 9:00 am
21	Wednesday	Session 2 late registration (late fee applies)
23	Friday	Last day for CR/NC option (session 2 courses)
30	Friday	Last day to drop a full-term course Last day to change from AU to CR; CR to AU (full-term courses)
July		
4	Tuesday	Independence Day - no classes - offices closed
14	Friday	Last day to drop a session 2 course Last day to change from AU to CR; CR to AU (session 2 courses)
28	Friday	Last day of summer term courses Last day to request an incomplete Last day to petition to drop a summer term course

FALL SEMESTER 2000

August		
24-26	Thu.-Sat.	Orientation and walk-through registration
28	Monday	Classes begin
28-Sept. 1	Mon.-Fri.	Late registration, begins noon Monday (late fee applies)
28-Sept. 8	Mon.-Fri.	Spring registration
September		
1	Friday	Last day to register for fall courses
4	Monday	Labor Day - no classes - offices closed
8	Friday	Last day to add a course Last day for CR/NC option
October		
19-20	Thu.-Fri.	Midterm break - no classes
24	Tuesday	Midterm report due from faculty
27	Friday	Last day to apply for participation in commencement (Registrar's Office)
November		
3	Friday	Last day to drop a fall semester course Last day to completely withdraw from the college Last day to change from AU to CR; CR to AU
23-24	Thu.-Sat.	Thanksgiving recess - no classes - offices closed
December		
4-8	Mon.-Fri.	Spring add/drop week
8	Friday	Last day of fall classes

11-14 Mon.-Thu.

SPRING SEMESTER 2001

January		
6	Saturday	Orientation and walk-through registration
8	Monday	Classes begin
8-12	Mon.-Fri.	Late registration (late fee applies)
12	Friday	Last day to register for spring courses
15	Monday	Martin Luther King Day - no classes - offices closed
19	Friday	Last day to add a course Last day for CR/NC option
February		
19	Monday	President's Day - no classes - offices closed
March		
5-9	Mon.-Fri.	Spring break - no classes
6	Tuesday	Midterm report due from faculty
23	Friday	Last day to drop a spring semester course Last day to completely withdraw from the college Last day to change from AU to CR; CR to AU
April		
13	Friday	Good Friday - no classes - offices closed
19-27	Thur.-Fri.	Fall/spring registration
27	Friday	Last day of spring classes Last day to request an incomplete Last day to petition to drop a spring semester course Last day to petition to completely withdraw from the college

23-May 4 Mon.-Fri.
30-May 3 Mon.-Thu.

May		
5	Saturday	Commencement

SUMMER TERM 2001

May		
7	Monday	Full-term and session 1 begin Registration begins at 9:00 am
9	Wednesday	Full-term and session 1 late registration (late fee applies)
11	Friday	Last day for CR/NC option (full-term and session 1 courses)
28	Monday	Memorial Day - no classes - offices closed
June		
1	Friday	Last day to drop a session 1 course Last day to change from AU to CR; CR to AU (session 1 courses)
18	Monday	Summer session 2 begins Registration begins at 9:00 am
20	Wednesday	Session 2 late registration (late fee applies)
22	Friday	Last day for CR/NC option (session 2 courses)
29	Friday	Last day to drop a full-term course

Last day to change from AU to CR; CR to AU
(full-term courses)

July

4	Wednesday	Independence Day - no classes - offices closed
13	Friday	Last day to drop a session 2 course Last day to change from AU to CR; CR to AU (session 2 courses)
27	Friday	Last day of summer term courses Last day to request an incomplete Last day to petition to drop a summer term course

FRESNO PACIFIC COLLEGE STUDENT LIFE

Dean: Shirley Woods

A DEVELOPMENTAL STUDENT LIFE PROGRAM

Fresno Pacific University recognizes the value of a wholistic and personal approach to education. Since learning takes place in and outside the classroom, student life, through activities and programs, attempts to create a learning environment that inspires students to develop insight, 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 web site: http://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 or her obligation to learning and complying with the behavioral standards and expectations as specified in the student handbook.

New Student Orientation

The new student orientation program is designed to help students make an effective transition to university life. Orientation activities are offered for freshmen, transfer and re-entry students and parents, and are held several days prior to the beginning of classes in the fall. These activities are intended to help students become acquainted with the programs of the university and to introduce students to mentors, faculty mentors, student services and fellow students. Since the orientation program involves academic advising and registration, participation is required. Orientation for students entering between semesters takes place before classes begin, as a part of the registration process.

Personal Planning

The college attempts in several ways to provide educational opportunities that are personal, flexible and varied.

A fee reimbursement policy allows students to do coursework and to complete selected majors not offered on our own campus at California State University, Fresno. A joint degree program arrangement permits seniors to complete the first year of law school at the San Joaquin College of Law. (See college registration section of the catalog.)

Small class sizes and close relationships with instructors allow for personalized educational experiences more difficult to find in larger institutions.

Commuter Services

Fresno Pacific College recognizes that we are a diverse community and many of our students commute to campus. Commuter services provides opportunities for commuters to connect with each other and with other members of the FPU 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. A re-entry forum for non-traditional aged students to aid in their return to academic life.
5. An afternoon Bible **study** for commuter students.
6. All other services available through student life.

Residence

The college believes that 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—you learn to live with and learn from those who are different. 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.
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 nine units.

A request for an exception to this policy may be made by a letter of petition to the Residence Life Committee. Submit all petitions to the Student Life Office. Petitions need to be received no later than noon Friday of the first week of classes.

The Mentor-Collegium Program

At the center of the college experience is the student-faculty relationship. Each student is assigned to a faculty mentor. Freshman and sophomores will be assigned to faculty mentors who will establish personal relationships with individual students. Mentors provide academic as well as other forms of counseling and advising. Each freshman mentor will also facilitate a collegium or small group of students. Mentors and collegiums participate together in the freshman class, Jesus and the Christian Community and meet for social and other group activities. Mentors are assisted by experienced student mentor assistants who will also provide support and counsel for students who are new to the institution.

Academic Program Advising

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

Noon-Hour Encounter Program

As a further expression of the college's belief that interpersonal relationships are essential to the total educational process, the college 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.

Counseling

The Counseling Office is a partner in the wholistic educational enterprise of the college. Personal development and learning are especially encouraged in the social, emotional and intellectual spheres. Counseling services are available to all students (undergraduate and graduate) for enrichment, growth, healing; and to encourage a healthy adjustment to the academic setting.

The Counseling Office follows a "developmental" model where students are viewed as dynamic individuals who are in the process of becoming the people God created them to be. Concepts of personal and social responsibility also underlie this philosophy and the promotion of emotional wellness is emphasized. This model recognizes that some students may benefit from professional, clinical counseling services and referrals to such services are made accordingly.

Informal counseling services are provided by professors, coaches, administrators, staff and other students. Psychological and academic concerns may be referred to the Counseling Office.

The coordinator of counseling evaluates student concerns, provides limited short-term counseling, oversees crisis intervention services and makes referrals to on-campus counseling interns. These graduate psychology and marriage/family interns are Christians who work under the supervision of a licensed clinical psychologist. Referrals are also made to community resources as appropriate. Support groups, workshops and presentations are available on campus to enhance emotional well-being. A resource library of pamphlets, books and videos is also offered for this purpose and to assist with academic work.

Because personal issues often have an impact on academic coursework, students are encouraged to use the Counseling Office for academic concerns. Referrals can also be made to the coordinator of mentoring and retention who provides academic monitoring and counseling. Information on study skills, time management and test-taking is available. Additionally, the Center for Writing and Learning provides tutoring services for all students.

Health Services

Health services seeks to promote health education, prevention and self-responsibility in the college community. 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.

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

Proof of measles/mumps/rubella immunity is required of all students. A copy of the immunization record must be presented prior to, or at the time of, registration. Students who do not comply with the immunization requirement will be withdrawn from classes. Students who are withdrawn will be allowed to re-enroll only after providing proof of immunization and paying a reinstatement fee, as determined by the Registrar's Office.

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

Career Preparation

The undergraduate curriculum includes a series of perspectives courses that introduce students to a variety of academic and career preparation programs. In addition to an internship course available to all students (IDS 476), many undergraduate majors and most graduate programs include internship experiences.

The Career Resources Center (CRC) provides a variety of career-related services including career counseling, assessment tools and interpretation, information on job hunting strategies, assistance with resume preparation and resume critiques and a resource library that includes a "take-one" section, as well as graduate school and seminary information including catalogs, information on job opportunities, a monthly newsletter and much more to assist students in career decision-making and job/internship searches. Visit the Career Resources Center web site at www.fresno.edu/dept/crc

Comprehensive, Individualized Attention

The staff of the CRC assists with every facet of the student's career selection and job search. Every student is encouraged to meet

individually with the director of the CRC to develop a career search strategy. Through the use of various assessment tools, including computer-assisted career guidance programs, students obtain an objective evaluation of their interests, values and motivational skills in order to help them develop career goals.

Information, Ideas and Opportunities

Students have access to a library of career planning and job search resources, including service and internship opportunities. The CRC also has a number of seminary and graduate school catalogs available. Throughout the year, the CRC sponsors or co-sponsors presentations and information sessions to assist students with the career development process.

A Successful, Rewarding Career

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

Student Ministries

The campus pastor and student ministry leaders provide ministry leadership and programming that will help strengthen the Christian character 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 college 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, college activities and personal values are considered. The series usually meets twice weekly and includes lectures, 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 meets two-three times per week and is required of all full-time undergraduate students.

Outreach/Service Ministries

Students are encouraged to develop a personal lifestyle characterized by service to others. Outreach/service ministries helps to connect students in voluntary service activities 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.

The director of campus ministries works closely with the student ministries team and a core of student interns to encourage spiritual development and service opportunities for both on and off campus ministries.

The programmatic goals consist of:

1. Providing leadership and discipleship training.
2. Establishing a support network.
3. Providing meaningful service projects and ministry opportunities.

Leadership Development

FPU is committed to assisting students in developing the character and competence to become effective leaders--those who inspire, empower and serve others. We help students increase their leadership effectiveness by expanding their knowledge, skills and experience through scholarship, mentoring and practical applications.

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 that come with leadership involvement.
6. The satisfaction of working hard to make a difference.

Clubs and Organizations

Students are encouraged to participate in clubs and associations dedicated to the development of special interests and activities. Each year small groups of students organize special interest clubs under the auspices of the Student Executive. Among the organizations which have made significant contributions to the college community are the International Student Club, Missions Club and Shalom Covenant.

Athletics

Fresno Pacific University is a member of the National Association of Intercollegiate Athletics. Fresno Pacific Sunbird teams compete at the intercollegiate level in men's cross country, track, basketball and soccer and women's cross country, track, basketball and volleyball. These teams compete in the Golden State Athletic Conference.

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.

Student Activities

All students are highly encouraged to be involved in the quality programs that are offered throughout the year. Events such as the all-campus Pismo Beach trip are rich with FPU traditions. Other favorites include the university family Thanksgiving meal, the Christmas formal and SunBird watcher program. An integral part of community life at FPU is spending a weekend at Casa Pacifica, a lodge located near Shaver Lake.

Intramurals

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

Theater

A variety of drama productions is offered each year. Participation in productions is open to all students on the basis of auditions. The program in drama includes full-length main stage productions, readers theater, one-act plays and a traveling drama group that performs in churches throughout the San Joaquin Valley and beyond.

Music

A variety of musical groups is available. Each year the concert choir takes a major tour and periodically travels to Europe. Other groups perform in churches, schools and other settings throughout central California. Small

ensembles, both vocal and instrumental, provide for a variety of musical expression.

FRESNO PACIFIC COLLEGE ADMISSION AND REGISTRATION

ADMISSION

Assistant Dean of Enrollment Services: Cary Templeton

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

General Instructions for All Applicants

Students interested in applying for admission should request application materials by contacting the Admissions Office. Applications for admission will be accepted until enrollment is full or until July 31 for the fall semester and until December 5 for the spring semester. Student notification is handled on a rolling basis. Notification of acceptance will be sent as soon as all necessary documents are on file.

Applications received later than enrollment is full or July 31 for the fall semester or December 5 for the spring semester will be considered, but acceptance and registration are not guaranteed.

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

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

Procedures for Students Entering Directly from High School

Application

Complete the application and send it to the Admissions Office along with the nonrefundable \$30 application fee.

High School Transcript

Provide an official transcript of work completed to date. Applicants are responsible to submit a complete high school transcript verifying graduation before enrollment.

Students who have not earned a high school diploma will still be considered for admission based on certificates acquired through the General Education Development Tests (GED) or the California High School Proficiency Examination.

Entrance Examination

Either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program is required of all applicants who are entering directly from high school. The ACT is recommended.

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 College:

1. Four years of college preparatory English.
2. Three years of college preparatory mathematics.
3. Two years of social studies.
4. One year of laboratory science.
5. Two years of the same foreign language.

6. One year of visual and performing arts.

In order to be granted regular admission based solely on transcripts through the junior year, a minimum of three years college preparatory English, two years of college preparatory mathematics, one year of social studies and one year of foreign language will be required with a grade of C or better in each. 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 undergraduate admissions committee for consideration.

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 an 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 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 committee using various criteria in addition to the provided academic information. Notification of acceptance or denial will be sent once the decision is made.

Documents needed for admission for students entering directly from high school:

1. An application for admission and a \$30 nonrefundable application fee.
2. High school transcripts through at least the junior year. A final transcript showing graduation and acceptable grades must be on file to complete admission.
3. SAT or ACT scores. 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.
4. Character reference document and/or educator reference document.

Early admission program for students entering Fresno Pacific College at the end of their junior year in high school

Outstanding high school juniors may begin their freshman year at Fresno Pacific College 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 College (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 a passing score on the California High School Proficiency Exam.

Procedures for Students Entering from Accredited Colleges and Universities

Transfer students to Fresno Pacific College 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 D grades have been earned will not be granted transfer credit. Fresno Pacific College will grant a maximum of 70 units of credit from a community or junior college. A minimum of 30 semester units must be completed at Fresno Pacific College. (See graduation requirements.)

Requirements for admission for students entering from accredited colleges and universities:

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, a minimum of 24 transferable units must have been completed with a 2.4 academic GPA. 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.

Documents needed for admission for students entering from accredited colleges and universities:

1. An application for admission with the nonrefundable \$30 application fee.
2. Official transcript from high school verifying graduation.
3. Official transcript from each college attended (veterans seeking benefits must submit a DD 214).
4. Although the SAT or ACT test scores are not required to grant admission to transfer students, they are recommended.
5. Character reference document and/or educator reference document.

Procedures for Students Entering From Bible College Unaccredited Liberal Arts Colleges and Unaccredited Bible Institutes

Fresno Pacific College welcomes transfer students from all institutions. Every effort is made to correlate coursework completed previously with requirements for a degree at Fresno Pacific College. There is, however, a limit of 30 units accepted from unaccredited liberal arts colleges and Bible institutes.

Students will not receive credit for courses in which they receive a grade lower than C.

In all cases, conditions outlined for students entering from accredited colleges as transfer students will also apply.

Procedures for International Students Seeking to Enter Fresno Pacific College

International students need good English skills in order to be successful in undergraduate studies. Although TOEFL and SAT scores are not required for international student admission to Fresno Pacific College, students whose native language is not English and who do not have a TOEFL score, or have a TOEFL score of less than 500, with minimum section scores of 50, will be required to improve their English language proficiency in the Intensive English Language Program (IELP). Students who submit a TOEFL score of 500 with minimum section scores of 50, 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 Intensive English Language Program (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 BA degree.

Requirements for admission of international students entering Fresno Pacific College:

1. All international students must meet regular undergraduate requirements for admission or have successfully completed a comparable college preparatory course of study in their own country.
2. Transfer students must have completed satisfactory university level coursework and have successfully completed a comparable college preparatory course of study in their own country.
3. International students must verify financial support.
4. International students must be willing to abide by the standards of the college and be willing to participate in College Hour and course requirements in biblical studies and religion.
5. International students must subscribe to the Fresno Pacific College international student health insurance policy and maintain coverage throughout their stay.
6. International students are required to attend the international student orientation program prior to enrollment.
7. International students who are not classified for regular undergraduate admission may be considered for admission with requirements.
8. All international students must possess a visa that permits study in the United States.

Documents needed for admission of international students entering programs at Fresno Pacific College:

1. An application for admission and a \$30 nonrefundable application fee.
2. Transcripts from all secondary schools and post-secondary institutions attended. All transcripts must be official and accompanied by a certified English translation. All documents must show coursework and examinations taken, indicate grades received, identify passing and maximum marks and show evidence of secondary-level graduation. International students must have successfully completed a college preparatory course of study in their native country.
3. A completed financial certification form.
4. **Two letters** of recommendation from an educator who knows the applicant's academic abilities or from a religious or other community leader.
5. Completed autobiographical essays.
6. Upon acceptance, a Certificate of Eligibility (I-20) will be sent. This is necessary for obtaining a student visa to enter the United States.

Filing deadlines for undergraduate international applicants

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 College. Acceptance will be determined after all necessary application documents have been received by the Admissions Office.

Transcripts submitted for admission or credit transfer become the property of Fresno Pacific College and cannot be returned to the applicant or forwarded to other institutions.

Procedures for International Students enrolling in Language and Culture Studies (LCS) within the Intensive English Language Program (IELP)

The IELP Language and Culture Studies Program is designed to accommodate international students who wish only to study English and learn about American culture. It is for international students who want to experience American life in a college setting and at the same time improve their English proficiency.

Requirements for admission for students enrolling in Language and Culture Studies from foreign countries:

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 related to academic achievement. Students do not receive college credit for courses taken in LCS, but they do receive a certificate of participation if they wish.

Documents needed for admission for students enrolling in Language and Culture Studies (LCS):

1. A completed LCS application and a \$30 nonrefundable application fee.
2. One letter of recommendation from a religious, educational, or community leader.
3. A completed financial certification form (part of the application) that confirms that the student has sufficient funds to study at Fresno Pacific College.
4. A Certificate of Eligibility (I-20) to be sent upon acceptance. This is necessary for obtaining a student visa to enter the United States.

Filing deadlines for international applicants to LCS

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 College. Only after all necessary application documents have been received by the International Programs and Services Office will acceptance be determined.

Procedures for Students Seeking Readmission

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

Admission to Graduate Standing

Students who have completed requirements for a bachelor's degree from an accredited college or university may be admitted as graduate students upon submitting a special application form provided by the school. For further information, see the admission sections of this catalog under the graduate school.

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 \$200 tuition deposit as an indication of intent to enroll. This deposit will ensure registration of the applicant and is applied toward tuition costs. [This fee is nonrefundable.](#)
2. Students who plan to live in campus residence halls must submit a \$100 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 Admissions Office.

REGISTRATION

Registrar: Norman Rempel, Ph.D.

Orientation of New Students

In order to help make the transition to college a happy and effective one, the Student Life Office organizes several days of orientation activities. These activities, which are held prior to the beginning of classes, are designed to help new students become acquainted with the college, mentors and advisers, programs of study and classmates. Since the orientation program is part of the registration process, participation is required. Orientation for students entering between semesters takes place on the **Saturday** before classes begin, **and is** a part of the registration process.

Enrollment

Advising and registration take place prior to the beginning of classes in both fall and spring semesters. After the student's schedule has been approved by the mentor, registration is completed by presenting the completed registration form to the registrar and paying the appropriate fees in the Student Accounts Office.

Late Registration

Students who are not able to complete registration prior to the beginning of classes may register during the late registration period. Enrollment after the late registration period is permitted only under special circumstances and is also subject to the \$35 late registration fee.

Change in Registration

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. Courses may be added during the first two weeks only; they may be dropped through the 10th week of each semester. Complete withdrawal must be cleared through the offices of the registrar, business and financial aid, as well as the coordinator of counseling and must have the approval of parents if the student is under 18 years of age. Complete withdrawal from the college is not permitted following the 10th week of the fall and spring semesters. See the financial information section of this catalog for refund policies.

California State University, Fresno Fee Reimbursement Policy

In certain instances, full-time Fresno Pacific College students may be reimbursed for the cost of the in-state university fee when taking courses at California State University, Fresno.

1. Fresno Pacific College students who wish to major in an area in which FPC only offers a minor may do so by taking selected courses at California State University, Fresno. Majors proposed in areas other than those in which FPC offers a minor must be approved by the dean of the college. A minimum of 12 units in a major must be taken at FPC. The in-state state university fee at CSUF will be reimbursed to the student by FPC under the following conditions:
 - a. The student is a full-time student of Fresno Pacific College.
 - b. The student plans to graduate from Fresno Pacific College.
 - c. The courses that are to be taken at CSUF are not offered by Fresno Pacific College in the academic year during which the request is made.
 - d. The major is approved in advance by the program director of the minor (or designated adviser) and the registrar at Fresno Pacific College.

(For further clarification and procedures, see the Registrar's Office.)

2. On occasion, a Fresno Pacific College student may find it necessary to take classes at CSUF which are to be applied to a major at Fresno Pacific College. The in-state state university fee at CSUF will be reimbursed to the student by Fresno Pacific College under the following conditions:
 - a. The student is a full-time student at Fresno Pacific College.
 - b. The course to be taken at CSUF is required for the student's major and is not offered at Fresno Pacific College in the academic year during which the request is made.
 - c. The course is approved in advance by the department program director and the registrar at Fresno Pacific College.

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.

FINANCIAL INFORMATION

EXPENSES

Interim Vice President for Business Affairs: Larry Perryman

Listed below is the schedule of basic tuition charges, fees and financial policies. 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 college. The college reserves the right at any time to change its student charges and policies if the board of trustees deems it necessary to do so.

TUITION

College Program

12-18 units (full-time), per semester _____	\$6,975
Less than 12 units or more than 18 units, per unit _____	\$498
Audit, per unit (no charge for full-time students) _____	\$198
Summer sessions, 2000, per unit _____	\$285
Summer internship, per unit _____	\$140

FEES

College Fees

Application fee (nonrefundable) _____	\$30
Confirmation fee (new students, nonrefundable) _____	\$200
Fall semester registration confirmation fee (continuing students, nonrefundable) _____	\$200
Student Association fee:	
Full-time student, per semester _____	\$102
Part-time student, per semester (4-11 units) _____	\$66
Technology fee:	
Full-time student, per semester _____	\$50
Part-time student, per semester _____	\$25
Health insurance — required of undergraduate students:	
One-year coverage (estimated) _____	\$470
Exemption from the health insurance fee is only available to those students filing an exemption request that guarantees alternative insurance coverage. Exemption forms must be filed at the time of registration, but can be amended up to the second week of classes; forms are available from the Business Office. A new exemption must be filed each fall semester.	
Parking permit fee (per year) _____	\$40
Intercollegiate athletics fee (per year) _____	\$60
Students participating on intercollegiate athletic teams must either purchase the college student health insurance (above) or have alternative coverage which includes, specifically, intercollegiate athletics. In addition, all athletes must pay the \$60 fee.	
Private music instruction per semester (per unit) _____	\$225
Special course activity fee (see course schedule)	
A fee is assessed for students enrolled in certain classes to cover additional costs or materials, facilities, trips, equipment, etc.	
Degree application fee _____	\$50

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: Mus 116-122; 316-322, Dra 110, 120, 310, 320, Ath (all) and IDS 110, 120, 220, 420. *These courses may not be registered as audit.*

Service Fees

Late withdrawal fee (after 10th week, only upon approval of appeal) _____	\$35
Incomplete grade fee _____	\$10
Transcript fee (per copy, regular service) _____	\$5
Late payment fee _____	\$35
Late registration/Late add fee _____	\$35
Reinstatement fee _____	\$40
Service fee _____	\$10
Special processing fee _____	\$35
Returned check fee _____	\$20
<i>Interest of 10 percent per annum is assessed on all student balances which are unpaid for more than 30 days, unless on the 10-month payment plan.</i>	

Room and Board

Deposit

Residence hall, apartment, house and suite deposit, per person _____	\$100
Residence hall room (requires minimum 10-meal plan*):	
Witmarsum and Strasbourg Quads (per person, per semester) _____	\$935*
East Hall (per person, per semester) _____	\$1,055*
Apartment occupied by three people (no meal plan requirement):	
Witmarsum and Strasbourg Quads (per person, per semester) _____	\$1,025
East Hall apartments (no meal plan requirement):	
per person, per semester _____	\$1,130
Suite apartments (no meal plan requirement):	
per person, per semester _____	\$1,000
Witmarsum West apartments occupied by three people (no meal plan requirement):	
per person, per semester _____	\$975
House (no meal plan requirement):	
per person, per semester _____	\$1,025
Board charges, per semester:	
19 meals per week _____	\$1,375
14 meals per week _____	\$1,210
10 meals per week _____	\$915
5 meals per week _____	\$404

*Freshmen living in residence halls required to have minimum 14-meal plan.

All meal plans are available for all students to purchase upon request, subject to the minimum requirement noted above.

PAYMENT OF ACCOUNTS

Payment of Tuition and Fees

Payment for each semester's expenses (tuition, fees, health insurance, room and board, etc.) is due and payable in full at the time of registration unless other payment arrangements are made with the Business Office before the end of the first week of classes. Payment must be made in U.S. funds and may be made by cash, check, Mastercard, Visa, Carte Blanche, Diners Club, Discover Card, or JCB. Statements of account are mailed around the 15th of each month.

International students, as indicated in the international student application packet, must pay each semester's expenses by the end of the first week of classes (except as noted below).

Payment Arrangements

Payment arrangements are an option for undergraduate students who cannot pay the balance in full by the end of the first week of classes each semester.

- A complete, written promissory note must be on file with his/her financial counselor by due dates stated in the appropriate payment option section.
- In agreement between the student and the college, legal responsibility is with the student. For students under 18 years old, the

parent is legally responsible and must also sign the promissory notes until the student turns 18.

- International students may defer payment of only such amounts as are reasonably expected to be earned during the semester or are guaranteed by financial aid.
- Students may not enroll for a new semester if the previous semester is not paid in full.
- Work-study money, non-FPC scholarships/grants not received (including church match money) and parent loans will not be included in the promissory note balance due without an official letter from the granting party as these payments are beyond institutional control.

1. Ten-Month Payment Option

Participation in this plan is a privilege due to smaller payments **and no interest**. Missed or late payments may make a student ineligible for future participation in the 10-month payment option. **Late payments may be assessed a \$35 late 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.

Arrangements:

- Payments must be made in full, due on the first of each month, June through March.
- A promissory note must be completed prior to or corresponding with first payment due in June (Note: Payments for freshman registering **late June and July** and transfers registering in June will be July 1 through April 1). A nonrefundable \$200 confirmation fee will be considered as the first \$200 paid on the student's account.
- Continuing students must have registered by the last day of spring registration and new students must have registered in June (call the 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.
A \$35 late payment fee will be charged to accounts when applicable.

2. Four-Month Payment Option

Arrangements:

- 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.
- A written promissory note must be completed and on file with the financial counselor prior to the first payment due date of each semester. It is recommended that this be done during the registration process in April or during the summer whenever possible.
- Interest (rate of 10 percent annum) and \$35 late payment fee will be charged to accounts when applicable.

Late Payment

- Student accounts with payments not received within seven calendar days after a scheduled payment will be charged a \$35 late fee for each late payment.
- 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.

Nonpayment of Account

- Students who do not make scheduled payments by the 20th of each month due as listed on the promissory note and in the catalog are subject to administrative withdrawal from the college.

- Students without a promissory note but with a balance due are subject to the same conditions and consequences of students with a promissory note.
- Students administratively withdrawn are subject to the processes and fees required for reinstatement.
- Any balance due after the withdrawal process is the responsibility of the student (see undergraduate refunds).
- Students are responsible for the timely payment of their account to the Business Office.
- Any unpaid balance at the end of the semester will continue to be subject to the interest charge of 10 percent per annum. Transcripts, diplomas, and student information will be withheld if a student has a financial obligation to the college.
- A student may not enroll for a new semester if there is an unpaid balance on his/her account. Missed or late payments may result in the loss of opportunity to use the 10-month payment plan during future semesters.
- Financial aid calculated into an individual payment plan but not remitted to the college can result in a loss of institutional financial aid to the student.
- If a student's account goes to collections, the student will be responsible for collection costs/fees as well as the principal balance.

Reinstatement Fee

Students who withdraw or have been administratively withdrawn due to non-payment of account and then desire to be reinstated during any semester may file a petition for reinstatement with the chair of the Student Accounts Committee. Reinstatement will be on approval only and subject to the payment of a \$40 reinstatement fee and satisfactory arrangements for payment of the student's account, according to the accounts administrator.

Returned Check Policy

Use of personal checks on campus is a privilege. The first returned check is charged the \$20 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. 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. Non-payment of returned check will enter the collection process.

College Refunds

Refunds are based on the week during which the official withdrawal form, signed by staff members from financial aid, counseling and business offices, is completed and submitted to the registrar's office. **REFUNDS ARE NOT BASED ON THE DATE THE STUDENT CEASES TO ATTEND CLASSES.**

Students who withdraw from individual courses or completely withdraw from the college will be eligible for a refund according to the following schedule.

Regular Semester Tuition Refunds

Withdrawal authorized by Friday of the first week of classes: 100 percent refund (less \$200 confirmation fee for fall semester/less \$10 handling fee for spring semester).

Withdrawal authorized by Friday of the second week of classes: 90 percent of the tuition (student owes 10 percent).

Withdrawal authorized by the third through the seventh week of classes: refund decreases 10 percent for each week (student owes 20 percent third week, 30 percent fourth week, etc.).

NO REFUND is provided if withdrawal is after the Friday of the seventh week of classes (student owes 100 percent tuition).

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

Independent and directed studies are considered as having started on the first calendar day of the session, whether or not any meetings have taken place.

Summer Term Tuition Refunds

A refund of the total tuition, less a \$10 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.

Board

If a student withdraws from the college, board fees will be prorated on a weekly basis to the time of authorized withdrawal (based on meal plan). For those students who do not withdraw from the college, there will not be a refund for missed or unused meals.

Room

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: 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. New, incoming students must have notified the Student Life Office in writing by the same dates noted above. Any damage and/or cleaning costs will be deducted from the required \$100.

Fees

After Friday of the second week of classes, student association 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.

Confirmation Fee

Continuing students must pay a \$200 nonrefundable tuition deposit to hold registration by June 1. Students who have a fall/spring registration in the system after June 1 without a \$200 confirmation fee on account will have that registration canceled. They may reregister during late registration (first week of semester) but will be subject to enrollment availability and the \$35 late fee.

The first \$200 of monthly payments beginning June 1 will serve as the \$200 nonrefundable fee for students with a 10-month payment plan.

Students must pay a \$200 nonrefundable tuition fee after acceptance to hold their spots for fall enrollment. It will also hold the students' registration when they register during the summer.

This deposit will be applied toward the students' accounts when they arrive for classes but will be nonrefundable for students who decide not to attend FPC the next semester.

Deposits will not be held for future semesters without specific arrangements with the student's financial counselor.

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 or if class withdrawal occurs after the seventh week of classes.

Dismissal

A student who is dismissed or suspended from the college is not eligible for refunds.

Refunds for Students on Financial Aid

Students on financial aid will not receive refunds until funds representing financial aid awards have been applied back to the respective accounts. Normally refunds will be returned to programs on a prorated basis and according to the components of the financial aid package.

Financial aid is to be used first for direct educational costs—tuition and fees and room and board if in college housing. Therefore, if a student withdraws and is scheduled to receive a refund of tuition and fees, all or part of this refund will be used to reimburse the financial aid program(s) from which the student received funds.

Students who receive financial aid in excess of direct costs and who then withdraw may need to repay a percentage of this aid. The amount depends upon how many days the student was enrolled and the amount of aid received.

See also satisfactory academic progress section of catalog.

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.

FINANCIAL AID

General Information

Fresno Pacific University considers education to be a family project and, as such, the family 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 loans, grants 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:

- Step 1:** All financial aid applicants must be accepted for admission to a school within Fresno Pacific University as a precondition for financial aid eligibility.
- Step 2:** California residents must complete a Free Application for Federal Student Aid (FAFSA) and a GPA Verification Form in order to be considered for the Cal Grant program. Completed applications should be sent before the March 2 deadline. Non-California residents, although ineligible for the Cal Grant program, are also required to submit the FAFSA.

- Step 3:** Some applicants are required to submit federal tax forms for the appropriate year. For dependent students this includes both parents and personal federal tax forms, while for independent students only spouse's and personal forms are required. Original evaluation of aid eligibility will be based on the information provided on the FAFSA. Please forward all tax forms, including W-2's, to the Student Financial Services no later than April 15.
- Step 4:** All applicants must complete an FPU financial aid application.

Deadlines

March 2 is the priority date for the completed 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 an 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.

Merit Scholarships

President's Scholarship

3.6 GPA, 1150 SAT, Christian commitment, history of leadership in church, school and community. New applicants must be incoming freshmen and agree to live on campus. Letter of recommendation required. Applicants must continue academic performance at or above stated minimum GPA requirement to have award renewed.

Dean's Scholarship

3.6 GPA, 900 SAT (minimum 400 math, 400 verbal). Applicants must continue academic performance at or above stated minimum GPA requirement to have award renewed.

Faculty Scholarship

3.4 GPA. Applicants must continue academic performance at or above stated minimum GPA requirement to have award renewed.

Service/Leadership

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. Must agree to be significantly involved in campus activities. Letter of recommendation required. Limited to available budget.

Involvement Scholarships

Music

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

Drama

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

Ministerial Grant

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

Athletics

Men's and women's basketball, men's and women's track and cross country, men's soccer and women's volleyball.
2.0 GPA, tryout with coach and continued participation in intercollegiate athletics.

Church Match

Fresno Pacific College will match a gift from a church up to \$250 per semester. Gifts from Pacific District Mennonite Brethren Churches are matched two to one.

Need Based Grants

Fresno Pacific College Grant

High financial need. Awarded by Student Financial Services; limited by available budget.

Alumni Grant

High financial need. Limited by available budget.

Trustee Grant

High financial need. Limited by available budget.

International Grant

2.0 GPA; potential for contribution to Fresno Pacific College, church and society. Letter of recommendation by Mennonite Brethren Board of Missions and Services, Fresno Pacific College alumni or applicant's church.

Program Scholarships

All scholarships listed below are limited to available budget.

AIMS Scholarship

Mathematics and natural science department majors with high GPA. Separate application is required. Selections made by mathematics and science faculty.

Cal Grant Matching Program

If a new student receives a Cal Grant, Fresno Pacific University will award him or her a **package up to full tuition or need, whichever is less**, including any federal, state, institutional and other aid.

Wiebe Family

Biblical and religious studies and contemporary Christian ministries majors. High GPA is recommended but not required.

Lois Penner Gerbrandt Scholarship

Major in music and active in church music.

Graham Gladwin Scholarship

Music major with preference given to instrumental musicians.

Peters Business Leaders Scholarship

Major in business and display leadership skills, Christian commitment and academic ability.

History Department Endowment

History major with high academic ability. Awarded by history faculty.

Divisional Honors Scholarships

Awarded to outstanding juniors and seniors by divisional faculty.

Divisional Scholarships

Awarded to outstanding transfers by divisional faculty.

Private Scholarships

All scholarships listed below are limited to available budget.

Tom and Linda Collins Scholarship

Financial need; strong Christian commitment; preference to relatives of Tom and Linda Collins; preference to members of Bethany Mennonite Brethren Church.

Steinert-Kruger Memorial Scholarship

Preference to members of Heritage Bible Church; residents of Kern County.

Goossen Family Scholarship

Positive contribution to church and society; profess belief in Christianity; good academic standing.

Harder Sisters Scholarship

United States citizen; financial need; preference to relatives of Jacob and Susanna Harder.

J. J. Hiebert Memorial Scholarship

Junior or senior; major in business, education, or social service; 3.5 GPA; contribution to church and society.

Henry Kroeker Memorial Scholarship

Intention to enroll at Mennonite Brethren Biblical Seminary after graduation.

Heinrich and Helena Toews Scholarship

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

I. G. Neufeld Scholarship

First year; vital Christian testimony; member of Mennonite Brethren Church; 3.0 GPA.

PDC Women's Missionary Society Scholarship

Children of Mennonite Brethren missionary or international student.

B. J. Braun Scholarship

Preference to relatives of B. J. Braun; member of Pacific District Conference Mennonite Brethren Church; financial need.

Connie Piepgrass Memorial Scholarship

Junior or senior; planning career in Christian ministry.

Paul and Lydia Kroeker Scholarship

Male; strong Christian commitment; contribution and leadership in the church; academic ability. Written affirmation by pastoral staff.

Malinda Epp Scholarship

Preference to relatives of Malinda Epp; members of Pacific District Conference Mennonite Brethren Church; financial need.

Kathleen Sue Agee Memorial Scholarship

Financial need; Christian commitment; contribution to church, college and community; preference to relatives of Joe and Vera Agee.

Sam and Anna Funk Memorial Scholarship

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

Chevron Merit Scholarship

Academic achievement; leadership potential; involvement in class, school and community.

Alvin Peters Scholarship

Freshman; children of Mennonite Brethren missionaries; 2.0 to 3.0 GPA; Cal Grant recipients not eligible; preference to Immanuel High School graduates.

John Berg Scholarship

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

Darby-Colby Scholarship

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

Dr. Larsen-Pusey Community Scholarship

Academic ability; financial need; commitment and contribution to the church, college and community; reside within the Roosevelt High School

attendance area; member of an ethnically under-represented segment of the campus population.

Margaretha Bergman Scholarship

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

Sam and Sarah Wiens Missions Scholarship

Major in Contemporary Christian Ministries; financial need; academic ability.

Joseph and Amanda Miller Memorial Scholarship

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

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 on the basis of need and academic ability. Students with a GPA of 2.50 or higher are encouraged to apply. Last year awards were \$9,420.

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. Generally, students with family income in excess of \$30,000 are unlikely to qualify. Cal Grant B provides a living allowance of \$1,410 for first-year students and up to \$10,830 (\$1,410 for living expenses and \$9,420 for tuition) for sophomore, junior and senior years.

Pell Grant

Pell Grant is a federal program intended to assist low- and middle-income students to gain access to higher education. Awards range between \$400 and \$3,300, are based on financial need and may be used only for a course of study that culminates in a first undergraduate degree.

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.

** Dollar amounts based on anticipated 2000-01 figures*

Loans

Perkins Loan (formerly NDSL)

This loan is available to undergraduate and graduate students with financial need (priority is given to undergraduate students). 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 or 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. This loan is administered through the Student Financial Services Office at Fresno Pacific University.

Stafford Student Loan (formerly GSL)

Subsidized and unsubsidized loans are available to both graduate and undergraduate students. The interest rate is variable with a 9 percent cap. The loan is obtained from a financial institution working in

cooperation with the Student Financial Services. Yearly loan maximums are \$2,625 for freshman 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 get a PLUS loan (see below). Students may borrow \$4,000 as a freshman or sophomore, \$5,000 as a junior or senior and up to \$10,000 as a graduate student with aggregate maximums of \$21,000 and \$73,000 respectively for undergraduate and graduate students. An origination fee and insurance premium are deducted from the student's loan check by the lender in order to help defray the costs of the program. Currently, the total deducted is 3 percent of the amount borrowed. 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 disbursement of the loan check. The borrower is generally allowed up to 10 years to repay the loan with a minimum \$600 annual repayment.

Other Aid Programs

APLE Program

The Assumption Program of Loans for Education is for those students entering the teacher-education field. Under the provisions of the program a student may have up to **\$11,000** of the student loan debt forgiven by the California Student Aid Commission. Applications are generally due by mid-June each year. The applicants are selected by the Student Financial Services Office and the teacher education department using various criteria including, but not limited to, need, loan debt and GPA.

Short Term/Emergency Loans

Loans ranging between \$100 and \$300 are available to students enrolled at least half-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.

Employment

Federal College Work Study Program (FWS)

College 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. *(Please 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.

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 overaward exists. In these situations the aid package will be reviewed and appropriate reductions will be made. This coordination process therefore eliminates the overaward situation. Care is always taken to retain as much of the original aid package as possible.

Satisfactory Progress

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

Qualitative

Students must earn and maintain a minimum 2.00 GPA on a four-point scale (some 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 1.00 or less in any given term at FPC.
2. An FPC cumulative GPA of less than 2.00 in two consecutive terms at FPC.
3. An FPC cumulative GPA of less than 2.00 in the first term of attendance if admitted on probation.

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 FPC 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., eight semesters for a baccalaureate degree or two semesters for the teacher credential program). 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 probation until disqualification and when the appeals process is completed. Repeat courses are funded only when replacing an F for which no units have been completed. Deficiencies must be made up at FPC. Prior notification to the Student Financial Services Office is strongly suggested.

Appeal

Students who are disqualified may appeal to the director of financial aid.

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 COLLEGE ACADEMIC POLICIES

STUDENT STATUS

Full Time/Part Time Students

To be classified as a full-time undergraduate student requires enrollment in a program of 12 or more units each term. A normal course load consists of 12-16 units. International students, athletes competing in intercollegiate athletics and financial aid recipients must be enrolled in 12 or more units each semester. Enrollment in more than 18 units per semester is subject to additional tuition fees and requires permission from the dean of the college or the registrar. Students enrolled in less than 12 units are considered part time students.

Nonmatriculated Students

Students who wish to take courses for personal enrichment without filing application for a degree may enroll as nonmatriculated students. Should such a student later apply for matriculated status, standard admission requirements must be completed at that time. A maximum of 15 semester units of coursework taken as a nonmatriculated student may be used to apply toward a degree program.

Class Standing

Undergraduates

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 of credit
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

Senior Citizen (Fee Waiver)

Tuition waivers are available to individuals who are at least 60 years of age and who wish to enroll as auditors. Such enrollment is subject to prior approval of the instructor and space availability. A short form application should be filed with the college Admissions Office prior to registration.

Decisions regarding enrollment eligibility and the extent and kind of student involvement considered appropriate are the prerogative of the faculty member. A maximum of 18 units per semester may be audited under this provision.

The Registrar's Office has more detailed eligibility, application and registration information.

Withdrawal from the College

Withdrawals from the college are not permitted following the 10th week of the semester, except in cases where circumstances beyond the student's control do not allow continuance (e.g., serious illness, accident, or death in the immediate family). Failing or performing poorly in courses, or dissatisfaction with the subject matter, classes, or instructors are not acceptable reasons. Petitions for withdrawal between the beginning of the 11th week and the last day of final examinations are addressed to the Academic Appeals Committee. Approved withdrawals result in a grade of "W" for each course and a \$35 late withdrawal fee is charged to the student's account. Students not receiving approval to withdraw are awarded grades based upon the work completed at the time of withdrawal.

Students requesting full withdrawal from the college must complete an official withdrawal form and be cleared through the registrar's,

mentoring/retention, business and student financial services offices. Athletes must clear withdrawals with their coach. International students must clear withdrawals through the International Programs and Services Office. Students under 18 years of age must have the approval of their parents. For refund policy see the financial section of the catalog.

TRANSFER AND CREDIT AWARD POLICIES

Transfer Credit

See admissions requirements in the college admission and registration section of the catalog.

Advanced Placement

Students may be granted 3 semester units of credit at entrance for subjects in which they have submitted scores of 3 or higher on Advanced Placement Tests.

College Level Examination Program

A maximum of 30 semester units may be granted for successful completion of College Level Examination Program (CLEP) examinations. Six units are awarded for each general examination; credit awarded for subject examinations is equal to that of the Fresno Pacific College course to which it corresponds. Credit is not awarded for examinations when more advanced coursework in the subject area has been completed. Information concerning minimum scores, limitations and procedures is available in the Registrar's Office.

Course Challenge

Students may challenge Fresno Pacific College courses via examination, subject to approval and the payment of a \$50 per unit fee. 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.

Requests for approval should be made through the Registrar's Office. Registration for course challenges are made during normal registration periods. Contact the Registrar's Office for information concerning limitations and procedures.

International Baccalaureate (IBC)

The undergraduate faculty of the university has provisionally approved granting college credit through the International Baccalaureate Organization (IBC) for advanced study in high school verified through IBC recognized courses and exams. Credit is awarded for higher level subject exams that receive an IB score of 5 or greater. Please contact the Registrar's Office for subject areas meeting specific FPU General Education requirements. These provisions are subject to change, pending final faculty approval.

COURSE CREDIT AND RECORDS

Audit

Students wishing to attend classes without receiving college credit may register for those courses as auditors. Enrollment as an auditor is subject to permission of the instructor. There is no requirement of auditors except for regular attendance and whether any work produced by an auditor is evaluated by the instructor is the prerogative of the instructor. Auditors with regular attendance receive final grades of AU; little or no attendance results in a final grade of UA.

The following courses and types of courses are not eligible for audit: Internships, practica, physical education activity courses, foreign language courses, ESL courses; arranged, directed and independent

studies, private instrumental and voice; art studio courses; MUS 116-122 and 316-322; DRA 110, 120, 310 and 320; ATH (all) and IDS 110, 120, 220 and 420.

Grading System

Grade Symbols

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

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
	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 authorize a withdrawal). For purposes of grade-point average computation this symbol is equivalent to an F.	

Grades Not Included in the Grade-Point Average:

CR	Credit: completion of the course with a performance of C or better.
NC	No credit: completion of the course with a performance below C; failure to complete all the course requirements.
AU	Satisfactory audit
UA	Unsatisfactory audit
W	Withdrawal

I	Incomplete
IP	In-progress
S	Satisfactory participation
U	Unsatisfactory participation
NR	No report

Grading Policy for Brethren Colleges Abroad (BCA) courses

BCA coursework is posted with a letter grade unless otherwise indicated on the transfer transcript (e.g., CR/NC grading) or unless CR/NC grading has been requested for *all* BCA coursework prior to leaving for the program.

Credit/No Credit Option Policy (CR/NC)

Under certain circumstances students may take courses which are normally letter-graded under the credit/no credit (CR/NC) option. 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 requirements, requirements of the major, or courses leading to a teaching credential. (Exception: challenged courses, graded CR, may meet general education and major requirements.) Application for the CR/NC option may be made in the Registrar's Office within the first two weeks of the semester or the first week of a summer course. Professors will submit letter grades as usual; the Registrar's Office will record grades of A, B, or C as CR and grades of D or F as NC. Courses taken under this option are not calculated into the grade-point average. A maximum of 15 units may be taken under this option.

In-Progress

Courses which, by design, are intended to span two or more terms are called "in-progress" courses. When students enroll in such courses the credits and final grades are deferred until the end of the last term of the course. Grades of "IP" are posted to a student's record at the end of each term prior to the final term. In-progress courses may not exceed a total of three terms, including the summer term.

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 lack of time. When an "incomplete" is granted, course requirements must be completed before the end of the following term (spring, summer, fall). Petitions for extensions beyond the first term must be made to the dean of the college.

Forms for requesting an incomplete are available in the Registrar's Office. It is the student's responsibility to initiate the incomplete request process by securing the instructor's signature on the request form and returning the form to the Registrar's Office no later than the last day of semester classes (see college calendar).

If the request for incomplete is approved, a grade of "I" (incomplete) will be posted to the student's transcript for that course. On the request for incomplete form, the instructor reports the grade the student has earned based on the quantity and quality of work completed at the time grades are due. This grade will replace the "I" grade if the coursework is not completed at the end of the time extension.

A \$10 incomplete fee is charged when incompletes are approved.

Course Withdrawal

Withdrawal from courses is permitted without appeal through the 10th week of each semester. Withdrawal from courses during the first two weeks of each semester deletes any record of those courses from the

transcript record. Withdrawals between the beginning of the third week and the end of the 10th week result in a grade of W.

Withdrawals are not permitted following the 10th week, except in cases where circumstances beyond the student's control do not allow continuance (e.g., serious illness, accident, or death in the immediate family). Failing or performing poorly in a course, dissatisfaction with the subject matter, class, or instructor are not acceptable reasons. Petitions for withdrawal between the beginning of the 11th week and the last day of final examinations are addressed to the Academic Appeals Committee. Approved withdrawals result in a grade of W and a \$35 late withdrawal fee is charged to the student's account.

For summer withdrawal dates, see the summer course schedule.

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 an error be found, the instructor should submit a grade change form to the Registrar's Office.

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 divisional chair. Final appeal is with the dean of the college.

Grade changes may not be made more than two terms after course completion.

Repeat Courses

Students may repeat courses for credit in which a grade of C or lower has been received. When a student repeats a course for credit, the highest grade received is used to calculate the student's grade point average. Repeat courses must be declared at the time of registration. Full tuition will be 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 prior to registration for details.

Students may repeat Fresno Pacific College courses for grade substitution only when repeated courses are taken at Fresno Pacific College. When repeat courses are taken elsewhere, only one of the courses will count towards 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.

DEGREE REQUIREMENTS

Associate of Arts Degree

Requirements for an associate of arts degree are as follows:

A minimum of 60 semester units, meeting the requirements of either of two programs, a) the associate of arts with a general education concentration, or b) the associate of arts with a disciplinary emphasis. Information regarding specific program requirements is available in the Registrar's Office.

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 College.
- b. A minimum of 24 units must be taken at FPC. Course challenge credit may not be used to meet this minimum.

- c. A minimum of 24 of the last 30 units must be taken at FPC.

Maximums:

- a. A maximum of 4 total units of activity courses in drama, music, journalism and athletics may be counted toward the 60 units required for degree completion (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).

Finishing under which set of catalog requirements:

Students must complete the general education and major requirements as stated in the catalog of their year of entrance into the university. Students may petition their major mentor/adviser to complete the major requirements as stated in the catalog during the year they declare their major. In no case will the requirements of a major 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 major requires approval by state or other agencies for student certification, the requirements for graduation may be other than those stated in the catalog under which the student enters the university.

Exceptions to the above requirements may be considered by the Academic Appeals Committee via petition.

Bachelor of Arts Degree

Requirements for a bachelor of arts degree are as follows:

A minimum of 124 semester units, which includes

1. General education requirements (including a focus series) consisting of approximately 55 units.
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 College
 - (3) work in the major. No grade below a C- is acceptable in major courses.
- b. A minimum of 30 units must be taken at FPC. Course challenge credit may not be used to meet this minimum.
- c. A minimum of 24 of the last 30 units must be taken at FPC.
- d. A minimum of 12 units in the major must be taken at FPC.
- 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 drama, music, journalism and athletics, with a maximum of 4 units in a single area, may be counted toward the 124 units required for degree completion (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).

Finishing under which set of catalog requirements:

Students must complete the general education and major requirements as stated in the catalog of their year of entrance into the university. Students may petition their major mentor/adviser to complete the major requirements as stated in the catalog during the year they declare their major. In no case will the requirements of a major 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 major requires

approval by state or other agencies for student certification, the requirements for graduation may be other than those stated in the catalog under which the student enters the university.

Exceptions to the above requirements may be considered by the Academic Appeals Committee via petition.

Majors

Each student must select a major or majors, chosen from those available in the various divisions and departments, no later than the second semester of the sophomore year. Forms for declaring major(s) are available in the Registrar's Office. Once a student is accepted into a major, the designated program mentor should complete with the student a major contract, also available in the Registrar's Office. Copies of this contract should be provided by the program mentor to the student and the Registrar's Office. Once having declared a major, the student must obtain the program mentor's signature for each semester's registration. Mentors are available to assist students during the registration period and are also available on an ongoing basis during each semester.

Minors

Students may select a minor or minors, chosen from those available in the various divisions and departments, as listed in the academic catalog. Forms for declaring minor(s) are available in the Registrar's Office. Once a student has declared a minor, the designated program mentor should complete with the student a minor contract, also available in the Registrar's Office. Copies of this contract should be provided by the mentor for the minor to the student and the Registrar's Office. While students are not required to obtain minor program mentor signature prior to registering for classes, the student is responsible to follow the minor program as agreed upon in the minor contract and to consult with the minor program mentor as necessary on an ongoing basis.

Grade of D in the Major

Courses taken at Fresno Pacific College in which a D is earned will not meet the requirements of a major, although they will count toward the total units required for graduation.

Overlapping Majors/Minors/General Education

A maximum of three courses may be used to meet the requirements of any two of the following programs: major, minor and general education (i.e., a maximum of three courses may overlap between the major and general education, up to three may overlap between the major and minor and up to three may overlap between the minor and general education). The Focus Series is a part of the general education program; thus, courses used to meet Focus Series requirements may not overlap with other general education courses.

Exception: 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 a student under the following conditions:

1. All current Fresno Pacific College general education requirements are met.
2. The requirements of a second major are completed (subject to the policy on overlapping majors).
3. At least 30 units (24 units in upper division and at least 12 in the major area) are completed at Fresno Pacific College following the completion of the first degree.

Application for Degree

Students nearing degree completion are required to file an application for degree in the Registrar's Office (see calendar for due date). An application for degree fee is charged to the students account.

Commencement

Commencement is held at the conclusion of the spring semester, usually in early May. Undergraduate students are eligible for participation in the commencement ceremony provided they:

1. Carry into the spring semester a minimum 2.0 cumulative and FPC mean GPA.
2. Need no more than 6 units to complete the degree following the spring semester.

Students requiring more than 8 units to complete degree requirements will be encouraged to participate in the following year's commencement ceremony.

Requests for exceptions to the 6-unit maximum may be filed via petition to the Academic Appeals Committee.

Intent to participate in commencement is indicated on the application for degree form (see due date, college calendar).

Conferral of Degrees/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.

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 on a four-point scale.

Probation

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

Disqualification

Students will be disqualified from attendance if their work at Fresno Pacific 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 probation.

Appeal

Students who are disqualified may appeal to the dean of the college.

Readmission

Students who have been disqualified from attendance may 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 HONORS

please refer to the “grade change” policy in the academic policies section of the catalog.

Scholastic Honors

Students who demonstrate academic excellence are named to the honor roll. Eligibility is determined on the basis of the courses for which the student has registered and the grades earned in those courses. Students are named to the honor roll on the following basis:

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 College 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 juniors and seniors are selected by the faculty for membership in the national Alpha Chi Honor Society. Students are selected on the basis of academic success; contribution to campus, church and society; and promise of future success.

Degree Honors

Students who have earned at least 60 units at Fresno Pacific College are eligible for degree honors, posted to the student’s transcript and noted on the diploma. Degree honors, based on all work attempted (including transfer work) are determined according to the following:

Summa Cum Laude _____	3.85 - 4.00 cumulative GPA
Magna Cum Laude _____	3.65 - 3.84 cumulative GPA
Cum Laude _____	3.40 - 3.64 cumulative GPA

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

A special award is given to the graduating student(s) with the highest grade-point average.

The Outstanding Graduate Award is presented at commencement. The recipient of this award is selected by the faculty on the basis of academic excellence, contribution to the college community and future promise.

STUDENT AND FACULTY DISPUTE RESOLUTION

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

FRESNO PACIFIC COLLEGE ACADEMIC PROGRAMS

INTRODUCTION

The central mission of Fresno Pacific College is described in a statement and a picture. The statement is the Fresno Pacific Idea. The picture is the university logo. The Idea identifies the college as a Christian, liberal arts college in the believers' church tradition with a strong emphasis on community. In the logo the central images of the book and flame are surrounded by the words *fidelitatis, sapientia and servitium*, or faithfulness, wisdom and service. These are central virtues the college seeks to encourage in its students.

The academic curriculum of the college is a primary vehicle for achieving the ideals of the Idea and logo. This curriculum is embodied in three parts: general education, the major and the minor.

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 of biblical studies 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.

Jesus and whose story represents the particular heritage and commitment of the college.

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 (Units)

Stories from the Ancient World

Bib 100/300	Jesus and the Christian Community	(4)
	(Must be taken no later than the second semester of attendance at FPC)	
†Hist 120	Ancient Civilizations	(4)
Biblical Literature Course		(3)

Stories from the Modern World

†Hist 130	Medieval and Early Modern Civilizations	(4)
†Hist 140	Modern Civilizations	(4)

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 college. Minors in the division of biblical and religious studies and minors that build on the Focus Series in the general education program particularly contribute toward this purpose. 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 BACHELOR OF ARTS DEGREE

124 Units

College Hour

Purpose

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

REQUIRED COURSES (Units)

College Hour ---
(required each semester of attendance at FPC)

THE GENERAL EDUCATION PROGRAM

58-61 Units (not including language requirement)

The Stories of Peoples and Cultures

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 with the particular story begun by those Reformation reformers called Anabaptists, who sought to live in faithful obedience to the example and teachings of

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 (must be related to chosen Focus Series)

Focus Series – The Contemporary World

Select one of the following series. Each offers unique perspectives on contemporary life and culture and expresses values central to the ethos of the college. 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 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.)

1. **Anabaptist-Mennonite Studies**
2. **Studies in Conflict and Peacemaking**
3. **Environmental Studies**
4. **Studies in Leadership and Community**
5. **Intercultural Studies**
6. **Studies in Mission**
7. **Off-Campus Study Programs**
8. **Personalized Focus Series**
9. **Occasional Offerings**

The Tools of Human Inquiry and Communication

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 (Units)

Math 120	Principles of Mathematics (or alternative, Math 110A and 110B)	(4)
or		
Math 140A/B	Pre-Science Mathematics: Part One/Two	(4)
Com 110	Written Communication	(3)
Com 120	Oral Communication	(3)

Foreign Language Requirement may be met by one of the following:

1. Two years of high school study in a single language with a minimum GPA of 2.0.
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

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 (Units)

Humanities (select two courses) (6)

Lit 180	Introduction to Literature	*(3)
Mus 102	Introduction to Music	** (3)
or		
Art 110	Art Appreciation	** (3)
Phil 100	Introduction to Philosophy	(3)

Natural Science (select two courses) (7-8)

Biol 101L	Principles of Biology	*(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) (6-8)

Bus 105	Principles of Economics	(4)
Hist 150	American Civilization	** (4)
PS 120	American Politics and Society	** (4)
Geog 120	World Geography	(3)
or		
Geog 320	Cultural Geography	(3)
Psy 120	Introduction to Psychology	*(3)
Soc 120	Introduction to Sociology	(4)

The Stewardship of the Body

Purpose

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

REQUIRED COURSES (Units)

PE 265	Concepts of Wellness*	(2)
PE	Activity Course (see Physical Education for eligible courses)***	(1)

The Major Program

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 between Christian faith and the major, including attention to ethical and moral issues involved.

REQUIRED COURSES (Variable Units)

Major Courses
Capstone Course

College Minors

(Optional but recommended)

Optional 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

1. Anabaptist-Mennonite Studies

Coordinator, Paul Toews

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 college 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.

Select two courses:

Hist 380	Reformation History and Theology	(4)
or		
Bib 437	Reformation History and Theology	(4)

Hist 320	Anabaptist History and Thought	(4)
or		
Bib 434	Anabaptist Theology	(3)
Hist 330	Introduction to Mennonite History	(4)
or		
Bib 450	Introduction to Mennonite History	(4)
IDS 320	Introduction to the Mennonite Arts	(4)

2. Studies in Conflict and Peacemaking

Coordinator, Dalton Reimer

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.

Bib 465	Theological Ethics of Conflict and Peacemaking	(4)
Com 420	Conflict Management and Resolution	(3)
or		
Soc 430	Conflict Management and Resolution	(3)
Com 483	Mediation Practicum	(1)
or		
Soc 483	Mediation Practicum	(1)

3. Environmental Studies

Coordinators, Will Friesen and 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.

Bib 425	Theological Ethics and the Environment	(4)
IDS 150	Introduction to Environmental Studies	(4)

4. Studies in Leadership and Community

Coordinator, Laura Roberts

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.

Bib 357	Christian Leadership and Administration	(4)
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Choose one of the following:

Com 400	Intercultural Communication	(3)
or		
Soc 420	Intercultural Communication	(3)
Com 430	Group Dynamics and Leadership	(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, Robert Enns

Bib 418	Culture, Religion and the Church	(3)
Soc 310	Cultural Communities of Central California	(3)
or		
Soc 410	American Ethnicity and Pluralism	(3)
Soc 482	Intercultural Practicum	(1)
	(Soc 482 should be taken in conjunction with Soc 310 or Soc 410)	

B. International Option

Coordinator, Richard Unruh

Bib 350	Latin American History and Religious Thought	(4)
Bib 460	Religions of the World	(4)
or		
Bib 452	Christianity in the Non-Western World	(4)
IDS 482	International Practicum	(1)
	(should be taken with one of the following)	

Choose one of the following:

Bus 370	International Business	(3)
Geo 320	Cultural Geography	(3)
Geo 330	Urban Geography	(3)
Ps 400	World Politics and Society	(4)
Ps 430	America in a Global Community	(4)
Soc 330	Introduction to Japanese Society	(3)

Note: Practicum included within Ps 400 and Ps 430

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.

Bib 365	Current Perspectives on Missions	(3)
or		
Bib 445	Theology of Missions	(4)
and		
Bib 482	Contemporary Ministries Practicum	(1)
	(should be taken with one of the following)	

Do one of the following:

1. Take Bib 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:
 - a. As an FPC practicum with preparatory readings, work in a particular setting and descriptive/analytical response (3 units).
 - b. 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 College sponsors or participates in a number of programs administered through the International Programs and Services Office. Special scholarships are available for some of these offerings:

A. **Tentative Schedule** of FPC sponsored programs:

Summer 2000	Europe
	Costa Rica
Summer 2001	Japan
	Guatemala
Summer 2001 or 2002	Israel
Summer 2002	Spain
Summer 2003	Mexico
Summer 2004	Japan

(These Focus Series offerings usually include 6 units of coursework. See the series coordinator for details on each program.)

B. Brethren Colleges Abroad (BCA)—many options

Note: **BCA** programs do not always offer theology or biblical studies courses. In these cases, a theology course must be taken to complete the Focus Series.

C. Council for Christian Colleges & Universities—many options

D. Additional options for FPC students are Lithuania Christian College, Jerusalem University College and Beaver College (many options).

8. Personalized Focus Series

Coordinator, Faculty

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 college 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 adviser, not necessarily the major or minor adviser, in a topic or field of interest to the adviser and student.
3. The student will draw up a proposal in consultation with a faculty member who consents to work with her or him. 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 Interdisciplinary Studies Division. 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, the College Dean's Office, or the chair of the Interdisciplinary Studies Division for current offerings.

Additional Notes:

1. International students at Fresno Pacific College 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 College. 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 mentors to determine the possibility of taking advantage of past 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. And 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 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 College with a minimum of fifty (50) transferable units received prior to attendance at FPC may meet the general education history requirement (courses marked with "+" on page 33) in one of the following ways:*

1. Two semesters of World History or Western Civilization at a prior institution.
2. One semester at a prior institution and one semester at FPC (e.g., Modern Civilizations at FPC if previous course was Ancient History).
3. Ancient Civilizations or Medieval/Early Modern Civilizations and Modern Civilizations at FPC.

Note: A maximum of three courses may be applied to meet the requirements of any two of the following programs: major, minor, and general education. 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.

Exception: Liberal studies majors may not overlap any courses between their concentration and general education except Focus Series requirements.

GENERAL EDUCATION REQUIREMENTS

STORIES OF PEOPLES AND CULTURES

CATEGORY	COURSE #	COURSE	UNITS
To be completed no later than 2nd semester at FPU <input type="checkbox"/>	Bib 300	Jesus and the Christian Community	4
	* Hist 120	Ancient Civilizations	4
	Hist 130	Medieval/Early Modern Civil.	4
	Hist 140	Modern Civilizations	4
	Bib	Biblical Literature	3-4
FOCUS SERIES	Bib	Theology	3-4
	Bib	Interdisciplinary course	3-4

TOOLS OF HUMAN INQUIRY AND COMMUNICATION MODES OF HUMAN INQUIRY AND COMMUNICATION

CATEGORY	COURSE #	COURSE	UNITS
Mathematics (select 1)	Math 120	Principles of Mathematics	4
	Math 110A/B	Principles of Mathematics	2/2
	Math 140A/B	Pre-Science Mathematics	2/2
Written Communication	Com 110	Written Communication	3
Oral Communication	Com 120	Oral Communication	3
Foreign Language	OR	2 yrs HS, in single language, average GPA of 2.0 or higher	
		1 yr college, in single language, average GPA of 2.0 or higher	
		Satisfactory CLEP, NTE score (TOEFL for international students) or course challenge	

TOOLS OF HUMAN INQUIRY AND COMMUNICATION MODES OF HUMAN INQUIRY AND THOUGHT

CATEGORY	COURSE #	COURSE	UNITS
Humanities (select 2)	Lit 180	Introduction to Literature	3
	Phil 100	Introduction to Philosophy	3
	Mus 102	Introduction to Music OR	3
	Art 110	Art Appreciation	
Natural Science (select 2)	Biol 101L	Principles of Biology	4
	Chem 101L	General Chemistry I	4
	Phys 105L	Physical Science	4
	Phys 150	Studies in Earth Science OR	3
	Phys 160	Studies in Space Science	
Social Science (select 2)	Bus 105	Principles of Economics	4
	Hist 150	American Civilization	4
	PS 120	American Politics and Society	4
	Psy 120	Introduction to Psychology	3
	Soc 120	Introduction to Sociology	4
	Soc 160	Introduction to Anthropology	3
	Geog 120	World Geography OR	3
	Geog 320	Cultural Geography	

STEWARDSHIP OF THE BODY

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

*Students entering with 50+ transferable units may meet the GE history requirement in one of three ways. See the Academic Program Planning Guide for details.

SPECIAL PROGRAMS

Fresno Pacific College offers a series of special experiences, some of which transcend both the general education program and the majors. Those special programs are described below.

See the director of International Programs and Services Office for complete information, or see faculty listed below.

SPECIAL OFF-CAMPUS PROGRAMS

United States Based Programs

American Studies Program, Washington, D.C.

As a member of the **Council for Christian Colleges & Universities**, Fresno Pacific College participates in the American Studies Program in Washington, D.C. This program provides a semester-long period of study in the city that houses the central institutions of the United States government. The American Studies Program offers living arrangements, internship opportunities, seminars, lectures, etc. for students in the Washington, D.C. area. Contact Richard Unruh for additional information.

Los Angeles Film Studies Program

The **Council for Christian Colleges & Universities** offers a Hollywood Semester for upper-division students interested in film. In this program students have the opportunity of studying film in the heart of the film industry.

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 college education, the opportunities are valuable. Contact the International Programs and Services Office

Brethren Colleges Abroad Program

Students may enroll for coursework in universities in India, England, Spain, France, Germany, Greece, China, Japan, Ecuador and Mexico through the BCA program. Studies may be taken for semester- or year-long terms depending on the program.

China Studies Program

As a member of the **Council for Christian Colleges & Universities**, Fresno Pacific College participates in the China Studies Program. This program provides for a semester-long period of study in which students live with Chinese people and participate in seminar courses on the historical, cultural, religious, geographical and economic realities of China. Students study standard Chinese, participate in a service opportunity and travel to Beijing, Shanghai and Xi'an.

European Study Tours

Faculty periodically organize and lead a month-long study tour to Europe.

Israel Study Program

Fresno Pacific College maintains a relationship with the Jerusalem University College. Fresno Pacific College faculty periodically organize a month-long study tour to the Middle East.

Japan

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

Latin America

Fresno Pacific College organizes a 3-4 week summer study program in Latin America. The program includes language and cultural studies, residential experiences with Latin American families and service opportunities.

Latin American Studies Program

As a member of the **Council for Christian Colleges & Universities**, Fresno Pacific College participates in the Latin American Studies Program in Costa Rica. This program provides for a semester-long period of study in which students live with a Costa Rican family and study Spanish at the Spanish Language Institute. They also attend seminars, participate in a service opportunity and travel throughout Central America.

Lithuania Christian College

Fresno Pacific College participates with the Lithuania Christian College, an international, Christian liberal arts college with English as the primary language of instruction. This program provides for 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

As a member of the **Council for Christian Colleges & Universities**, Fresno Pacific College participates in the Middle East Studies Program in Egypt. This program provides for a semester-long period of study in which students live in Cairo and study about the peoples, cultures and religions of the Middle East. They also participate in a service opportunity and travel in Israel for two weeks.

Oxford Honors Program

As a member of the **Council for Christian Colleges & Universities**, Fresno Pacific College participates in the Oxford Honors Program in England. This rigorous academic program provides for a semester-long period of study in which students choose from a wide variety of tutorial study programs in numerous disciplines. Field trips provide opportunities for experiential learning in England's rich historical setting.

Oxford Summer School Program

As a member of the **Council for Christian Colleges & Universities**, Fresno Pacific College participates in the Oxford Summer School Program in England. This program provides a multidisciplinary study of the history and development of the Renaissance and Reformation through examination of the philosophy, art, literature, science, music, politics and religion of this era.

Russian Studies Program

As a member of the **Council for Christian Colleges & Universities**, Fresno Pacific College participates in the Russian Studies Program based in Nizhni Novgorod. This program provides for a semester-long period of study in which students live with Russian college students and study the Russian language. They also attend seminars, participate in a service opportunity and visit Moscow and St. Petersburg.

SPECIAL 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 Humanities Division of the college. 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 score at least 500 on the Test of English as a Foreign Language (TOEFL—with a minimum of 50 in each section) 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 3-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 8-week course (indicated by B for the first 8-week session of each semester and C for the second 8-week session).

ESL 007 Summer Intensive English

This is an 8-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 CLASS: College Language and Academic Success Strategies

The CLASS 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 CLASS is offered half-days for three weeks prior to each fall term. For more information, please contact the coordinator of mentoring and retention.

The Learning Edge

The Learning Edge is an intensive two-week summer course designed to help students transition smoothly to the intellectual rigor of college studies. This course is not a remedial course, but an innovative program that meets the needs of a wide variety of high school and beginning college 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 College 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 an adviser 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. Advisers will help students select suitable preprofessional courses and will assist students in their applications to the professional schools.

COURSE NUMBERING AND DESCRIPTIONS

Course Numbering System

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

1-49	Noncredit educational experiences designed to provide opportunities to pursue cultural, intellectual and social interests. No college credit is earned.
50-99	Prebaccalaureate college credit courses of a preparatory, remedial, terminal, or semiprofessional nature. Not applicable to degree requirements.
100-299	Lower division undergraduate courses that are general and introductory in nature. They are intended to provide a foundation for advanced work.
300-499	Upper division undergraduate courses that generally assume prior knowledge or experience in the subject, with content more advanced or specific than lower division courses.

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

286	Topics, lower division	(1-4 units)
288	Directed study, lower division	(1-4 units)
290	Arranged study	(1-4 units)
480	Capstone/integration	
482	Practicum/senior practicum	
484	External study	
486	Topics, upper division	(1-4 units)
488	Directed study, upper division	(1-4 units)
489	Independent study (UG College)	
490	Arranged study	(1-4 units)
492	Independent study (Center for Degree Completion)	
494	Professional development course for undergraduate credit	

Topics Courses

Occasional or experimental courses are designed to meet student interests and needs. May be used by each program as required and appropriate and designated with that program's department code.

Directed Study

Directed study courses are those in which the student pursues a topic not offered in the curriculum and the faculty member assumes the primary responsibility content and design. Prior approval by the program director and the dean of the college is required.

Policy

Directed study courses should be avoided as replacements for regularly offered courses whenever possible since they demand faculty time and deprive the student of the benefit of classroom interaction.

Arranged Study

Arranged study consists of cataloged courses taken by special arrangement and are approved only to expand program offerings or meet specific program requirements that cannot be met in other ways. Arranged study may not be employed for mere convenience.

On occasion, it may be impossible for a student to take a required course, making special arrangements necessary. 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 class.
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 and by the dean of the college.

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.

Independent Study

Independent study provides personal, in-depth study of a selected topic not included in regular course offerings. Emphasis is placed upon the student's initiative in the design and execution of the program of study. Permission to enroll must be obtained prior to registration. Prerequisite: junior/senior standing, 3.0 FPC GPA. Approval of the instructor and dean of the college required.

Policy

The aim of independent study is to provide breadth and enrichment to a student's curriculum. Independent study may not be used to replace or duplicate any regularly scheduled course.

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

1. The student is a junior or senior.
2. The student has a cumulative grade point average at Fresno Pacific College 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:
 - a. The topic and reasons for wishing to study it.
 - b. A summary of resources available to complete the study.
 - c. The proposed mode of reporting.
 - d. The standards of evaluation to be applied for grading.
 - e. The amount of credit proposed.
 - f. A time table for completion of the work.
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 of the college.
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.

COLLEGE MAJORS AND MINORS

ORGANIZATION OF COLLEGE PROGRAMS

College Dean's Office

*Dean of the College - **Stephen Varvis***

*Coordinator of Mentoring and Retention - **Fay Nielsen***

*Assistant to the College Dean - **Dee Robb***

If you would like to discuss career opportunities in a particular field, major/minor prerequisites or requirements, or obtain direction on what to take when, feel free to contact the program directors listed below. They welcome your questions about their particular areas of expertise.

Division Biblical and Religious Studies

*Division Chair - **Will Friesen***

Majors

Biblical and Religious Studies - Devon Wiens

Biblical Studies emphasis

Theology and Ethics emphasis

Interdisciplinary Studies emphasis

Contemporary Christian Ministries - **Tim Neufeld**

Minors

Biblical and Religious Studies - Devon Wiens

Contemporary Christian Ministries - **Tim Neufeld**

Division of Humanities

*Division Chair - **Billie Jean Wiebe***

Majors

English - Billie Jean Wiebe

Literature emphasis

Writing emphasis

Drama emphasis

Communication emphasis

Secondary Teaching emphasis

Music - Larry Warkentin

Performance/Composition emphasis

Church Music emphasis

Secondary Teaching emphasis

Philosophy - Richard Wiebe

Spanish Language and Culture - **Isolina Sands**

Latin American Cultures emphasis

Spanish Language emphasis

Minors

Art - Robin Dolarian

Communication - Billie Jean Wiebe

English - Billie Jean Wiebe

Music - Larry Warkentin

Philosophy - Richard Wiebe

Spanish - **Isolina Sands**

Theater - Andrew Ryder

Programs

Intensive English Language - **David Nippoldt, Interim**

Division of Interdisciplinary Studies

*Division Chair - **Stacy Hammons***

Majors

Environmental Studies - Will Friesen

Intercultural Studies - Katrina Poetker

Liberal Studies - Karen Neufeld

Physical Education - **Brian DeMars**

Exercise Science emphasis

Secondary Teaching emphasis

Health Fitness emphasis

Athletic Training emphasis

Minors

Coaching - Faculty

Conflict and Peacemaking - Dalton Reimer

Environmental Studies - Will Friesen

Health Science - Faculty

Intercultural Studies - Katrina Poetker

Physical Education - **Brian DeMars**

Programs

Bilingual Cross-Cultural Language and Academic Development (BCLAD)

Yvonne Freeman

Cross-Cultural Language and Academic Development (CLAD) –

David Freeman

General Education Program - Stephen Varvis

Leadership Program - Stephen Varvis, Shirley Woods

Division of Natural Science and Mathematics

*Division Chair - **Michael Kunz***

Majors

Biology - Michael Kunz

Chemistry - Jonathan Dick

Environmental Science - Michael Kunz

Mathematics - **Faculty**

Secondary Teaching emphasis

Applied Mathematics emphasis

Natural Science

Biology Secondary Teaching emphasis - Michael Kunz

Pre-Health Sciences emphasis - **Faculty**

Minors

Biology - Michael Kunz

Chemistry - Jonathan Dick

Computer Information Systems - Lorin Neufeld

Mathematics - **Faculty**

Division of Social Sciences

*Division Chair - **Richard Unruh***

Majors

Business Administration - Janita Rawls

Accounting emphasis

Business Information Systems emphasis

Finance emphasis

International Business emphasis

Management/Organization Studies emphasis

Marketing emphasis

Non-Profit Administration emphasis

History - Steven Brandt

Psychology - Ted Nickel

Social Science

Child Development emphasis - Phillip Collier

Pre-Law/Criminal Justice emphasis - Richard Unruh

Secondary Teaching emphasis - Richard Unruh

Social Work - Donna Callahan

Minors

Business Administration - Janita Rawls

Economics - Peng Wen

History - Steven Brandt

International Studies - Richard Unruh

Political Science - Richard Unruh

Psychology - Ted Nickel
Social Work - Donna Callahan
Sociology - Stacy Hammons

Programs

Geography - Gary Nachtigall

Biblical and Religious Studies Division

Chair: Will Friesen

The Division of Biblical and Religious Studies offers students two majors: biblical and religious studies and contemporary Christian ministries. Students who intend to enter some form of Christian ministry immediately after graduation will be encouraged to select the contemporary Christian ministries major. Students who intend to pursue seminary training or pursue graduate studies in biblical or theological studies will be encouraged to select from one of the emphases in the biblical and religious studies major. A missions major is also available under the Division of Interdisciplinary Studies.

As a Christian university, FPU is committed to the biblical record as a primary source of direction for personal and corporate Christian life. Students in the division will have the opportunity to understand the intent and impact of the Bible through a broad range of courses, including biblical, historical, theological, ethical, practical and interdisciplinary. In addition, students from other majors will choose to take further elective coursework in the division for personal spiritual growth and intellectual development.

Humanities Division

Chair: Billie Jean Wiebe

The Division of Humanities includes those areas of human learning that deal with the perceptive expression of feelings and ideas such as: English, literature, communication, drama, music, art, modern languages and philosophy. The two-fold purpose of the Division of the Humanities is:

1. To expose students to the technical concepts that provide the basis for understanding and appreciating philosophical and artistic expressions.
2. To develop the skills of creative expression in the various areas of the humanities.

Study in the humanities has traditionally been justified for the reason that such study enriches one's life through a deeper understanding and appreciation of one's self and the creative expressions of others. This remains a transcending reason for study in the humanities. However, since few students will live the life of luxury that frees them from the need for making a living, it is essential that the career uses of the humanities be explored.

Interdisciplinary Studies Division

Chair: Stacy Hammons

The Division of Interdisciplinary Studies includes programs and courses that move across traditional disciplinary boundaries. Presently the division includes the general education program, the liberal studies major, the physical education major, the conflict and peacemaking minor, the environmental and intercultural studies majors and courses in leadership. Questions regarding general education and personalized focus series or minors should be directed to the chair of the division.

Natural Science and Mathematics Division

Chair: Michael Kunz

The Division of Natural Science and Mathematics offers work in biology, chemistry, mathematics, physical science and computer science. Science

is part of our everyday experience. The products of science and technology are used in virtually every area of life. Opportunities to learn more of science, the understanding of the laws of nature and ways to apply and interpret these principles, are available to students in the science courses. The intent is to assist students to properly form a place for science in their philosophy of life and to encourage those with motivation and talent to pursue a course of study in preparation for a career in science.

Social Sciences Division

Chair: Richard Unruh

The Division of Social Science brings together several disciplinary programs (business administration, geography, history, political science, psychology, social work, sociology) concerned with understanding various aspects of the human social experience. Such understanding is sought within a Christian framework informed by the values inherent in the Anabaptist-Mennonite theological orientation of the university. The division thus makes a significant contribution to the integrative liberal arts education which it is the mission of the university to provide. The presence of business administration and social work in the division reflects the college's belief that a quality liberal arts education and sound professional preparation should be complementary.

A wide variety of career opportunities exists for individuals with an education in either the specialized or interdisciplinary majors offered by the division. Some of these are available to people with a bachelor's degree; others may require graduate study. The division seeks to prepare students both for immediate postbaccalaureate careers and for graduate education.

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 320	Painting II (3)
Art 140	Drawing and Design I (3)
Art 340	Drawing and Design II (3)
Art 180	Ceramics I (3)

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

BCLAD/CLAD

Bilingual Cross-Cultural Language and Academic Development (BCLAD)

Program Director: Yvonne S. Freeman

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 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. 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.

REQUIRED COURSES

Soc 310	Cultural Communities of Central California (3)
or	
Soc 410	American Ethnicity and Pluralism (3)
Lang 330	Linguistics and Modern Grammar (4)
or	
Lang 340	Introduction to Linguistics (4)
Spanish language competence through the advanced level	
Lang 310	First and Second Language Acquisition (3)
Lang 320	Teaching a Second Language (3)
Span 305	Composition and Conversation in Spanish (3)
Lit 445	Spanish American Literature (3)

Cross-Cultural Language and Academic Development (CLAD)

Program Director: David Freeman

The CLAD courses prepare students, who may not themselves be bilingual, to teach second-language learners in the public schools. Coursework is centered on language acquisition, second-language teaching methods, linguistics and culture. This coursework leads to a multiple subject or subject matter credential with a cross-cultural language and academic development emphasis when combined with the Fresno Pacific University teacher preparation program.

REQUIRED COURSES

Lang 310	First and Second Language Acquisition (3)
Lang 320	Teaching a Second Language (3)
Lang 330	Linguistics and Modern Grammar (4)
or	
Lang 340	Introduction to Linguistics (4)
Soc 310	Cultural Communities of Central California (3)
or	
Soc 410	American Ethnicity and Pluralism (3)

Two semesters of language study in same language (6-8 units; language requirement may be met by three years of one language in high school with grades of A or B)

BIBLICAL AND RELIGIOUS STUDIES MAJOR

Program Director: Devon Wiens

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, church history and ethics. In part, this is designed to help "liberate" students from parochial confines. This intent is consonant with the character of the college as a liberal arts institution.

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

GENERAL EDUCATION REQUIREMENTS

Bib 100/300	Jesus and the Christian Community (4)
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**Note: Bib 100 is for Freshman students; Bib 300 is for transfer students*

Bib 310-349	Biblical Literature (3) (one course)
Hist 120	Ancient Civilizations (4)
Hist 130	Medieval and Early Modern Civilizations (4)
Hist 140	Modern Civilizations (4)
Biblical studies course in the choice of Focus Series (3-4)	

REQUIRED COURSES

(37-43 units)

Core

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

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

Biblical Studies Emphasis (23-24 units)

Bib 440	Biblical Interpretation (4)
Bib 303 & 305	Greek I and II (6)
Bib 310-349	Biblical Literature (3,3) (two courses, one Old Testament and one New Testament)

Choose two of the following:

Bib 304	Paul and His Teaching (4)
Bib 360	The Church and Its Mission (3)
Bib 450	Introduction to Mennonite History (4)
Bib 465	Theological Ethics of Conflict and Peacemaking (4)

Theology and Ethics Emphasis (18-20 units)

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

Choose two of the following:

Bib 360	The Church in an Urban World (3)
Bib 418	Culture, Religion and the Church (3)
Bib 425	Theological Ethics of the Environment (4)
Bib 436	Anabaptist Theology (3)
Bib 437	Reformation History and Theology (4)
Bib 450	Introduction to Mennonite History (4)
Bib 452	Christianity in the Non-Western World (4)
Bib 455	American Religious History (4)
Phil 110	Introduction to Philosophical Ethics (3)

Interdisciplinary Studies Emphasis (18-22 units)

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

Bib 350	Latin American History and Religious Thought (4)
Bib 360	The Church and Its Mission (3)
Bib 400	Music in the Church (3)
Bib 405	Philosophy of Religion (3)
Bib 407	Psychology of Religion (3)
Bib 410	Religion and Politics in America (3)
Bib 415	Religion in Japanese Society (3)
Bib 418	Culture, Religion and the Church (3)
Bib 420	Sociology of Religion (3)
Bib 425	Theological Ethics and the Environment (4)
Bib 452	Christianity in the Non-Western World (4)
Bib 455	Historical Peacemakers (3)
Bib 460	Religions of the World (4)
Bib 486	Topics in Biblical Studies (1-4)

Electives

Choose 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: Devon Wiens

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 170 Introduction to Theology and Ethics (4)
Bib 310-349 Biblical Literature (3) (one course, either Old Testament or New Testament)

Bib 428 Biblical Theology (3)
Bib 460 Religions of the World (4)

Choose one of the following:

Bib 425 Theological Ethics and the Environment (4)
Bib 430 Contemporary Theologies (4)
Bib 434 Anabaptist Theology (3)
Bib 447 Theology of the Human Person (4)
Bib 450 Introduction to Mennonite History (4)
Bib 465 Theological Ethics of Conflict and Peacemaking (4)

Choose one of the following:

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

Choose 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 CSU Fresno in areas such as plant and animal science or through various summer field courses in environmental biology. Students interested in teaching may major in biology, but they must meet the course requirements listed under the natural science major, biology 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 PREREQUISITE (12 units)

Biol 101L Principles of Biology (4)
Chem 101L General Chemistry I (4)
Math 120 Principles of Mathematics (4)

or

Math 140A/B Pre-Science Mathematics: Part One/Two (4)

REQUIRED COURSES

(48 units minimum)

Biological Science

Cellular and Subcellular Biology

Choose one of the following:

Biol 440L Cell and Molecular Biology (4)
Biol 450L Genetics (4)

Organismal Biology

Choose two of the following:

Biol 220L Botany (4)
Biol 230L Zoology (4)
Biol 331L Human Anatomy (4)
Biol 332L Human Physiology (4)

Population Biology

Biol 310L Ecology (4)

Philosophical or Evolutionary Biology

Biol 470 History and Philosophy of Science (4)

Biology

A minimum of 28 units of biology coursework beyond the general education prerequisite, of which a minimum of 20 units must be upper division.

Supporting Coursework

Chemistry

Chem 102L General Chemistry II (4)

Mathematics

Choose one of the following:

Math 210 Calculus I (4)
Math 360 Probability and Statistics (3)
Psy 300 Statistics (3)
CS 120 Introduction to Computer Science I (3)

Additional Course

One additional course from physical science, chemistry, or mathematics beyond the general education prerequisite and the requirements listed above.

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, mission, allied health fields, agriculture and physical education. This minor may satisfy the state credential requirement for the supplementary authorization in biology.

REQUIRED COURSES

(5 courses, 20 units)

Biol 101L Principles of Biology (4)
Biol 220L Botany (4)
Biol 230L Zoology (4)

Choose 8 units from the following:

Biol 310L Ecology (4)
Biol 331L Human Anatomy (4)
Biol 332L Human Physiology (4)
Biol 450L Genetics (4)
Biol 470 History and Philosophy of Science (4)

BUSINESS ADMINISTRATION MAJOR

Program Director: Janita Rawls

The business administration major prepares students for careers in business, administration and nonprofit and church-related agencies.

Students complete both 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 the values inherent in the Anabaptist-Mennonite theological orientation of the university.

Students interested in majoring in business administration should complete their prerequisite and foundational courses during their freshman and sophomore years. An emphasis should be selected in consultation with their major adviser.

PREREQUISITE COURSE

Bus 105 Principles of Economics (4) (GE course)

REQUIRED COURSES (11 courses, 35 units)

Foundational Courses

Bus 140 Managerial Economics (3)
 Bus 220 Principles of Accounting I (3)
 Bus 230 Principles of Accounting II (3)

Advanced Courses

Bus 300 Principles of Marketing (3)
 Bus 350 Organizational Theory (3)
 Bus 365 Business Ethics (3)
 Bus 450 Business Finance (3)
 Bus 465 Statistics (3)
 Bus 475 Law, Business and Society (4)
 Bus 480 Strategic Management (3)
 Bus 482 Seminar in Business Strategy (4)
 or
 Bus 483 Business in Action (1-3)

Accounting Emphasis (5 courses, 18 units)

Bus 400 Intermediate Accounting I (4)
 Bus 405 Intermediate Accounting II (4)
 Bus 410 Cost Accounting (3)
 Bus 415 Tax Accounting (4)
 Bus 418 Nonprofit Accounting (3)
 or
 Bus 420 Auditing (3)
 or
 Bus 425 Advanced Accounting (3)

Business Information Systems Emphasis

(5 courses, 15 units)

CS 120 Introduction to Computer Science I (3)
 Bus 430 Business Information Systems (3)
 Choose three of the following:
 Bus 436 Business Computer Networks (3)
 Bus 433 Structured Business Programming (3)
 Bus 437 Systems Analysis and Design (3)
 Bus 439 Database Management Systems (3)

Finance Emphasis (5 courses, 15-16 units)

Choose five of the following:
 Bus 410 Cost Accounting (3)
 Bus 415 Tax Accounting (4)

Bus 452 Public Finance (3)
 Bus 455 Personal Finance (3)
 Bus 460 International Finance and Banking (3)
 Bus 470 Business Investment (3)

International Business Emphasis (5 courses, 16-17 units)

Bus 370 International Business (3)
 Bus 375 Introduction to Business in Japanese Society (3)
 Bus 460 International Finance and Banking (3)
 PS 400 World Politics and Society (4)
 Choose one of the following:
 Bib 460 World Religions (4)
 Com 400 Intercultural Communication (3)
 Geog 320 Cultural Geography (3)
 Geog 330 Urban Geography (3)
 PS 430 America in a Global Community (4)
 Soc 300 Cultural Anthropology (3)

Management /Organizational Studies Emphasis (5 courses, 15 units)

Choose five of the following:

Bus 352 Organizational Communication (3)
 Bus 355 Organizational Behavior (3)
 Bus 357 Organizational Development (3)
 Bus 360 Human Resource Management (3)
 Bus 362 Nonprofit Management (3)
 Bus 368 Operations Research (3)
 Bus 370 International Business (3)
 Bus 430 Business Information Systems (3)

Marketing Emphasis (5 courses, 15 units)

Choose five of the following:

Bus 303 Market Research (3)
 Bus 305 Consumer Behavior (3)
 Bus 307 Advertising and Promotion (3)
 Bus 311 Nonprofit Marketing (3)
 Bus 316 Sales Management (3)
 Bus 370 International Business (3)
 Bus 435 Database Management Systems (3)

Non-Profit Administration Emphasis

(5 courses, 15-16 units)

Choose five of the following:

Bib 357 Christian Leadership and Administration (4)
 Bus 311 Nonprofit Marketing (3)
 Bus 355 Organizational Behavior (3)
 Bus 360 Human Resource Management (3)
 Bus 362 Nonprofit Management (3)
 Bus 418 Nonprofit Accounting (3)
 Bus 452 Public Finance (3)
 Com 420 Conflict Management and Resolution (3)
 Com 430 Group Dynamics and Leadership (3)

BUSINESS ADMINISTRATION MINOR

Program Director: Janita Rawls

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.

PREREQUISITE COURSE

Bus 105 Principles of Economics (4) (GE course)

REQUIRED COURSES (6 courses, 18-20 units)

Foundational Courses

Bus 140 Managerial Economics (3)
Bus 220 Principles of Accounting I (3)
Bus 230 Principles of Accounting II (3)

Advanced Courses

Bus 350 Organizational Theory (3)
Choose two other advanced business administration courses (6-8 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. The chemistry major prepares students for positions in industry and government, or for advanced study in a variety of scientific disciplines.

GENERAL EDUCATION PREREQUISITE (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 310L Organic Chemistry I (4)
Chem 311L Organic Chemistry II (4)
Chem 320L Inorganic Chemistry (4)
Chem 351L Quantitative Analysis (4)
Eight additional units of upper division chemistry
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

An introduction to the various areas of chemistry and their impact on the modern world. 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)
Twelve additional units of upper division chemistry

COACHING MINOR

Program Director: Faculty

REQUIRED COURSES (85 courses, 24-25 units)

Biol 331L Human Anatomy (4)
Biol 332L Human Physiology (4)
PE 270 Drug Education (1)

PE 310 Care and Prevention of Injuries in Sports (3)
PE 355 Physiology of Exercise (4)
PE 430 Coaching Methods (3)
Choose one upper division physical education course (3-4)
Choose one analysis course (2)

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 as a small program 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 (5 courses, 15-16 units)

Com 320 Advanced Composition (4)
or
Com 330 Writing and Reading Journalism (3)
Com 400 Intercultural Communication (3)
Com 410 Media and Society (3)
or
Com 360L Video Production (3)
Com 420 Conflict Management and Resolution (3)
Com 430 Group Dynamics and Leadership (3)

COMPUTER INFORMATION SYSTEMS MINOR

Program Director: Lorin Neufeld

Computer science is the study of structures and algorithmic processes that allow us to represent and transform information in efficient ways. There will be discussions of relevant theories, models and design processes along with closely coordinated laboratory work to provide experiences in the testing of theory, the development of models and design.

Students desiring a major or minor in computer science should discuss with the program director options for enrollment in computer courses at CSU Fresno.

REQUIRED COURSES (5 courses, 15 units)

CS 120 Introduction to Computer Science I (3)
CS 220 Introduction to Computer Science II (3)
Three additional courses from the four following courses:
CS 432 Business Computer Network (3)
CS 433 Structured Business Programming (3)
CS 434 Systems Analysis and Design (3)
CS 435 Database Management Systems (3)

CONFLICT AND PEACEMAKING MINOR

Coordinator: Dalton Reimer

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 conflict and peacemaking is a small program designed to complement study in another major. While all people 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 three required courses designed to provide an integrated understanding of conflict and peacemaking based on biblical teaching, historical insights and contemporary understanding and practices. An additional three courses provide for exploration of conflict issues in the context of particular disciplines.

REQUIRED COURSES (6 courses, 18-21 units)

Bib 465	Theological Ethics of Conflict and Peacemaking (4)
Hist 455	Historical Peacemakers (3)
Com 420	Conflict Management and Resolution (3)
or	
Soc 430	Conflict Management and Resolution (3)
<i>Choose three of the following:</i>	
Bib 410	Religion and Politics in America (3)
or	
PS 390	Religion and Politics in America (3)
Bib 434	Anabaptist Theology (3)
Bib 450	Introduction to Mennonite History (4)
or	
Hist 330	Introduction to Mennonite History (4)
Biol 310L	Ecology (4)
Bus 350	Organizational Theory (3)
Bus 355	Organizational Behavior (3)
Bus 360	Human Resource Management (3)
Com 430	Group Dynamics and Leadership (3)
or	
Psy 390	Group Dynamics and Leadership (3)
PS 430	America in a Global Community (4)
PS 400	World Politics and Society (4)
PS 380	Social Problems and Public Policy (4)
or	
Soc 450	Social Problems and Public Policy (4)
PS 310	Urban America: Problems and Politics (4)
PS 370	Law in American Society (3)
Psy 395	Social Psychology (3)
or	
Soc 400	Social Psychology (3)
Soc 350	Marriage and Family (3)
SW 410	Working With Groups (3)
SW 420	Becoming a Change Agent (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 in another field. 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 in another field. 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 in biblical studies/theology totaling 10 units. This section centers on the authority and primacy of the scriptures, the nature and mission of the New Testament church in its urban context.
2. A section of required courses designed to develop ministry skills totaling 11 units. The styles of leadership, methods of youth ministry and skills in personal counseling are necessary aspects of contemporary ministry.
3. A section of required courses underscoring the importance of personal spiritual nurture and growth totaling 4 units.
4. A section of ministry emphases totaling 9 units is required. The majority of students select a youth ministry emphasis. However, also available (by means of directed study) are emphases in children's and worship ministries. Each of these emphases has an academic component: an introductory course (3 units); and practicum units focused on the specific ministry emphasis of choice (6 units, usually taken 2 units at a time).
5. A section of ministry electives totaling 6 units that meet a student's specific interests or that will round out specific ministry needs/skills can be chosen from a broad range of 2- and 3-unit courses and seminars.

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

GENERAL EDUCATION PREREQUISITE

Bib 100/300	Jesus and the Christian Community (4)
<i>*Note: Bib 100 is for freshman students; Bib 300 is for transfer students</i>	
Bib 310-349	Biblical Literature (3) (one course, either Old Testament or New Testament)
Hist 120	Ancient Civilizations (4)
Hist 130	Medieval and Early Modern Civilizations (4)
Hist 140	Modern Civilizations (4)
Biblical studies course in the choice of Focus Series (3-4)	

REQUIRED COURSES (10 courses, 34 units)

Biblical Studies/Theology (10 units)

Bib 310-349	Biblical Literature: Old Testament or New Testament (3)
Bib 360	The Church in an Urban World (3)
Bib 440 or Bib 428	Biblical Interpretation or Biblical Theology (4-3)

Ministry Skills (11 units)

Bib 357	Christian Leadership and Administration (4)
Bib 386	Youth Ministries Methods Seminar (3)
Psy 440	Counseling (4)

Personal Nurture (4 units)

Bib 375	Discipleship and Evangelism (2)
Bib 379	Spiritual Formation (2)

Ministry Emphases (9 units)

Bib 383	Introduction to Youth Ministries (3)
Bib 482	Contemporary Ministries Practicum (2,2,2)

or

Choose other emphases such as children's ministries, worship ministries, etc. The Bib course will be taken by directed study. The practica must be in the area of the emphasis chosen.

ELECTIVE COURSES (6 units)

Choose from the following:

Bib 358	Creative Communication in Ministry (2)
Bib 400	Music and the Church (3)
Bib 430	Contemporary Theologies (4)
Bib 465	Theological Ethics of Conflict and Peacemaking (4)
Soc 350	Marriage and Family (3)
Soc 430	Conflict Management and Resolution (3)
Com 355	Creative Drama (3)
Com 360	Video Production (3)
Com 400	Intercultural Communication (3)
Com 430	Group Dynamics and Leadership (3)
Bib 310-349	Biblical Literature: Old Testament or New Testament (3)

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, theology, spiritual formation, etc.). 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, 15 units)

Bib 310-349	Biblical Literature: Old Testament or New Testament (3)
Bib 360 or Bib 428	The Church in an Urban World or Biblical Theology (3)
Bib 379	Spiritual Formation (2)
Bib 383	Introduction to Youth Ministry (3)
Bib 482	Contemporary Ministries Practicum (2,2) (4)

ELECTIVES (2 courses, 6 units)

See list of elective courses provided in the major; choose two courses or 6 units.

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.

PREREQUISITE COURSE

Bus 105	Principles of Economics (4) (GE course)
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REQUIRED COURSES (6 courses, 18 units)

Foundational Course

Bus 140	Managerial Economics (3)
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Advanced Courses

Bus 303	Market Research (3)
Bus 368	Operations Research (3)
Bus 452	Public Finance (3)
Bus 460	International Finance and Banking (3)
Bus 465	Statistics (3)

ENGLISH MAJOR

Program Director: Billie Jean Wiebe

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 may select one of several areas of specialization: literature (generally designed for students who intend to do graduate work in literature), writing, drama, or communication. Students who wish to teach at the secondary level will choose the English secondary teaching emphasis.

English majors will be expected to complete the equivalent of one year of study in a second language. Participation in a cross-cultural learning experience is encouraged.

GENERAL EDUCATION PREREQUISITE (3 courses, 9 units)

Com 110	Written Communication (3)
Com 120	Oral Communication (3)
Lit 180	Introduction to Literature (3)

REQUIRED COURSES (9-10 courses, 31-33 units)

Lang 330	Linguistics and Modern Grammar (4)
or	
Lang 340	Introduction to Linguistics (4)
Lit 415	Shakespeare (4)
	American Literature (one course) (4)
	English Literature (one course) (4)
Lit 480	Narrative (3)

Literature Emphasis

	American Literature (one course) (4)
or	
	English Literature (one course) (4)
Lit 395	Text and Performance (4)
Lit 448	Multicultural Literature (3)
Lit 460	Critical Approaches to Literature (4)

Writing Emphasis

Com 300	Creative Writing: Fiction (4)
Com 310	Creative Writing: Poetry (4)
Com 320	Advanced Composition (4)
Com 330	Writing and Reading Journalism (3)

Drama Emphasis

Dra 360	Directing and Script Analysis (3)
Lit 380	Theater History and Literature, Part I (3)
Lit 385	Theater History and Literature, Part II (3)
Lit 395	Text and Performance (4)
Dra 470	Senior Thesis Performance (2)

Communication Emphasis

Com 400	Intercultural Communication (3)
Com 410	Media and Society (3)
Com 420	Conflict Management and Resolution (3)
Com 430	Group Dynamics and Leadership (3)

Secondary Teaching Emphasis

Students who wish to teach English at the secondary level must complete the following courses in the secondary teaching program:

GENERAL EDUCATION PREREQUISITE (4 courses, 12 units)

Com 110	Written Communication (3)
Com 120	Oral Communication (3)
Lit 180	Introduction to Literature (3)

Choose one of the following:

Mus 102	Introduction to Music (3)
Phil 100	Introduction to Philosophy (3)

REQUIRED COURSES (14 courses, 50 units)

Literature Core

Lit 355	American Literature: 19th Century (4)
or	
Lit 370	American Literature: The Novel (4)
Lit 415	Shakespeare (4)
Lit 420	English Literature: Romantic and Victorian Literature (4)
or	
Lit 425	English Literature: 20th Century Literature (4)
Lit 448	Multicultural Literature (3)
Lit 460	Critical Approaches to Literature (4)

Language Core

Lang 310	First and Second Language Acquisition (3)
Lang 330	Linguistics and Modern Grammar (4)
or	
Lang 340	Introduction to Linguistics (4)

Composition Core

Com 300	Creative Writing: Fiction (4)
or	
Com 310	Creative Writing: Poetry (4)
Com 320	Advanced Composition (4)

Breadth And Perspective Courses

Lit 395	Text and Performance (4)
Choose one of the following:	
Com 400	Intercultural Communication (3)
Soc 310	Cultural Communities of Central California (3)
Soc 410	American Ethnicity and Pluralism (3)

Choose one of the following:

Com 420	Conflict Management and Resolution (3)
Com 430	Group Dynamics and Leadership (3)

Choose one of the following:

Dra 355	Creative Drama (3)
Dra 360	Directing and Script Analysis (3)

Choose one of the following:

Com 330	Writing and Reading Journalism (3)
Com 360L	Video Production (3)
Com 410	Media and Society (3)

RECOMMENDED COURSES

Dra 110/310	Drama Practicum (1)
Com 155	Journalism Practicum (1)
Com 160	Publications Practicum (1)
Com 483	Mediation Practicum (1)

REQUIREMENTS FOR SUBJECT MATTER CREDENTIAL

Students planning to complete the subject matter credential must complete the following courses before entering the education department fifth year program:

Ids 380	Learning Communities (1)
PS 320	American Politics and Society (4) (or equivalent)
Psy 355	Adolescent Development (3) (or equivalent)
Soc 410	American Ethnicity and Pluralism (3) (or equivalent)

Note: Additional requirements for the subject matter credential are listed in the graduate teacher education section of the catalog.

CLAD/BCLAD PRELIMINARY CREDENTIAL PROGRAM

Teaching in the increasingly multicultural public school setting requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed in the CLAD/BCLAD section of the catalog.

ENGLISH MINOR

Program Director: Billie Jean Wiebe

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 (6 courses, 21-22 units)

Lit 180	Introduction to Literature (3)
	American Literature (one course) (4)
	English Literature (one course) (4)
Lit 448	Multicultural Literature (3)
Lit 460	Critical Approaches to Literature (4)

Choose one of the following:

Com 300	Creative Writing: Fiction (4)
Com 310	Creative Writing: Poetry (4)
Com 320	Advanced Composition (4)
Com 330	Writing and Reading Journalism (3)

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, non-profit organizations, or graduate study.

GENERAL EDUCATION PREREQUISITE (19-20 units)

Biol 101L Principles of Biology (4)
 Chem 101L General Chemistry I (4)
 Math 120 Principles of Mathematics (4)
 or
 Math 140A/B Pre-Science Mathematics: Part One/Two (4)

Choose two of the following:

Ps 120 American Politics and Society (4)
 Bus 105 Principles of Economics (4)
 Geog 120 World Geography (3)

REQUIRED COURSES (13 courses, 47-48 units)

Ids 150 Introduction to Environmental Studies (4)
 Phys 150 Earth Science (3)
 Biol 220L Botany (4)
 Biol 230L Zoology (4)
 Biol 310L Ecology (4)
 Biol 410L Field Biology (4)
 Chem 102L General Chemistry II (4)
 Chem 351L Quantitative Analysis (4)
 Bib 425 Theological Ethics and the Environment (4)

Choose one of the following:

Chem 310L Organic Chemistry I (4)
 Chem 451L Instrumental Analysis (4)

Choose one of the following:

CS 120 Introduction to Computer Science I (3)
 Math 210 Calculus I (4)
 Psy 300 Statistics (3)

Choose one of the following:

Phil 430 American Wilderness Literature and Philosophy (3)
 Ps 373 Nature, Law and Policy (3)

Choose from the following (2 units minimum):

Ids 460 Environmental Issues Analysis (1-3)
 Ids 482 Environmental Studies Practicum (1-3)
 Biol 496 Research Project (1-3)
 Chem 496 Research Project (1-3)

ENVIRONMENTAL STUDIES MAJOR

Program Director: Will Friesen

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.

In the 1920s, the British intellectual C.P. Snow articulated his famous critique of modern university life in *The Two Cultures*. Snow argued that a widening divide existed between the natural sciences and humanities, between the domains of natural philosophy and moral philosophy. More recently John Brockman, in *The Third Culture*, has suggested a convergence among literate scientists and inquisitive humanists. The environmental studies major proposes to engage the interdisciplinary matrix of this convergence using the following objectives:

1. Knowledge of current scientific understandings of the natural environment.

2. Knowledge of current methodologies in the social sciences for understanding the human environment.
3. Knowledge of literary and philosophical understandings of the natural and human environments.
4. Knowledge of biblical and religious values as they pertain to the natural and human environments.
5. An integration of these fields of knowledge into an intellectual and ethical framework that creates theoretical understandings and grounds practical activity in the natural and human environments.
6. Students and faculty who embody these objectives.

PREREQUISITE COURSES (19 units)

Biol 101L Principles of Biology (4)
 Phys 150 Earth Science (3)
 Bus 105 Principles of Economics (4)
 Ps 120 American Politics and Society (4)

REQUIRED COURSES (20 units)

Ids 150 Introduction to Environmental Studies (4)
 Phil 430 American Wilderness Literature and Philosophy (3)
 Ps 373 Nature, Law and Policy (3)
 Bib 425 Theological Ethics and the Environment (4)
 Biol 310L Ecology (4)

Two units minimum from the following:

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

Choose from the following (15 units minimum):

Bus 370 International Business (3)
 Soc 300 Cultural Anthropology (3)
 Soc 430 Conflict Management and Resolution (3)
 Geog 120 World Geography (3)
 Geog 320 Cultural Geography (3)
 Geog 330 Urban Geography (3)
 Ps 400 World Politics and Society (4)
 Ps 430 America in a Global Community (4)
 Biol 220L Botany (4)
 Biol 230L Zoology (4)
 Biol 410L Field Biology (4)
 Chem 351L Quantitative Analysis (4)

Approved courses from other institutions such as AuSable Institute or CSU, Fresno should be chosen in consultation with the mentor.

ENVIRONMENTAL STUDIES MINOR

Program Director: Will Friesen

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)

IDS 150 Introduction to Environmental Studies (4)
 Bib 425 Theological Ethics and the Environment (4)
 Phil 430 American Wilderness Literature and Philosophy (3)
 Biol 310L Ecology (4)
 PS 373 Nature, Law and Policy (3)
 IDS 460 Environmental Issue Analysis (1-3)

or
IDS 482 Environmental Studies Practicum (1-3)

RECOMMENDED COURSE

Com 420 Conflict Management and Resolution (3)

GEOGRAPHY

Program Director: Gary Nachtigall

Geography is the bridge between the natural and social sciences. Central to geographic inquiry is a concern with the human occupancy of the earth, the character of the human environment and the interrelationships that link humans and the physical world. The geography program offers courses in world, cultural and urban geography designed to enrich a variety of other programs of the college.

HEALTH SCIENCE MINOR

Program Director: Faculty

REQUIRED COURSES (8 courses, 20-21 units)

ED 502	Health Education (3)
PE 260	First Aid/CPR (1)
PE 270	Drug Education (1)
PE 300	Principles of Health and Nutrition (3)
PE 390	Health Fitness Programming (3)
PE 395	Health Fitness Management (3)
<i>Choose two of the following:</i>	
PE 310	Prevention/Care of Injuries (3)
PE 320	Fitness Assessment (3)
Soc 350	Marriage and Family (3)
Soc 430	Conflict Management and Resolution (3)

HISTORY MAJOR

Program Director: Steven Brandt

The history major is concerned with understanding what has shaped the culture of Western civilization. It explores the history of ideas, philosophy, theology, literature and politics as a way of opening up the future for individuals and society. In doing so, it prepares students for graduate study in the disciplines of history, theology and philosophy, and for professional study in fields such as law, library science, archival management and public history. This preparation occurs within the context of the values inherent in the university's Anabaptist-Mennonite theological orientation.

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

PREREQUISITE COURSES

Hist 120	Ancient Civilizations (4) (GE course)
Hist 130	Medieval and Early Modern Civilizations (4) (GE course)
Hist 140	Modern Civilizations (4) (GE course)
Hist 150	American Civilization (4) (GE course)

(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 adviser.

HISTORY MINOR

Program Director: Steven Brandt

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.

PREREQUISITE COURSES

Hist 120	Ancient Civilizations (4) (GE course)
Hist 130	Medieval and Early Modern Civilizations (4) (GE course)
Hist 140	Modern Civilizations (4) (GE course)
Hist 150	American Civilization (4) (GE course)

(or equivalents transferred from other institutions)

REQUIRED COURSES (5 courses, 15-20 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: David Nippold, Interim

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 Courses

005 TOEFL Preparation Course - A (0)

This noncredit 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.

006 TOEFL Preparation Course - B (0)

This noncredit 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.

115 Language Core - 1 (5)

125 Language Core - 2 (5)

135 Language Core - 3 (5)

Using a communicative approach, these integrated-skills courses will use a variety of content areas of interest to students to develop fluency and accuracy in oral and written language. These classes will meet for eight hours each week. Each level may be repeated one time for credit.

116 Skill Proficiency - 1 (2)

126 Skill Proficiency - 2 (2)

136 Skill Proficiency - 3 (2)

These courses will focus on the development of two-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. These classes will meet four hours a week. Each level may be repeated one time for credit.

117 Thematic Mini-course - 1 (5)

127 Thematic Mini-course - 2 (5)

137 Thematic Mini-course - 3 (5)

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 course will include two eight-week thematic units of popular interest to students. Topics include: American Culture and Values, California's People and Places, The Media, Business and Science and Technology. Each level may be repeated one time for credit.

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 20-21 unit 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 PREREQUISITE

Bus 105 Principles of Economics (4)

Bib 336 Biblical Literature: Acts (3)

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 college, 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 (19-20)

Choose one course from the first three below:

Bib 418 Culture, Religion and the Church (3)

Bib 460 Religions of the World (4)

Bib 452 Christianity in the Non-Western World (4)

Geog 320 Cultural Geography (3)

Ps 400 World Politics and Society (4)

Com 400 Intercultural Communication (3)

Soc 300 Cultural Anthropology (3)

Soc 310 Cultural Communities of Central California (3)

or

Soc 410 American Ethnicity and Pluralism (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)

Bib 430 Contemporary Theologies (4)

or

Bib 447 Theology of the Human Person (4)

ELECTIVE COURSES (15-18 units)

Choose five courses in consultation with program director to meet individual needs and interests.

Bib 350 Latin American History and Religious Thought (4)

Bib 365 Current Perspectives on Missions (3)

Bib 425 Theological Ethics and the Environment (4)

Bib 465 Theological Ethics of Conflict and Peacemaking (4)

Bib 447 Theology of the Human Person (4)

Bus 370 International Business (3)

or

Bus 460 International Finance and Banking (3)

Geog 330 Urban Geography (3)

Ids 320 Introduction to the Mennonite Arts (4)

Mus 352 Twentieth Century Music History and World Music (4)

Lit 440 Spanish Literature (3)

Lit 445 Spanish American Literature (3)

Lit 448 Multicultural Literature (3)

Ps 430 America in a Global Community (4)

Soc 310 Cultural Communities of Central 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)

Choose one course from the five below:

Bib 415 Religion in Japanese Society (3)

Bus 375 Introduction to Business in Japanese Society (3)

Hist 405 Social History of Japan (3)

Ps 410 Politics in Japanese Society (3)

Soc 330 Introduction to Japanese Society (3)

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, student can focus on mission, urban issues, international business and community facilitation in second cultures or multicultural contexts.

REQUIRED COURSES (7 units)

Bib 430	Contemporary Theologies (4)
or	
Bib 447	Theology of the Human Person (4)
Bus 370	International Business (3)
or	
Bus 460	International Finance and Banking (3)

ELECTIVE COURSES (12-15 units)

Choose five courses in consultation with program director to meet individual needs and interests. Com 420 and Bib 452 are recommended.

Bib 350	Latin American History and Religious Thought (4)
Bib Lit	Choose in consultation with the director (3)
Bib 357	Christian Leadership and Administration (4)
Bib 360	The Church in an Urban World (3)
Bib 365	Current Perspectives on Missions (3)
Bib 370	Expansion of the Christian Faith (3)
Bib 375	Discipleship and Evangelism (2)
Bib 379	Spiritual Formation (2)
Bib 425	Theological Ethics and the Environment (4)
Bib 430	Contemporary Theologies (4)
Bib 445	Theology of Mission (4)
Bib 452	Christianity in the Non-Western World (4)
Bib 465	Theological Ethics of Conflict and Peacemaking (4)
Biol 310L	Ecology (4)
Bus 365	Business Ethics (3)
Com 420	Conflict Management and Resolution (3)
Geog 330	Urban Geography (3)
Ps 430	America in a Global Community (4)
Sw 410	Working with Groups (3)
Sw 420	Becoming a Change Agent (3)
<i>Choose one course from the five below:</i>	
Bib 415	Religion in Japanese Society (3)
Bus 375	Introduction to Business in Japanese Society (3)
Hist 405	Social History of Japan (3)
Ps 410	Politics in Japanese Society (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. (20-21 units)

Geog 320	Cultural Geography (3)
Ps 400	World Politics and Society (4)
Soc 300	Cultural Anthropology (3)
Bib 460	Religions of the World (4)
or	

Bib 418	Culture, Religion and the Church (3)
<i>Choose one course from the next three below:</i>	
Bib 430	Contemporary Theologies (4)
Bib 447	Theology of the Human Person (4)
Bib 452	Christianity in the Non-Western World (4)

Choose one course from the three below:

Com 400	Intercultural Communication (3)
Soc 310	Cultural Communities of Central 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 program is desirable as an experience in cross-cultural education and as preparation for overseas service or travel.

PREREQUISITE COURSE

Geog 120	World Geography (3) (GE course)
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REQUIRED COURSES (5 courses, 17-19 units)

PS 400	World Politics and Society (4)
PS 430	America in a Global Community (4)
Soc 300	Cultural Anthropology (3)
<i>Choose two of the following:</i>	
Bib 460	Religions of the World (4)
Bus 370	International Business (3)
Geog 320	Cultural Geography (3)
Geog 330	Urban Geography (3)
Hist 405	Social History of Japan (3)
Hist 410	Latin American History and Religious Thought (4)

Or participate in the:

Latin American Studies Program (LASP)
Middle East Studies Program (MESP)
Russian Studies Program (RSP)

LEADERSHIP PROGRAM

Program Directors: Steve Varvis, Dean of the College; Shirley Woods, Dean of Student Life

Students may participate in a leadership program sponsored jointly by the student life and academic programs of the college. The range of participation spans courses in leadership (listed in the “interdisciplinary studies” section of the course listings of this catalog and under various departments), leadership experiences in a variety of areas (student government, ministries and service) under the direction of student life, to 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 College seeks to fulfill five major objectives of a well-educated person:

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 meets the standards of the California Commission on Teacher Credentialing 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 various departmental sections of this catalog. Additionally, the liberal studies major provides a rounded course of study in the liberal arts appropriate for preparation in numerous vocations. The major can be tailored to meet individual interests.

General education courses, major courses and concentration courses provide the requirements to enter the teacher education program. Students who wish to complete the liberal studies waiver 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 to qualify for a waiver.** In addition to general education courses, major courses and concentration courses, students are strongly encouraged to take coursework leading to the CLAD/BCLAD credential emphasis.

Students interested in elementary teaching in California who do not complete the liberal studies major may enter the credential program upon successful completion of required tests. Grades of D are not accepted in a waiver program.

GENERAL EDUCATION PREREQUISITE

Liberal studies majors are required to meet general education requirements as listed in the academic programs section of this catalog. General education courses specifically required as prerequisite for the liberal studies major are noted with asterisks (*) in the general education section of this catalog.

REQUIRED COURSES (15 courses, 48-51 units)

Language

Choose one of the following:

- Lang 330 Linguistics and Modern Grammar (4)
Lang 340 Introduction to Linguistics (4)

Mathematics

- Math 130 Arithmetic and Algebra of the Rational Number System (4)

Science

- Ids 150 Introduction to Environmental Studies (4)
Phys 150 Earth Science (3)

or

- Phys 160 Space Science (3)

Social Science

- Hist 440 California History and Politics (4)
*Psy 350 Child Development (3)

Choose one of the following:

- Soc 310 Cultural Communities of Central California (3)
Soc 410 American Ethnicity and Pluralism

Humanities

- *Lit 465 Literature for Children and Young Adults (3)

Visual and Performing Arts

If Introduction to Art and Music was chosen for general education then students may choose from either art or music below. If Introduction to Art was chosen, then students must choose a music course below.

Art

Choose one of the following:

- Art 120 Painting I (3)
Art 140 Drawing and Design I (3)
Art 180 Ceramics I (3)
Art 220 Printmaking (3)

Music

Choose one of the following:

- Mus 101 Elements of Musicianship (3)
Mus 305 Music in the Classroom (3)

Drama

- Dra 355 Creative Drama (3)

Physical Education

- PE 460 Elementary Physical Education Methods (3)

Education

- **Ids 380 Learning Communities (1)

CONCENTRATIONS

(Choose one)

All students wishing a multiple subject waiver to enter teacher education programs for teaching at the elementary level in the state of California must also complete a concentration of 12 or more units in one discipline or area of study. Courses in the concentration are upper division courses. The concentrations listed here are expansions of a candidate's Focus Series and biblical literature requirements as part of general education. Other concentrations in more traditional academic subjects are also available. A list of these options are available from your liberal studies adviser.

Note: many concentrations provide coursework that applies to a supplemental authorization for teaching junior high or middle school in a subject matter area. Concentration in Conflict and Peacemaking

Focus Series

- Bib 465 Theological Ethics of Conflict and Peacemaking (4)
Soc 430 Conflict Management and Resolution (3)
Soc 483 Mediation Practicum (1)

Biblical Literature: Choose one

Jeremiah, Minor Prophets, John, Corinthians, Sermon on the Mount

Choose one:

- 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 310 Urban America: Problems and Politics (4)
Ps 375 Criminal Justice in America (3)
Ps 430 America in a Global Community (4)
Psy 395 Social Psychology (3)
Soc 300 Cultural Anthropology (3)
Soc 350 Marriage and Family (3)
Soc 450 Social Problems and Public Policy (3)

Concentration in Intercultural Studies-Domestic

Focus Series

- Bib 418 Culture, Religion and the Church (3)
Soc 310 Cultural Communities of Central California (3)
or
Soc 410 American Ethnicity and Pluralism (3)

Soc 482 Intercultural Practicum (1)
Choose three: (at least one world and one domestic course)

World

Com 400 Intercultural Communication (3)
Geog 320 Cultural Geography (3)
Geog 120 World Geography (3)
Soc 300 Cultural Anthropology (3)
Lit 440 Spanish Literature (3)

Domestic

Geog 330 Urban Geography (3)
Lit 448 Multicultural Literature (3)
Lit 445 Spanish American Literature (3)
Ps 310 Urban America: Problems and Politics (4)
Soc 450 Social Problems and Public Policy (3)
Ps 430 American in a Global Community (4)

(Units must total 12 without Soc 310 or 410.)

Concentration in Intercultural Studies- International Option I

Focus Series

Bib 350 Latin American History and Religious Thought (4)
or
Bib 460 Religions of the World (4)
or
Bib 452 Christianity in the Non-Western World (4)
Ids 482 International Practicum (1)
(to be taken with one of the courses listed below)

Choose one or more of the following:

Bus 370 International Business (3)
Geog 320 Cultural Geography (3)
Geog 330 Urban Geography (3)
Hist 410 Latin American History and Religious Thought (4)
Ps 400 World Politics and Society (4)
Ps 430 America in a Global Community (4)
Soc 330 Introduction to Japanese Society (3)

Note: Practicum included in PS 400 and PS 430

Choose one of the following:

Lit 440 Spanish Literature (3)
Lit 445 Spanish American Literature (3)
Mus 352 Twentieth Century Music History and World Music (4)
Span 330 Latin American Thought (3)
Soc 300 Cultural Anthropology (3)

Concentration in Intercultural Studies- International Option II

Ids 350 Orientation to Intercultural Study (1)
Minimum of 11 units of study in another culture.

Concentration in Environmental Studies

Focus Series

Bib 425 Theological Ethics and the Environment (4)
Ids 150 Introduction to Environmental Studies (4)
Choose two:
Phil 430 American Wilderness Literature and Philosophy (4)
Ps 373 Nature, Law and Policy (3)
Biol 310L Ecology (4)

Choose one of the following:

Ids 483 Environmental Studies Practicum (1)
Ids 460 Environmental Issues Analysis (1)

(Units must total 12 without Ids 150)

Other available concentrations:

American Civilization & Culture (Historical Focus)
American Civilization & Culture (Contemporary Focus)
Communication
English-Literature & Culture
English-Writing
Environmental Studies
Life Science
Living Socially with Others
Mathematics
Music
Physical Education
Psychology
Theater
Western Civilization & Culture
World Civilization & Culture

CLAD/BCLAD PRELIMINARY CREDENTIAL PROGRAM

Teaching in the increasingly multicultural public school setting requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed in the CLAD/BCLAD section of the catalog.

MATHEMATICS MAJOR

Program Director: Faculty

The mathematics major offers two emphases. The single subject teaching major 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.

The emphasis in applied mathematics prepares students for positions in industry and government or for advanced studies.

Secondary Teaching Emphasis

GENERAL EDUCATION PREREQUISITE (4 units)

Math 120 Principles of Mathematics (4)

REQUIRED COURSES (16 courses, 51 units)

Math 210 Calculus I (4)
Math 220 Calculus II (4)
Math 230 Calculus III (4)
Math 320 Principles of Geometry (3)
Math 330 Abstract Algebra (3)
Math 335 Linear Algebra (3)
Math 340 Number Theory (3)
Math 350 Problem Solving (3)
Math 360 Probability and Statistics (3)
Math 370 Discrete Mathematics (3)
Math 400 Methods of Teaching Mathematics (3)
Math 480 History of Mathematics (3)
Math 482 Practicum in Mathematics (2)

CS 120	Introduction to Computer Science I (3)
CS 220	Introduction to Computer Science II (3)
Phys 120L	General Physics I (4)

REQUIREMENTS FOR SUBJECT MATTER CREDENTIAL

Students planning to complete the subject matter credential must complete the following courses before entering the education department's fifth year program:

Ids 380	Learning Communities (1)
PS 320	American Politics and Society (4) (or equivalent)
Psy 355	Adolescent Development (3) (or equivalent)
Soc 410	American Ethnicity and Pluralism (3) (or equivalent)

Note: Additional requirements for the subject matter credential are listed in the graduate teacher education section of the catalog.

CLAD/BCLAD PRELIMINARY CREDENTIAL PROGRAM

Teaching in the increasingly multicultural public school setting requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed in the CLAD/BCLAD section of the catalog.

Applied Mathematics Emphasis

GENERAL EDUCATION PREREQUISITE (4 units)

Math 120	Principles of Mathematics (4)
or	
Math 140A/B	Pre-Science Mathematics: Part One/Two (4)

REQUIRED COURSES (15 courses, 50 units)

Math 210	Calculus I (4)
Math 220	Calculus II (4)
Math 230	Calculus III (4)
Math 240	Calculus IV (3)
Math 335	Linear Algebra (3)
Math 345	Numerical Analysis (3)
Math 350	Problem Solving (3)
Math 360	Probability and Statistics (3)
Math 361	Statistics (3)
Math 365	Differential Equations (3)
Math 370	Discrete Mathematics (3)
CS 120	Introduction to Computer Science I (3)
CS 220	Introduction to Computer Science II (3)
Phys 120L	General Physics I (4)
Phys 121L	General Physics II (4)

MATHEMATICS MINOR

Program Director: Faculty

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 PREREQUISITE (4 units)

Math 120	Principles of Mathematics (4)
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REQUIRED COURSES (6 courses, 21 units)

Math 140A/B	Pre-Science Mathematics: Part One/Two (4)
Math 210	Calculus I (4)
Math 220	Calculus II (4)
<i>Choose three of the following:</i>	
Math 320	Principles of Geometry (3)
Math 340	Number Theory (3)
Math 350	Problem Solving (3)
Math 360	Probability and Statistics (3)
Math 370	Discrete Mathematics (3)
Math 480	History of Mathematics (3)

MUSIC MAJOR

Program Director: Larry Warkentin

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 types of musical activity. 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.

Music majors will be required to audition prior to acceptance. Piano proficiency must be demonstrated by the end of the junior year. Attendance at departmental concerts and recitals will be required. Students will be expected to complete the equivalent of one year of study in a second language. Students who are interested in the music major or in careers in music should enroll in the Elements of Musicianship course early in their college program.

The music major consists of the following courses plus one of the emphases below:

GENERAL EDUCATION PREREQUISITE (6 units)

Mus 102	Introduction to Music (3)
Mus 101	Elements of Musicianship (3) (or by examination)

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 410	Music Theory in the Twentieth Century (4)
Mus 349	Music Research (1)
Mus 350	Early Music History (3)
Mus 351	Music History: 1725-1900 (3)
Mus 352	Twentieth Century Music History and World Music (4)
Mus 400	Music in the Church (3)
Mus 495	Senior Project (1-3)

Applied Music (8-16 units)

Eight semesters of private instruction in an instrument or voice, including four semesters at the advanced level.

Ensemble (4-8 units)

Four semesters of participating in a performing ensemble at the advanced level.

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. A portfolio of all music involvement must be maintained.

Performance/Composition Emphasis

Choose two of the following with the consent of adviser: (6 units)

Mus 230	Lyric Diction (3) (required for Voice majors)
Mus 411	Music Composition (3)
Mus 450	Conducting I (3)
Mus 451	Conducting II (3)
Mus 460	Vocal Teaching Skills (2)
Mus 461	Piano Teaching Skills (2)

Church Music Emphasis (10-12 units)

Mus 450	Conducting I (3)
Mus 451	Conducting II (3)
Mus 460	Vocal Teaching Skills (2)
Mus 493	Church Music Internship (2-4)

Secondary Teaching Emphasis (21 units)

Mus 412	Studies in Music Education (3)
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 450	Conducting I (3)
Mus 451	Conducting II (3)
Mus 460	Vocal Teaching Skills (2)
Mus 413	Electronic Music (2)

REQUIREMENTS FOR SUBJECT MATTER CREDENTIAL

Students planning to complete the subject matter credential must complete the following courses before entering the education department's fifth year program:

Ids 380	Learning Communities (1)
PS 320	American Politics and Society (4) (or equivalent)
Psy 355	Adolescent Development (3) (or equivalent)
Soc 410	American Ethnicity and Pluralism (3) (or equivalent)

Note: Additional requirements for the subject matter credential are listed in the graduate teacher education section of the catalog.

CLAD/BCLAD PRELIMINARY CREDENTIAL PROGRAM

Teaching in the increasingly multicultural public school setting requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed in the CLAD/BCLAD section of the catalog.

MUSIC MINOR

Program Director: Larry Warkentin

The music minor is designed to give students the necessary basic skills for understanding and appreciating music.

REQUIRED COURSES (25-28 units)

Mus 102	Introduction to Music (3)
Mus 101	Elements of Musicianship (3)
Mus 110L	Music Theory and Ear Training (4)

Mus 210L	Music Theory and Counterpoint (4)
Mus 350	Early Music History (3)
or	
Mus 351	Music History: 1725-1900 (3)
or	
Mus 352	Twentieth Century Music History and World Music (4)
Mus 400	Music in the Church (3)
Four semesters of participation in a performing ensemble (4-6)	

NATURAL SCIENCE MAJOR

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 PREREQUISITE (12 units)

Biol 101L	Principles of Biology (4)
Chem 101L	General Chemistry I (4)
Math 140A/B	Pre-Science Mathematics: Part One/Two (4)

REQUIRED COURSES (13 courses, 50-51 units)

Biol 220L	Botany (4)
Biol 230L	Zoology (4)
Biol 310L	Ecology (4)
Biol 331L	Human Anatomy (4)
or	
Biol 332L	Human Physiology (4)
Biol 440L	Cell and Molecular Biology (4)
Biol 450L	Genetics (4)
Biol 470	History and Philosophy of Science (4)
Chem 102L	General Chemistry II (4)
Phys 120L	General Physics I (4)
Phys 121L	General Physics II (4)
Phys 160L	Space Science (3)

Choose one of the following:

CS 120	Introduction to Computer Science I (3)
Math 210	Calculus I (4)
Math 360	Probability and Statistics (3)
Psy 300	Statistics (3)

Additional Requirement

Students must also take a course in general geology (4 units). Acceptable courses are offered at California State University, Fresno and Fresno City College.

REQUIREMENTS FOR SUBJECT MATTER CREDENTIAL

Students planning to complete the subject matter credential must complete the following courses before entering the education department's fifth year program:

Ids 380	Learning Communities (1)
PS 320	American Politics and Society (4) (or equivalent)
Psy 355	Adolescent Development (3) (or equivalent)
Soc 410	American Ethnicity and Pluralism (3) (or equivalent)

Note: Additional requirements for the subject matter credential are listed in the graduate teacher education section of the catalog.

CLAD/BCLAD PRELIMINARY CREDENTIAL PROGRAM

Teaching in the increasingly multicultural public school setting requires knowledge of how to work effectively with students from a variety of

linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed in the CLAD/BCLAD section of the catalog.

Pre-Health Sciences Emphasis

Program Director: Faculty

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 student 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. Biology 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 PREREQUISITE (12 units)

Biol 101L Principles of Biology (4)
 Chem 101L General Chemistry I (4)
 Math 140A/B Pre-Science Mathematics: Part One/Two (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)
 Choose from the following in consultation with the pre-health adviser:
 Biol 105 Perspectives in Health Care (1)
 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 310L Organic Chemistry I (4)
 Chem 311L Organic Chemistry II (4)
 Chem 351L Quantitative Analysis (4)
 Chem 420L Biochemistry (4)
 Chem 496 Research Project (2)
 Phys 120L General Physics I (4)
 Phys 121L General Physics II (4)
 CS 120 Introduction to Computer Science I (3)
 Math 210 Calculus I (4)

Math 360 Probability and Statistics (3)
 Pe 350 Kinesiology (4)
 Pe 355 Physiology of Exercise (4)

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 divisions of the college. A philosophical core exists to familiarize and equip students with the tools of the philosopher.

PREREQUISITE COURSES (3 units)

Phil 100 Introduction to Philosophy (3)

REQUIRED COURSES (10 courses, 32-35 units)

Phil 103 Logic and Critical Thinking (3)
 Phil 110 Introduction to Philosophical Ethics (3)
 Phil 330 Ancient Philosophy (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)
 Choose three of the following:
 Phil 175 Introduction to Theology and Ethics (4)
 Bib 350 Latin American History and Religious Thought (4)
 Phil 333 Medieval Philosophy (3)
 Phil 390 Contemporary Philosophy (3)
 Bib 430 Contemporary Theology (4)
 Bib 460 Religions of the World (4)
 Bib 425 Theological Ethics and the Environment (4)
 Bib 465 Theological Ethics of Conflict and Peacemaking (4)
 Bib 447 Theology of the Human Person (4)
 Phil 430 American Wilderness Literature and Philosophy (3)
 Hist 435 American Intellectual History (3)
 Lit 460 Critical Approaches to Literature (4)
 Bib 440 Biblical Interpretation (4)
 Psy 450 History and Systems of Psychology (4)
 Math 480 History of Mathematics (3)
 Phil 470 History and Philosophy of Science (4)
 Phil 475 History and Philosophy of Physical Education and Sport (3)
 Bib 428 Biblical Theology (3)

PHILOSOPHY MINOR

Program Director: Richard Wiebe

The minor provides the student with a basic understanding of the history of Western philosophy. It especially complements majors in religion, literature, the arts, history and science.

PREREQUISITE (3 units)

Phil 100 Introduction to Philosophy (3)

REQUIRED COURSES (21-23 units)

Phil 103 Logic and Critical Thinking (formerly Introduction to Logic) (3)
 Phil 110 Introduction to Philosophical Ethics (4)

Phil 330	Ancient Philosophy (4)
Phil 335	Modern Philosophy (4)
<i>Choose two of the following:</i>	
Bib 170	Introduction to Theology and Ethics (4)
Phil 333	Medieval Philosophy (3)
Hist 390	Contemporary Philosophy (3)
Bib 405	Philosophy of Religion (3)
Phil 430	American Wilderness Literature and Philosophy (3)
PS 450	History of Political Theory and Ideas (3)
Hist 460	Philosophy of History (3)
Phil 470	History and Philosophy of Science (4)

PHYSICAL EDUCATION MAJOR

Program Director: *Brian DeMars*

The physical education program offers four emphases: exercise science, secondary teaching, health fitness and athletic training. The exercise science emphasis is designed to provide a solid foundation in exercise science and human movement. Students desiring to continue their education at the graduate level should consider this emphasis. The second option, secondary teaching, leads to the physical education single subject teaching credential. This emphasis is tailored for the student who wants to teach physical education at the secondary level. The third option is the health fitness emphasis. This emphasis prepares the students for careers in corporate, commercial and medical health fitness settings. The final option is the athletic training emphasis. Completion of the required courses plus a clinical experience of 1500 clock hours over a three-year period will qualify the student to take the National Athletic Trainers Association (NATA) certification examination. Athletic training education is undergoing major reforms. If you desire to take the NATA certification, you must graduate before December 31, 2003. It is advised that any student interested in the athletic training emphasis consult the physical education program director. **The college is developing a pre-physical therapy emphasis that will be available by Fall 2000. Contact the program director or Dean's Office for information (995-453-2055).**

Exercise Science Emphasis

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 (4)

REQUIRED COURSES (16 courses, 50 units)

Core Courses (7 courses, 25 units)	
Biol 331L	Human Anatomy (4)
Biol 332L	Human Physiology (4)
PE 350	Biomechanics (4)
PE 355	Physiology of Exercise (4)
PE 400	Sport and Exercise Psychology (3)
PE 405	History and Philosophy of Physical Education (3)
PE 480	Sport and Exercise in Society (3)
Emphasis Courses (6 courses, 19 units)	
PE 330	Motor Learning (4)
PE 340	Tests and Measurements (3)
PE 450	Adapted Physical Education (3)
PE 482	Senior Practicum (3)

Choose two upper division physical education courses (6 units)

Analysis Courses (3 courses, 6 units)

Choose three of the following:

PE 200	Analysis of Sport I — Volleyball and Basketball (2)
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PE 205	Analysis of Fundamental Movement (2)
PE 210	Analysis of Sport II — Soccer and Football (2)
PE 215	Analysis of Outdoor Activities (2)
PE 220	Analysis of Sport III — Baseball, Softball, Leisure Games (2)
PE 225	Analysis of Fitness Activities and Aquatics (2)
PE 230	Analysis of Racquet Sports (2)
PE 235	Analysis of Non-Traditional Sports (2)
PE 240	Analysis of Lifetime Sports (2)
PE 250	Analysis of Track and Field (2)

Secondary Teaching Emphasis

PREREQUISITE COURSES (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 (4)
PE 123	Self Defense (1)

REQUIRED COURSES (18 courses, 51 units)

Core Courses (7 courses, 25 units)	
(same as exercise science emphasis)	
Emphasis Courses (5 courses, 14 units)	
PE 120	Dance Movements (1)
PE 330	Motor Learning (4)
PE 340	Tests and Measurements (3)
PE 450	Adapted Physical Education (3)
PE 482	Senior Practicum (3)
Analysis Courses (6 courses, 12 units)	
PE 205	Analysis of Fundamental Movement (2)
PE 215	Analysis of Outdoor Activities (2)
PE 225	Analysis of Fitness Activities and Aquatics (2)
PE 235	Analysis of Non-Traditional Sports (2)
<i>Choose one of the following:</i>	
PE 200	Analysis of Sport I — Volleyball and Basketball (2)
PE 210	Analysis of Sport II — Soccer and Football (2)
PE 220	Analysis of Sport III — Baseball, Softball, Leisure Games (2)
<i>Choose one of the following:</i>	
PE 230	Analysis of Racquet Sports (2)
PE 240	Analysis of Lifetime Sports (2)
PE 250	Analysis of Track and Field (2)

REQUIREMENTS FOR SUBJECT MATTER CREDENTIAL

Students planning to complete the subject matter credential must complete the following courses before entering the education department fifth year program:

Ids 380	Learning Communities (1)
PE 465	Secondary Physical Education Methods (3)
PS 320	American Politics and Society (4) (or equivalent)
Psy 355	Adolescent Development (3) (or equivalent)
Soc 410	American Ethnicity and Pluralism (3) (or equivalent)

Note: Additional requirements for the subject matter credential are listed in the graduate teacher education section of the catalog.

CLAD/BCLAD PRELIMINARY CREDENTIAL PROGRAM

Teaching in the increasingly multicultural public schools requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed in the CLAD/BCLAD section of the catalog.

Health Fitness Emphasis

PREREQUISITE (3 courses, 11 units)

Hist 120	Ancient Civilizations (4)
Psy 120	Introduction to Psychology (3)
Soc 120	Introduction to Sociology (4)

REQUIRED COURSES (16 courses, 50-51 units)

Core Courses (7 courses, 25 units)

(same as exercise science emphasis)

Emphasis Courses (9 courses, 25-26 units)

PE 270	Drug Education (1)
PE 300	Principles of Health and Nutrition (3)
PE 320	Fitness Assessment and Prescription (3)
PE 390	Health Fitness Programming (3)
PE 395	Health Fitness Management (3)
PE 476	Physical Education Internship (3)

Choose one upper division physical education course (3)

Choose two of the following:

Bus 220	Principles of Accounting (4)
Bus 300	Principles of Marketing (3)
Bus 305	Consumer Behavior (3)
Bus 350	Organizational Theory (3)
Soc 350	Marriage and Family (3)
Soc 430	Conflict Management and Resolution (3)

Athletic Training Emphasis

The athletic training education emphasis is undergoing major reforms. If you desire to take the NATA certification, you must graduate before December 31, 2003. It is advised that any student interested in the athletic training emphasis consult the physical education program director.

PREREQUISITE (3 courses, 11 units)

Hist 120	Ancient Civilizations (4)
Psy 120	Introduction to Psychology (3)
Soc 120	Introduction to Sociology (4)

REQUIRED COURSES (16 courses, 50 units)

Core Courses (7 courses, 25 units)

(same as for exercise science emphasis)

Emphasis Courses (9 courses, 25 units)

PE 270	Drug Education (1)
PE 300	Principles of Health and Nutrition (3)
PE 310	Prevention and Care of Injuries in Sports (3)
PE 315	Advanced Techniques (3)
PE 320	Fitness Assessment and Prescription (3)
PE 325	Modalities and Therapy (3)
PE 450	Adapted Physical Education (3)
PE 476	Physical Education Internship (3)

Choose one upper division physical education course (3)

PHYSICAL EDUCATION MINOR

Program Director: Brian DeMars

REQUIRED COURSES (16 courses, 18-20 units)

The minor can be tailored to student interests. Students interested in this minor should consult with the physical education program director.

POLITICAL SCIENCE MINOR

Program Director: Richard Unruh

The political science program offers courses in American and world politics, political thought and administration. It seeks to equip students with an understanding of the political world around them and the ability to relate intelligently to it, through a minor and its course offerings in general. Students interested in majoring in political science should see the program director for major requirements.

PREREQUISITE COURSE

PS 320	American Politics and Society (4) (GE course)
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REQUIRED COURSES (5 courses, 16-19 units)

PS 400	World Politics and Society (4)
PS 450	History of Political Theory and Ideas (3)

Choose three of the following courses or the American studies program (PS 484):

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 390	Religion and Politics in America (3)
PS 430	America in a Global Community (4)
PS 460	Organizational Theory (3)
PS 462	Organizational Development (3)
PS 463	Organizational Communication (3)
PS 465	Organizational Behavior (3)
PS 467	Human Resource Management (3)

PSYCHOLOGY MAJOR

Program Director: Ted Nickel

The psychology major prepares students for graduate or professional study, postbaccalaureate employment and greater self-understanding. In doing so, it seeks to integrate psychology with other approaches to understanding human behavior, particularly the Christian view of humanity.

The psychology major can be tailored as a strong liberal arts education, a pre-professional degree, or as preparation for graduate study in psychology. Careers open to students with degrees in 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).

PREREQUISITE COURSE

Psy 120	Introduction to Psychology (3) (GE course)
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REQUIRED COURSES (10 courses, 32-36 units)

Psy 300	Statistics (3)
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Choose 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)

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 above list.)

PSYCHOLOGY MINOR

Program Director: Ted Nickel

The psychology minor is an introduction to the psychological perspective on human behavior. It is desirable as supplemental preparation for seminary training, Christian service, social work, physical education and business employment.

PREREQUISITE COURSE

Psy 120 Introduction to Psychology (3) (GE course)

REQUIRED COURSES (5 courses, 15-20 units)

Choose 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)

Two additional courses (including any of the above) from the psychology curriculum.

SOCIAL SCIENCE MAJOR

Child Development Emphasis

Emphasis Adviser: Phillip Collier

This emphasis provides most of the coursework leading to the instructional children's center permit and the supervisory children's permit issued by the state of California. Students with this emphasis will be expected to demonstrate familiarity with Hispanic language and culture, preferably as a result of a cross-cultural learning experience. Perspectives in Social Work should be taken early in one's freshman or sophomore year.

PREREQUISITE COURSES

Psy 120 Introduction to Psychology (3) (GE course)
Soc 120 Introduction to Sociology (4) (GE course)

REQUIRED COURSES (12 courses, 35-40 units)

*Educ 500 Foundations of Education (4)
Psy 350 Child Development (3)
Psy 355 Adolescent Development (3)
Psy 482 Psychological Practicum (1-3)
Soc 350 Marriage and Family (3)
Soc 450 Social Problems and Public Policy (4)
SW 100 Perspectives in Social Work (1)

Choose three of the following:

Psy 340 Psychological Assessment (4)
Psy 375 Physiological Psychology (4)
Psy 380 Psychology of Learning (3)
Psy 390 Group Dynamics and Leadership (3)
Psy 400 Psychology of Personality (3)
Psy 420 The Problem Child (4)
Psy 440 Counseling (4)

Choose two of the following:

Lit 465 Literature for Children and Young Adults (3)

Soc 300 Cultural Anthropology (3)
Soc 310 Cultural Communities of Central California (3)
or
Soc 410 American Ethnicity and Pluralism (3)
SW 410 Working With Groups (3)
SW 420 Becoming a Change Agent (3)

PERMIT REQUIREMENTS BEYOND THE MAJOR

(not offered at FPC)

Planning and Administration of Programs for Children
Principles of Early Childhood Education
Laws Related to Childhood

* Graduate-level course: See graduate admissions section for requirements of undergraduate students

Pre-Law/Criminal Justice Emphasis

Emphasis Adviser: Richard Unruh

This emphasis prepares students for entrance into law school and provides a broad background for a law- or criminal justice-related career. Participation in the American studies program in Washington, D.C. is strongly encouraged during the junior or senior year. Computer literacy and second-language proficiency are highly recommended.

PREREQUISITE COURSES

Bus 105 Principles of Economics (4) (GE course)
Hist 150 American Civilization (4) (GE course)
Phil 100 Introduction to Philosophy (3) (GE course)
Psy 120 Introduction to Psychology (3) (GE course)
Soc 120 Introduction to Sociology (4) (GE course)

REQUIRED COURSES (13 courses, 46-47 units)

Business

Bus 475 Law, Business and Society (4)

History

Hist 425 Twentieth Century America (4)
Hist 435 American Intellectual History (4)
Hist 450 History of Political Theory and Ideas (3)

Humanities

Com 320 Advanced Composition (4)

Political Science

PS 320 American Politics and Society (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 390 Religion and Politics in America (3)

American studies program may be taken in place of PS 380, 390

Psychology

Choose one of the following:

Psy 380 Psychology of Learning (3)

Psy 395 Social Psychology (3)

Psy 400 Psychology of Personality (3)

Psy 410 Abnormal Psychology (4)

Sociology

Choose one of the following:

Soc 310 Cultural Communities of Central California (3)

Soc 350 Marriage and Family (3)

Soc 410 American Ethnicity and Pluralism (3)

Focus Series

Studies in Conflict and Peacemaking

RECOMMENDED ELECTIVE COURSES

Hist 390 Modern European Intellectual History (3)

PS 385	Urban Society and the Welfare State (4)
Psy 350	Child Development (3)
Psy 355	Adolescent Development (3)
Span 100	Elementary Spanish (4)

Secondary Teaching Emphasis

Emphasis Adviser: Richard Unruh

This emphasis prepares students for the subject matter teaching credential in social science required for instruction at the secondary level. It provides concentrated study in history and political science, the social science areas most commonly taught in American high schools. Participation in an off-campus learning experience, such as the American studies program in Washington, D.C., or an approved program of study in another culture, is strongly encouraged during the junior or senior year. Spanish language capability is strongly recommended, as is familiarity with computers.

PREREQUISITE COURSES

Bus 105	Principles of Economics (4) (GE course)
Hist 120	Ancient Civilizations (4) (GE course)
Hist 130	Medieval and Early Modern Civilizations (4) (GE course)
Hist 140	Modern Civilizations (4) (GE course)
Hist 150	American Civilization (4) (GE course)
Psy 120	Introduction to Psychology (3) (GE course)
Soc 120	Introduction to Sociology (4) (GE course)

REQUIRED COURSES (12 courses, 41-45 units)

Core Program

Economics

Bus 370	International Business (3)
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Geography

Geog 120	World Geography (3)
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History

Hist 420	American Ethnicity and Pluralism (3)
Hist 425	Twentieth Century America (4)
Hist 440	California History and Politics (4)

Political Science

PS 320	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

Choose one of the following:

Bib 460	Religions of the World (4)
Geog 320	Cultural Geography (3)
Geog 330	Urban Geography (3)
Hist 405	Social History of Japan (3)
Hist 410	Latin American History and Religious Thought (4)
Soc 300	Cultural Anthropology (3)

Choose one 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 390	Modern European Intellectual History (3)
Hist 395	Modern Europe (4)
Hist 450	History of Political Theory and Ideas (3)

American Civilization and Culture

Choose one 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 Central California (3)

Choose one 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)

RECOMMENDED ELECTIVE COURSES

Psy 350	Child Development (3)
Psy 390	Group Dynamics and Leadership (3)
Psy 395	Social Psychology (3)
Psy 400	Psychology of Personality (3)
Soc 350	Marriage and Family (3)
Soc 370	Media and Society (3)
Soc 420	Intercultural Communication (3)
Soc 430	Conflict Management and Resolution (3)
Soc 482	Intercultural Practicum (1)
Soc 483	Mediation Practicum (1)

REQUIREMENTS FOR SUBJECT MATTER COMPETENCY

CERTIFICATION

In order to enter a subject matter teaching credential program (at Fresno Pacific University or elsewhere), a student must be certified as having successfully completed a state-approved subject matter preparation program, or having passed the PRAXIS/SSAT examination.

To obtain certification of social science competency from Fresno Pacific University, a student must have:

1. Earned a 2.75 grade-point average in all of their college work.
2. Earned a 3.00 grade-point average in their social science (secondary teaching emphasis) major.
3. Earned a CR in IDS 380 Learning Communities (1).
4. Successfully completed a summative assessment of subject matter competence by a committee of social science faculty during their last semester of coursework.

Note: Psy 355 Adolescent Development (or its equivalent) must be completed before a student can be admitted to the Fresno Pacific University subject matter credential program.

CLAD/BCLAD PRELIMINARY CREDENTIAL PROGRAM

Teaching in the increasingly multicultural public school setting requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed in the CLAD/BCLAD section of the catalog.

SOCIAL WORK MAJOR

Program Director: Donna Callahan

The social work major prepares students for entry-level positions in a variety of areas (e.g., domestic violence, developmental disabilities, mental health, juvenile probation, elderly care, public social services, medical and school social work, etc.) as well as graduate study in the field itself. This is done through completing a set of foundational and advanced courses in human development, social policy, social work methods/practice/research and a semester-long internship. The major conforms to standards of the Council on Social Work Education and fulfills

entrance requirements to graduate schools of social work such as California State University, Fresno.

In preparing students for a career, the major educates students in how to counsel individuals, couples and families; work with groups; facilitate change in communities; and develop new services for people in need. It does so using the helper-as-servant model and within the context of a liberal arts education informed by the values inherent in the Anabaptist-Mennonite theological orientation of the university.

Students interested in majoring in social work should complete their prerequisite and foundational courses during their freshmen and sophomore years. A prerequisite for admission to SW 482 (Field Instruction) is 50 hours of documented volunteer or paid experience in a social service agency. Students interested in graduate study should complete Psy 300 (Statistics) and Biol 331L (Human Anatomy).

PREREQUISITE COURSES

Biol 101L	Principles of Biology (4) (GE course)
Bus 105	Principles of Economics (4) (GE course)
PS 120	American Politics and Society (4) (GE course)
Psy 120	Introduction to Psychology (3) (GE course)
Soc 120	Introduction to Sociology (4) (GE course)

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 Central California (3)
or	
Soc 410	American Ethnicity and Pluralism (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)
Soc 460	Introduction to Social Science Research (3)
SW 480	Senior Seminar in Social Work (4)
SW 482	Field Instruction in Social Work (8)

RECOMMENDED ELECTIVE COURSES

Bib 465	Theological Ethics of Conflict and Peacemaking (4) (Focus Series course)
Biol 331L	Human Anatomy (4)
Geog 330	Urban Geography (3)
PS 375	Criminal Justice in America (4)
Psy 300	Statistics (3)
Psy 350	Child Development (3)
Psy 355	Adolescent Development (3)
Psy 380	Psychology of Learning (3)
Psy 400	Psychology of Personality (3)
Psy 420	The Problem Child (4)
Psy 440	Counseling (4)
Soc 400	Social Psychology (3)
Soc 430	Conflict Management and Resolution (3) (Focus Series course)
Soc 482	Intercultural Practicum (1)
SW 110	Participation in Volunteer Services (1)
SW 310	Gerontology (3)
SW 483	Mediation Practicum (1) (Focus series course)

SOCIAL WORK MINOR

Program Director: Donna Callahan

An introduction to the field of social work. Desirable as supplemental preparation for those in people-oriented programs such as contemporary ministries, psychology, communication and education.

The college is developing a new sociology major and cultural anthropology minor. Contact the division chair for social sciences or the Dean's Office for information (995-453-2055).

PREREQUISITE COURSES

PSY 120	Introduction to Psychology (3) (GE course)
Soc 120	Introduction to Sociology (4) GE course)

REQUIRED COURSES (7 courses, 18-19 units)

Foundational Courses

SW 100	Perspectives in Social Work (1)
SW 110	Participation in Volunteer Services (1)
SW 120	Helping People: An Introduction (3)

Advanced Courses

SW 400	Foundations of Social Work Practice (4)
SW 410	Working With Groups (3)

Choose two of the following:

Psy 410	Abnormal Psychology (4)
SW 300	Human Behavior in the Social Environment (3)
SW 320	Marriage and Family (3)
SW 420	Becoming a Change Agent (3)

SOCIOLOGY MINOR

Program Director: Stacy Hammons

The sociology program offers courses in sociology and anthropology. It seeks to provide students with an understanding of varied human relationships from a historical and cross-cultural perspective through a minor and its course offerings in general. Students interested in a major in sociology should consult the program director concerning concurrent enrollment at California State University, Fresno.

PREREQUISITE COURSE

Soc 120	Introduction to Sociology (4) (GE course)
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REQUIRED COURSES (6 courses, 18-19 units)

Choose six of the following:

Soc 300	Cultural Anthropology (3)
Soc 310	Cultural Communities of Central California (3)
Soc 330	Introduction to Japanese Society (3)
Soc 350	Marriage and Family (3)
Soc 360	Sociology of Religion (3)
Soc 370	Media and Society (3)
Soc 400	Social Psychology (3)
Soc 410	American Ethnicity and Pluralism (3)
Soc 420	Intercultural Communication (3)
Soc 430	Conflict Management and Resolution (3)
Soc 450	Social Problems and Public Policy (4)

SPANISH LANGUAGE AND CULTURE MAJOR

Program Director: Isolina Sands

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 mother tongue 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 exists the

possibility of designing a personalized major or minor by conferring with the program director.

PREREQUISITE COURSES (2 courses, 8 units)

Span 100 Elementary Spanish (4)
Span 105 Intermediate Spanish (4)

COMMON REQUIREMENTS TO BOTH EMPHASES (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 the Spanish Language (3)
Span 325 Formal Spanish Oral Communication (3)

Latin American Cultures Emphasis

In addition to the common requirements listed above

REQUIRED COURSES (3 courses, 10 units)

Bib 350 Latin American History and Religious Thought (4)
Lit 448 Multicultural Literature (3)
Span 330 Latin American Thought: Readings in Spanish (3)

Spanish Language Emphasis

In addition to the common requirements listed above

REQUIRED COURSES (12 units)

One semester or more of formal accredited study in Latin America or Spain. Students must confer with the program director for selection of specific courses. There are two options for meeting this requirement:

1. Brethren Colleges Abroad Program in Spain, Ecuador, or Mexico
2. Coalition for Christian Colleges & Universities Latin American Studies Program

SPANISH MINOR

Program Director: Isolina Sands

The major offers two emphases

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: Andrew Ryder

The study of the history, literature and artistic techniques in theater will provide the student with an integrated discipline 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 350 Acting (3)
Dra 360 Directing and Script Analysis (3)
Dra 370 Auditioning (1)
Dra 380 Stage Make-up (1)
Dra 110, 310 Drama Practicum (1-2)
Dra 470 Senior Thesis Performance (2)
Lit 385 Theater History and Literature, Part II (3)
Choose one of the following:
Lit 380 Theater History and Literature, Part I (3)
Lit 415 Shakespeare (4)

UNDERGRADUATE COLLEGE COURSES

Art Courses

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)

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)

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)

(Same as Com 160)

Prerequisite: Consent of instructor

Practical experience in all aspects of yearbook production with special emphasis on artwork, graphics, photography, layout and design. May be repeated. Graded CR/NC. Repeatable for credit. (* A limited number of activity units apply to degree requirements. See graduation requirements section of the catalog.)

Art 170L Sculpture I (3)

2 hours lecture; 1 hour lab

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)

The fundamentals of forming both handbuilt and wheelthrown objects. Basic techniques of surface embellishment and glazing will be featured. An awareness of three-dimensional form will be stressed.

Art 220 Printmaking (3)

Prerequisite: Art 140 (may be taken concurrently)

Techniques of woodblock and linoleum block printing.

Art 320 Painting II (3)

Prerequisite: 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)

Prerequisite: 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 Ceramic Sculpture and Intermediate Pottery (3)

Prerequisite: 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)

Prerequisite: Senior standing and consent of instructor

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)

Prerequisite: Consent of instructor

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. Graded CR/NC. Repeatable for credit.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

BIBLICAL AND RELIGIOUS STUDIES COURSES

Bib 100 Jesus and the Christian Community - Freshmen (4)

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 college experience. The course includes both large group and small group experiences and is led by an interdisciplinary team of college faculty. (Offered fall semesters)

Bib 170 Introduction to Theology and Ethics (4)

(Same as Phil 175)

The course will provide students with an introduction and general overview of the major theological and ethical affirmations in the Christian tradition. (Offered fall semesters)

Bib 300 Jesus and the Christian Community—Transfer Students (4)

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. (Offered fall and spring semesters)

Bib 303 Classical Greek I (3)

An introductory study in Classical Greek from which NT 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. (Offered fall semesters)

Bib 304 Paul and His Teaching (4)

A study of the place of Paul in the development of the primitive church. The great apostle is studied as person, writer and thinker. Attention is focused on the ways in which Paul has been understood in both ancient and modern times. (Offered spring semesters)

Bib 305 Classical Greek II (3)

Prerequisite: Bib 303

A continuation of Bib 303. (Offered spring semesters)

Bib 310-349 Biblical Literature (3)

(Same as Lit 310-349)

An expository study of selected writings from the Old Testament and New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. Biblical literature courses are taught on a four-year cycle covering the entire biblical canon. Students may contact the Biblical and Religious Studies Division faculty for more specific information about the cycle of courses as planned.

Bib 350 Latin American History and Religious Thought (4)

(Same as Hist 410)

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. (Offered fall 1999, 2001, 2003, 2005)

Bib 357 Christian Leadership and Administration (4)

A study of the biblical concept of leadership integrating ministry and management. Both interpersonal staff relationships and organizational methods will be studied. Strategies of leadership development and the employment of effective administrative skills in order to motivate and equip people will be emphasized. (Offered fall semesters)

Bib 358 Creative Communication in Ministry (2)

This course is designed to help students in vocational and lay ministries communicate in a creative and effective manner. The course will explore how people communicate and learn as well as an analysis of the teaching methodologies of Jesus. The student will be exposed to various contemporary methods and tools of creative communication such as drama, art, storytelling, music, video, puppets, games and simulation experiences. (Offered spring 1999, 2001)

Bib 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. (Offered fall semesters)

Bib 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. (Offered spring semesters)

Bib 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. (Offered fall 2000, 2002)

Bib 375 Discipleship and Evangelism (2)

This course will develop a biblical understanding of discipleship and evangelism in order to understand and apply them more fully and to critique their modern forms. (Offered fall semesters)

Bib 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. (Contact CCM program director)

Bib 379 Spiritual Formation (2)

(formerly Personal Worship and Devotional Life)

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. (Offered spring semesters)

Bib 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. (Contact CCM program director)

Bib 383 Introduction to Youth Ministries (3)

An analysis of principles and methods in contemporary Christian youth ministry; practical study of the options in ministry available to the student today, based on a biblical philosophy of youth ministry. (Offered fall semesters)

- Bib 386 Youth Ministries Methods Seminar** (3)
Design, planning and implementation of programs for ministry with youth. A practical, "how to" approach to options in curriculum, staffing, recreation, service projects, evangelism, calendar and worship program methodologies. (Offered spring semesters)
- Bib 400 Music in the Church** (3)
(Same as Mus 400)
A study of the philosophy of music as seen from the perspective of the church. Included is a study of hymnody and church liturgies of major faiths in the past and present and an analysis of issues in church music from the vantage points of administration, clergy, congregation and the music profession.
- Bib 405 Philosophy of Religion** (3)
(Same as Phil 405)
Studies in the nature and validity of religious ideas. (Offered spring 2000, 2002)
- Bib 407 Psychology of Religion** (3)
(Same as Psy 460)
Prerequisite: Psy 120, Soc 120, or consent of instructor
A study of the religious experience 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. (Offered fall 1999, 2001, 2003)
- Bib 410 Religion and Politics in America** (3)
(Same as PS 390)
While Christians are not to be of the world, they are nevertheless in the world and expected to exercise a positive influence there. This course seeks to awaken students to take their social and political responsibilities seriously and aid them in deciding how to respond to issues of current concern. (Offered fall 2000, 2002, 2004)
- Bib 415 Religion in Japanese Society** (3)
A survey of the historical development of religion in Japanese society. (Offered spring semesters)
- Bib 418 Culture, Religion and the Church** (3)
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. (Offered fall and spring semesters)
- Bib 420 Sociology of Religion** (3)
(Same as Soc 360)
A study of the social dimension of religious experiences, movements and institutions. The positions of major theorists such as Durkheim, Weber and Berger will be examined. The personal and social significance of religious phenomena will be considered in readings, lectures and research projects. (Offered fall and spring semesters)
- Bib 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. (Offered spring semesters)
- 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. (Offered fall semesters)
- Bib 430 Contemporary Theologies** (4)
What is a biblical understanding of the nature of God, Jesus Christ and the Holy Spirit? How is the Bible authoritative and how do we interpret it? How are Christian communities to live? This course will travel historically and geographically as we discover answers to these questions that are alive and important for the church today. Beginning with Karl Barth, we move to evangelical theology, then to feminist understandings. African-American and womanist theologies follow. Then we move across continents to theologies of Latin America, India and other Asian theologies and then to Africa. The course concludes by articulating what we have learned and finding out how it can inform how we do theology—"Doing Theology at Fresno Pacific University!" (Offered spring 2001, 2003)
- Bib 434 Anabaptist Theology** (3)
The course will be a descriptive and analytical study of contemporary Anabaptist thought. The course will begin with Harold Bender's 1944 essay, "The Anabaptist Vision," then follow Anabaptist theological issues and debates to the present. Suggested prerequisite: Bib 437, Reformation History and Theology. (Offered spring 2000, 2002, 2004)
- Bib 437 Reformation History and Theology** (4)
(Same as Hist 380)
Prerequisite: Hist 130 recommended
A study of the Age of Reform from the mid-14th century through the reformations of the 16th. 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. (Offered spring 2001, 2003, 2005, 2007)
- 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. (Offered fall semesters)
- Bib 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. (Offered spring 2001)
- Bib 447 Theology of the Human Person** (4)
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. We begin by exploring understandings and experiences of being human in other cultures, then in our own cultures and religious subcultures and last in the biblical texts. We will develop awareness of the complexities of understanding what it means to be human as well as broaden our cognizance of the variety of such theologies—historically, culturally and religiously. (Offered fall 2000, 2002)
- Bib 450 Introduction to Mennonite History** (4)
(Same as Hist 330)
A survey of the Anabaptist-Mennonite tradition in Europe and North America with special emphasis on the emergence of the Mennonite Brethren movement. (Offered fall 1999, 2001, 2003)
- Bib 452 Christianity in the Non-Western World** (4)
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 structures, boundaries around their communities, their rituals, their festivals and how they relate to the broader cultures around them. (Offered spring 2001)
- Bib 455 American Religious History** (4)
(Same as Hist 350)
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.
- Bib 460 Religions of the World** (4)
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. (Offered spring semesters)
- Bib 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. (Offered spring semesters)

Bib 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).

Bib 482 Contemporary Ministries Practicum (2)

A supervised work experience in Christian ministry, either in a church or para-church organization. Practicums 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 ministries majors are normally required to take four 3-unit practicums or the equivalent (arranged in consultation with the program director). (For contemporary Christian ministries majors only.) Graded CR/NC. Repeatable for credit. (Offered fall and spring semesters)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

BIOLOGY COURSES

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, liberal studies and science majors.

Biol 150 Perspectives in Health Care (1)

A survey in seminar setting of professional opportunities. Health-care providers from various fields share insights into their professions. Includes discussion of philosophies of health care delivery, theological perspectives on health care delivery and requirements for entering various professional fields. Recommended for all students interested in the Pre-Health Program. Graded CR/NC.

Biol 220L Botany (4)

3 hours lecture; 2 hours lab. Prerequisite: Biol 101L or consent of instructor

An introduction to the fundamental principles of plant classification, anatomy, morphology, physiology, life histories and environmental relationships.

Biol 230L Zoology (4)

3 hours lecture; 2 hours lab. Prerequisite: Biol 101L or consent of instructor

A survey of the animal kingdom emphasizing the adaptive nature of taxonomic diversity in structure, function, life history and behavior.

Biol 310L Ecology (4)

3 hours lecture; 3 hours lab or fieldwork. Prerequisite: Biol 101L or consent of instructor

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 331L Human Anatomy (4)

3 hours lecture; 3 hours lab. Prerequisite: Biol 101L or equivalent

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: Biol 331L or Chem 101L, or consent of instructor

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: 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 lab or fieldwork. Prerequisite: Biol 220L, 230L, or 310L

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)

3 hours lecture; 3 hours lab. Prerequisite: Chem 102L; Chem 310L recommended

Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions. (same as Chem 420L)

Biol 440L Cell and Molecular Biology (4)

3 hours lecture; 3 hours lab. Prerequisite: 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: Biol 101L 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 Phil 470)

Prerequisite: Senior class standing or consent of instructor

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)

Prerequisite: Consent of instructor

An experience designed for those 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. Graded CR/NC.

Biol 496 Biological Research (1-3)

Prerequisite: senior standing and consent of instructor

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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

BUSINESS ADMINISTRATION COURSES

Foundational Study

Bus 105 Principles of Economics (4)

A study of macro- and microeconomics. 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. (Offered fall and spring semesters)

Bus 140 Managerial Economics (3)

Prerequisite: Bus 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. (Offered spring semesters)

Bus 220 Principles of Accounting I (3)

A study of the principles of accounting. Students learn the theory and practice of accounting, analysis of books of original entry and relationship to general ledger,

preparation of working papers, adjusting and closing entries and financial statements. (Offered fall semesters)

Bus 230 Principles of Accounting II (3)

Prerequisite: Bus 220

A study of the principles of accounting. Topics include corporate accounting, partnerships, cost accounting and financial statement analysis. (Offered spring semesters)

Marketing

Bus 300 Principles of Marketing (3)

A survey of the major marketing methods, institutions and practices. Topics include analysis of market structure, environment, demand characteristics and market strategy, as well as product research and development, distribution alternatives, promotional programs and pricing decisions. (Offered fall semesters)

Bus 303 Market Research (3)

Prerequisite: Bus 300

A survey of the generation and management of information as part of the marketing decision-making process. Considered is the question of whether additional information is needed and, if so, how it should be obtained and used. A variety of research methods are explored. (Offered fall 1999, 2001, 2003, 2005)

Bus 305 Consumer Behavior (3)

Prerequisite: Bus 300

A study of the nature and determinants of consumer behavior. The influence of various psychological, social, economic and environmental factors on consumer decisions and choices is examined. The marketing practices and problems relating to new and existing products are considered. (Offered spring 2000, 2002, 2004, 2006)

Bus 307 Advertising and Promotion (3)

Prerequisite: Bus 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. (Offered fall 2000, 2002, 2004, 2006)

Bus 311 Nonprofit Marketing (3)

Prerequisite: Bus 300

A study of the distinctive aspects of services offered/marketed by nonprofit organizations. Students will learn tools for analyzing, positioning, targeting and managing the customer/client experience. The challenges of creating, delivering, pricing, communicating and promoting services are explored. (Offered spring 2001, 2003, 2005, 2007)

Bus 316 Sales Management (3)

Prerequisite: Bus 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 will include use of videotape technology so that students can learn from simulated sales calls they will make to each other. (Offered spring 2000, 2002, 2004, 2006)

Management

Bus 350 Organizational Theory (3)

(Same as PS 460)

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. (Offered fall semesters)

Bus 352 Organizational Communication (3)

(Same as PS 463)

Prerequisite: Bus 350

Students learn to analyze and deal with communication potentials and problems as part of the organizing process. Interpersonal communication is emphasized and analyzed. As part of this focus, the impact of technology on interpersonal communication patterns is explored. (Offered spring 2001, 2003, 2005, 2007)

Bus 355 Organizational Behavior (3)

(Same as PS 465)

Prerequisite: Bus 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. (Offered spring semesters)

Bus 357 Organizational Development (3)

(Same as PS 462)

Prerequisite: Bus 350

Students learn to analyze organizational culture and management to improve an organization's ability to cope with change, to increase performance and to ensure organizational survival. It will examine organizations from a total systems-fit perspective and will emphasize collaborative approaches to decision-making. (Offered spring 2000, 2002, 2004, 2006)

Bus 360 Human Resource Management (3)

(Same as PS 467)

Prerequisite: Bus 350

A study of recruitment, selection and employment procedures; performance appraisals; and labor relations. (Offered fall semesters)

Bus 362 Nonprofit Management (3)

Prerequisite: Bus 350

Students learn the managerial aspects of nonprofit administration. Topics include grant writing, recruitment and retention of volunteers and workplace motivation. (Offered spring 2001, 2003, 2005, 2007)

Bus 365 Business Ethics (3)

Prerequisite: Senior standing as a business administration major

A study of the problems and policies within organizations, particularly focusing on a Christian perspective in solving them. Major focus will also dwell on values and religion as they influence and are influenced by business and other organizations. (Offered fall semesters)

Bus 368 Operations Research (3)

Prerequisite: Bus 465

A study of the quantitative decision-making process, as well as the research methods that enable the prospective manager to handle operations systems and problems, including facility location, materials handling, operation planning and control, inventory control and work measurement. Students learn how to apply quantitative methods to the solution of national and international operations problems. (Offered fall 1999, 2001, 2003, 2005)

International Business

Bus 370 International Business (3)

Prerequisite: Bus 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. (Offered fall semesters)

Bus 375 Introduction to Business in Japanese Society (3)

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. (Offered spring 2001, 2003, 2005, 2007)

Accounting

Bus 400 Intermediate Accounting I (4)

Prerequisite: Bus 230

An in-depth analysis of accounting valuations and reporting practices, including recent developments and issues, the preparation and analysis of financial statements and coverage of ethical factors and implications for use of various accounting procedures. (Offered fall semesters)

Bus 405 Intermediate Accounting II (4)

Prerequisite: Bus 400

A continuation of Business 400. (Offered spring semesters)

Bus 410 Cost Accounting (3)

Prerequisite: Bus 230, Math 120

A review of major approaches to internal accounting issues, including analysis of production costs, departmental and divisional cost allocations and budgeting. Use of computers and statistical applications are included. (Offered fall semesters)

Bus 415 Tax Accounting (4)

Prerequisite: Bus 400

A study of the effect of federal and California income tax laws on individual tax returns and tax planning. (Offered spring semesters)

Bus 418 Nonprofit Accounting (3)

Prerequisite: Bus 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. (Offered on demand)

Bus 420 Auditing (3)

Prerequisite: Bus 405 (may be taken concurrently)

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. (Offered on demand)

Bus 425 Advanced Accounting (3)

Prerequisite: Bus 405

A study of partnerships and corporation accounting, including governmental, institutional and international perspectives. (Offered on demand)

Information Systems

Bus 430 Business Information Systems (3)

A study of the role information technology possesses in strategic business decision-making. Topics include the role of information technology in decision-making, issues in electronic commerce and networked computing and the impact of information technology on existing internal systems, namely business process reengineering. The impact of advancing information technology on humanity and organizations is explored. (Offered spring semesters)

Bus 433 Structured Business Programming (3)

(Same as CS 433)

Prerequisite: CS 120

Students learn computer programming of business information systems using an object-oriented development tool. Event driven and graphical interface programming projects are undertaken. Topics include programming algorithms, data structures, data validation, report design, control breaks, table processing, file sorting and sequential-file updates. Visual Basic will be used to illustrate these approaches. (Offered spring 2000, 2002, 2004, 2006)

Bus 436 Business Computer Networks (3)

(Same as CS 432)

Prerequisite: CS 120

A study of data communications/telecommunications concepts, components, architecture, protocols and standards for message movement within an information network. Focuses on the network design process which integrates business and information technology perspectives. An introduction to the Internet and intranets, and client and server aspects, is provided. (Offered fall 1999, 2001, 2003, 2005)

Bus 437 Systems Analysis and Design (3)

(Same as CS 434)

Prerequisite: CS 120

A study of the concepts and techniques of systems analysis and design. Students develop the skills of a systems analyst to analyze business problems and design information technology solutions. (Offered fall 2000, 2002, 2004, 2006)

Bus 439 Database Management Systems (3)

(Same as CS 435)

Prerequisite: 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. (Offered spring 2001, 2003, 2005, 2007)

Finance and Law

Bus 450 Business Finance (3)

Prerequisite: Bus 140, 220, 230, 465

A study of the basic principles and theories of business finance, including the tax environment, cash flow analysis, working capital management, effects of financial and operational leverage, capital budgeting and cost of capital analysis. (Offered fall semesters)

Bus 452 Public Finance (3)

Prerequisite: Bus 105

Students learn to assess the economic burden of taxation, equity and efficiency considerations in tax design, structure and economic effects of the U.S. tax system, public budgeting and expenditure. (Offered fall 2000, 2002, 2004, 2006)

Bus 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. (Offered spring 2001, 2003, 2005, 2007)

Bus 460 International Finance and Banking (3)

Prerequisite: Bus 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. (Offered fall 2000, 2002, 2004, 2006)

Bus 465 Statistics (3)

(Same as Psy 300)

Prerequisite: Math 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. (Offered fall and spring semesters)

Bus 470 Business Investment (3)

Prerequisite: Bus 450

An advanced course analyzing the comparative advantage of available investments, including the various types of financial instruments. Topics include mergers, dividend policy, investment risk, term of interest rates, financial analysis, market operation, optimal risk management, financial leverage and capital raising. Cases will be used to aid the student in experiencing real financial situations. (Offered spring semesters)

Bus 475 Law, Business and Society (4)

From the Old Testament to the Uniform Commercial Code, law is one of the oldest and most important institutions of civilization. This course seeks to explore—through the areas of law and business—those relationships and structures that affect our daily lives, our culture and our marketplace. The course begins with an overview of the structures and procedures that drive the 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. (Offered spring 2000, 2002, 2004, 2006)

Summation

Bus 480 Strategic Management (3)

Prerequisite: Senior standing as a business administration major

Students learn about the derivation, implementation and evaluation of organizational strategy applicable to large, small, profit and nonprofit organizations. Since strategic analysis and choice largely involves making subjective decisions based on objective information, tools forming objective information are emphasized in the course. (Offered fall semesters)

Bus 482 Seminar in Business Strategy (4)

Prerequisite: Senior standing, Bus 480

Students learn about the problems of management, including the development of appropriate strategy and implementations. This course provides the student

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. (Offered spring semesters)

Bus 483 Business in Action (1-3)

Prerequisite: Senior standing as a business administration major and consent of the instructor.

Supervised work for a requisite number of hours in an approved business or organization. (Offered on demand)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

CHEMISTRY COURSES

Chem 101L General Chemistry I (4)

3 hours lecture; 2 hours lab. Prerequisite: High school chemistry or algebra
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: Chem 101L
A study of equilibria, acids and bases, electrochemistry, nuclear chemistry and molecular orbital theory with applications to transition metals.

Chem 310L Organic Chemistry I (4)

3 hours lecture; 3 hours lab. Prerequisite: Chem 102L
A study of aliphatic and aromatic organic compounds with emphasis on reaction theory and mechanisms.

Chem 311L Organic Chemistry II (4)

3 hours lecture; 3 hours lab. Prerequisite: Chem 310L
A continuation of Chem 310L including qualitative analysis in lab.

Chem 320L Inorganic Chemistry (4)

3 hours lecture; 3 hours lab. Prerequisite: Chem 101L
A study of main-group and transition metal compounds with emphasis on models of bonding, coordination chemistry, organometallic chemistry and solid state chemistry.

Chem 351L Quantitative Analysis (4)

2 hours lecture; 6 hours lab. Prerequisite: Chem 102L
A study of the principles of gravimetric and volumetric analysis, including instrumental analysis.

Chem 420L Biochemistry (4)

3 hours lecture, 3 hours lab. Prerequisite: Chem 102L; Chem 310L recommended.
Study of the structures and properties of biological molecules, of metabolic pathways and of the kinetics and regulation of biochemical reactions. (same as Biol 420L)

Chem 451L Instrumental Analysis (4)

3 hours lecture; 4 hours lab. Prerequisite: 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; 3 hours lab. Prerequisite: Chem 102L and Phys 121L
A study of the physical principles underlying chemistry, including quantum mechanics and spectroscopy, thermodynamics and kinetics.

Chem 482 Practicum in Chemistry (1-2)

Prerequisite: Consent of instructor
An experience designed for those students majoring in the natural sciences program. Students will work as tutors and/or instructional or lab aides. Graded CR/NC.

Chem 496 Research Project (2)

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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

COMMUNICATION COURSES

Foundational Study

Com 030 The Learning Edge (noncredit)

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. Graded S/U.

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 two semesters of Com 103L.

Com 103L Writing Lab (1)

The writing lab provides individual instruction and support for students who want to improve their writing. May include units on the writing process, organization, grammar and usage and research. Meets twice weekly. Does not meet general education requirements. Graded CR/NC. Repeatable for credit.

Com 110 Written Communication (3)

This 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.

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.

Writing

Com 155 Journalism Practicum * (1)

Practical experience for students interested in writing for student newspaper or other campus publications. Graded CR/NC. Repeatable for credit. (*A limited number of activity units apply to degree requirements. See graduation requirements section of the catalog.)

Com 160 Publications Practicum * (1-2)

(Same as Art 160)
Prerequisite: Consent of instructor
Practical experience in all aspects of yearbook production with special emphasis on interviews, writing, advertising, layout and word processing. Graded CR/NC. Repeatable for credit. (* A limited number of activity units apply to degree requirements. See graduation requirements section of the catalog.)

Com 300 Creative Writing: Fiction (4)

Prerequisite: Com 110 and Lit 180
Emphasis on writing short fiction, including the short story and sketch. Open to beginning writers.

- Com 310 Creative Writing: Poetry** (4)
Prerequisite: Com 110 and Lit 180
 Emphasis on writing poetry. Open to beginning writers.
- Com 320 Advanced Composition** (4)
Prerequisite: 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 340 Tutor Training Seminar** (1)
 This course focuses on issues related to tutoring writing. An integral part of the course involves writing and critiquing the writing of others. There will also be discussions of the experiences of those engaged in peer tutoring and published literature. The course is required for all first-year Writing Center tutors but is open to any interested student.

Communication

- Com 180 Introduction to Film Study** (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 360L Video Production** (3)
 The course combines instruction and application to teach the basics of video production to students with limited or no previous experience in video. Students will be given ample opportunity to put theory into practice through hands-on classroom lab sessions and take home or field assignments.
- Com 365 Video Practicum*** (1-2)
 Practical experience for students interested in video production. Hands-on applications include research and resourcing for production, editing, reviewing/reflecting and participation in a professional shoot in connection with the Multimedia Arts Center. Graded CR/NC. Repeatable for credit. (*A limited number of activity units apply to degree requirements. See graduation requirements section of the catalog.)
- Com 400 Intercultural Communication** (3)
(Same as Soc 420)
Prerequisite: Com 110 and 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)
Prerequisite: Com 120 or consent of instructor
 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)
Prerequisite: Com 120 or consent of instructor
 A study of the nature of human conflict and the ways conflict may be managed and resolved. The course focuses on the generic characteristics evident in most forms of conflict including interpersonal, intergroup and international conflict.
- Com 430 Group Dynamics and Leadership** (3)
(Same as Psy 390)
Prerequisite: 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 460 Projects in Communication** (1-3)
Prerequisite: Consent of instructor
 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 and SW 483)
 Intensive training in mediating conflicts leading to a practical experience in mediating actual conflicts. The practical experience may be arranged with the Victim-Offender Reconciliation Program (VORP) or other approved mediation program, or the student may arrange to mediate a unique but appropriate conflict situation approved by the instructor.
- Com 496 Communication Internship** (1-3)
Prerequisite: Consent of instructor
 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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

COMPUTER INFORMATION SYSTEMS COURSES

- 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: CS 120
 A continuation of CS 120.
- CS 432 Business Computer Networks** (3)
(Same as Bus 432)
Prerequisite: CS 120
 A study of data communications/telecommunications concepts, components, architecture, protocols and standards for message movement within an information network. Focuses on the network design process which integrates business and information technology perspectives. An introduction to the Internet and intranets, and client and server aspects, is provided. (Offered fall 1999, 2001, 2003, 2005)
- CS 433 Structured Business Programming** (3)
(Same as Bus 433)
Prerequisite: CS 120
 Students learn computer programming of business information systems using an object-oriented development tool. Event driven and graphical interface programming projects are undertaken. Topics include programming algorithms, data structures, data validation, report design, control breaks, table processing, file sorting and sequential-file updates. Visual Basic will be used to illustrate these approaches. (Offered spring 2000, 2002, 2004, 2006)
- CS 434 Systems Analysis and Design** (3)
(Same as Bus 434)
Prerequisite: CS 120
 A study of the concepts and techniques of systems analysis and design. Students develop the skills of a systems analyst to analyze business problems and design information technology solutions. (Offered fall 2000, 2002, 2004, 2006)
- CS 435 Database Management Systems** (3)
(Same as Bus 435)
Prerequisite: 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. (Offered spring 2001, 2003, 2005, 2007)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

DRAMA COURSES

Dra 110, 310 Drama Practicum * (1-2)

Prerequisite: Consent of instructor

Credit in drama practicum is given for participation in major college productions. Students may receive credit on permission of the instructor in both acting and production capacities. Students should register for practicum only after they have been cast in a role, or have received permission. Credit may be received in all areas of production. Year-long participation may achieve 4 units of credit in special cases. Graded CR/NC. Repeatable for credit. (* *A limited number of activity units apply to degree requirements. See graduation requirements section of the catalog.*)

Dra 120, 320 Religious Drama Practicum * (1-2)

Prerequisite: Consent of instructor

Credit is given for involvement in *Parable*, the touring religious drama troupe. Graded CR/NC. Repeatable for credit. (* *A limited number of activity units apply to degree requirements. See graduation requirements section of the catalog.*)

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)

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 Script Analysis (3)

A study of directing: basic organization, directing theory, working with designers and script analysis. Practical in-class directing experience involved.

Dra 370 Auditioning (1)

Class lessons in auditioning technique including the presentation of several monologues.

Dra 380 Stage Make-Up (1)

The study and execution of various theatrical make-up techniques.

Dra 470 Senior Thesis Performance (2)

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)

Prerequisite: Consent of instructor

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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

GEOGRAPHY COURSES

Foundational Study

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. (Offered fall semesters)

Cultural

Geog 320 Cultural Geography (3)

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. (Offered spring semesters)

Urban

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. (Offered spring 2000, 2002, 2004, 2006)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

HISTORY COURSES

Foundational Study

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. (Offered fall 1999, 2001, 2003, 2005)

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. (Offered spring 2000, 2002, 2004, 2006)

Hist 120 Ancient Civilizations (4)

Prerequisite: Bib 100 or 300 recommended

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. (Offered fall and spring semesters)

Hist 130 Medieval and Early Modern Civilizations (4)

Prerequisite: Hist 120, Bib 100 or 300 recommended

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. (Offered fall and spring semesters)

Hist 140 Modern Civilizations (4)

Prerequisite: Hist 120 and 130 recommended

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. (Offered fall and spring semesters)

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.) (Offered fall semesters)

Religious History

Hist 320 Anabaptist History and Thought (4)

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 (4)

(Same as Bib 450)

Prerequisite: Hist 130 recommended

A survey of the Anabaptist-Mennonite tradition in Europe and North America with special emphasis on the emergence of the Mennonite Brethren movement. (Offered fall 1999, 2001, 2003, 2005)

Hist 350 American Religious History (4)

(Same as Bib 455)

Prerequisite: Hist 150 recommended

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.

Ancient History

Hist 360 Greece: Drama and Paideia in the Polis (4)

(Same as Lit 382)

Prerequisite: Hist 120 recommended

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. The class will help produce a Greek drama with the drama professor, but class members are not required to act. (Offered fall 2000, 2002, 2004, 2006)

Hist 365 Rome: Politics, Pagans and Patristics (4)

Prerequisite: Hist 120 recommended

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." (Offered fall 1999, 2001, 2003, 2005)

Medieval, Renaissance and Reformation History

Hist 370 Medieval Life, Thought and Literature (4)

(Same as Lit 400)

Prerequisite: Hist 130 recommended

A study of the intellectual and cultural life of the 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. (Offered fall 2000, 2002, 2004, 2006)

Hist 375 The Renaissance and English Literature (4)

(Same as Lit 405)

Prerequisite: Hist 130 recommended

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. (Offered spring 2000, 2002, 2004, 2006)

Hist 380 Reformation History and Theology (4)

(Same as Bib 437)

Prerequisite: Hist 130 recommended

A study of the Age of Reform from the mid-14th century through the reformations of the 16th. 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. (Offered spring 2001, 2003, 2005, 2007)

Modern European History

Hist 385 Early Modern Europe (4)

(Same as Lit 410)

Prerequisite: Hist 140 recommended

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 390 Modern European Intellectual History (3)

(Same as Phil 390)

Prerequisite: Hist 140 recommended

A survey of European history and an examination of major trends in European thought from the Enlightenment to the present. (Offered spring 2001, 2003, 2005, 2007)

Hist 395 Modern Europe (4)

Prerequisite: Hist 140 recommended

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. (Offered spring 2000, 2002, 2004, 2006)

World History

Hist 405 Social History of Japan (3)

(Same as Soc 330)

Prerequisite: Hist 140 recommended

A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations. (Offered spring 2001, 2003, 2005, 2007)

Hist 410 Latin American History and Religious Thought (4)

(Same as Bib 350)

Prerequisite: Hist 130 & 140 recommended

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. (Offered fall 1999, 2001, 2003, 2005)

American History

Hist 420 American Ethnicity and Pluralism (3)

(Same as Soc 410)

Prerequisite: Hist 150 recommended

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. (Offered fall and spring semesters)

Hist 425 Twentieth Century America (4)

Prerequisite: 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. (Offered spring 2000, 2002, 2004, 2006)

Hist 430 American Wilderness Literature and Philosophy (3)

(Same as Phil 430 and Lit 350)

An exploration of American ideas about wilderness, the natural world and human relationships to them. (Offered fall 1999, 2001, 2003, 2005)

Hist 435 American Intellectual History (4)

Prerequisite: Hist 150 recommended

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. (Offered fall 2000, 2002, 2004, 2006)

Hist 440 California History and Politics (4)

(Same as PS 300)

Prerequisite: Hist 150 and PS 120 recommended

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.) (Offered spring semesters)

Hist 445 Law in American Society (3)

(Same as PS 370)

Prerequisite: Hist 120, 130, 140, 150, PS 120 and Phil 100 recommended

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. (Offered spring 2001, 2003, 2005, 2007)

Topical History

Hist 450 History of Political Theory and Ideas (3)

(Same as Phil 450 and PS 450)

Prerequisite: Hist 120, 130, 140 and Phil 100 recommended

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. (Offered spring 2001, 2003, 2005, 2007)

Hist 455 Historical Peacemakers (3)

This course surveys some of the important persons and movements that have used peaceful methods to achieve substantial historical change. (Offered fall and spring semesters)

Theoretical Study

Hist 460 Philosophy of History (3)

(Same as Phil 460)

A course designed to consider from a metadisciplinary perspective the meaning and method of historical discourse, including a historiographical study in a period of the student's choice. (Offered spring 2000, 2002, 2004, 2006)

Hist 483 Projects in History (2-3)

Prerequisite: Senior standing as a history major

A research or historical project designed for the student in consultation with a faculty member that results in the production of an historical project. Examples

are a traditional research paper interpreting a particular event, person, society, or text; a public history project (in conjunction with archival or museum work); the production of a documentary or other performance; and a curriculum development project for prospective teachers. Each project is presented to the faculty and students of the history program in one of a variety of settings (seminar evening, as part of a class, etc). (Offered on demand)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

HMONG COURSES

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: Hmng 100

This course is structured for the student who has completed an introductory course in Hmong (or have 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: Hmng 100 and 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: 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.

INTERDISCIPLINARY STUDIES COURSES

Leadership Development

Ids 100 Leadership Team Retreat (1)

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.

Ids 120 Perspectives on Christian Leadership (1)

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. **Open to president's scholars only.**

Ids 220, 420 Leadership Development and Practicum (1)

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. Graded CR/NC.

Ids 450 Senior Seminar (1)

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.

Anabaptist-Mennonite Studies

Ids 320 Introduction to the 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.

Environmental Studies

3 hours lecture; 1 hour discussion, service or field trip

Ids 150 Introduction to Environmental Studies (4)

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.

Ids 460 Environmental Issue Analysis (1-3)

Interdisciplinary analysis of a selected environmental issue. Limited to juniors and seniors who are environmental studies minors.

Ids 482 Environmental Studies Practicum (1-3)

Supervised work in an approved organization such as a planning agency or nonprofit group involved with environmental issues. Limited to juniors and seniors who are environmental studies minors.

INTERCULTURAL STUDIES

Ids 350 Orientation to Intercultural Study (1)

The purpose of this course is to prepare students to live and study for a period of time in another cultural setting in another country. Required the semester before embarking on an international intercultural study experience.

Ids 380 Learning Communities (1)

A seminar course with two hours per week of field experience that will focus on learning communities of K-12 elementary and secondary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject and subject matter waiver programs. Students should enroll during their junior or senior year of their waiver programs. The teacher education program, including course requirements, is discussed in the graduate section of the catalog.

Ids 476 Internship (1-3)

An internship provides you with the practical skills necessary to be successful in your future career. This course is open to students in all majors and allows you to earn unit credit for approved internship experiences. You must meet with the Career Resources Center director prior to registering for this course. Graded CR/NC.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

LANGUAGE COURSES

English Language

Lang 310 First and Second Language Acquisition (3)

Prerequisite: junior or senior standing

An introduction to the ways human beings acquire a first and second language and the conditions which support acquisition.

Lang 320 Teaching English Language Learners (3)

Prerequisite: junior or senior standing

This course will provide insights into how a second language is learned and demonstrate the kind of classroom approaches that best facilitate second-language acquisition. An emphasis on integrating English through a whole language approach will give students an understanding of how to promote learning in multicultural classrooms. Models and methods of bilingual education will be discussed, as well as methods of language assessment and evaluation. Students who anticipate teaching nonnative speakers of English at home or abroad will find this course reviews the theoretical and practical aspects of teaching a second language.

Lang 330 Linguistics and Modern Grammar (4)

Prerequisite: Com 110 and 120; junior or senior standing

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 (4)

Prerequisite: Com 110 and 120; junior or senior standing

Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

LITERATURE COURSES

Foundational Study

Lit 180 Introduction to Literature (3)

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.

Biblical Literature

Lit 310-329 Biblical Literature (3)

(Same as Bib 310-329)

An expository study of selected writings from the Old Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible. (May not be used to satisfy literature or English requirements in the major, minor, or general studies.)

Lit 330-349 Biblical Literature (3)

(Same as Bib 330-349)

An expository study of selected writings from the New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible. (May not be used to satisfy literature or English requirements in the major, minor, or general studies.)

Note: One biblical literature course per year will be taught in Spanish.

American Literature

Lit 350 American Wilderness Literature and Philosophy (3)

(Same as Hist 430 and Phil 430)

An exploration of American ideas about wilderness, the natural world and human relationships to them.

Lit 355 American Literature: 19th Century (4)

Prerequisite: Lit 180

A study of significant poetry and fiction of this period of American literature including Whitman, Dickinson, Crane, Hawthorne, Irving, James, Melville, Twain and others. Emphases may vary.

Lit 370 American Literature: The Novel (4)

Prerequisite: Lit 180

Reading, discussion and written analyses of major American novels, usually selected to reflect a significant trend in American literature. May include Fitzgerald, Hemingway, Faulkner, Penn Warren, Cather, Ellison, Walker and others.

Lit 375 American Literature: 20th Century Poetry (4)

Prerequisite: Lit 180

Study and analysis of selected American poets with equal emphasis on poetic form and thematic concerns. Includes Frost, Eliot, Stevens, Plath and others.

Dramatic Literature

Lit 380 Theater History and Literature, Part I (3)

Prerequisite: Lit 180

A study of theater history and literature from the ancient Greeks through the 18th century.

Lit 382 Greece: Drama and Paidei in the Polis (4)

(same as Hist 360)

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. The class will help produce a Greek drama with the drama professor, but class members are not required to act.

Lit 385 Theater History and Literature, Part II (3)

Prerequisite: Lit 180

A study of theater history and literature from the 19th century to the present.

English Literature

Lit 400 Medieval Life, Thought and Literature (4)

(Same as Hist 370)

A study of the intellectual and cultural life of the 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. (Offered fall 2000, 2002, 2004)

Lit 405 The Renaissance and English Literature (4)

(Same as Hist 375)

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. (Offered fall 1999, 2001, 2003, 2005)

Lit 410 Literature and Culture of Early Modern Europe (4)

(Same as Hist 385)

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. (Offered spring 1998, 2000, 2002, 2004)

Lit 415 Shakespeare (4)

Prerequisite: Lit 180

A study of major history plays, comedies and tragedies. Course covers from nine to 12 plays and includes video viewing and analysis as part of the study.

Lit 420 English Literature: Romantic and Victorian Literature (4)

Prerequisite: 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 (4)

Prerequisite: 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 (4)

Prerequisite: Lit 180

A study of selected works of fiction including "The Screwtape Letters," the space trilogy, "Till We Have Faces" and others.

Hispanic Literature

Lit 440 Spanish Literature (3)

Prerequisite: 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 culture, its people, literature and literary history (b) to enable students to be able to identify authors and their works and (c) to help students to recognize the styles of the various epochs and works. Spanish speaking students who pursue this course must have completed Advanced Spanish: Syntax or its equivalent as well as the literature prerequisite mentioned above.

Lit 445 Spanish American Literature (3)

Prerequisite: 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.

General Study

Lit 395 Text and Performance (4)

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 448 Multicultural Literature (3)

Prerequisite: 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. The influence of the Americas upon the Central Valley region is explored through the reading of texts written by South, Central and North American authors.

Lit 460 Critical Approaches to Literature (4)

Prerequisite: Lit 180 and one other literature course

An examination of several methods for evaluating and analyzing literature; an introduction to literary criticism with application of techniques to literary genre.

Lit 465 Literature For Children and Young Adults (3)

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 480 Narrative (3)

Narrative is a way of knowing. The stories we hear and tell shape the trajectory of our lives. Stories available or inaccessible to us within our interpretative communities of belief and cultures frame our knowledge and sense of possibility. This course examines narrative knowing and story from the perspectives of biblical narrative, history and culture, storytelling and 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 the capstone requirement for English, communication and drama majors.

Lit 496 Literature Internship (1-3)

Prerequisite: Consent of instructor

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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

MATHEMATICS COURSES

Math 110A Principles of Mathematics: Part One (2)

Prerequisite: Intermediate algebra or geometry and two years of high school algebra

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 differences, Pascal's triangle, permutations and combinations.

Math 110B Principles of Mathematics: Part Two (2)

Prerequisite: 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)

Prerequisite: Intermediate algebra or geometry and two years of high school algebra

Exposure to a wide spectrum of mathematics. Rigorous problem-solving techniques using inductive and deductive reasoning will be studied. 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)

Prerequisite: Math 120 or Math 110A and 110B

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 140A Pre-Science Mathematics: Part One (2)

Prerequisite: Intermediate algebra or geometry and high school algebra

Math 140A and Math 140B together comprise a full-year introduction to qualitative and quantitative analytic reasoning skills used in college science and math—particularly in calculus—oriented toward students whose mathematical preparation is weak. Instruction will be provided in the use of graphing calculators and mathematical software, which will be used throughout the course. Math 140A topics include algebra, algebraic relations, functions, graphs, interpreting graphical information, elementary problem solving and abstract modeling.

Math 140B Pre-Science Mathematics: Part Two (2)

Prerequisite: Math 140A or two years high school algebra

A continuation of Math 140A. Topics include exponential, logarithmic and trigonometric functions, analysis, combinatorics and probability, multistage problem solving and advanced mathematical reasoning, notation and modeling.

Math 210 Calculus I (4)

Prerequisite: Math 120

Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation.

Math 220 Calculus II (4)

Prerequisite: Math 210

Integration, applications of integration, logarithmic and exponential functions, trigonometric functions, techniques of integration.

Math 230 Calculus III (4)

Prerequisite: Math 220

Vectors, polar coordinates, solid analytic geometry and infinite series.

Math 240 Calculus IV (3)

Prerequisite: Math 230

Vectors in space, functions of several variables, partial differentiation, multiple integrals, vector analysis and introduction to differential equations.

Math 320 Principles of Geometry (3)

Prerequisite: Math 120 and 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: Math 210

Groups, rings, integral domains, ordered fields, isomorphisms; rational, real and complex numbers.

Math 335 Linear Algebra (3)

Prerequisite: Math 220

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: Math 120 and 210

Divisibility, prime numbers, greatest common divisor, Euler's function, arithmetic functions, congruences, Diophantine equations and continued fractions.

Math 345 Numerical Analysis (3)

Prerequisite: Math 230, 335 and CS 120

Elementary discussion of sources and propagation 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: Math 120 and 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 nonroutine problems.

Math 360 Probability and Statistics (3)

Prerequisite: 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 Statistics (3)

Prerequisite: 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: Math 220

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)

Prerequisite: Math 210

Counting techniques, mathematical induction, set theory, algebra of matrices, difference equations, graphs, trees, Boolean algebra and algorithms.

Math 380 Principles of Mathematics for Teachers (4)

Prerequisite: Teaching credential and teaching experience

This course provides a study of significant mathematical topics including algebra, geometry and probability. Mathematical discovery, inductive and deductive reasoning and problem solving receive emphasis.

Math 390 Integration of Mathematics and Science (2)

Examination of experimental units for integration developed in Project AIMS; applications of measurement, relations and functions, logic, problem solving, geometry and probability and statistics through integration.

Math 400 Methods of Teaching Mathematics (3)

Prerequisite: At least 30 units toward math 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 and equality 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: Math 120, 210, or consent of instructor

A historical survey of mathematical development from earliest times to the 20th century.

Math 482 Practicum in Mathematics (2)

Prerequisite: Consent of instructor

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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

MUSIC COURSES

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 110L Music Theory and Ear Training (4)

Prerequisite: Mus 101 or equivalent

This course introduces the basic principles of musicianship and harmonic theory. Special attention will be devoted to ear training.

Mus 115, 315 Music Practicum * (1-2 or 4 per year)

Prerequisite: Consent of instructor

Credit in music practicum is given for participation in major college performances. Students should register for practicum only after having been chosen by audition or having received permission. Credit may be received in the areas of vocal and instrumental performance. Year-long participation may achieve four units of credit in special cases. Graded CR/NC. Repeatable for credit.

Mus 116, 316 Concert Choir * (2)

Prerequisite: Audition

A selected group of vocalists representing the college in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year and periodically travels to Europe. Graded CR/NC. Repeatable for credit.

Mus 117, 317 Vocal Arts Ensemble * (1)

Performance of a variety of choral literature. Participation of singers from the college and the community is encouraged. Graded CR/NC. Repeatable for credit.

Mus 118, 318 Vocal Ensemble * (1-2)

May include Women's Choral: 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 college in the community under the auspices of the music faculty. Other ensembles may be offered at the discretion of music faculty. Graded CR/NC. Repeatable for credit.

Mus 119, 319 Pacific Chamber Singers* (1-2)

Performance of religious, jazz, ethnic and secular choral literature. Singers selected by audition and must also participate in MUS 116/316 Concert Choir. Graded CR/NC. Repeatable for credit.

Mus 120, 320 Instrumental Ensemble-Brass, Woodwind, Strings, Handbells, Flute * (1-2)

Prerequisite: Audition

Performance of instrumental music in small groups. Graded CR/NC. Repeatable for credit.

Mus 121, 321 Jazz Ensemble * (1-2)

Prerequisite: Audition

Study and performance of compositions for jazz band or combo. Graded CR/NC. Repeatable for credit.

Mus 122, 322 Baroque Ensemble * (1-2)

Performance of music of the Baroque era in small ensembles. These groups perform on campus and for events in the community. Graded CR/NC. Repeatable for credit.

Mus 130 Class Voice (1-2)

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 Beginning Piano Class (2)

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 135-149 Private Instruction in Music (1)

These courses may not be taken for audit; fees are required.

Mus 435-449

Private instruction in piano, organ, harpsichord, voice, brass instruments, woodwinds, string instruments, guitar and percussion is available with an additional fee. Contact the program director for information about individual instructors available in these areas. May not be audited. (The prerequisite for private voice lessons is Mus 130, Class Voice.) Repeatable for credit.

Mus 210L Music Theory and Counterpoint (4)

Prerequisite: 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 (3)

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 foreign languages 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 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: Mus 210L

The course will be equally divided between advanced harmonic theory and musical analysis.

Mus 340 Skills in Orchestral Instruments – Brass (2)

Basic performance techniques and teaching methodology in brass instruments.

Mus 341 Skills in Orchestral Instruments – Strings (2)

Basic performance techniques and teaching methodology in strings.

Mus 342 Skills in Orchestral Instruments – Woodwinds (2)

Basic performance techniques and teaching methodology in woodwinds.

Mus 343 Skills in Orchestral Instruments – Percussion (2)

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)
Prerequisite: Mus 102 or equivalent
 An overview of music history from antiquity until 1725.
- Mus 351 Music History: 1725-1900** (3)
Prerequisite: Mus 102 or equivalent
 A study of the history of music in the Western European tradition from 1725 until 1900.
- Mus 352 Twentieth Century Music History and World Music** (4)
Prerequisite: Mus 102
 A study of 20th century 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)
(Same as Bib 400)
 A study of the philosophy of music as seen from the perspective of the church. Included is a study of hymnody and church liturgies of major faiths in the past and present and an analysis of issues in church music from the vantage points of the administration, clergy, congregation and music profession.
- Mus 410 Music Theory in the Twentieth Century** (4)
Prerequisite: 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 twentieth century compositions.
- Mus 411 Music Composition** (3)
Prerequisite: Consent of instructor
 Creative exercises in writing music for a variety of vocal and instrumental combinations.
- Mus 412 Studies in Music Education** (3)
Prerequisite: Consent of instructor
 A general discussion of the field of public school music education, focusing on historical and philosophical developments, current issues in the professions and principles of curriculum development.
- Mus 413 Electronic Music** (2)
Prerequisite: Mus 101 or consent of instructor
 Practical and theoretical experience in creating music on a digital electronic music instrument.
- 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 Teaching Skills** (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 Teaching Skills** (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)
 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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

PHILOSOPHY COURSES

- 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 emphasis upon Aristotle, Aquinas, Kant, Mill and Nietzsche.
- Phil 175 Introduction to Theology and Ethics** (4)
(Same as Bib 170)
 The course will provide students with an introduction and general overview of the major theological and ethical affirmations in the Christian tradition.
- 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 the present.
- Phil 390 Contemporary Philosophy** (3)
(Same as Hist 390)
 Examines major trends in European thought during the 19th and 20th centuries.
- Phil 405 Philosophy of Religion** (3)
(Same as Bib 405)
 Studies in the nature and validity of religious ideas.
- Phil 430 American Wilderness Literature and Philosophy** (3)
(Same as Hist 430 and Lit 350)
 An exploration of American ideas about wilderness, the natural world and human relationships to them.
- Phil 450 History of Political Theory and Ideas** (3)
(Same as PS 450 and Hist 450)
 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 460 Philosophy of History** (3)
(Same as Hist 460)
 An examination of pattern and meaning in history and of historical method.
- Phil 470 History and Philosophy of Science** (4)
(Same as Biol 470)
Prerequisite: Senior class standing or consent of instructor
 A study of major developments in the history of science such as the scientific revolution, evolutionary theory and the historical relationships of science and religious thought. A philosophical inquiry into the nature of science forms the basis for historical study.
- Phil 475 History and Philosophy of Physical Education** (3)
(Same as PE 405)
 An examination of philosophical components and the history of sports.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

PHYSICAL EDUCATION COURSES

Athletics Courses

*Intercollegiate Athletics: Graded CR/NC; repeatable for credit.**

Ath 110, 310	Varsity Women's Volleyball	(2)
Ath 120, 320	Varsity Men's Soccer	(2)
Ath 130, 330	Varsity Women's Cross Country	(2)
Ath 135, 335	Varsity Men's Cross Country	(2)
Ath 140, 340	Varsity Women's Basketball	(2)
Ath 145, 345	Varsity Men's Basketball	(2)
Ath 150, 350	Varsity Women's Track	(2)
Ath 155, 355	Varsity Men's Track	(2)

Activity Courses

*Graded CR/NC; repeatable for credit.**

A 1 unit PE activity course is required for general education.

PE 100	Beginning Tennis	(1)
PE 102	Advanced Tennis	(1)
PE 104	Badminton	(1)
PE 106	Racquetball	(1)
PE 110	Men's and Women's Volleyball	(1)
PE 112	Flag Football	(1)
PE 114	Men's and Women's Basketball	(1)
PE 116	Men's and Women's Softball	(1)
PE 118	Men's and Women's Soccer	(1)
PE 120	Dance Movement	(1)
PE 122	Aerobic Rhythmic Exercise	(1)
PE 123	Self Defense	(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)	

Academic Courses

PE 200	Analysis of Sport I—Volleyball and Basketball	(2)
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.		
PE 205	Analysis of Fundamental Movement	(2)
Study of fundamental movement skills such as a 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, floor exercise and apparatus work. An elemental performance competency will be required.

PE 210 Analysis of Sport II—Soccer and Football (2)

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.

PE 215 Analysis of Outdoor Activities (2)

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.

PE 220 Analysis of Sport III—Baseball, Softball, Leisure Games (2)

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.

PE 225 Analysis of Fitness Activities and Aquatics (2)

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.

PE 230 Analysis of Racquet Sports (2)

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.

PE 235 Analysis of Non-Traditional Sports (2)

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.

PE 240 Analysis of Lifetime Sports (2)

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.

PE 250 Analysis of Track and Field (2)

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.

PE 260 First Aid/CPR (1)

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. (Offered fall semesters)

PE 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, community and lab experiences. Topics covered include physical activity, substance abuse, relationship issues, sexuality, nutrition, stress control, environmental health and consumerism. (Offered fall and spring semesters)

PE 270 Drug Education (1)

An examination of the role of drugs in contemporary North American society. Particular attention will be given to the use, misuse and abuse of drugs by

individuals as members of a variety of common social subgroups. This course is also designed to provide students with information and insight into the commonly used over-the-counter and prescription medications used in sports medicine. The indications for their use and their effects on a physically active individual's conditioning is also discussed. (Offered spring semesters)

PE 300 Principles of Health and Nutrition (3)

A foundation course taken prior to Educ 502, which acquaints the student with the technical terminology, body systems and health problems faced by the individual, family and educational community. Topics to be covered include body systems, personal health, mental health, nutrition, safety and first aid, substance abuse and human sexuality. (Offered spring 2000, 2002, 2004)

PE 310 Prevention and Care of Injuries in Sports (3)

Prerequisite: PE 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. (Offered fall semesters)

PE 315L Advanced Techniques of Athletic Training (4)

Prerequisite: PE 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.

PE 320 Fitness Assessment and Prescription (3)

An examination of various techniques and practices related to the testing and prescribing of exercise for health promotion, injury prevention and injury rehabilitation. Included will be an emphasis on health-related physical fitness programs for individuals of various ages, fitness levels and health states. (Offered spring 2001, 2003, 2005)

PE 325L Modalities and Therapy (4)

Prerequisite: PE 310

This course is a comprehensive examination of therapeutic modalities and therapeutic exercises used in the rehabilitation of athletic injuries. Course work will include lecture, discussion and laboratory experiences.

PE 330 Motor Learning (4)

Study of lifelong human developmental processes as these interact with and influence motor learning and performance. Lab. (Offered fall 2000, 2002, 2004)

PE 340 Tests and Measurements (3)

Prerequisite: 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. (Offered fall 1999, 2001, 2003)

PE 350 Biomechanics (4)

Prerequisite: Biol 331L; recommended: PE 340

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 field work included. (Offered spring semesters)

PE 355 Physiology of Exercise (4)

Prerequisite: Biol 332L; recommended: PE 340

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 field work included. (Offered spring semesters)

PE 375 Organization and Administration in Athletic Training (3)

Prerequisite: PE 310

This course is designed to provide the student with information that will enhance his/her ability to function effectively as a professional athletic trainer and to enhance his/her awareness of current administrative, professional, organizational and legal issues pertaining to athletic training. Topics include budget management, facility design, record keeping, professional organizations and liability. Additional areas of discovery include educational requirements, personnel management, public relations and preparation for the future of athletic training.

PE 390 Health Fitness Programming (3)

Study of current research and trends relating to health and fitness programming. Programs will consist of nutrition, weight control, stress management and substance abuse programs. (Offered fall 2000, 2002, 2004)

PE 395 Health Fitness Management (3)

This course will cover administrative tasks of health fitness facilities, as well as equipment, marketing and legal liability. The class will include practical knowledge of equipment used to develop and evaluate health and fitness. Basic program promotion strategies will be covered along with concepts of legal liability and ethical issues that can have an impact on health and fitness program. (Offered spring 2001, 2003, 2005)

PE 400 Sport and Exercise Psychology (3)

Prerequisite: 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, goal-setting and concentration. In addition, the relationship between exercise and psychological well-being will be addressed. (Offered fall semesters)

PE 405 History and Philosophy of Physical Education and Sport (3)

(Same as Phil 475)

Prerequisite: Hist 120; senior status

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. (Offered spring semesters)

PE 430 Coaching Methods (3)

Examines various methods, principles and procedures regarding the successful coaching of team and individual sports. An emphasis is placed on the development of a sound coaching philosophy consistent with current understandings of sport psychology, sport pedagogy, sport physiology and sport management. Topics will also include discussions of ethics, morality and values relative to the coaching profession.

PE 450 Adaptive Physical Education (3)

Prerequisite: PE 350

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. (Offered spring 2000, 2002, 2004)

PE 460 Elementary Physical Education Methods (3)

Prerequisite: Educ 380

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. (Offered fall and spring semesters)

PE 465 Secondary Physical Education Methods (3)

Prerequisite: Educ 380; recommended: PE 340

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. Field work is included. (Offered fall 1999, 2001, 2003)

PE 476 Physical Education Internship (1-3)

These experiences are self-contained for academic credit. This experience is actual work in a commercial, corporate, community, or clinical setting, subsequent to the junior year, in which professional practices are applied. Final arrangements for the internship are completed by a member of the faculty. It is supervised and evaluated by a qualified faculty member or industry professional. The internship may take the place of the senior practicum.

PE 480 Sport and Exercise in Society (3)

Prerequisite: 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. (Offered fall semesters)

PE 482 Senior Practicum in Physical Education (1-3)

A practicum course in which the student is required to teach an elementary physical education class off campus, direct an activity class at FPC and organize and direct a fitness program under the supervision of an instructor. Practicums usually involve observing and providing assistance to another professional. They must be supervised and evaluated by a qualified faculty member.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

PHYSICAL SCIENCE COURSES

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. Prerequisite: Math 210 or consent of instructor

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: Phys 120L or consent of instructor

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)

This course presents the concepts of the major geological processes affecting our physical earth and helps students appreciate the earth and understand environmental concerns. An interactive CD-ROM disk is used extensively to illustrate the principles presented. Required for liberal studies majors.

Phys 160 Space Science (3)

Introduction to the fundamental principles of space science, including the study of the earth and its atmosphere, the solar system—its components and its origins—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.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

POLITICAL SCIENCE COURSES

Foundational Study

PS 120, 320 American Politics and Society (4)

Prerequisite: Bus 105 and Hist 150 recommended

Politics is central to the functioning of American society. Government's impact on our lives is felt in many ways and has become the dominant force shaping our society. This course acquaints students with the nature and importance of politics in American society, increases their awareness of the structure and

functioning of our 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.) (Offered spring semesters)

State and Local Politics

PS 300 California History and Politics (4)

(Same as Hist 440)

Prerequisite: Hist 150 and PS 120 recommended

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.) (Offered spring semesters)

American Politics

PS 370 Law in American Society (3)

(Same as Hist 445)

Prerequisite: Hist 120, 130, 140, 150, PS 120 and Phil 100 recommended

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. (Offered spring 2001, 2003, 2005, 2007)

PS 371 American Law and Legal System (3)

Prerequisite: PS 120 recommended

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. (Offered spring 2001, 2003, 2005, 2007)

PS 373 Nature, Law and Policy (3)

Prerequisite: PS 120 recommended

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. (Offered spring 2000, 2002, 2004, 2006)

PS 375 Criminal Justice in America (4)

Prerequisite: PS 120, PS 370, PS 380 and Psy 120 recommended

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. (Offered fall 1999, 2001, 2003, 2005)

PS 380 Social Problems and Public Policy (4)

(Same as Soc 450 and SW 360)

Prerequisite: Bus 105, PS 120, Psy 120 and Soc 120 recommended

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. (Offered fall 2000, 2002, 2004, 2006)

PS 385 Urban Society and the Welfare State (4)

(Same as SW 350)

Prerequisite: Bus 105, Hist 150, PS 120 and Soc 120 recommended

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 which 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 issue of social justice. (Offered fall 1999, 2001, 2003, 2005)

PS 390 Religion and Politics in America (3)
(Same as Bib 410)

Prerequisite: Hist 150 and PS 120 recommended

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. (Offered fall 2000, 2002, 2004, 2006)

World Politics

PS 400 World Politics and Society (4)

Prerequisite: Bus 105, Geog 120 and PS 120 recommended

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. (Offered fall 1999, 2001, 2003, 2005)

PS 410 Politics in Japanese Society (3)

Prerequisite: Hist 140 recommended

A survey of the historical development of politics in Japanese society. (Offered spring 2001, 2003, 2005, 2007)

PS 430 America in a Global Community (4)

Prerequisite: Bus 105, Geog 120, Hist 425 and PS 120 recommended

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. (Offered fall 2000, 2002, 2004, 2006)

Political Thought

PS 450 History of Political Theory and Ideas (3)

(Same as Hist 450 and Phil 450)

This course surveys political theory from the ancient Greeks and Romans through the modern traditions of liberalism, conservatism and various other ideologies. (Offered spring 2001, 2003, 2005, 2007)

Administration

PS 460 Organizational Theory (3)

(Same as Bus 350)

Prerequisite: Psy 120 and Soc 120

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. (Offered fall semesters)

PS 462 Organizational Development (3)

(Same as Bus 357)

Prerequisite: PS 460

Students learn to analyze organizational culture and management to improve an organization's ability to cope with change, to increase performance and to ensure organizational survival. It will examine organizations from a total

systems-fit perspective and will emphasize collaborative approaches to decision-making. (Offered spring 2000, 2002, 2004, 2006)

PS 463 Organizational Communication (3)

(Same as Bus 352)

Prerequisite: PS 460

Students learn to analyze and deal with communication potentials and problems as part of the organizing process. Interpersonal communication is emphasized and analyzed. As part of this focus, the impact of technology on interpersonal communication patterns is explored. (Offered spring 2001, 2003, 2005, 2007)

PS 465 Organizational Behavior (3)

(Same as Bus 355)

Prerequisite: PS 460

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. (Offered spring semesters)

PS 467 Human Resource Management (3)

(Same as Bus 360)

Prerequisite: PS 460

A study of recruitment, selection and employment procedures; performance appraisals; and labor relations. (Offered fall semesters)

Off-Campus Study

PS 484 American Studies Program (16)

Prerequisite: PS 120 or 320, Hist 150 and Bus 105 recommended

Christians often speak of the need to recognize the lordship of Jesus Christ over all areas of life. This program explores what that recognition means in a unique internship/study experience in Washington, D.C. During either the fall or spring semester, students work as interns in their intended vocational fields and study public policy issues from a Christian perspective in seminar classes.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

PSYCHOLOGY COURSES

Foundational Study

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. This course is prerequisite for all other psychology courses offered. (Offered fall and spring semesters)

Psychological Methods

Psy 300 Statistics (3)

(Same as Bus 465)

Prerequisite: Math 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. (Offered fall and spring semesters)

Psy 310 Introduction to Social Science Research (3)

(Same as Soc 460)

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. (Offered fall semesters)

Psy 320 Experimental Psychology (4)

Prerequisite: Psy 120 and 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. (Offered spring 2001, 2003, 2005, 2007)

Psy 340 Psychological Assessment (4)

Prerequisite: Psy 120 and 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. (Offered spring 2000, 2002, 2004, 2006)

Developmental Psychology

Psy 350 Child Development (3)

Prerequisite: 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. (Offered fall semesters)

Psy 355 Adolescent Development (3)

Prerequisite: Psy 120

The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied. (Offered spring semesters)

Psy 360 Life-Span Development (3)

(Same as SW 300)

Prerequisite: 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 psycho-social functioning of the adult. (Offered fall semesters)

Behavioral Psychology

Psy 375 Physiological Psychology (4)

Prerequisite: 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 wholistic health. Class demonstrations and experiments are emphasized. (Offered fall 1999, 2001, 2003, 2005)

Psy 380 Psychology of Learning (3)

Prerequisite: 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. (Offered fall 1999, 2001, 2003, 2005)

Psy 390 Group Dynamics and Leadership (3)

(Same as Com 430)

Prerequisite: 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. (Offered spring semesters)

Psy 395 Social Psychology (3)

(Same as Soc 400)

Prerequisite: 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. (Offered fall 2000, 2002, 2004, 2006)

Clinical - Counseling Psychology

Psy 400 Psychology of Personality (4)

Prerequisite: 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. (Offered spring semesters)

Psy 410 Abnormal Psychology (4)

Prerequisite: Psy 120

A study of mental and emotional disorders along with the primary methods of treating these disorders. An understanding of DSM-III-R used in classification and treatment of mental and emotional disorders. (Offered spring semesters)

Psy 420 The Problem Child (Child Psychopathology) (4)

Prerequisite: Psy 120

The nature and treatment of common emotional and behavioral problems of children and adolescents. Topics such as neurotic trait disturbances, 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. (Offered fall 2000, 2002, 2004, 2006)

Psy 440 Counseling (4)

Prerequisite: 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. (Offered fall semesters)

Integrative Study

Psy 450 History and Systems of Psychology (4)

Prerequisite: Psy 120, Senior standing as a psychology major

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. (Offered spring 2001, 2003, 2005, 2007)

Psy 460 Psychology of Religion (3)

(Same as Bib 407)

Prerequisite: Psy 120 and 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. (Offered fall 1999, 2001, 2003, 2005)

Psy 482 Psychological Practicum (1-3)

Prerequisite: Psy 120

Supervised work in an approved organization would include institutions such as juvenile detention homes, mental hospitals, schools, church youth work, etc. Limited to seniors who are majors in psychology. (Offered on demand)

Psy 483 Mediation Practicum (1)

(Same as Com 483, Soc 483 and SW 483)

Intensive training in mediating conflicts leading to a practical experience in mediating actual conflicts. The practical experience may be arranged with the Victim-Offender Reconciliation Program (VORP) or other approved mediation program, or the student may arrange to mediate a unique but appropriate conflict situation approved by the instructor. (Offered fall and spring semesters)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

SOCIAL WORK COURSES

Foundational Study

SW 100 Perspectives in Social Work (1)

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 the homeless,

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. Graded CR/NC. (Offered fall semesters)

SW 110 Participation in Volunteer Services (1-3)

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. Graded CR/NC. (Offered spring semesters)

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. (Offered fall semesters)

Human Development

SW 300 Human Behavior in the Social Environment (3)

(Same as Psy 360)

Prerequisite: Psy 120 and Soc 120 recommended

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. (Offered fall semesters)

SW 310 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. (Offered spring 2001, 2003, 2005, 2007)

SW 320 Marriage and Family (3)

(Same as Soc 350)

Prerequisite: Sophomore standing or above; Soc 120 recommended

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. (Offered spring semesters)

Social Policy

SW 350 Urban Society and the Welfare State (4)

(Same as PS 385)

Prerequisite: PS 120, Hist 150, Bus 105 and Soc 120 recommended

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 which 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 issue of social justice. (Offered fall 1999, 2001, 2003, 2005)

SW 360 Social Problems and Public Policy (4)

(Same as PS 380 and Soc 450)

Prerequisite: Bus 105, PS 120, Psy 120 and Soc 120 recommended

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. (Offered fall 2000, 2002, 2004, 2006)

Social Work Practice

SW 400 Foundations of Social Work Practice (4)

Prerequisite: Psy 120, Soc 120 and 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. (Offered fall semesters)

SW 410 Working With Groups (3)

Prerequisite: Psy 120, Soc 120, SW 120 and SW 400 recommended

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. (Offered spring semesters)

SW 420 Becoming a Change Agent (3)

Prerequisite: Psy 120, Soc 120, SW 120, SW 400, SW 410 recommended

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. (Offered fall semesters)

Field Study

SW 480 Senior Seminar in Social Work (4)

(Prerequisite: senior standing, current enrollment in SW 482)

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. (Offered spring semesters)

SW 482 Field Instruction in Social Work (8)

Prerequisite: Senior standing as a social work major and 50 hours of social work experience.

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. Graded CR/NC. (Offered spring semesters)

SW 483 Mediation Practicum (1)

(Same as Com 483, Psy 483, Soc 483)

Intensive training in mediating conflicts leading to a practical experience in mediating actual conflicts. The practical experience may be arranged with the Victim-Offender Reconciliation Program (VORP) or other approved mediation program, or the student may arrange to mediate a unique but appropriate conflict situation approved by the instructor. (Offered fall and spring semesters)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

SOCIOLOGY COURSES

Foundational Study

Soc 120 Introduction to Sociology (3)

An introduction to the sociological perspective, including major theories, concepts and methodological approaches. The focus will be on American society. Students will participate in a series of observations and exercises as an experiential laboratory component of the course. (Offered fall and spring semesters)

Soc 160 Introduction to Anthropology (3)

A general introduction, exposing students to anthropology in its various sub-fields. A study of the history of anthropology, basic concepts and tools, as well as a practical component consisting of exercises in their own and other local environments, would shape the course. Subjects include the human past, primates, culture, ethnicity and ethnic relations, the changing shapes of human organization and cultures, kinship and descent, marriage, gender, religion, language, and the role of anthropology among the other social science and humanities disciplines.

Society and Culture

Soc 300 Cultural Anthropology (3)

Prerequisite: Soc 160 required; Soc 120 recommended

This course is an introduction to cultural anthropology, a field of study that helps us understand our own and other cultures. We move between close analysis of various particular cultures—a look at human diversity—and the larger questions about human culture as a shared, universal phenomenon. Mission is a recurring theme throughout the course. (Offered fall semesters)

Soc 310 Cultural Communities of Central California (3)

Prerequisite: Soc 120 recommended

This course provides an interdisciplinary exploration of the social structures, cultural patterns, literature and arts of major cultural groups of Central California. Soc 482 must be taken simultaneously if this course is being used to meet a Focus Series requirement. (Offered fall and spring semesters)

Soc 330 Introduction to Japanese Society (3)

(Same as Hist 405)

A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations. (Offered spring 2001, 2003, 2005, 2007)

Social Institutions

Soc 350 Marriage and Family (3)

(Same as SW 320)

Prerequisite: Sophomore standing or above, Soc 120 recommended

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. (Offered spring semesters)

Soc 360 Sociology of Religion (3)

(Same as Bib 420)

Prerequisite: Soc 120

A study of the social dimension of religious experiences, movements and institutions. The positions of major theorists such as Durkheim, Weber and Berger will be examined. The personal and social significance of religious phenomena will be considered in readings, lectures and research projects. (Offered fall and spring semesters)

Soc 370 Media and Society (3)

(Same as Com 410)

Prerequisite: 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. (Offered fall 2000, 2002, 2004, 2006)

Social Processes

Soc 400 Social Psychology (3)

(Same as Psy 395)

Prerequisite: 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. (Offered spring 2001, 2003, 2005, 2007)

Soc 410 American Ethnicity and Pluralism (3)

(Same as Hist 420)

Prerequisite: Hist 150 recommended

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. (Offered fall and spring semesters)

Soc 420 Intercultural Communication (3)

(Same as Com 400)

Prerequisite: Com 110 and 120

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. (Offered spring semesters)

Soc 430 Conflict Management and Resolution (3)

(Same as Com 420)

Prerequisite: Com 120

A study of the nature of human conflict and the ways conflict may be managed and resolved. The course focuses on the generic characteristics evident in most forms of conflict including interpersonal, intergroup and international conflict. (Offered fall semesters)

Soc 442 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. (Offered spring 2001, 2003, 2005, 2007)

Social Policy

Soc 450 Social Problems and Public Policy (4)

(Same as PS 380 and SW 360)

Prerequisite: Bus 105, PS 120, Psy 120, Soc 120 recommended

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. (Offered fall 2000, 2002, 2004, 2006)

Soc 482 Intercultural Practicum (1)

This practicum experience involves working as a volunteer in a local cultural group other than one's native culture. 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.) (Offered fall and spring semesters)

Soc 483 Mediation Practicum (1)

(Same as Com 483, Psy 483, SW 483)

Intensive training in mediating conflicts leading to a practical experience in mediating actual conflicts. The practical experience may be arranged with the Victim-Offender Reconciliation Program (VORP) or other approved mediation

program, or the student may arrange to mediate a unique but appropriate conflict situation approved by the instructor. (Offered fall and spring semesters)

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

SPANISH COURSES

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: 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: Span 100 and 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: 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)

Prerequisite: Span 300 or consent of instructor

This course is designed to aid the student in learning the socio-cultural context and literary style of some of the most prominent novelists such as Borges,

Cortazar, Garcia Marquez and Fuentes. This course is taught in the Spanish language.

Span 315 Literary Spanish: Poetry (3)

Prerequisite: Span 300 or consent of instructor

This course is designed to aid the student in developing appreciation for the style and phonetics of some of the works of the more prominent poets such as Paz, Alberti, Lorca, Valencia, Silva and Mistral. This course is taught in the Spanish language.

Span 320 History of the 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: Span 305 or consent of instructor

This is a public speaking course whose design and purpose is to prepare the student to speak correctly, confidently and fluently in public. Selected topics in Latin American politics, development, instability, revolution and militarism will be covered. The class is conducted in the Spanish language.

Span 330 Latin American Thought: Reading in Spanish (3)

Prerequisite: Span 300 or consent of instructor

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.

Span 484 Latin American Studies Program (3-16)

Prerequisite: Span 100 or equivalent recommended

Many students express their need of mastering the Spanish language for use in their careers. Language authorities state that one year of study in the mother country of a language has the same value as three years of study in one's own country where it is not the first language. A second option is the Brethren Colleges Abroad Program of one semester or academic year-long study in a university in Spain, Ecuador, or Mexico. A third option is a semester-long intensive language program provided in Costa Rica by the Coalition for Christian Colleges & Universities.

Special Study

See course description and policy under the course numbering and descriptions section of the catalog for topics (286, 486), directed study (288, 488), independent study (489) and arranged study (290, 490) courses.

FRESNO PACIFIC SCHOOL OF PROFESSIONAL STUDIES

Dean: Wendy Wakeman, Ed.D.

SCHOOL OF PROFESSIONAL STUDIES MISSION

The mission of the Fresno Pacific School of Professional Studies is to model and to 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. The school 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 DEGREE COMPLETION

Director: Larry Perryman, MBA

BACHELOR OF ARTS DEGREE IN MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT

The bachelor of arts in management and organizational development (MOD) is a program focused on the student's educational and professional goals. It is intended to provide an introduction to and an overview of, the field of management and organizational development while enabling working adults to complete their degree. Three components of learning comprise the personalized program: class work, portfolio and baccalaureate thesis.

The first component consists of 10 classroom courses that address pertinent issues and ideas related to success in an organization. These sessions provide hands-on information that can be put into immediate practice on the job. The program consists of one class night a week for 57 weeks and one additional weekend per semester. Classes last four hours per

session and are comprised of 15-20 adults. The cohort group becomes a support group as interests and aspirations are shared.

The second component is the personal portfolio. Working with individual students, the school completes an assessment of career and significant life-learning experiences, such as military service or specialized professional training. Since learning takes place in many environments outside the classroom, up to 24 units of college credit may be earned for the learning gained from these experiences. Students will be asked to identify this learning in papers to be evaluated by faculty.

The third component is the baccalaureate thesis, an applied research project designed according to personal interests. Most students elect to solve a problem directly related to their work. In addition to meeting requirements for 6 units of credit, the solution is then presented to the employer. Many MOD graduates have earned promotions as a result of their research projects.

The program is open to working adults who have completed at least 60 transferable units of college study and have at least seven years of post-secondary experiences. Contact the Center for Degree Completion for complete program information at 559-453-2280, or toll free at 1-888-328-0378.

FINANCIAL INFORMATION (2000-2001)

Tuition, first semester	\$3,918
Tuition, second semester	3,918
Tuition, third semester	5,224
Application fee (non-refundable)	30
Confirmation fee (non-refundable)	200
Student Association fee	65
Library fee	45
Life Learning Papers (LLP), per unit	40
Independent study, per unit	40
Books, first semester	283
Books, second semester	115
Books, third semester	279
Degree application fee	50
Transcript fee (per copy)	5
Late payment fee	35
Continuation fee	498
Reinstatement fee	25

Interest of 10 percent per annum is assessed on all student balances unpaid for more than 30 days. See earlier section on payment of accounts under financial information.

COURSES

Psy 430 Adult Development and Life Planning (4)

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.

Bus 431 Organizations and Environments (3)

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.

Library Research Methods

Students are given information on how to use library resources in researching their baccalaureate topics.

Bus 432 Group and Organizational Behavior (3)

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)

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)

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 499A Baccalaureate Thesis—Part I (2)

Each student combines his/her research and practical implementation of theories and concepts and develops an individual project. The project examines a problem in a student's occupation or avocation.

Bib 300A MOD Community: Jesus' Life and World (2)

Central to this course is Jesus and his teaching. This offering is foundational to additional courses and to an understanding of the early development of the Christian community. The intent is to provide the student with academic and practical growth through study and experience. It is designed especially for working people enrolled in the Center for Degree Completion. The course uses an interactive approach to learning designed to move beyond knowledge and understanding to doing, living and being.

Bib 436 Biblical Perspectives (4)

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.

Bus 438 Human Resources Administration (3)

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 499B Baccalaureate Thesis—Part II (2)

Students develop alternatives and objectives for problem solution. These objectives are then tested through gathering information to statistically test hypotheses directly related to objectives. 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 440 Principles of Management and Supervision (4)

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 readings and class practice with an analysis of the effect on current practices.

Phil 442 Values: Personal and Social (3)

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.

Bus 499C Baccalaureate Thesis—Part III (2)

The student's research project is written and orally presented to the instructor and the learning group.

Bib 300B MOD Community: Jesus, Church and Society (2)

Prerequisite: 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. This course may only be taken after having completed the Bib 300A class. It is designed to integrate learning and doing for students enrolled in the Center for Degree Completion.

492 Independent Study (1-4)

Personal, in-depth study of a selected topic not included in regular course offerings. Emphasis is placed upon the student's initiative in the design and execution of the program of study. Permission to enroll must be obtained prior to registration.

GENERAL ELECTIVE STUDIES

Courses are offered on weekends to serve the working population and those unable to attend classes scheduled on a daily basis. Courses scheduled vary each semester and will generally meet on Friday night and all day Saturday. These courses are designed as upper division, general elective studies. Additional preparation or assignments outside of class will be required. Each course, depending on demand, is offered each trimester, in the summer, fall and spring.

At least each trimester, a schedule of courses will list times and places for the offerings that are scheduled. These schedules are available in the Center for Degree Completion.

BACHELOR OF ARTS IN CHRISTIAN MINISTRIES

Lead Faculty: Will Friesen

The bachelor of arts in Christian ministries (CM) 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 four learning components: class work, practicum, portfolio 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, for approximately 13 months. Practicums are integrated into various modules throughout the program and provide students with "hands-on" experience and an opportunity for reflective assessment.

The personal portfolio provides working adults the opportunity to earn up to 24 units of college credit outside the classroom. Working with a counselor, students complete an assessment of career and significant life-learning experiences, such as special service or training. In addition, students can submit life-learning papers that are evaluated by faculty for possible college-level credit.

Finally, students in the program complete the baccalaureate thesis. The thesis focuses on a problem or research question related to a ministry issue within the student's workplace, church, para-church, or other appropriate organization.

The program is open to working adults who have completed at least 60 transferable units of college study and have at least seven years of post-secondary experience. For complete program information contact the Center for Degree Completion at 559-453-2280, or toll free at 1-888-328-0378.

FINANCIAL INFORMATION (2000-2001)

Tuition, first semester _____	\$3,090
Tuition, second semester _____	3,605
Tuition, third semester _____	3,605
Application fee (non-refundable) _____	30
Confirmation fee (non-refundable) _____	200
Student Association fee _____	65

Library fee _____	45
Life Learning Papers (LLP), per unit _____	40
Independent Study, per unit _____	40
Books, first semester _____	170
Books, second semester _____	145
Books, third semester _____	120
Degree application fee _____	50
Transcript fee (per copy) _____	5
Late payment fee _____	35
Continuation fee _____	498
Reinstatement fee _____	25

Interest of 10 percent per annum is assessed on all student balances unpaid for more than 30 days. See earlier section on payment of accounts under financial information.

COURSES

Min 403 A Personal and Spiritual Formation–Part A: Beginning the Journey (3)

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. Instruction on portfolio assessment and life-learning papers will also be provided.

Library Research and Thesis Orientation
Students are given information on how to use the library resources in researching their baccalaureate thesis topics. In addition, students are given a complete overview of the thesis project and thesis topic selection procedures.

Bib 436 Ministry from a Biblical Perspective (3)

This course seeks to develop skills for reading and understanding the Bible for today. It includes opportunities for both individual study/application and group (community) learning. Because community building is central to the Fresno Pacific University Idea, and specifically to the Christian ministries major, community will provide the organizing theme of the course.

Min 400 A History of Christian Thought (3)

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 410 Ethical Dimensions of Ministry (4)

An exploration of ethical teachings of the New Testament for ministry issues and problems is covered in this course. (Includes practicum).

Min 403B Personal and Spiritual Formation–Part B: Transformed by Christ (1)

A continuation of the personal/spiritual journey focusing on the spiritual disciplines and the nature and dynamics of spiritual disciplines.

Bib 300A Christian Ministries Community–Part A: Jesus' Life and World (2)

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. The course uses an interactive approach to learning designed to move beyond knowledge and understanding to doing, living and being.

Min 499A Baccalaureate Thesis-Part I (3)

Each student combines his/her research and practical implementation of theories and concepts and develops an individual project. Students present preliminary research design to the instructor and learning group.

Min 420 Ministry Across Cultures (4)

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)

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 care giving and ministry.

Min 440 Conflict Management in Ministry (4)

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)

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 403C Personal and Spiritual Formation—Part C:
Moving into Ministry** (2)

This final session focuses on the formation of ministry and celebrating the call to ministry. (Includes practicum).

Min 499B Baccalaureate Thesis-Part II (3)

The student's research project is written and orally presented to the instructor and the learning group.

Bib 300B Christian Ministries Community: Jesus, Church and Society (2)

Prerequisite: Bib 300 A

Foci of this course center around the principles for living and the role of the Christian church in society. Study of the beatitudes, kingdom principles and parables is focused through life in the church. The Fresno Pacific Idea is helpful in understanding one's role in society.

492 Independent Study (1-4)

Personal, in-depth study of a selected topic not included in regular course offerings. Emphasis is placed upon the student's initiative in the design and execution of the program of study. Permission to enroll must be obtained prior to registration.

CENTER FOR PROFESSIONAL DEVELOPMENT

Associate Dean: Larry Perryman

The Center for Professional Development provides life-long learning for the improvement and enhancement of the professional effectiveness of educators with the primary purpose of improving elementary and secondary education. Its programs are shaped by the Christian faith and seek to educate learners in ways of teaching and valuing that would emanate from a Christian foundation.

Professional development courses at Fresno Pacific University serve a distinct audience of practicing preschool through 12th grade teachers and school administrators. The primary goal of the Center for Professional Development is to meet the needs of school districts and provide courses that will strengthen the teachers, the school districts and the students they serve.

Courses are offered in a variety of ways: traditional classes, independent studies, study tours, workshops, seminars, conferences and institutes. Courses are marketed on the basis of need as determined by the educational consumer.

Policy Statement

Center for Professional Development Courses are primarily designed for students 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 staff development needs. Courses in the 2000 and 3000 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 traditional undergraduate 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.

University Credit

University credit is earned on a semester hour basis. Numbers 1000-1999, 2000-2999 and 3000-3999 designate courses whose purpose is to meet objectives that cannot be served by established undergraduate and/or graduate offerings. Coursework offered for college credit adheres to 45 hours per semester unit for independent study courses and 12.5 contact hours, plus assignment, for one- unit 1000 series 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 seek and receive written approval no later than the first class session.

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 e-mail at profdev@fresno.edu or via the Internet: <http://www.fresno.edu/profdev>.

COURSE DESCRIPTIONS

One-, 2- and 3-unit 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.

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.

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, decision-making and coping skills in the following content areas: personal health, 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, self-image and personal development and social development.

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 the 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 English; 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, programming skills for computers, word processing skills, uses of spread sheets and data bases, review of instructional software and integrating multimedia material into subject area disciplines.

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 and conflict resolution strategies for organizing and operating a classroom.

FRESNO PACIFIC GRADUATE SCHOOL

Dean: John H. Yoder, Ph, D.

GRADUATE MISSION

The mission of the Fresno Pacific Graduate School is to model and to extend the Kingdom of God in this world through offering graduate programs grounded in active scholarship and dedicated to meeting the needs of individuals and society, to viewing both education and learners wholistically and to modeling learning in community. The school seeks to educate students who will share these commitments and who will exemplify the highest standards of academic, professional and personal behavior in the pursuit of excellence in their chosen field.

FRESNO PACIFIC GRADUATE SCHOOL CALENDAR

FALL SEMESTER 2000

Session 1 and Full-Term

July

31 Monday Open registration for fall semester

August

28 Monday Fall semester begins (full-term and session 1)
On campus registration begins at noon in the Registrar's Office

September

4 Monday Labor Day - no classes - offices closed
5 Tuesday Last day to register for full-term or session 1 courses without late fee
6-8 Wed.-Fri. Late registration week for full-term and session 1 courses (\$35 late fee applies)
8 Friday Last day to register for full-term and session 1 courses
29 Friday Last day to change from CR to AU; AU to CR for full-term and session 1 courses
Last day to file application to M.A. candidacy to be eligible to enroll in M.A. seminar or project/thesis proposal class next semester
Application for degree due in graduate office

October

20 Friday Last day of classes for session 1 courses
Last day to drop session 1 courses

Session 2

23 Monday Graduate fall session 2 begins
On campus registration begins at 9 a.m. in the Registrar's Office
30 Monday Last day to register for session 2 courses without late fee
31-Nov. 3 Tue.-Fri. Late registration week for session 2 courses (\$35 late fee applies)

November

3 Friday Last day to register for session 2 courses
Last day to change from CR to AU; AU to CR for session 2 courses
23-24 Th. & Fri. Thanksgiving recess - no classes - offices closed

December

11 Monday Open registration for spring semester
15 Friday Last day of full-term and session 2 classes
Last day to request an incomplete for fall courses
Last day to drop full-term and session 2 courses
20 Wednesday Grades due from faculty for full-term, session 1 and session 2 courses, noon

SPRING SEMESTER 2001

Session 1 and Full-Term

January

8 Monday Spring semester begins (full-term/session 1)
On campus registration begins at 9 a.m.
15 Monday Martin Luther King, Jr. Day - no classes - offices closed
16 Tuesday Last day to register for full-term or session 1 courses without late fee
17-19 Wed.-Fri. Late registration week for full-term and session 1 courses (\$35 late fee applies)
19 Friday Last day to register for full-term/session 1 courses
Last day to change from CR to AU; AU to CR for full-term and session 1 courses
26 Friday Last day to file application to M.A. candidacy to be eligible to enroll in M.A. seminar or project/thesis proposal class next semester
Application for degree due in graduate office

February

19 Monday President's Day - No classes - offices closed

March

2 Friday Last day of classes for session 1 courses
Last day to drop session 1 courses

Session 2

March

5 Monday Graduate spring session 2 begins
On campus registration begins at 9 a.m. in the Registrar's Office
12 Monday Last day to register for session 2 courses without late fee
13-16 Tue.-Fri. Late registration week for session 2 courses
16 Friday Last day to register for session 2 courses
Last day to change from CR to AU; AU to CR for session 2 courses

April

9 Monday Open registration for summer term
13 Friday Good Friday - no classes - offices closed
27 Friday Last day of full-term and session 2 classes
Last day to request an incomplete
Last day to drop full-term and session 2 courses

May

5 Saturday Commencement
9 Wednesday Grades due from faculty for full-term, session 1 and session 2 courses, noon

SUMMER TERM 2001

Session 1 and Full-Term

May

7	Monday	Summer term begins (full-term and session 1) On campus registration begins at 9 a.m. in the Registrar's Office
15	Tuesday	Last day to register for full-term and session 1 courses without late fee
16-18	Wed.-Fri.	Late registration week for full-term and session 1 courses (\$35 late fee applies)
18	Friday	Last day to register for full-term and session 1 courses Last day to change from CR to AU; AU to CR for full-term and session 1 courses
28	Monday	Memorial Day - No classes - offices closed

June

15	Friday	Last day of classes for session 1 courses Last day to drop session 1 courses
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Session 2

June

18	Monday	Summer session 2 begins On campus registration begins at 9 a.m. in the Registrar's Office Last day to file application to M.A. candidacy to be eligible to enroll in M.A. seminar or project/thesis proposal class next semester Application for degree due in graduate office
25	Friday	Last day to register for session 2 courses without late fee
26-29	Mon.-Fri.	Late registration week for session 2 courses (\$35 late fee applies)
29	Friday	Last day to register for session 2 courses Last day to change from CR to AU; to CR for session 2 courses

July

4	Wed.	Independence Day - no classes - offices closed
27	Friday	Last day of classes for session 2 courses Last day to request an incomplete for summer term courses Last day to drop session 2 courses Last day to request and pay fee for continuance of project/thesis
30	Monday	Open registration for fall 2001 semester

August

1	Wednesday	Grades due from faculty for full-term, session 1 and session 2 courses, noon
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GRADUATE COURSES OF STUDY

GRADUATE SCHOOL Program Areas	-CREDENTIALS, DEGREES OFFERED-		
	Certificate	Credential	MA Degree
EDUCATIONAL ADMINISTRATION			
-Administrative Services			
Preliminary Credential		24 units	
Professional Credential		48 units or 40 units + 120 hours	
Intern Credential		25-28 units	
MA Degree			36 units (prel or prof+12)
FOUNDATIONS, CURRICULUM & TEACHING			
-Curriculum & Teaching			
Middle School Certificate	9 units		
MA Degree			37 units
-Library Media Teacher			
Credential		32 units	
MA Degree			42 units (credential +10)
LANGUAGE, LITERACY & CULTURE			
-Literacy in the Diverse Classroom			
CLAD		3 units	
Reading Certificate			7 units
CLAD and Certificate			10 units
MA Degree			37-45 units
-Bilingual-Crosscultural			
Credential		24 units	
MA Degree			37 units (credential +13)
-CLAD Authorization			
	12 units		
-Language Development			
MA Degree			37 units
-Reading/Language Arts			
Credential		24 units	
Reading Language Arts Specialist Certificate	17-19 units		
MA: Reading/Language Arts			37 units (credential +13)
MA: Reading/ESL			37 units
-Teaching English To Speakers of Other Languages (TESOL)			
TESOL Certificate	18 units		
MA Degree			37 units (certificate +19)
MATH/SCIENCE TECHNOLOGY EDUCATION			
-Math Education			
MA: Math Education Emphasis			36 units
-Integrated Math/Science Education			
MA: Integrated Math/Science Emphasis			36 units
-Science Education			
MA: Science Education Emphasis			36 units
-Educational Technology			
MA: Educational Technology Emphasis			36 units
PUPIL PERSONNEL			
-School Counseling			
School Counseling Credential		36 units	
MA: Counseling Emphasis			49 units (credential +13)
-School Psychology			
School Psychology Credential		62 units (coun credential +35)	
MA: School Psychology Emphasis			75 units (psych credential +13)
SPECIAL EDUCATION			
-Special Education			
Level I (for candidates who possess a California teaching credential)			
Mild/Moderate Credential		23 units	
Moderate/Severe Credential		26 units	
Physical and Health Impaired Credential		26 units	
Level I (for candidates who do not possess a California teaching credential)			
Mild/Moderate Credential		32 units	
Moderate/Sever Credential		35 units	
Physical and Health Impaired Credential		35 units	
Level II			
Mild/Moderate Credential*		20 units	
Moderate/Severe Credential*		21 units	
Physical and Health Impaired Credential*		24 units	
*Pending approval by California Commission on Teacher Credentialing			
Resource Specialist Certificate	8 units		
TEACHER EDUCATION			
Multiple Subject Preliminary Credential		31 units	
Subject Matter Preliminary Credential		29 units	
CLAD MS or SM Credential		MS or SM cred+12-18 units	
BCLAD MS or SM Credential		MS or SM cred+CLAD+9 units	
INDIVIDUALIZED MASTER OF ARTS			
-Individualized Master of Arts			36-40 units
ADMINISTRATIVE LEADERSHIP			
-MA: Administrative Leadership			37 units
CONFLICT MANAGEMENT AND PEACEMAKING			
-MA: Conflict Management & Peacemaking			40+ units
Church Conflict Management & Peacemaking	15 units		
Mediation	15 units		
Restorative Justice	15 units		
School Conflict Management & Peacemaking	15 units		
School Conflict Management & Peacemaking	15 units		
Personalized Program	15 units		

GRADUATE PROGRAMS

The Fresno Pacific Graduate School is dedicated to service and to excellence. The programs are characterized by commitment to the needs of the student. They are concerned with developing a community of learners who view education wholistically and who share a commitment to the highest standards of professional, moral and personal behavior. The school offers the master of arts in education degree, courses leading to advanced credentials and other coursework of interest to credentialed personnel. It also offers the master of arts in administrative leadership, the master of arts in conflict management and peacemaking, an individualized master of arts program and the master of arts in TESOL as well as preliminary, clear credential programs for teachers.

The programs of the Fresno Pacific Graduate School are under the general supervision of the dean of the graduate school. The graduate program committee is the governing body making policy recommendations and approving curricula for the graduate programs.

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.

DEGREES

LEADERSHIP, CONFLICT AND PEACEMAKING

Administrative Leadership

M.A. in Administrative Leadership

Conflict Management and Peacemaking

Church Conflict Management and Peacemaking Certificate

Mediation Certificate

Restorative Justice Certificate

School Conflict Management and Peacemaking Certificate

Personalized Conflict Management & Peacemaking Certificate

MA in Conflict Management and Peacemaking

EDUCATION

Teacher Education

Preliminary Clear Multiple or Single Subject Credential

Professional Clear Multiple or Single Subject Credential

Educational Administration

Administrative Services

Preliminary Credential (Tier I)

Professional Credential (Tier II)

M.A. in Education

Intern Credential

Foundations, Curriculum and Teaching

Curriculum and Teaching

M.A. in Education

Library Media Teacher

School Library Media Teacher Credential

M.A. in Education

Language, Literacy and Culture

Bilingual-Cross-Cultural Education

Bilingual Cross-Cultural Credential

M.A. in Education

Language Development

M.A. in Education

Reading/Language Arts

Reading/Language Arts Specialist Certificate

Reading/Language Arts Credential

Reading/ESL Credential

M.A. in Education

MATH/SCIENCE/EDUCATIONAL TECHNOLOGY EDUCATION

Math Education

MA in Education

Integrated Math/Science Education

MA in Education

Science Education

MA in Education

Educational Technology

MA in Education

PUPIL PERSONNEL

School Counseling

School Counseling Credential

MA in Education

School Psychology

School Psychology Credential

MA in Education

SPECIAL EDUCATION

Level I

Mild/Moderate Credential

Moderate/Severe Credential

Physical & Health Impaired Credential

Resource Specialist Certificate

INDIVIDUALIZED MASTER OF ARTS

This program is designed by the student under the guidance of a faculty adviser and committee.

TESOL

Teaching English to Speakers of Other Languages Certificate

M.A. in TESOL

All programs are accredited by the Western Association of Schools and Colleges and, where appropriate, by the Commission on Teacher Credentialing.

MENNONITE BROTHERS BIBLICAL SEMINARY—COOPERATIVE AGREEMENT

The graduate school 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 adviser before proceeding. Tuition and registration procedures in both institutions are organized so as to facilitate such cross-institutional enrollment.

CREDENTIALS AND CERTIFICATES

Credential programs in education are approved by the California Commission on Teacher Credentialing. Credential programs in education include administrative services, bilingual/cross-cultural, school counseling, school psychology, reading/language arts, school library media, special education, preliminary and clear multiple subject teaching credential, preliminary and clear subject matter teaching credential, multiple subject teaching credential with CLAD or BCLAD and subject matter teaching credential with CLAD or BCLAD. Valid California basic teaching credentials and verification of teaching experience are required for admission into some of these programs.

The school also offers certificate programs in Teaching English to Speakers of Other Languages (TESOL), the resource specialist, the middle school, church conflict management and peacemaking, mediation, restorative justice and school conflict management and peacemaking.

ADMISSION

Admissions Philosophy

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

The graduate school encourages 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 school is prepared to consider nontraditional indicators of academic potential in its admission decisions where deemed appropriate.

GRADUATE SCHOOL ADMISSION REQUIREMENTS

Admissions Criteria

In order to be admitted to any program within the graduate school, students must meet three general admissions criteria as well as any additional program-specific requirements:

Academic

Appropriate academic background for pursuit of the selected course of study.

Evidence that the student is capable of graduate level performance and is likely to be successful in the selected program.

Personal

Evidence of personal values that are generally compatible with the mission and philosophy of the university and graduate school.

Professional

Evidence of commitment to professional growth and excellence and an orientation toward serving human need within the professional context.

These general criteria are normally assessed as indicated under admissions requirements below. Additional requirements of individual programs are specified in the program descriptions.

Classification

All students must file an application to the graduate school in order to register for any graduate courses. For most programs applicants may meet this requirement in either of two ways:

1. Application for unclassified standing with subsequent application for admission to classified standing
- or
2. Application for classified standing

Special admission requirements for applicants to the master's degree in administrative leadership and teacher education credential programs are noted in the program sections of the catalog.

Application for Unclassified Standing

Application for unclassified standing may be made prior to, or simultaneously with, initial registration for a course. Admission to unclassified standing requires graduation in good standing from a regionally accredited baccalaureate institution (or its equivalent as determined by the university). A \$10 nonrefundable application fee must accompany the application. A maximum of 12 units taken in unclassified standing may be applied toward completion of a program or degree.

Applicants granted admission to unclassified standing must apply for (and be granted) admission to classified standing in order to work toward a credential, certificate, or degree.

Senior undergraduates at Fresno Pacific College 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 undergraduate program mentor.
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 graduate dean.

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 number one and must additionally include a letter of good standing from their home institution.

Application for Classified Standing

All students who intend to work toward a degree, credential, or certificate must apply for and be granted, classified standing in the division and in the program to which they apply.

Students seeking financial aid are required to be admitted to classified standing before financial eligibility can be determined. These students are advised to apply for admission during the semester prior to their need for financial aid.

Admission Requirements

Unclassified Standing

A bachelor's degree from a regionally accredited institution or equivalent is required.

Classified Standing

Admission to classified standing shall be based on the following minimum requirements:

1. Completion of an application for admission to graduate classified standing accompanied by a nonrefundable application fee.
2. Submission of the official transcript verifying graduation from a regionally accredited baccalaureate institution or its equivalent. Official transcripts of any graduate work taken at other institutions deemed by the applicant to be relevant to their application and/or their intended work at Fresno Pacific University are also required. (Any courses to be considered for transfer or as a basis for waiver of specific course requirements must be supported by official transcripts.)
3. Either (a) completion of at least 6 graduate units within the proposed program of study at the Fresno Pacific Graduate School with a minimum 3.0 grade-point average and submission of a reference from a Fresno Pacific Graduate School graduate faculty from whom the student has taken a class (form available in the Graduate Office) or (b) report of a GRE or MAT examination score (international students refer to #4 of next section.). Official transcripts verifying completion of a master's degree from an accredited institution may be used to fulfill this requirement.
4. Submission of a portfolio containing a personal statement that reflects personal and professional development and a work sample that includes two written pieces that demonstrate the ability to be thoughtful and reflective on a topic related to the proposed field of study. (Refer to application packet for detailed information.)
5. Three current references, at least two of which shall be from an immediate supervisor or administrator who is able to comment on professional work and personal characteristics. Individuals applying directly from a bachelor of arts program may submit references from

undergraduate professors but are encouraged to include a work-related reference where possible. The third may be from a Fresno Pacific Graduate School faculty member.

6. Personal interview with the director (or designee) of the program to which application is being made. Alternative arrangements may be made for out-of-state or international students applying from overseas.
7. Successful completion of the CBEST, a basic teaching credential and verification of teaching experience will be required in some advanced credential programs in education.
8. Specific programs or emphases may have additional requirements. These may include a request to complete additional coursework in areas of weakness prior to or concurrent with admission. The Admissions Committee reserves the right to request additional information if deemed necessary.
9. Exceptions to stated admissions requirements may be made only upon the recommendation of the Admissions Committee with final approval by the dean of the graduate school.

NOTE: Some programs may have admission requirements in addition to those stated above. Consult the relevant section of this catalog, the Graduate School Office, or the director of the program of interest for more information.

International Students

In addition to the above, requirements for international students include the following:

1. Provision of documentation to enable issuance of I-20 in accordance with immigration authority rules.
2. Submission of a TOEFL score of at least 550 (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).
3. Certified translation and statement of equivalency for undergraduate and other degrees held and for any credit for which transfer may be considered.
4. Submission of an official report of a recent GRE score taken within the last five years.

International applicants should obtain an international application packet for special instructions regarding the portfolio requirement.

REGISTRATION

Course schedules are normally available two months prior to the beginning of each term. Schedules are free of charge and may be obtained by calling the Registrar's Office at (559)453-2037.

Registration generally begins four weeks prior to the beginning of each term. Late registration week (\$35 late fee) is the second week of each session. Registration after late registration week requires an appeal to and approval by, the dean of the graduate school. In such cases, special processing and late registration fees apply. Special conditions may apply to some courses. Refer to the graduate course schedule.

Students may register in the following ways:

1. **Counter registration in the Registrar's Office.**
2. **Mail registration. Registration materials will be sent upon request and may be returned by mail. Students may call the Registrar's Office at 559-453-2037.**

PROGRESSION TOWARD DEGREE

Requirements for Advancement to Candidacy

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

In order to advance to candidacy, students are to submit an application for M.A. candidacy to the Graduate School Office. Applications should be submitted in the semester prior to the first intended seminar course or the project/thesis proposal course. Students are encouraged to submit the application by the first day of session 2 classes in order to allow enough time for the evaluation to take place.

Enrollment in Project/Thesis or Masters Seminars

Candidates may enroll in project/thesis or masters seminars 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, be approved for master of arts candidacy and secured approval of his or her project/thesis plan from the project thesis adviser and committee.

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 which 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 or a thesis.

When students near the end of their coursework, they are to schedule an appointment with the program director to discuss ideas for possible theses or projects. Prior to beginning work on the project/thesis, students will enroll for a 1-unit proposal experience. This is taught tutorially and will result in a completed proposal. The student will review procedures as well as obtain a conceptual overview of the process of formulating and completing a thesis or project. An advising committee will be appointed for each student pursuing a project or thesis by the program director. The adviser serves as chair.

After completion of the project/thesis proposal course, candidates must be continuously enrolled each semester until the project/thesis is completed. (Refer to graduate courses section of the catalog for course descriptions and registration guidelines-course numbers 797, 798, 799.)

The adviser will work closely with the student until she or he is satisfied that the manuscript generally meets the school's expectations in matters such as content, style, structure and

format. When the committee has signed off on the project or thesis, it is forwarded to the Graduate School Office and will be forwarded to a reader for approval or disapproval as bindable copy. (See deadline dates in graduate class schedule.) Unless approved otherwise by the committee, students are to follow APA style. The school's project/thesis handbook provides further details about the mechanics of preparation and presentation and should be followed carefully. Students are responsible to follow submission deadlines as noted in the graduate calendar.

Masters Seminar

The masters seminar is comprised of a two-course sequence. These two 3-unit courses deal with critical issues in education and with the process of obtaining funding through writing proposals. These courses (DVN 777A and DVN 777B) may be taken in lieu of the thesis or project.

Degree Completion and Conferral

An application for degree must be submitted to the Graduate School Office within the term during which the last courses for the degree are being completed (see deadline on graduate calendar). Degrees are conferred upon satisfactory completion of all requirements following final evaluation and transcript posting by the Registrar's Office. The graduation date recorded on the transcript and diploma is the last day of the term during which degree requirements are completed. Diplomas are mailed to graduates several weeks after the posting of the degree.

Time for Completion of Degree

All requirements for a degree program with less than 40 required units must be met within six years of admission to that program. Programs with 40 or more required units must be completed within seven years of admission. A petition (directed to the program director with approval by the dean of the graduate school) for a one-time extension of 12 months may be considered in unusual cases. All courses to be considered toward a degree (including transfer units) must have been completed within 10 years of the award of the degree.

Exception: Students in the M.A. in administrative leadership program must complete degree requirements within three years (see MAAL program section of catalog).

Second Master's Degree or Additional Emphasis

Students may complete a second master's degree (the first degree may be taken at Fresno Pacific or elsewhere) or an additional emphasis for a previously completed degree with the graduate school under the following conditions:

A maximum of 6 units from one degree may be used to meet the requirements of the second degree. A minimum of 30 new Fresno Pacific Graduate School units must be completed as part of the second degree. 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. 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.).

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.

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 Graduate

School courses.

Commencement

Commencement is in early May. Students are eligible to participate in commencement provided their intention is to complete their degree requirements no later than the summer term immediately following. Intent to participate in commencement is indicated on the application for degree form.

ACADEMIC POLICIES

Course Load

Load policies for courses other than field experiences are outlined below. Exceptions should be approved by the relevant program director and the dean of the graduate school.

Full-time Students

The usual course load for full time students is 12 units per semester with a maximum allowable load of 18 units of 600 level courses or 16 units of 700 level courses.

Employed Students

Students employed full-time should take no more than 7 units per semester.

Summer Session

The usual course load for full-time students in the summer session is 6-9 units over the 12-week term with a maximum allowable load of 12 units. No more than 4 units should be taken at any one time concurrent with full-time employment.

Definition of Full-Time Status

Students enrolled in 12 or more units of graduate level courses are considered full-time. Students must take a minimum of 6 units at classified standing in a term to be eligible for federal financial aid.

Course Numbering System

The following course numbering system is used to indicate the academic level of graduate 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. Specific courses may in some cases be applied to a Master Degree, subject to the regulations of the program area. A limited number of these courses may be taken by undergraduates 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
770-779	Divisional courses (may be foundational or culminating). Courses numbered 775 or higher require classified standing and permission of the program director.
786	Special topics; subject area may be varied to meet special needs of programs; permission of program director required
788	Directed study*
789	Independent study*
790	Arranged study*
791	Tutorial*
792-793	Practicum or field-based experience

794	Internships
797	Continuous registration
798/799	Project/thesis

*See "special courses" in graduate courses section of catalog.

Grading System

Grade Symbols

A, B, C, F is the basic graduate grading system of the Fresno Pacific Graduate School and applies to all coursework acceptable toward a degree program except for those courses graded solely on a credit/no credit basis.

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.

Grades Not Included in the Grade-Point Average

- CR Credit: Completion of the course with a performance of B or better.
- NC No credit: Completion of the course with a performance below B; failure to complete all the course requirements.
- IC Student never or rarely attended and did not officially withdraw
- AU Audit (satisfactory)
- UA Audit (unsatisfactory)
- S Satisfactory participation
- U Unsatisfactory participation
- R Research in progress
- W Withdrawal
- I Incomplete
- IP In-progress

Incomplete

A grade of incomplete may be requested if unavoidable circumstances make it impossible to complete all course requirements as scheduled. When an "incomplete" is granted, course requirements must be completed before the end of the following term (spring, summer, fall). Petitions for extensions beyond the first term must be made to the graduate dean.

Forms for requesting an incomplete are available in the Registrar's Office. It is the student's responsibility to initiate the incomplete request process by securing the instructor's signature on the request form and returning the form to the Registrar's Office no later than the last day of semester classes (see graduate calendar).

If the request for incomplete is approved, a grade of "I" (Incomplete) will be posted to the student's transcript for that course. On the request for incomplete form, the instructor reports the grade that the student has earned based on the quantity

and quality of work completed at the time grades are due. This grade will replace the "I" grade if the coursework is not completed at the end of the time extension.

A \$10 incomplete fee is charged when incompletes are approved.

Audit

Students wishing to attend classes without receiving college credit may register for those courses as auditors. Enrollment as an auditor is subject to permission of the professor. Regular class attendance is expected and the student may be required to participate in any or all classroom activities at the discretion of the professor.

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.

Participation

Selected courses may be pre-designated as available for a non-credit "participation" option entailing a lower tuition fee. (See section on financial information.) 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.

A course satisfactorily completed for participation is listed on the transcript with a grade of S. Participation courses not satisfactorily completed will appear on the transcript with a grade of U.

In-Progress

A grade of in-progress is used for courses such as field practicums that span two or more terms. When students enroll in in-progress courses, the credits and grades are deferred until the final term of the course. The maximum time allowable for an in-progress course is three terms.

Grade Change

Grades submitted by a professor to the Registrar's Office are considered official and may be changed only by a professor on the basis of clerical or other error. Grade changes may not be made more than two terms after course completion.

Should a student believe that a clerical error has been made, the professor must be contacted. Should the professor concur with the student, the professor will file a grade change form with the Registrar's Office.

Should the student believe that a grade change is warranted for reasons other than clerical error, the student may file a petition form (available in the Registrar's Office) with the dean of the graduate school.

Incompletes

A grade of incomplete may be requested if unavoidable circumstances make it impossible to complete all course requirements as scheduled. Normally, when an incomplete is granted, course requirements must be completed before the end of the following term (spring, summer, fall). At the end of this term extension, the instructor will report to the Registrar's Office an appropriate grade based upon the quality of work completed. Failure to complete coursework within the time extension results in a grade of NC being given for the course. Reenrollment is then required in order to complete the course and receive credit.

Forms for requesting an incomplete grade are available in the registrar's and graduate offices. The student must initiate the incomplete request process by obtaining a request form from the registrar's office and meeting with the instructor to determine remaining requirements. The completed request form must be

filed with the Registrar's Office (with the \$10 fee attached) no later than the Friday prior to the week in which grades are due from the instructor (see graduate calendar).

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 adviser prior to enrollment to complete a new program advisement form and submit an application for change of status with the graduate office. Such people will be required to meet any new program regulations which may apply and will be subject to a review of course recency and transfer credit.

Transfer or Waiver of Courses

Transfer of Courses

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 request for transfer or waiver 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 Graduate School 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).
3. Courses transferred to meet requirements for an M.A. must be:
 - a. Designated as graduate courses applicable toward an M.A. by the institution where the course was taken.
 - b. The grade achieved must be B or better.
 - c. The course must not have been used to meet requirements for another degree.

Waiver of Courses

Program directors may authorize waiver of course requirements when the director judges that the student has taken a course or courses that fulfill the competencies for the course waived. If 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 and completion of the request for transfer or waiver form.

Limitations on Waiver/Transfer of Courses

Normally, 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 must have been completed within 10 years of the award of the degree.

Unless stated otherwise for a specific graduate program, a maximum of 9 semester units may be transferred or waived.

Grade Reports and Transcripts

Final grade reports will be issued to students following the close of each semester. An official transcript of a student's record will be issued upon the written request of the student and payment of a \$5 transcript fee.

Consequences of Nonattendance

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.

Right to Appeal

Appeals for exception to academic policies may be made by filing a petition in the Registrar's Office. Petitions will be forwarded to the appropriate academic official or committee for consideration.

TUITION

Listed below is the schedule of fees and tuition charges for enrollment in graduate courses.

The university reserves the right at any time to change its student charges, modify its services, or change programs of study if the board of trustees deems it necessary to do so.

Tuition

General graduate (700 level)	\$290 per unit
Audit (700 level)	\$145 per unit
Participation (700 level, by approval only)	\$218 per unit
Teacher education (600 level, 12-18 units)	\$5,700 per semester

Less than 12 units or more than 18 units in any semester are charged at \$370 per credit unit if taken within teacher education, or at the current per unit rate for the program from which the course(s) are taken.

MAAL (6-12 units) \$3,900 per semester for four semesters (or \$15,600 total). Less than 6 units or more than 12 units in any semester, or over 40 unit cap, are charged \$425 per unit. (Note: Students enrolled in other FPU graduate programs may take courses at the regular graduate school tuition rate; however, if they later elect to enter the program, they will be responsible for completing the full \$15,000 assessment.)

While it is hoped that students will find their specific interests addressed within the MAAL program's core and elective system, it is recognized that there are times when this may not be possible. With prior, written approval of the program director, up to 9 graduate units may be transferred into the program in lieu of specific electives. Upon presentation of the transcript showing completion of the work and a receipt indicating tuition paid, along with the program director's signature of approval, an adjustment in the amount of tuition paid for the transferred courses (not to exceed the per unit cost for courses in the MAAL program at FPU) will be made to the student's MAAL tuition payment. A \$25 handling and processing fee is charged for each course transferred.

SERVICE FEES

Application for admission to the graduate school	\$75
Unclassified standing application fee	10
Basic credential evaluation fee	75
Late registration/late add fee	35
Late payment fee	35
Processing fee	10
Special processing fee	35
Incomplete grade 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)	290
Transcript fee	5
MAT test fee	40
Degree application fee	65

Returned check fee _____ 20
Technology fee for On-line courses (per unit) _____ 40

Interest of 10 percent per annum is assessed on all student balances which are unpaid for more than 30 days.

RE-APPLICATION FEE

Students who have been inactive for a period of seven years or more must complete a new application including the current application fee. For students who have successfully completed a program at FPU (undergraduate, credential, certificate or masters), the fee is reduced to half of the current application fee.

STUDENT ACCOUNT POLICIES

Payment of Tuition and Fees

Graduate students may pay for classes by cash, check, Mastercard, Visa, Carte Blanche, Diners Club, JCB, or Discover Card.

Payment in full is required when a student registers. Upon request in advance, payment arrangements may be made at the time of registration. If a payment arrangement is made, the student will be required to pay half at the time of registration and the balance on the first of the following month. Full-time teacher education students may make payment arrangements for up to four payments per semester.

Student accounts with payment not received within seven calendar days after date due will be assessed a late payment fee of \$35. If payment is not received by the 20th of the month, the student may be administratively withdrawn.

A student may not enroll for a semester if there is an unpaid balance on their account.

Financial aid that is expected to be received from or through the university can only be counted as acceptable payment if the Financial Aid Office has guaranteed its receipt, or if it has already been credited to the student's account.

While a balance is owed to the university, the university will not release a student's transcripts, diplomas, or credentials.

Returned Check Policy

Use of personal checks on campus is a privilege. The first returned check is charged a \$20 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. 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. Non-payment of returned check will enter the collection process.

Reinstatement

A student who has been administratively withdrawn may petition for reinstatement if extenuating circumstances exist. Such an appeal is made to the Student Accounts Committee with representatives from faculty, Business Office, Registrar's Office and Student Financial Services Office. If reinstatement is granted, the student must pay the late fee of \$35, a reinstatement fee of \$40, plus interest of 10 percent (annual) on the unpaid balance until paid. For sufficient cause the committee may waive the reinstatement fee and interest.

Withdrawals/Refunds

Refunds are based upon the day in which the official withdrawal form is completed and submitted to the registrar's office. REFUNDS ARE NOT BASED ON THE DATE THE STUDENT CEASES TO ATTEND COURSES.

There is no automatic withdrawal for no-shows or non-attendance. It is up to the student to withdraw if the decision is

made not to continue in the class. The student will be responsible for tuition and fee charges associated with registration until officially withdrawn.

Refund Schedule

Any withdrawal prior to the first day of the session will receive a full refund.

For courses dropped within the first week of the session a total tuition refund, less a \$10 handling fee, will be made. Courses dropped during the second week of the session will result in a 90 percent refund. For courses dropped after the end of the second week, the refund decreases by 10 percent each week. NO REFUND WILL BE MADE FOR WITHDRAWALS AFTER THE FOURTH WEEK OF THE SESSION.

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

Appeals

Appeals of student accounts policies may be made by filing an official petition with the Business Office. This petition will be reviewed by the student accounts committee, which is made up of representatives from faculty, Business Office, Registrar's Office, Student Financial Aid Office and Student Life Office. Appeals of committee decisions may be made to the president or director of budget and finance, who will review the committee's decision.

FINANCIAL AID

General Information

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 assistance. Such students are encouraged to apply for aid. Financial aid is awarded without discrimination as to gender, race, color, national or ethnic origin, age, or handicap. A student must be registered for at least 6 units per semester to receive any type of financial aid.

The graduate school offers two basic types of financial aid: **scholarships and grants, which do not have to be repaid and loans, which must be repaid. Most loans and grants are awarded on the basis of a combination of scholastic or other achievement and demonstrated financial need.**

Application Procedures

Students wishing to apply for financial aid must be admitted to classified standing and should follow the steps below:

- Step 1:** Submit a completed graduate school application for admission and arrange for transcripts, test scores and any other supporting documents to be sent to the university. *Financial aid applicants must be accepted for admission to classified standing before financial eligibility will be determined. (See graduate admission requirements section of the catalog.)*
- Step 2:** Submit a completed Free Application for Federal Student Aid (FAFSA) to the financial aid office.
- Step 3:** Submit the FPU financial aid application to the Financial Aid Office. This application and a free application for federal student aid (FAFSA) must be on file in order to be considered for financial aid.

Processing Time

An offer of financial assistance will be mailed to the student after application requirements have been completed. The offer will list type and amount of assistance for which the student is eligible. The first offer

is an estimate of funding and is contingent upon final notification from funding sources and verification of the information reported on the FAFSA. The application process can be lengthy. The following is an average processing timeline:

FAFSA processing _____	2-3 weeks
Award determination _____	1 week
Student contact _____	2-4 weeks
Loan processing _____	3-4 weeks

The student may shorten the processing time by responding to all correspondence and submitting requested documents as quickly as possible.

Federal Aid Programs

Perkins Loan (formerly NDSL)

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 \$9,000 at the undergraduate level and \$18,000 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 or 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. This loan is administered through the Student Financial Services Office.

Stafford Student Loan (formerly GSL)

Subsidized and unsubsidized loans are available to both graduate and undergraduate students. The variable interest rate is currently 8.25 percent with a cap of 8.25 percent. The loan is obtained from a financial institution working in cooperation with the student financial services offices. Yearly loan maximums are \$8,500 for graduate students, including teacher credential candidates, with an aggregate maximum of \$65,500, which includes undergraduate borrowing. Graduate students may borrow up to \$10,000 with an aggregate maximum of \$73,000. An origination fee and insurance premium are deducted from the student's loan check by the lender in order to help defray the costs of the program. Currently the total deducted is 4 percent of the amount borrowed. These are mandated by federal regulations.

State Aid Programs

Teacher Credential Cal Grant

Students may qualify for between \$5,250 and \$7,164 by renewing their undergraduate Cal Grant for a preliminary credential within 15 months of the last time the undergraduate grant was used.

California State Fellowship

Graduate fellowships are offered by the California Student Aid Commission to full-time graduate or professional students. These awards are based on need and academic ability. Awards may be used only for the payment of tuition and fees.

APLE Program

The Assumption Program of Loans for Education (APLE) is for students who will be entering the teacher education field. Under the provisions of the program a student may have up to \$8,000 of their student loan debt forgiven by the California Student Aid Commission. Applications are generally due by mid-June each year. The applicants are selected by the Student Financial Services Office and the Teacher Education Division using various criteria including, but not limited to, need, loan debt and GPA.

Fresno Pacific University Programs

FPU Church Match

Fresno Pacific University will match gifts from the church up to \$250 per semester, not to include summer; Mennonite Brethren church gifts are matched 2-1.

Graduate Grant

Variable awards (awards split evenly over the period of enrollment) for students based on financial need, dedication and commitment to quality scholarship in academic work demonstrated in a minimum of 6 units of graduate work at FPU. Students should show promise of making a positive contribution to schools and schooling in a way that is a credit to FPU. Special consideration will be given to underrepresented groups of FPU graduate students.

Graduate Loan

A 9 percent interest loan with repayment beginning after a six-month grace period from the time a student is no longer enrolled at FPU. Criteria for graduate grant apply to the graduate loan. Loan amounts from \$250 to \$1,000.

Syllvani Curriculum Loan

A 9 percent interest loan is available for students enrolled in math/science method courses, accepted into the teacher training program, showing financial need and demonstrating a high degree of scholarship. Loan amounts from \$250 to \$1,000.

Joleen Boren Loan

A 9 percent interest loan is available for students in the M.A. program in reading education who show financial need and high academic ability. An essay and application are required. Applicants must be recommended by the reading faculty. Loan amount, \$500.

Teacher Education Grant and Distinguished Leadership Scholarship

Grants of \$1,000-\$5,000 and two scholarships are available to assist in meeting the tuition costs of the teacher education program. Separate applications are required. All students who meet the requirements for admission are eligible to apply.

AIMS Education Foundation Graduate Scholarships

A limited number of half-tuition scholarships are available for students in the graduate math, science, integrated math/science and computer education programs. The goal of the AIMS scholarships is to produce leaders in the fields of math, science and technology education. Therefore, scholarships will be awarded to those students who demonstrate the greatest potential for leadership in the above areas. After completing 6 units, awardees will receive half-tuition scholarships. Full tuition will be paid for the last 6 units of the program. Special consideration will be given to those applicants who demonstrate financial need.

Johnson Family Scholarship

A scholarship program for those who show financial need and have large loan debt. Selected by the Student Financial Services Office and the Teacher Education Division.

Private Programs

The following groups have loans and scholarships that are announced through the FPU Student Financial Services Office. Contact the Financial Aid Office for further information.

Grad Excel Loan

Educational Credit Corp. Loan

American Association of University Women Scholarship

Church Women United Scholarship
Orville Redenbacher Scholarship
Mensa Scholarship
Tulare and Fresno Area Reading Councils Grant

Satisfactory Progress for Financial Aid

Financial aid recipients at Fresno Pacific University are expected to make satisfactory progress toward a degree or credential. Students must earn and maintain a minimum 3.0 grade point average on a 4-point scale. Students who fall into the following categories will be automatically disqualified from receiving future financial aid funds:

1. Successfully complete less than the number of units for which aid was received.
2. Earn a G.P.A. of less than 3.00 in any given term at FPU.

Students who have been disqualified due to failure to maintain satisfactory academic progress have a right to appeal their disqualification through the Academic Review Committee.

ADMINISTRATIVE SERVICES DIVISION

Division Head: Kenneth Engstrom, Ed.D.

ADMINISTRATIVE SERVICES PROGRAM

Program Director: Kenneth Engstrom, Ed.D.

The graduate school offers work leading to a preliminary credential, an administrative Intern Credential, a professional credential and a master of arts in education degree with an emphasis in administrative services.

The preliminary credential program and the intern credential focuses 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 48 unit administrative services credential program where such courses are judged by the program director to be equivalent to those required in the graduate school 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 (first tier)

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 practicum experiences. The coursework scope and sequence is developed to provide an acceptable balance between theory and practice. The practicum experiences 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 or 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 705	Community Relations (2)
ADM 706	Administrative Technology (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—Community Relations/Administrative Technology (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.

Administrative Intern Credential (first tier)

The program competencies for the Intern Credential are identical to the preliminary administrative services credential and requires the enrollment in a one unit **ADM 793G** Internship each semester until the Internship

coursework is completed (Tier One). 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.)

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 M.A. and Tier 2 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

Courses for Preliminary Credential

ADM 700	Curriculum Leadership (4)
ADM 705	Community Relations (2)
ADM 706	Administrative Technology (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—Community Relations/Administrative Technology (2)
ADM 792C	Practicum #3—Administration and Personnel Management (2)
ADM 792D	Practicum #4—Finance and Legal Aspects (2)

Core

ADM 725	Curriculum Assessment (3)
ADM 730	Research in Educational Administration (3)
ADM 735	Leadership and Change (3)
DVN 779	Values in School and Society (3)

Professional Administrative Services Credential (second tier)

Those wishing to enter the second tier of the professional administrative services credential program must have completed the certificate of eligibility and have an administrative position requiring the preliminary administrative credential.

The units required 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 tier two requirements.

REQUIRED COURSES

The 24 unit additional requirement for the professional administrative services credential includes:

Direct Instruction (12)

ADM 725	Curriculum Assessment (3)
ADM 730	Research in Educational Administration (3)
ADM 735	Leadership and Change (3)
DVN 779	Values in School and Society (3)

Field Experiences (4)

ADM 793A Seminar #1—Induction Plan (2)

ADM 793D Seminar #4—Evaluation of the Induction Plan (2)

Electives (8)

The elective option includes eight units of approved graduate or doctoral level courses. See the program director prior to enrollment in the second tier program.

Option A

Select eight units from the following courses:

ADM 760 Law for Educators (3)

ADM 793B Seminar #2 - Supplemental Mentoring (2)

ADM 793C Seminar #3 - Peer Coaching (2)

ADM 793F Participation (1-4)

ADM 793G Internship (1-4)

DVN 775 Seminar in Learning Theory (3)

Option B

Nonuniversity credit 120 hours, (equivalent to 8 semester units and subject to prior approval of the program director)

1. ACSA
2. CSLA
3. County office
4. District
5. Other

Option C

CRI/CMP 1-8 Conflict Management

Option D

Ed.D/Ph.D 1-8 Doctoral Program

FOUNDATIONS, CURRICULUM AND TEACHING DIVISION

Division Head: Rod Janzen, Ed.D.

This division houses two master's programs and a number of foundational (divisional courses taken by students from the programs. The division includes both curriculum and teaching and school library media teacher programs. These programs are designed for teachers who are interested in being, or are at present, curriculum and teaching leaders in their schools and/or school districts. On the following pages, each of the programs is described along with coursework requirements for certificates, credentials and /or degrees offered by each.

CURRICULUM AND TEACHING PROGRAM

Program Director: Rod Janzen, Ed.D.

The graduate school offers a master of arts degree program in education with an emphasis in curriculum and teaching designed for teachers who want to focus major attention on new approaches in one or more major subject matter areas while simultaneously looking at new trends in curriculum development in general.

Master of Arts in Education Curriculum and Teaching Emphasis

The curriculum and teaching program has multiple subject and secondary paths allowing teachers to study in those areas most relevant to their teaching. This program prepares people to teach innovatively with focus on the most recent research connected closely to actual classroom situations and environments.

The curriculum and teaching master's program is viewed by some secondary teachers as an alternative to a straight subject matter master's degree. Multiple subject students find themselves introduced to new thinking in all subject areas. The degree is helpful to those teachers who want to work on school or district curriculum development teams or as mentor or master teachers and/or curriculum consultants.

Students in the curriculum and teaching masters program may design individualized courses of study which focus attention on content areas or issues that are most relevant to personal or professional interests.

CLAD/BCLAD courses may be used to meet requirements of the content section of the curriculum and teaching masters program.

Up to 12 units of teacher education coursework may be used toward meeting requirements of the curriculum and teaching masters program. Multiple subject teachers may use the courses EDUC 600 Foundations of Education, EDUC 612 Teaching Elementary Science, EDUC 614 Teaching Elementary Mathematics, EDUC 615 Teaching Elementary Reading and Writing and EDUC 616/617 Multiple Subject Curriculum I/II as substitutional options for curriculum masters program course requirements. Secondary teachers may use the courses, EDUC 600 Foundations of Education, EDUC 625 Teaching Secondary Reading and Writing, EDUC 626/627 Subject Matter Curriculum I/II as well as subject matter pedagogy courses (in English, social science, mathematics, science, etc.) as substitutional options for curriculum master's program course requirements.

The master of arts in education degree with a curriculum and teaching emphasis requires a minimum of 37 semester units of coursework.

SUGGESTED COURSE OUTLINE

Phase I—Foundations

CRI 700 Curriculum Design and Evaluation (3)

CRI 701 Current Topics in Curriculum (3)

DVN 775 Seminar in Learning Theory (3)

or

CRI 703 Seminar in Curriculum Integration (3)

Phase II—Content (Multiple Subject Structure)

CRI 730 Social Science Concepts and Teaching Approaches (3)

LLC 700 Reading Process and Practice (3)

LLC 705 Language Acquisition and Cross-Cultural Communication (3)

MSE 730 Processes and Concepts in Science (Science Festival) (4)

MED 720 Explorations in Elementary Mathematics (Math Festival) (4)

or

Individualized Program

Phase II—Content (Secondary Structure)

Fifteen graduate-level units related to the student's own subject area specialization (for example: CRI 730 Social Science Concepts, CRI 740 English Concepts, etc)

or

Individualized Program

Phase III—Integration

CRI 702 Seminar in Curricular Innovations and Change (3)

CRI 704 School Conflict Management and Mediation (3)

DVN 779 Values in School and Society (3)

CRI 798, 799 Proposal and Project/Thesis (1, 3)

or

DVN 777A/B Masters Seminar (3,3)

Middle School Certificate Program

The middle school certificate program is a 9-unit program designed to introduce students to a wide range of middle school issues and curriculum trends.

REQUIRED COURSES

CRI 701 Current Topics in Curriculum (3)

CRI 720 Early Adolescent Psychology (3)

CRI 721 Middle School Foundations (3)

Concentration in School Conflict Management and Peacemaking

The school conflict management and peacemaking concentration is intended to prepare teachers and curriculum/school leaders to become effective conflict managers and educators in peacemaking and conflict management in their classrooms and schools. This emphasis also requires a minimum of 37 units of coursework.

REQUIRED COURSES

Phase I—Foundations

CRI 700 Curriculum Design and Evaluation (3)

CRI 701 Current Topics in Curriculum (3)

DVN 775 Seminar in Learning Theory (3)

Phase II—Content—School Conflict Management and Peacemaking

Core

CMP 730 Historical Peacemakers (3)

CMP 748 Discipline that Restores (3)

CMP 754 Curriculum in Conflict and Peacemaking (3)

CMP 756 Introductory Practicum in Mediation (1)

ELECTIVE COURSES

Choose a minimum of 5 units from the following courses:

CMP 708	Conflict Analysis (3)
CMP 716	Group Dynamics and Processes (3)
CMP 720	Intercultural Communication (3)
CMP 736	Institute in School Peer Mediation Program Development (1)
CMP 738	Institute in School Discipline That Restores Program Development (1)
LLC 705	Language Acquisition and Cross-Cultural Communication (3)

Other approved elective

Phase III—Integration

CRI 702	Seminar in Curricular Innovations and Change (3)
CRI 704	School Conflict Management and Mediation (3)
DVN 779	Values in School and Society (3)
CRI 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 777A/B	Masters Seminar (3,3)

LIBRARY MEDIA TEACHER PROGRAM

Program Director: Jo Ellen Misakian

The graduate school offers a credential and a master of arts in education with a school library media teacher emphasis. The effective school library media teacher must be able to work cooperatively with classroom teachers to develop and implement programs related to curriculum as well as to select, organize, manage and guide the use of learning resources.

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. This 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. 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 sequence is determined on the basis of past experiences and courses.

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 School Media Center (3)
LIB 720	Analysis, Evaluation and Selection of Learning Resources (3)
LIB 725	Information Services in School Library Media Programs (3)
MCE 760	Technology Festival I: Curriculum Integration (2)
MCE 761	Technology Festival II: Leadership and Support (2)
LIB 740	Data Base Systems: Management and Instruction Applications (3)
LIB 745	Organization of Learning Resources (3)
LIB 792	Field Studies in School Librarianship (4)
LLC 700	Reading Process and Practice (3)

LLR 730	Exploration in Literature (3)
or	
LLR 731	Literature Study in the Classroom (3)
or	
LLR 732	Adolescent Literature (3)

Master of Arts in Education School Library Media Teacher Emphasis

A minimum of 44 semester units are required for a master of arts in education with an emphasis in school library media. The program focuses on an integrated approach to traditional library and media 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 skills.

After completing the coursework for the school library media teacher credential and successfully passing the exit interview, the student may apply for advancement to master's level courses. The following courses meet the requirements for a master of arts in education degree with an emphasis in school library media.

REQUIRED COURSES

LIB 710*	Library Media Center Programs (3)
LIB 715	Administration of School Media Center (3)
LIB 720	Analysis, Evaluation and Selection of Learning Resources (3)
LIB 725	Information Services in School Library Media Programs (3)
MCE 760	Technology Festival I: Curriculum Integration (2)
MCE 761	Technology Festival II: Leadership and Support (2)
LIB 740	Data Base Systems: Management and Instruction Applications (3)
LIB 745	Organization of Learning Resources (3)
LIB 792	Field Studies in School Librarianship (4)
LLC 700	Reading Process and Practice (3)
LLR 730	Exploration in Literature (3)
or	
LLR 731	Literature Study in the Classroom (3)
or	
LLR 732	Adolescent Literature (3)
Core	
DVN 771	Advanced Topics in School Libraries (3)
DVN 779	Values in School and Society (3)
DVN 777A	Issues in Education (3)
DVN 777B	Field Based Research (3)

LANGUAGE, LITERACY AND CULTURE DIVISION

Division Head: David Freeman, Ph.D

This division houses five programs, all of which are concerned with language/literacy education at all levels and emphasize a socio-psycholinguistic perspective on learning. The division joins together the following programs: bilingual cross-cultural, language development, reading/language arts and teaching English to speakers of other languages (TESOL). On the following pages, each program is described along with coursework requirements for certificates, credentials and/or degrees offered by each.

LITERACY FOR MULTILINGUAL LEARNERS PROGRAM

Program Director: Yvonne S. Freeman, Ph.D.

The master of arts in education with an emphasis in literacy in the diverse classroom is designed to prepare educators working at different levels to develop literacy programs in a variety of multilingual contexts.

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 the Diverse Classroom Emphasis

This flexible program offers candidates several options including completion of requirements for CLAD and/or the reading certificate, depending on the option chosen.

REQUIRED COURSES

Part I: MA Specialty Core

LLC 700	Reading Process and Practice (3)
LLC 705	Language Acquisition and Cross-Cultural Communication (3)
or	
LLR 708	Issues in Literacy: Multi-Lingual Learner (2)
LLD 735	Current Theories, Methods and Materials for Teaching a Second Language (3)
LLB 745	Cultural Diversity and Education (3)
LLD 750	Introduction to Linguistics (3)
or	
LLR 752	Linguistics for Reading Teachers (3)
LLD 755	Linguistics for ESL (3)
LLC 728	Language/Literacy Practicum (3)
or	
LLR 742	Issues in Literacy: Reading, Writing with Adolescents (2)

Option 1: CLAD

LLD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)

Option 2: Reading Certificate

LLR 702 Issues in Literacy - Comprehension (2)

LLC 720 Language Assessment and Evaluation (3)
LLR 742 Issues in Literacy: Reading, Writing with Adolescents (2)

Option 3: CLAD and Reading Certificate

LLR 702 Issues in Literacy - Comprehension (2)
LLD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)
LLC 720 Language Assessment and Evaluation (3)
LLR 742 Issues in Literacy: Reading, Writing with Adolescents (2)

Option 4: No Certificate Objective

ELECTIVE COURSE

LLD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)
LLR 715 Writing Process & Practice (3)
LLC 720 Language Assessment and Evaluation (3)
LLR 731 Literature Study of the Classroom (3)
LLR 732 Adolescent Literature (3)
LLR 740 Reading and Writing in Content Area (3)
LLB 747 Current Trends and Issues in Bilingual Ed (3)
LLD 762 Literacy Development for Adult English Learners (3)
LLC 767 Current Trends in Language and Literacy (1,3)
LLR 769 Seminar in Language and Literacy (1)

Part II: MA Degree Core (15-17)

DVN 779 Values in School and Society (3)
LLB 798, 799 Proposal and Project/Thesis (1, 3)
or
DVN 771 Research Methods in Education (3)
DVN 777A/B Master's Seminar (3,3)

BILINGUAL CROSS-CULTURAL PROGRAM

Program Director: Yvonne S. Freeman, Ph.D.

The bilingual cross-cultural program offers a California State Department approved bilingual cross-cultural specialist credential and a master of arts in education with a bilingual cross-cultural emphasis.

The program is designed to prepare teachers to work with the ever-growing number of second language students in the public schools. The courses are based on the latest research in the areas of bilingual 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 bilingual cross-cultural program are taught by highly qualified instructors who have both practical and theoretical knowledge of issues in bilingual 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)
LLD 710	Current Theories, Methods and Materials for Teaching a Second Language (3)
LLC 725	Practicum in Language and Literacy (3)
LLR 728	Language/Literacy Practicum (2)
LLD 735	Transition in Bilingual Education (3)
LLB 745	Cultural Diversity and Education (3)
LLB 747	Current Trends and Issues in Bilingual Education (3)
LLD 750	Introduction to Linguistics (3)
or	
LLD 755	Linguistics for ESL (3)

Master of Arts in Education Bilingual Cross-Cultural Education 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

Bilingual cross-cultural specialist credential courses (above), plus:

LLC 765	Research in Language, Literacy and Culture (3)
DVN 779	Values in School and Society (3)
LLB 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 771	Research Methods in Education (3)
DVN 777A/B	Master's Seminar (3,3)

LANGUAGE DEVELOPMENT PROGRAM

Program Director: David Freeman, Ph.D.

The language development program offers courses leading to a CLAD authorization and to a master of arts in education with a language development emphasis.

The language development program is designed for teachers who work with English learners. Courses help prepare teachers to provide both English language development (ELD) and specially designed academic instruction in English (SDAIE).

All courses in the language development program are taught by highly qualified instructors who have both practical and theoretical knowledge of issues in second language acquisition, second language teaching and cross-cultural communication. Courses follow an interactive format with an emphasis on practical application of concepts studied.

CLAD CERTIFICATE

The CLAD (cross-cultural language and academic development) certificate is required for teachers K-12 who work with English learners. CLAD is a 12-unit program that authorizes teaching of both ELD (English language development) and SDAIE (specially designed academic instruction in English) classes. Teachers who complete the four courses and also meet the language requirement may apply for the CLAD authorization. This program has received pre-approval by the California Commission on Teacher Credentialing.

REQUIRED COURSES FOR CLAD CERTIFICATE

LLC 705	Language Acquisition and Cross-Cultural Communication (3)
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LLD 710	Current Theories, Methods and Materials for Teaching a Second Language (3)
LLD 735	Current Theories, Methods and Materials for Bilingual Education (3)
LLD 750	Introduction to Linguistics (3)

Master of Arts in Education Language Development Emphasis

Candidates may qualify for the master of arts in education with a language development emphasis by completing a minimum of 37 semester units as follows:

REQUIRED COURSES

LLC 700	Reading Process and Practice (3)
LLC 705	Language Acquisition and Cross-Cultural Communication (3)
LLD 710	Current Theories, Methods and Materials for Teaching a Second Language (3) (meets SDAIE requirement)
LLC 720	Language Assessment and Evaluation (3)
LLB 745	Cultural Diversity in Education (3)
LLD 735	Transition in Bilingual Education (3)
LLD 750	Introduction to Linguistics (3) (meets SDAIE requirement)
LLD 755	Socio-Linguistics (3)
LLC 765	Research in Language, Literacy and Culture (3)
DVN 779	Values in School and Society (3)
LLD 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 771	Research Methods in Education (3)
DVN 777A/B	Masters Seminar (3,3)

READING/LANGUAGE ARTS PROGRAM

Program Director: Jean Fennacy, Ed.D.

The reading/language arts program offers courses leading to a California reading certificate and a master of art in education with a reading/language arts emphasis.

The reading/language arts program is designed to prepare teachers (K - community college levels) as leaders in the field of literacy instruction. The program is designed to help educators develop balanced and meaning-focused literacy instruction that will serve all students, including English language learners. Students examine the reading/writing process, assessment, linguistics, skill/strategy instruction and literature for the classroom. Visiting scholar seminars are an integral part of the master's degree program and provide opportunities for an exchange of ideas and information and for the pursuit of individual research. The master's program is designed to accommodate students who have received reading recovery training.

All courses are taught by highly qualified instructors who have both practical and theoretical knowledge of issues in reading/language arts instruction. Courses follow an interactive rather than a lecture format with an emphasis on practical application of concepts studied.

Reading Certificate

The reading certificate program involves 16 units of coursework including a supervised field experience.

REQUIRED COURSES

LLC 700	Reading Process and Practice (3)
LLR 702	Issues in Literacy: Comprehension (2)

LLR 742	Issues in Literacy: Reading, Writing with Adolescents (2)
LLC 720	Language Assessment and Evaluation (3)
LLR 752	Linguistics for Reading Teachers (2)
LLR 708	Issues in Literacy: Multi-Lingual Learners (2)
LLR 728	Language/Literacy Practicum (2)

ELECTIVE COURSE

LLC 767	Current Trends in Language and Literacy (1-3)
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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 40-42 semester units of coursework. Candidates select a specialty area of concentration (9 units) in addition to core courses.

REQUIRED COURSES

Reading/language arts specialist credential courses (above), plus:

Part I: MA Specialty Area (9 units) (students elects one specialty area of emphasis)

Option 1: Language Arts (9 units from the following)

LLR 715	Writing Process and Practice (3)
LLR 731	Literature Study of the Classroom (3)
LLR 740	Reading and Writing in the Content Area (3)
LLC 755	Sociolinguistics (3)

Option 2: Literacy and the Older Student (9 units from the following)

LLR 732	Adolescent Literature (3)
LLR 740	Reading and Writing in the content Area (3)
LLC 762	Reading for Adults (3)
LLR 742	Issues in Literacy: Reading, Writing with Adolescents (2)
LLR 767	Issues in Language and Literacy (1-3)

Option 3: Working with the Troubled Reader Student (9 units from the following)

LLC 786	Learning Edge for Teachers (2)
LLR 767	Issues in Language and Literacy (4)

ELECTIVE COURSE

LLC 767	Current Trends in Language and Literacy (1-3)
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Part II: MA Degree Core (15-17 units)

DVN 779	Values in School and Society (3)
DVN 771	Research Methods in Education (3)
LLC 765	Research in Language and Literacy (3)
LLR 769	Seminar in Language and Literacy (1,1)
LLR 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 777A/B	Masters Seminars (3,3)

Master of Arts in Education Reading/ESL Emphasis

The master of arts in education with an emphasis in reading/ESL 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 as follows.

REQUIRED COURSES

LLC 700	Reading Process and Practice (3)
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LLC 705	Language Acquisition and Cross-Cultural Communication (3)
LLD 710	Current Theories, Methods and Materials for Teaching a Second Language (3)
LLD 762	Literacy Development for Adult English Learners (3)
or	
LLR 715	Writing Process and Practice (3)
or	
LLR 732	Adolescent Literature (3)
LLC 720	Assessment in Language and Literacy (3)
LLC 725	Practicum in Language and Literacy (3)
or	
LLD 728	Language/Literacy Practicum (2)
and	
LLC 767	Current Trends in Language and Literacy (1)
or	
LLD 726	Practicum in TESOL (3)
<i>Two of the following three courses:</i>	
LLD 735	Transition in Bilingual Education (3)
LLD 750	Introduction to Linguistics (3)
LLD 755	Socio-Linguistics (3)
LLR 740	Reading/Writing in the Content Area (3)
LLC 765	Research in Language, Literacy and Culture (3)
DVN 779	Values in School and Society (3)
LLR 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 771	Research Methods in Education (3)
DVN 777A/B	Masters Seminars (3,3)

ELECTIVE COURSE

LLC 767	Current Trends in Language and Literacy (1-3)
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TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM

Program Director: David Freeman, Ph.D.

The TESOL program is designed for candidates who wish to teach in international settings or who wish to teach community college or adult ESL classes in the United States. The graduate school offers 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. Courses are scheduled to enable students to complete the certificate during two semesters and the master of arts in four semesters (summer, fall, spring, summer). A candidate could begin one summer and finish at the end of the following summer, although the program normally takes two years to complete.

Teachers of English to Speakers of Other Languages (TESOL) Certificate

The TESOL certificate consists of 18 semester units of coursework. The graduate school issues the TESOL certificate to students who complete the following six courses.

REQUIRED COURSES

LLC 705	Language Acquisition and Cross-Cultural Communication (3)
LLD 710	Current Theories, Methods and Materials for Teaching a Second Language (3)
LLD 726	Practicum in TESOL (3)
LLD 750	Introduction to Linguistics (3)

- LLD 755 **Socio-Linguistics (3)**
LLD 762 Literacy Development for Adult English Learners (3)
or
LLR 715 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 37 semester units.

REQUIRED COURSES

TESOL certificate courses (above), plus:

- LLC 700 Reading Process and Practice (3)
or
LLR 740 Reading/Writing in the Content Areas (3)
LLD 735 **Transition in Bilingual Education (3)**
LLB 745 Cultural Diversity and Education (3)
LLC 765 Research in Language, Literacy and Culture (3)
DVN 771 **Research Methods in Education (3)**
DVN 779 Values in School and Society (3)
LLD 798, 799 Proposal and Project/Thesis (1, 3)

MATHEMATICS/SCIENCE/EDUCATIONAL TECHNOLOGY EDUCATION DIVISION

Division Head: Richard Thiessen, Ph.D.

This division offers four different programs, each leading to a master of arts in education degree: mathematics education, science education, integrated mathematics/science and educational technology. Each program involves a minimum of 36-38 semester units, including a common core of five required courses.

MATHEMATICS EDUCATION PROGRAM

Program Director: Richard Thiessen, Ph.D.

Master of Arts in Education-Mathematics Education Emphasis

The mathematics education program offers a choice of two options. One is designed primarily for middle school 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 adviser approval, design their own program by selecting courses from each of the two options.

Elementary-Middle School Option

This 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.

REQUIRED COURSES

MED 710 Integration of Mathematics and Science: Science Connections (2)

or

MED 712 Integration of Mathematics and Science: Math Connections (2)

MTH 722* Patterns and Systems in Mathematics (2)

or

MTH 724* Problem Solving in Mathematics (2)

Participants will choose at least 12-16 units from the following courses.

MED 711 Reflective Practice: Science Connections (1)

MED 713 Reflective Practice: Math Connections (1)

MTH 726 Math Perspectives (2)

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) (3)

MTH 757 Contemporary Mathematics (3)

MTH 765 History of Mathematics (3)

MTH 786* Special Topics (1-3)

MED 786* Special Topics (1-3)

*May be repeated with adviser approval.

Core

CRI 702 Seminar in Curricular Innovations and Change (3)

DVN 775 Seminar in Learning Theory (3)

DVN 779 Values in School and Society (3)

MED 798, 799 Proposal and Project/Thesis (1, 3)

or

DVN 777A/B Masters Seminars (3,3)

Secondary School Option

This 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

MED 710 Integration of Mathematics and Science: Science Connections (2)

or

MED 712 Integration of Mathematics and Science: Math Connections (2)

MTH 724 Problem Solving in Mathematics (2)

Participants will choose at least 17-19 units from the following courses.

MED 711 Reflective Practice: Science Connections (1)

MED 713 Reflective Practice: Math Connections (1)

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 (3)

MTH 786* Special Topics (1-3)

MED 786* Special Topics (1-3)

*May be repeated with adviser approval.

Core

CRI 702 Seminar in Curricular Innovations and Change (3)

DVN 775 Seminar in Learning Theory (3)

DVN 779 Values in School and Society (3)

MED 798, 799 Proposal and Project/Thesis (1, 3)

or

DVN 777A/B Masters Seminars (3,3)

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

MED 710 Integration of Mathematics and Science: Science Connections (2)

or

MED 712 Integration of Mathematics and Science: Math Connections (2)

MED 720* Explorations in Elementary Mathematics (2)

or

MTH 722 Patterns and Systems in Mathematics (2)

MSE 730* Processes and Concepts in Science (Science Festival) (2)

**May be repeated with adviser approval.*

Choose at least 9 units selected from the following courses (other courses may be substituted with adviser approval):

MED 711	Reflective Practice: Science Connections (1)
MED 713	Reflective Practice: Math Connections (1)
MSI 749	Biology of Organisms (2)
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)
MTH 726	Math Perspectives (2)
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) (3)
MED 786*	Special Topics (1-3)
MCE 786*	Special Topics (1-3)
MTH 786*	Special Topics (1-3)
MSE 786*	Special Topics (1-3)
MSI 786*	Special Topics (1-3)

**May be repeated with adviser approval.*

Core

CRI 702	Seminar in Curricular Innovations and Change (3)
DVN 775	Seminar in Learning Theory (3)
DVN 779	Values in School and Society (3)
MED 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 777A/B	Masters Seminars (3,3)

EDUCATIONAL TECHNOLOGY PROGRAM

Program Director: Scott Smith

Master of Arts in Educational Technology Emphasis

This emphasis requires a minimum of 36-38 units with at least 23 units in technology education, including the 9 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 725	Problem Solving with Technology (3)
MCE 760	Technology Festival I: Curriculum Integration (2)
MCE 766	Developing Technology Rich Curriculum (3)
<i>Choose at least 15 units selected from the following courses:</i>	
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 748	Computer Networking in Schools (3)
MCE 751	Desktop Publishing in Schools (3)
MCE 756	Software Applications in Schools (3)
MCE 761	Technology Festival II: Leadership and Support (2)
MCE 786*	Special Topics (1-3)
ADM 706	Administrative Technology (2)

**Courses available that are offered under a MCE 786 topics number include (but not limited to) the following:*

- School Based Web Site Design and Practice
- Leadership in Educational Technology
- T3 Calculators in the Classroom

Core

CRI 702	Seminar in Curricular Innovations and Change (3)
DVN 775	Seminar in Learning Theory (3)
DVN 779	Values in School and Society (3)
MCE 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 777A/B	Masters Seminars (3,3)

ELECTIVE COURSES

Six additional units approved by the program director. These may be selected from the courses listed above or other courses that are graduate level and support the intention of the program.

SCIENCE EDUCATION PROGRAM

Program Director: Dave Youngs, Interim

Master of Arts in Education Science Education Emphasis

This masters degree provides a balance of courses that includes science content and methodology. The ultimate goal is to produce teachers who have a broad and balanced scientific background and the pedagogical competence for effective communication with students of widely varying abilities and backgrounds.

The program is designed for science teachers who want to broaden and update their science content knowledge and teaching methodology. It is also appropriate for teachers qualified in other curriculum areas who wish to become qualified teachers of science. The program is aimed at elementary and middle school teachers but is open to teachers of all levels. A minimum of 36-38 units is required in the program. Sixteen of these are science content in general or life science areas and 14 are science education.

REQUIRED COURSES

MED 710	Integration of Mathematics and Science: Science Connections (2)
MSE 730	Processes and Concepts in Science (Science Festival) (2)

Choose 3-4 units from the following courses:

MED 711	Reflective Practice: Science Connections (1)
MSE 740	Science Teaching Methods (1)
MSE 741	Science and the Integrated Curriculum (1)
MSE 742	Seminar in Science Education Trends (1)
MSE 743	Evaluation in the Science Classroom (1)
MSE 744	Science for Students with Special Needs (1)
MSE 786*	Special Topics (1-3)
MSI 786*	Special Topics (1-3)

Choose 16-17 units from the following content courses.

MSI 749	Biology of Organisms (3)
MSI 752	Human Biology (3)

MSI 753 Field Biology/Ecology Concepts (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)

**May be repeated with adviser approval.*

Core

CRI 702 Seminar in Curricular Innovations and Change (3)
DVN 775 Seminar in Learning Theory (3)
DVN 779 Values in School and Society (3)
MSE 798, 799 Proposal and Project/Thesis (1, 3)
or
DVN 777A/B Masters Seminars (3,3)

PUPIL PERSONNEL DIVISION

Division Head: Dale Matson, Ph.D., N.C.S.P.

The Pupil Personnel Division offers coursework leading to a master of arts in education with emphases in school counseling and school psychology. Credentials are available in pupil personnel services with emphases in school counseling or school psychology.

SCHOOL COUNSELING PROGRAM

Program Director: Diane Talbot

Pupil Personnel Services: School Counseling Credential

The school counseling credential requires a minimum of 36 semester units of coursework in the advanced component listed below. Up to 9 units from an accredited graduate program may be transferred at the discretion of the program director. In addition to these 36 units, three prerequisite courses are required.

Formal acceptance into the program occurs after an interview with the program director and submission of a portfolio and other related application documents is complete. A sequence of courses is determined by the program director.

It is recommended that students admitted into the PPS: School Counseling program have an e-mail address. Students will also be required to obtain liability insurance before field work or supervised experience can begin.

PREREQUISITE COURSES

Soc 420	Intercultural Communication (3)
Psy 350	Child Development (3)
DVN 772	Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

CRI 704	School Conflict Management and Mediation (3)
PPS 700	Introduction to Guidance and Counseling (3)
PPC 702	Education and Career Planning (3)
PPS 704	Counseling Theory and Techniques (3)
PPS 706	Counseling the Exceptional Child (3)
PPS 708	Counseling the Multi-Cultural Child and Parent (3)
PPS 710	Principles of Psychological Assessment and Measurement (3)
PPS 712	Laws and Ethics (3)
PPS 714	Group Process and Consultative Strategies (3)
DVN 775	Seminar in Learning Theory (3)
PPC 792A	Field Experiences (1-4)
PPC 792B	Seminar in Field Experience (2)

Master of Arts in Education Pupil Personnel Services: School Counseling Emphasis

A minimum of 49 semester units of coursework is required for a master of arts in education degree with a school counseling emphasis. In addition to these 49 units, three prerequisite courses are required.

Formal acceptance into the program occurs after an interview with the program director and submission of a portfolio and other related application documents is complete. A sequence of courses is determined by the program director.

It is recommended that students admitted into the PPS School Counseling program have an e-mail address. Students will also be required to obtain liability insurance before field work or

supervised experience can begin.

PREREQUISITE COURSES

Soc 420	Intercultural Communication (3)
Psy 350	Child Development (3)
DVN 772	Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

CRI 704	School Conflict Management and Mediation (3)
PPS 700	Introduction to Guidance and Counseling (3)
PPC 702	Education and Career Planning (3)
PPS 704	Counseling Theory and Techniques (3)
PPS 706	Counseling the Exceptional Child (3)
PPS 708	Counseling the Multicultural Child and Parent (3)
PPS 710	Principles of Psychological Assessment and Measurement (3)
PPS 712	Laws and Ethics (3)
PPS 714	Group Process and Consultative Strategies (3)
DVN 775	Seminar in Learning Theory (3)
PPC 792A	Field Experiences (1-4)
PPC 792B	Seminar in Field Experience (2)

Core

PPC 718	Issues and Research in School Counseling (3)
DVN 771	Research Methods in Education (3)
DVN 779	Values in School and Society (3)
PPC 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 777A/B	Masters Seminar (3,3)

SCHOOL PSYCHOLOGY PROGRAM

Program Director: Dale Matson, Ph.D., N.C.S.P.

Pupil Personnel Services: School Psychology Credential

The school psychology credential requires a minimum of 62 units of coursework in the advanced component listed below.

Formal acceptance into the program occurs after an interview with the program director and submission of a portfolio and other related application documents is complete. A sequence of courses is determined by the program director.

It is recommended that students admitted into the school psychology program have an e-mail address. Students will also be required to obtain liability insurance before field work 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 school program. All other provisions of the general graduate policy on transfer of credit shall apply.

The following program will be in effect for the 1999-2000 school year admissions and are consistent with anticipated California credential changes and the National Association of School Psychologist (NASP) national certification standards. Students in the program prior to Fall 1999 are not be affected by the new standards and would complete the program under the standards in effect when they were accepted.

1. The formerly optional masters degree will be required of those who do not apply to the program holding a school psychology or related masters degree.

- The formerly optional 1,200 hour internship will be required of all candidates prior to the candidates receiving their full credential. Students will need to have completed all courses except the masters 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.
- The practicum (unpaid pre-internship field experience) will be reduced from 540 hours to 450 clock hours. This will involve a 90-hour reduction in the field experience portion of the program.
- The total credential requirement will include 61 units of classes and practicum, 12 units of internship and (if needed) a 13 or 15 unit master's component.
- Beginning in the fall of academic year 2000-2001 students accepted into the school psychology program are required to obtain 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.

PREREQUISITE COURSES

Psy 120	Introduction to Psychology (3)
Soc 420	Intercultural Communication (3)
Psy 350	Child Development (3)
PPS 700	Introduction to Guidance and Counseling (3)
DVN 772	Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

PPS 704	Counseling Theory and Techniques (3)
PPS 706	Counseling the Exceptional Child (3)
PPS 708	Counseling the Multicultural Child and Parent (3)
PPS 710	Principles of Psychological Assessment and Measurement (3)
PPS 712	Laws and Ethics (3)
PPS 714	Group Process and Consultative Strategies (3)
PPP 716	Psychological Assessment and Prescription for Linguistically Diverse Students (3)
PPP 718	Behavioral Assessment/Intervention (3)
PPP 720	Seminar in School Psychology (4)
PPP 722	Assessment I (4)
PPP 724	Assessment II (4)
PPP 726	Abnormal Psychology (3)
PPP 728	Psychology of Personality and Personal Adjustment (4)
PPP 730	Wellness as Intervention (3)
PPP 732	Neuropsychology of Learning (3)
PPP 734	Early Intervention and Developmental Assessment (4)
DVN 772	Educational Statistics (3)
DVN 775	Seminar in Learning Theory (3)
PPP 793	Supervised Experience (1-5)
PPP 794	Internship (1-12)

Master of Arts in Education Pupil Personnel Services: School Psychology Emphasis

A minimum of 74 units of coursework is required for a master of arts in education with an emphasis in school psychology. In addition to these units, certain prerequisite courses are required. (A 12-unit internship is required for the credential).

Formal acceptance into the program occurs after an interview with the program director and submission of a portfolio and other related application documents is complete. A sequence of courses is determined by the program director.

It is recommended that students admitted into the school psychology program have an e-mail address. Students will also be

required to obtain liability insurance before field work 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 school program. All other provisions of the general graduate policy on transfer of credit shall apply.

PREREQUISITE COURSES

Psy 120	Introduction to Psychology (3)
Soc 420	Intercultural Communication (3)
Psy 350	Child Development (3)
PPS 700	Introduction to Guidance and Counseling (3)
DVN 772	Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

CRI 704	School Conflict Management and Mediation (3)
or	
PPS 704	Counseling Theory and Techniques (3)
PPS 706	Counseling the Exceptional Child (3)
PPS 708	Counseling the Multicultural Child and Parent (3)
PPS 710	Principles of Psychological Assessment and Measurement (3)
PPS 712	Laws and Ethics (3)
PPS 714	Group Process and Consultative Strategies (3)
PPP 716	Psychological Assessment and Prescription for Linguistically Diverse Students (3)
PPP 718	Behavioral Assessment/Intervention (3)
PPP 720	Seminar in School Psychology (4)
PPP 722	Assessment I (4)
PPP 724	Assessment II (4)
PPP 726	Abnormal Psychology (3)
PPP 728	Psychology of Personality and Personal Adjustment (4)
PPP 730	Wellness as Intervention (3)
PPP 732	Neuropsychology of Learning (3)
PPP 734	Early Intervention and Developmental Assessment (4)
DVN 775	Seminar in Learning Theory (3)
PPP 793	Supervised Experience (1-5)

Core

PPP 736	Issues and Research in School Psychology (3)
DVN 771	Research Methods in Education (3)
DVN 779	Values in School and Society (3)
PPP 798, 799	Proposal and Project/Thesis (1, 3)
or	
DVN 777A/B	Master's Seminar (3,3)

Certificate Program in School Conflict Management and Peacemaking

See catalog section for master of arts in conflict management and peacemaking for information.

SPECIAL EDUCATION DIVISION

Division Head: Peter Kopriva, Ed.D.

The Special Education Division is designed to offer preparation for teachers of individuals who experience special learning needs. Candidates may elect to pursue those requirements leading to the education specialist credentials: Mild/moderate disabilities, moderate/severe disabilities, or physical and health impairments. These credential programs also lead to the master of arts in education degree with specialization in special education.

SPECIAL EDUCATION PROGRAM

Program Directors:

Mild/Moderate Disabilities: Joseph Taylor, Ed.D.

Moderate/Severe Disabilities, Physical and Health Impairments: Peter Kopriva, Ed.D.

Field Experience/Internship: Diana Taylor Gilham, Ed.D.

The graduate school offers work leading to the preliminary level one education specialist credential in mild/moderate disabilities, moderate/severe disabilities and physical and health impairments.

The programs in special education leading to the professional level two education specialist credential in mild/moderate disabilities, moderate/severe disabilities and physical and health impairments have been developed and submitted for accreditation in the spring semester of 2000. Master of arts program requirements will be available in an addendum following the accreditation of level two.

Special Education Preliminary Level I Education Specialist Credential

Provision is made for entry into the preliminary specialization programs in special education by application and documentation of basic prerequisite 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 the following prerequisite requirements prior to admission. The candidate must have completed a personal interview and thorough academic assessment with the appropriate advisor in the Special Education Division prior to taking any coursework leading to the credential. With the adviser's approval, the candidate may begin initial coursework after completing an Application to Unclassified Status. No more than 12 semester units may be completed in unclassified status. Candidates must be fully admitted to the Fresno Pacific Graduate School as soon as possible and prior to any participation in program supervision coursework. Eligibility for full admission to the graduate school is determined by:

1. Completion of an application to the special education program/graduate school accompanied by a non-refundable application fee.
2. Submission of official transcripts verifying all baccalaureate coursework with a GPA of 2.75 overall and 3.0 in the major.
3. Completion of a multiple subject or subject matter waiver program approved by the California Commission on Teacher Credentialing or 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).

4. Three references (two professional, one academic from Fresno Pacific University)
5. At least 90 hours of experience working with individuals who have exceptionalities.
6. California Basic Educational Skills Test (CBEST)
7. Negative TB skin test or chest X-ray.
8. Certificate of Clearance with the State of California
9. Personal interview with program director
10. U.S. Constitution course

Preliminary Level I for those candidates who possess a California Teaching Credential

PREREQUISITE COMPONENT

LLC 705	Language Acquisition & Cross Cultural Communication (3)
LLD 750	Introduction to Linguistics (3)
SED1 601/701	Students with Exceptionalities in School and Community (3)
Educ 615/666	Teaching Elementary: Reading and Writing (4)

REQUIRED COURSES

Minimum units of coursework required for the preliminary credential, for those who possess a basic teaching credential:

Mild/Moderate Disabilities

23 semester units

SED1 725	Critical Observations in Special Education (1)
SED1 724	Assessment Practices in Special Education (2)
SED1 702	Positive Behavior Supports (2)
SED1 712	Technology for Educators of Special Needs Children (1)
SED1 742	Counseling Exceptional Students and Their Families (2)
SED1 723	Language Development: Integrating Theory & Practice (3)
SED1 782	Foundations for Teaching in a Diverse Community (1)
SEMM1 722	Curricular Adaptations for Students with M/M Disabilities (3)
SEMM1 792	Independent Teaching (8)
or	
SEMM1 793	Intern Independent Teaching (8)

Moderate/Severe Disabilities

26 semester units

SED1 725	Critical Observations in Special Education (1)
SED1 724	Assessment Practices in Special Education (2)
SED1 702	Positive Behavior Supports (2)
SED1 712	Technology for Educators of Special Needs Children (1)
SED1 742	Counseling Exceptional Students and Their Families (2)
SED1 723	Language Development: Integrating Theory & Practice (3)
SED1 782	Foundations for Teaching in a Diverse Community (1)
SEMS1 722	Adaptations Curriculum and Care for Students with M/S Disabilities (3)
SEPH1 762	Medical Implications and Health Issues of Students with Physical and Health Impairments (3)
SEMS1 792	Independent Teaching (8)
or	
SEMS1 793	Intern Independent Teaching (8)

Physical and Health Impairments

26 semester units

SED1 725	Critical Observations in Special Education (1)
SED1 724	Assessment Practices in Special Education (2)
SED1 702	Positive Behavior Supports (2)

- SED1 712 Technology for Educators of Special Needs Children (1)
- SED1 742 Counseling Exceptional Students and Their Families (2)
- SED1 723 Language Development: Integrating Theory & Practice (3)
- SED1 782 Foundations for Teaching in a Diverse Community (1)
- SEPH1 732 Assessment and Curricular Adaptations for Individuals who Experience PHI (3)
- SEPH1 762 Medical Implications and Health Issues of Students with Physical and Health Impairments (3)
- SEPH1 792 Independent Teaching (8)
- or
- SEPH1 793 Intern Independent Teaching (8)

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.

PREREQUISITE COMPONENT

- LLC 705 Language Acquisition & Cross Cultural Communication (3)
- LLD 750 Introduction to Linguistics (3)
- SED1 601/701 Students with Exceptionalities in School and Community (3)

REQUIRED COURSES

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

Mild/Moderate Disabilities

32 semester units

- Educ 614 Teaching Elementary School Math (3)
- Educ 615/666 Teaching Elementary: Reading and Writing (4)
- SED1 625 Critical Observations in Special Education (1)
- SED1 637 General Ed. Student Teaching for Educ. Spec (2)
- SED1 624 Assessment Practices in Special Education (2)
- SED1 682 Foundations for Teaching in a Diverse Community (1)
- SED1 602 Positive Behavior Supports (2)
- SED1 612 Technology for Educators of Special Needs Children (1)
- SED1 642 Counseling Exceptional Students and Their Families (2)
- SED1 623 Language Development: Integrating Theory & Practice (3)
- SEMM1 622 Curricular Adaptations for Students with M/M Disabilities (3)
- SEMM1 692 Independent Teaching (8)
- or
- SEMM1 693 Intern Independent Teaching (8)

Moderate/Severe Disabilities

35 semester units

- Educ 614 Teaching Elementary School Math (3)
- Educ 615/666 Teaching Elementary: Reading and Writing (4)
- SED1 625 Critical Observations in Special Education (1)
- SED1 637 General Ed. Student Teaching for Educ. Spec (2)
- SED1 624 Assessment Practices in Special Education (2)
- SED1 682 Foundations for Teaching in a Diverse Community (1)
- SED1 602 Positive Behavior Supports (2)
- SED1 612 Technology for Educators of Special Needs Children (1)
- SED1 642 Counseling Exceptional Students and Their Families (2)
- SED1 623 Language Development: Integrating Theory & Practice (3)
- SEMS1 672 Adaptive Curriculum and Care of Students with M/S Disabilities (3)

- SEPH1 662 Medical Implications and Health Issues of Students with Physical and Health Impairments(3)
- SEMS1 692 Independent Teaching (8)
- or
- SEMS1 693 Intern Independent Teaching (8)

Physical and Health Impairments

35 semester units

- Educ 614 Teaching Elementary School Math (3)
- Educ 615/666 Teaching Elementary: Reading and Writing (4)
- SED1 625 Critical Observations in Special Education (1)
- SED1 637 General Ed. Student Teaching for Educ. Spec (2)
- SED1 624 Assessment Practices in Special Education (2)
- SED1 682 Foundations for Teaching in a Diverse Community (1)
- SED1 602 Positive Behavior Supports (2)
- SED1 612 Technology for Educators of Special Needs Children (1)
- SED1 642 Counseling Exceptional Students and Their Families (2)
- SED1 623 Language Development: Integrating Theory & Practice (3)
- SEPH1 632 Assessment and Curricular Adaptations for Individuals Who Experience PHI (3)
- SEPH1 692 Independent Teaching (8)
- or
- SEPH1 693 Intern Independent Teaching (8)

Resource Specialist Certificate of Competence Program

The clear 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 the 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 services.
2. Coordination and implementation services.
3. Laws, regulations and other compliances.
4. Staff development and inservice.
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

- SERS 740 Consultation in Special Education (3)
- SERS 741 Laws and Regulations of Special Education (2)
- SERS 742 Coordination of Special Education Services (3)

TEACHER EDUCATION DIVISION

Division Head: Linda Hoff, M.A.

Program Directors:

Multiple Subject: Linda Hoff, M.A.

Subject Matter: Rod Janzen, Ed.D.

Intern: Jeanne Janzen, M.A.

BCLAD: Yvonne S. Freeman, Ph.D.

CLAD: David Freeman, Ph.D.

Visalia, Karen Neufeld, Ed.D., and Doug Bartsch, M.A.

SCICON, Karen Neufeld, Ed.D.

Teacher education programs are available to prepare both elementary teachers (multiple subject and multiple subject with CLAD or BCLAD credentials) and secondary teachers (subject matter and subject matter with CLAD or BCLAD credentials).

Elementary teaching candidates complete the Fresno Pacific College liberal studies major or multiple subject program from another institution approved by the California Teaching Commission. People holding a bachelor of arts degree without a waiver program may take the multiple subject assessment for teachers (MSAT) and meet other requirements in mathematics (Math 310), linguistics (Lang 330 or 340), cross-cultural studies (Soc 310 or 410), U.S. Constitution (PS 120 or Hist 150) and child development (Psy 350) in lieu of the liberal studies major. The multiple subject credential authorizes teaching all subjects in self-contained classrooms in grades K-12.

Prospective secondary teachers may prepare in the fields of English, music, biology, mathematics, physical education, business, or social science. Specific course requirements for these waiver programs are listed under the respective departments of the undergraduate section of this catalog. People already holding an acceptable bachelor of arts degree without a waiver program must take the Praxis specialty area examinations in the subject area they wish to teach. All subject matter candidates must include in their college coursework a course in the United States Constitution (PS 120 or Hist 150), a course in cross-cultural studies (Soc 310, 410 or 420) and a course in adolescent development (Psy 355). Subject matter candidates presenting Praxis/CAPA scores must also take a content course recommended by the director of the subject matter programs.

Up to 12 units of teacher education coursework may be used toward meeting requirements of the curriculum and teaching masters program. Multiple subject teachers may use the courses, EDUC 600 Foundations of Education, EDUC 612 Teaching Elementary Science, EDUC 614 Teaching Elementary Mathematics, EDUC 615 Teaching Elementary Reading and Writing and EDUC 616/617 Multiple Subject Curriculum I/II as substitutional options for curriculum masters program course requirements. Secondary teachers may use the courses, EDUC 600 Foundations of Education, EDUC 625 Teaching Secondary Reading and Writing, EDUC 626/627 Subject Matter Curriculum I/II as well as subject matter pedagogy courses (in English, social science, mathematics, science, etc.) as substitutional options for curriculum masters program course requirements.

CLAD/BCLAD

Teaching in the increasingly multicultural public school setting requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. Hiring decisions are often based on a prospective teacher's preparation to work with such a variety of students. For these reasons, prospective teachers are encouraged to prepare themselves by completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become

bilingual, are encouraged to complete the BCLAD requirements. Courses included in these credential requirements are listed below.

Admission

Admission to the teacher preparation program is by application. Undergraduate or postbaccalaureate students who are seeking a teaching credential must apply and be admitted to the teacher education program prior to taking any teacher education courses. Eligibility for admission is determined by:

1. Completion of an application to the teacher education program accompanied by a non-refundable application fee.
2. Submission of official transcripts verifying all baccalaureate coursework with a GPA of 2.75 overall and 3.00 in the major.
3. Completion of a multiple subject or subject matter waiver program approved by the California Teaching Commission or 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).
4. Three references: one academic, one professional and one personal.
5. At least 90 hours experience working with school-age children in an organized setting.
6. California Basic Educational Skills Test (CBEST).
7. Negative TB skin test or chest X-ray.
8. Certificate of clearance with the state of California.
9. Personal interview with the director of teacher education.

Full-Time Preliminary Multiple Subject Credential Program

The full-time preliminary multiple subject credential program is a two semester program for candidates enrolled full time at the university. Courses are primarily day 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.

Educ 600	Foundations of Education (4)
Educ 611	Initial Directed Teaching, Multiple Subject (2)
Educ 612	Teaching Elementary Science (2)
Educ 614	Teaching Elementary Mathematics (3)
Educ 615	Teaching Elementary Reading and Writing (4)
Educ 616	Multiple Subject Curriculum I: BCLAD and CLAD (1)
Educ 617	Multiple Subject Curriculum II: BCLAD and CLAD (3)
Educ 618	Directed Teaching, Multiple Subject (12)

Full-Time Preliminary Subject Matter Credential

The full time preliminary subject matter credential program is a two semester program for candidates enrolled full time at the university. Courses are primarily day courses. Upon satisfactory completion of the following series of courses, Fresno Pacific University will recommend the issuance of a preliminary subject matter credential. Preliminary credentials are issued for a nonrenewable five-year term.

Educ 600	Foundations of Education (4)
Educ 621	Initial Directed Teaching, Subject Matter (2)
Educ 624	Subject Specific Pedagogy (3) or one of the following: Math 400, PE 460 or 465, Mus 412, CRI 730, MSE 740, MED 710, LLR 732
Educ 625	Teaching Secondary Reading and Writing (4)
Educ 626	Subject Matter Curriculum I: BCLAD and CLAD (2)
Educ 627	Subject Matter Curriculum II: BCLAD and CLAD (2)
Educ 628	Directed Teaching, Single Subject (12)

Part-Time Preliminary Credential Program

The part time preliminary credential program is for multiple subject or subject matter teacher candidates who are already working in schools in noncredentialed positions, or who cannot attend day courses full time due to other work or family responsibilities. Teacher candidates in the part-time program will need to take at least one course each summer and semester they are enrolled in the program. All of the required courses except student teaching are evening or Saturday courses. Students in the program should also expect to spend some time in school settings. These school assignments may involve one or two hours per week during some semesters. In addition, teacher candidates in the part-time program will need to complete an initial student teaching assignment and a one-semester final student teaching assignment during school hours. Candidates teaching on emergency credentials in a classroom setting appropriate to their desired credentials may complete some or all of their student teaching while being paid on contract.

Multiple Subject Part-Time Program

Educ 600	Foundations of Education (4)
Educ 614	Teaching Elementary Mathematics (3)
Educ 612	Teaching Elementary Science (2)
or	
MED 710	Integration of Mathematics and Science: Science Connections
Educ 656	Beginning Teaching Processes and Practices: BCLAD/CLAD (4)
Educ 666	Teaching Elementary Reading and Writing (4)
Educ 661	Teaching Practicum: Multiple Subject (2)
Educ 668	Independent Teaching: Multiple Subject (6,12)

Subject Matter Part-Time Program

Educ 600	Foundations of Education (4)
Educ 624	Subject Specific Pedagogy (3) or substitute approved by subject matter director
Educ 656	Beginning Teaching Processes and Practices: BCLAD/CLAD (4)
Educ 676	Teaching Secondary Reading and Writing (4)
Educ 671	Teaching Practicum: Subject Matter (2)
Educ 678	Independent Teaching: Subject Matter (6,12)

Professional Clear Multiple and Subject Matter Credentials (The Fifth Year)

In order to convert the preliminary credential into a professional clear credential, the candidate must complete a total of 30 acceptable units of postbaccalaureate coursework, including state-mandated courses in drug/substance abuse and nutrition with CPR training (Educ 602: Health Education), mainstreaming (SED 701: Psychology of the Exceptional Child) and computers (MCE 720: Introduction to Using Computers in the Classroom). Multiple subject candidates must also complete Lit 465: Literature for Children and Young Adults.

The basic credential program cited above totals 29-31 units and is an acceptable fifth-year program. Other approved options for fifth-year coursework include completing an additional major or teaching authorization to be added to the first credential, another credential for teaching at a different level, an advanced specialist credential, or a master of arts in education program. Consult teacher education division advisers regarding these options; see program and course descriptions in the graduate education section of this catalog.

BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD)

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 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 or the CLAD authorization courses with bilingual proficiency as identified under the Language, Literacy and Culture division.

Cross-Cultural Language and Academic Development (CLAD)

The CLAD is available to prepare students who are not bilingual to teach second language learners in the public schools. Coursework is centered on language acquisition, second language teaching methods, linguistics and culture. Teacher candidates must complete the approved CLAD courses as part of their baccalaureate program as identified under interdisciplinary studies in the undergraduate section of the catalog or the CLAD authorization courses as identified under the Language, Literacy and Culture Division.

INTERN PROGRAM (BCLAD/CLAD)

The internship program is designed to meet the specific needs of the participating districts (currently 13) for teachers with a CLAD or BCLAD emphasis. Prospective interns include bilingual classified personnel working in participating districts as well as students (including transfers) who demonstrate the maturity and experience to handle early field experiences in classrooms of the collaborating districts either as paid para-professionals or as volunteer tutors. Potential candidates will be recruited as early as their junior year and must demonstrate commitment to working with language minority students by working toward CLAD/BCLAD, possess personal maturity, have a proven record of interest in teaching verified by having taken the CBEST and have experience in a variety of educational settings such as tutoring, membership in Teachers of Tomorrow Club, etc.

Those whose evaluations indicate potential for becoming independent teachers will be admitted into the intern program. Collaborating districts will provide these individuals with paid positions during and after completion of their teacher education classes. Appropriate levels of mentoring to foster intern success as CLAD/BCLAD teachers will be provided by both the collaborating district and Fresno Pacific University. Candidates who are hired to work in a district as an intern commit to remaining with the hiring district for a period of time equal to the time invested in them by the district (program pending CTC approval).

INDIVIDUALIZED MASTER OF ARTS

Program Director, John H. Yoder, Ph.D.

The individualized master of arts program (IMAP) provides a structure for masters- level study in areas where the school has significant strengths but does not offer a formal program. The program offers the opportunity for students, in consultation with an adviser, 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, such as the

Mennonite Brethren Biblical Seminary, in pursuing the proposed study. All proposals are subject to approval by the degree committee and the IMAP Council.

APPLICATION AND ADMISSION

Applicants to the IMAP follow all normal admissions procedures and requirements. In addition they submit a preliminary program of study plan.

Students are expected to have sufficient background in the proposed area of study to make their success in the program likely. The program or degree committee may recommend or require prerequisite studies if deemed appropriate.

Steps for Admission to the Program

1. Prospective students schedule a meeting or make a phone 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 the graduate school is able to offer study in the proposed area.
2. Obtain an application packet for the IMAP from the graduate office and follow all instructions. Note that in addition to the personal statement required of all graduate applicants, IMAP applicants prepare a preliminary study plan (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 proposed plan of study and a summary of their background for study in the proposed area. Additional details are provided in the application packet.
3. Following review of the application by the IMAP Council, the student will be contacted to arrange a preliminary interview with an adviser. The adviser will make a recommendation to the IMAP Council for the final decision about admission.
4. During the first semester following admission to the IMAP, students enroll in IMA 701, during which they develop their final study plan in consultation with the adviser and the degree committee. The final study plan must be approved by the degree committee and the IMAP council. Students who do not have an approved final study plan by the end of the first semester following admission must petition the dean for an extension of time in order to register for additional courses.

OVERVIEW OF 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. Students are encouraged to take the course "Values in School and Society" to meet this requirement.
2. Subject to the specified requirements and to final approval by the IMAP program committee, the structure and content of the program is negotiated with the adviser and the degree committee 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 (equivalent to at least 6 units) shall be taken at Fresno Pacific University in a setting provides for interaction with others, such as a taught class, seminar, or colloquium.

4. A maximum of 9 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 proposed program of study. Such credit must be relevant to the program of study being undertaken and no more than 6 units may have been used for any other degree.
5. Units to be earned outside of the university as part of an approved program and which will be earned subsequent to admission into the IMAP, are not subject to the above restriction.

Final Program of Study

At the beginning of the IMAP proper 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 program of study is developed in consultation with the adviser and degree committee and is subject to approval by both the degree committee and 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 students 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 college) and that can be used in pursuing the proposed plan.
7. Attention should also be given to how the proposed area of study will address the interface between faith and culture.
Any substantive changes in the plan subsequent to its initial approval must be approved by the degree committee, the IMAP Council and/or the graduate dean (depending on the nature of the changes) in advance of their being undertaken.

Introductory Course

All students entering the IMAP program will register for Introduction to Individual Study (IMA 701) during the fall semester of (or immediately

following) their admission to the program. See course description for details.

TUITION AND FEES

Normal graduate tuition and fees apply and the usual provisions for financial aid are available. The graduate school has a cooperative agreement with Mennonite Brethren Biblical Seminary to equalize tuitions for graduate courses and to facilitate cross-institutional enrollment.

FACULTY

The program director and a standing 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 adviser and a degree committee for each admitted student.

Advisers and at least one member of each degree committee are regular graduate school faculty. Individuals from outside the university with recognized experience and expertise in the area of study may be invited to serve as members of the degree committee or as instructors or supervisors of student learning experiences.

LEADERSHIP, CONFLICT AND PEACEMAKING DIVISION

Division Head: James N. Holm, Ph.D.

The Leadership, Conflict and Peacemaking Division was formed in 1997. Combining the master of arts in administrative leadership and the master of arts in conflict management and peacemaking, the division provides the education and experience necessary to prepare professionals for administrative leadership and conflict management that maximizes the opportunities for organizational and personal growth and minimizes the dangers of the competing demands of life in the workplace, church, education, or family.

The program grows out of Fresno Pacific University's fundamental mission to help improve the church and society. It is grounded in the liberal arts tradition, built around a core of recognized academic subjects, tempered by value-centered analysis and woven into a series of required and elective courses designed to develop professional competencies. It is a professional degree with a difference.

MASTER OF ARTS IN ADMINISTRATIVE LEADERSHIP

Program Director: James N. Holm, Ph.D.

Embedded in the principles of democracy and capitalism is the need for leaders of integrity and vision at all levels of society. In 1961, President Kennedy observed: "Before my term is ended, we shall have to test anew whether a nation organized and governed such as ours can endure. The outcome is by no means certain." At times, even today, it seems this issue is still in doubt.

A major part of the administrative leadership challenge we face is the need to continually extend our capacity to create and grow. Daily we are admonished to "forget our old, tired ideas about leadership." "The most successful corporations" of the future, editorializes *Fortune* magazine, "will be something called a learning organization." It is to meet these two needs that the graduate school has developed its master of arts in administrative leadership (MAAL)—a program to develop new leadership with integrity, vision and dedication to administering learning organizations.

Admission and Registration

Students may enter the program during the fall, spring, or summer terms. Applicants must meet all graduate school requirements. In addition, depending upon the applicant's interests and background, some special admission requirements may apply. A bulletin on admission requirements is available from the graduate offices; consultation with the program director is required.

Students working toward the master of arts in administrative leadership must be admitted to the MAAL program prior to beginning coursework. Other students may be eligible to take selected courses in the program subject to permission from the program director.

Provisions for developing entrance level competencies, if necessary, can be made from the school's general curriculum or by special arrangement.

Time for Completion of Degree

The master of arts in administrative leadership degree must be completed within three years from admission to classified standing with no courses that will be used to meet graduation requirements older than five years at the time of the award of the degree.

Tuition

Tuition for MAAL program is significantly different than other programs. Refer to the financial information section of the graduate section of this catalog on page 97 for further details.

Course of Study

The program consists of a 25 unit core curriculum and 12 units of advanced elective study in the student's areas of professional interest. Within the MAAL program, transfer of credit is available only for the elective courses. All required courses in the MAAL program must be taken with FPU.

REQUIRED COURSES

Core Courses (25 units)

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 M.B.A. programs (including areas such as accounting, advertising, economics, marketing, management strategy, total quality and public relations), 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.

Semester One

MAL 715 The Individual, Organization and Community (6)

Semester Two

MAL 720 The Focus and Function of Organizations (3)

MAL 725 Paradigms and Tasks of Management (3)

Semester Three

MAL 730 Financial Decision-Making and Control (3)

MAL 735 Leadership, Quality and Organizational Dynamics (3)

MAL 798 Proposal for Project/Thesis (1)

Semester Four (Advancement required prior to registration)

MAL 740 Changing Global Community (3)

MAL 799 Project/Thesis (3)

ELECTIVE COURSES

(12 units)

The purpose of the elective courses is to provide increased depth of background in a chosen area of professional interest. Students may select a course of study from the areas listed below, or personalize their elective study with a plan approved by their adviser, the program director and the dean.

At least 6 units of electives must be completed prior to advancement.

Agribusiness	Marketing
Financial Management	Operations Management
Health Care	Organizational
Development	Public and Nonprofit
Human Resource Development	Administration
Information Management	Workplace Conflict
	Management

Human Resources, Marketing & Organization Development

MAL 750 Selected Topics in HR, Marketing & OD (1-3)

MAL 751A Organization Development I (2)

MAL 751B Organization Development II (2)

MAL 752 Leadership Coaching and Mentoring (3)

MAL 753	Project Management	(1)
MAL 754	Current HR Practices and Law	(1)
MAL 755	Focus Groups & Market Research	(3)
MAL 756	Survey Research	(1)
MAL 757	Advertising & Public Relations	(1)

Economics & Finance

MAL 760	Selected Topics In Financial Management	(1-3)
MAL 761	Current Trends in Accounting	(1)
MAL 762	Corporate Financing & Growth	(1)
MAL 763	Investing in a Global Economy	(1)
MAL 764	Current Trends in Auditing	(1)
MAL 766	Valuing Entrepreneurial Ventures	(1)
MAL 767	Leadership and Strategy	(1)
MAL 768	Current Trends in Business & Corporate Tax	(1)
MAL 769	Current Trends in Law & Public Policy	(1)

Leadership & Information Management

MAL 770	Current Issues	(1-3)
MAL 770A	Public Administration & Non-Profit Leadership	(1)
MAL 770B	Health Care Leadership	(1)
MAL 770C	Agribusiness Leadership	(1)
MAL 771	Community Development	(1)
MAL 776	Research on the Web	(3)
MAL 777	Information Management I (Data Base)	(1)
MAL 778	Information Management II (Spread Sheet)	(1)
MAL 779	Creative Problem-Solving	(1)

Additional Leadership Opportunities

Two additional leadership opportunities support the program and the community: best practices workshops, seminars and forums and a leadership learning laboratory.

Best Practices Events: Workshops, seminars and forums focus on current issues and challenges and present the best solutions and practices currently available for addressing them. Events are led by professionals from across the country who have built their business and reputation on solving leadership challenges.

Leadership Learning Laboratory: An opportunity for businesses and organizations outside the academic community to bring their current challenges or plans or growth to a laboratory setting where they may be explored and evaluated without significant investments of time and money.

Graduates of the administrative leadership program receive two unique benefits:

1. Free admission after graduation to all Best Practices Events.
2. Free diagnostic sessions for themselves and their employers/employees in the Leadership Learning Laboratory.

MASTER OF ARTS IN CONFLICT MANAGEMENT AND PEACEMAKING

Program Co-Directors: Dalton Reimer, Ph.D. and Ron Claassen, M.A., M.Div.

The master's program in conflict management and peacemaking has been designed for people who wish to become skilled practitioners, teachers and leaders in conflict management and peacemaking.

The program assumes that conflicts can be managed to maximize opportunities and minimize dangers. This happens best when truth, justice and righteousness unite with respect, civility and agape love in a movement toward wholeness, or what the ancient Hebrews called Shalom. The program seeks to equip people effectively to contribute toward that movement.

The program draws on the wisdom of both past and present in

the field. The best of current insights from the social sciences and other fields are integrated with the wisdom of the past. While broadly integrative, the program is particularly centered in Christian values and thought.

Purpose

The purpose of the master of arts in peacemaking and conflict management is to prepare people in conflict management and peacemaking who:

1. Understand the biblical, theological and historical foundations of conflict and peacemaking.
2. Understand the origins, nature and dynamics of conflict.
3. Are skillful in analyzing conflict situations.
4. Are skillful in managing and resolving conflicts.
5. Are skillful in motivating and facilitating others in managing and resolving conflicts.
6. Can provide leadership in developing programs of conflict management and peacemaking in the institutions of the church, school and society.
7. Are appropriately culturally sensitive.

Nature of Program

The program is designed to accommodate students who are employed full time in the workplace as well as full-time students. All required courses are offered at least once every two years.

The program interfaces with several certificate programs. These programs can be taken separately or be incorporated as emphases in the master's program.

Multiple forms of instruction are used in the program including:

1. Basic and advanced institutes.
2. Traditional courses.
3. Seminars.
4. Tutorials modeled after the system used at universities such as Oxford and Cambridge. One or two students work with a faculty tutor in mastering a particular subject area.
5. Independent study.
6. Practicums/internships.
7. Project/thesis.

Courses at Mennonite Brethren Biblical Seminary are included as options within the program.

Admission Requirements

Applicants need to meet the standard requirements for admission into the graduate school. 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)*

Core

Foundations

CMP 700	Basic Institute in Conflict Management and Mediation (2)
or	
CRI 704	School Conflict Management and Mediation (3)
or	
CMP 708	Conflict Analysis (3)
CMP 710	Introduction to Alternative Dispute Resolution (1)

History and Theology (choose a minimum of one of the following)

CMP 702	Theological Ethics of Conflict and Peacemaking (3)
MBS 706	Violence and Nonviolence (3)

CMP 730 Historical Peacemakers (3)

Mediation (6-7 units)

CMP 756* Introductory Practicum in Mediation (1)

CMP 758 Advanced Mediation (3)

CMP 760 Mediation and the Law (3)

**May be waived if student has had previous experience in mediation*

Project/Thesis (4 units)

CMP 798, 799 Proposal and Project/Thesis (1, 3)

Concentration (9 units minimum)

Choose one of the following concentrations:

Church Conflict Management

CMP 752 Church Conflict Management and Leadership (3)

Choose a minimum of two of the following:

CMP 716 Group Dynamics and Processes (3)

MBS 718 Interpersonal Communication: Family, Systems, Congregation (3)

CMP 730 Historical Peacemakers (3)

CMP 748 Discipline That Restores (3)

CMP 754 Curriculum in Conflict and Peacemaking (3)

Mediation

CMP 739 Institute in Establishing a Mediation Practice (1) and/or

CMP 766 Mediator Certification Course (1)

CMP 762 Family Mediation (1-3)

CMP 764 Internship in Mediation (4-6)

Restorative Justice

CMP 737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)

CMP 746 Restorative Justice (3)

CMP 764 Internship in Mediation (5-6)

School Conflict Management and Peacemaking

CMP 730 Historical Peacemakers (3)

CMP 736 Institute in School Peer Mediation Program Development (2)

CMP 738 Institute in Discipline That Restores Program Development (2)

CMP 748 Discipline That Restores (3)

CMP 754 Curriculum in Conflict and Peacemaking (3)

Personalized (to meet a special interest/need)

Electives

Choose from the listed CMP 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 (located adjacent to the university campus). 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.

CERTIFICATE PROGRAMS IN CONFLICT MANAGEMENT AND PEACEMAKING

Certificate programs in conflict management and peacemaking are designed for professional and lay people who wish to develop expertise in a particular area of the field. They require graduate level work and are interfaced with the master of arts in peacemaking and conflict management. They may be taken independently or may constitute a portion of the master's program in the field.

Admission

Admission to the graduate school is required for certificate programs and normal admission requirements apply. 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 Program in Church Conflict Management 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 (15 units)

Core (12 units)

CMP 700 Basic Institute in Conflict Management and Mediation (2)

CMP 702 Theological Ethics of Conflict and Peacemaking (3)

or

MBS 706 Violence and Nonviolence (3)

CMP 708 Conflict Analysis (3)

CMP 752 Church Conflict Management and Leadership (3)

CMP 756 Introductory Practicum in Mediation (1)

ELECTIVE COURSES (3 units)

Choose 3 units from the following courses:

CMP 716 Group Dynamics and Processes (3)

MBS 718 Interpersonal Communication: Family, Systems, Communication (3)

CMP 748 Discipline That Restores (3)

CMP 758 Advanced Mediation (3)

Other approved elective

Certificate Program 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 (15 units)

Core (13-14 units)

CMP 700 Basic Institute in Conflict Management and Mediation (2)

or

CRI 704 School Conflict Management and Mediation (3)

CMP 710 Introduction to Alternative Dispute Resolution (1)

CMP 756* Introductory Practicum in Mediation (1)

CMP 758 Advanced Mediation (3)

CMP 760 Mediation and the Law (3)

CMP 764 Internship in Mediation (3)

**May be waived if student has had previous experience in mediation*

ELECTIVE COURSES

Choose from the following courses to complete the program:

CMP 736 Institute in School Peer Mediation Program Development (2)

CMP 737 Institute in Victim Offender Reconciliation Program (VORP) Program Development (2)

CMP 739 Institute in Establishing a Mediation Practice (1)

CMP 746 Restorative Justice (3)

CMP 748 Discipline That Restores (3)

CMP 750 International Conflict and Peacemaking (3)

- CMP 752 Church Conflict Management and Leadership (3)
 CMP 762 Family Mediation (1-3)
 CMP 766 Mediator Certification Course (1)

Certificate Program 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 (15 units)

Core (10 units)

- CMP 700 Basic Institute in Conflict Management and Mediation (2)
 CMP 737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)
 CMP 746 Restorative Justice (3)
 CMP 764 Internship in Mediation (3)

ELECTIVE COURSES (6 units)

Choose 6 units of approved electives

Certificate Program in School Conflict Management 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)
 CMP 748 Discipline That Restores (3)
 CMP 754 Curriculum in Conflict and Peacemaking (3)
 CMP 756 Introductory Practicum in Mediation (1)

ELECTIVE COURSES (5 units)

Choose 5 units from the following courses:

- CMP 708 Conflict Analysis (3)
 CMP 716 Group Dynamics and Processes (3)
 CMP 720 Intercultural Communication
 CMP 730 Historical Peacemakers (3)
 CMP 736 Institute in School Peer Mediation Program Development (2)
 CMP 738 Institute in Discipline That Restores Program Development (2)
 LLC 705 Language Acquisition and Cross-Cultural Communication (3)

Other approved elective

Elective options for graduate students in the School Counseling Program or the School Psychology Program (6 units)

- PPS 708 Counseling the Multicultural Child and Parent (3)
 PPS 712 Laws and Ethics (3)
 PPS 714 Group Process and Consultative Strategies (3)

Certificate Program in Workplace Conflict Management and Peacemaking

This program draws on the resources of both the conflict management and the administrative leadership programs in order to help people understand the nature of organizations and the dynamics of conflict in order to develop skills in constructive conflict management.

REQUIRED COURSES (15 units)

Core

Conflict Management and Peacemaking (7)

- CMP 700 Basic Institute in Conflict Management and Mediation (2)
 CMP 708 Conflict Analysis (3)
 CMP 710 Introduction to Alternative Dispute Resolution (1)
 CMP 756 Introductory Practicum in Mediation (1)
(May be waived if student has had previous experience in mediation Management and Leadership (3-6 units selected from the following courses)
 MAL 715 The Individual Organization and Community (6)
 MAL 750 Selected Topics in Human Relations and Resources (1-3)
 MAL 760 Selected Topics in Financial Management and Decision Making (1-3)

ELECTIVE COURSES

Mediation Option (3-5)

- CMP 758 Advanced Mediation (3)

Additional electives, if needed to complete a total of 15 units chosen with approval of the conflict management and peacemaking program director.

Other options (2-5)

Additional electives to complete a total of 15 units chosen with approval of the conflict management and peacemaking program director.

Personalized Certificate Program in Conflict Management and Peacemaking

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

REQUIRED COURSES (15 units)

Students may design a personalized program in consultation with the conflict management and peacemaking program director and faculty. Final approval of the proposed program is required by the conflict management and peacemaking program director.

Related Seminary Program

Master of Arts in Education—Curriculum and Teaching Emphasis:

Concentration in School Conflict Management and Peacemaking (see index)

Seminary Certificate Program in Conflict Management and Peacemaking

Mennonite Brethren Biblical Seminary offers a program to prepare seminary students as well as present church leaders for effective management of both interpersonal and church conflicts.

Students who wish to pursue this program need to request information from Mennonite Brethren Biblical Seminary.

Standard Course

The standard course meets in a traditional class setting for the equivalent of 15 class hours for each unit of graduate 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 class hours.

The standard course may incorporate a variety of teaching/learning modes: lecture, discussion, seminar, media, problem solving, case studies, cooperative learning in small groups, etc., but is expected to have clearly stated objectives and to use methodology that is consistent with those objectives. Some courses may be designed to accommodate both upper division undergraduate and graduate students in a single class.

Supervised Field Experience

The field experience may be a practicum, internship, or other similar experience in that the learning experience is structured around a supervised experiential component and a related written product that offers description, analysis, evaluation, or other appropriate reflection upon the experience. In general, the credit value of field experiences 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. Approval is by the graduate school, the dean of the graduate school and/or the graduate program committee, depending on whether the course is offered once only or on an ongoing basis.

Tutorial Course

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. In a sense, the tutorial involves a role reversal of teacher and student where in each tutorial session the student teaches the instructor followed by conversation among the participants. 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). During the summer, tutorials may be adjusted to appropriate time periods with a total of approximately 50 hours of student work required for each unit of credit. Tutorials that are expected to be offered on an ongoing basis should be approved by the graduate program committee and catalogued. Those that are expected to be offered on a one-time basis are approved by the graduate program director and the dean of the graduate school.

Media Course

The media course is a prepackaged instructional program coupled with testing and/or reporting that is supervised by a faculty member of the university. The course requires the normal amount of student work per week per unit of credit. Given the particular nature of media courses, they may be offered in intensive as well as extensive time formats. Approval is by the graduate school and the graduate program committee.

Independent Study

Independent studies are courses in which the student pursues the independent investigation of a subject with approval and guidance from

the instructor. The primary responsibility for determining content, focus and scope of the study rests with the student subject to instructor approval. It is expected that the student will submit a proposal outlining the content and proposed activities for review and approval of the instructor and the dean prior to commencement of the study. Expectations for student work will follow the Carnegie guidelines as specified above. Prior approval is required by the graduate program director and the dean of the graduate school.

Directed Study

Directed studies are noncatalogued courses for which a faculty member has developed materials and curriculum in a specialized area of study. 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 is required by the graduate program director and dean of the graduate school.

Arranged Study

An arranged study is a traditional, catalogued course that is being taught on an individual basis because of scheduling conflicts or for other compelling reasons. The course objectives and activities will generally follow the syllabus with adaptations as appropriate. Prior approval is required by the graduate program director and the dean of the graduate school.

Distance-taught Course

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. Approval is by the graduate division head and the graduate program committee.

Courses Offered in Each Program

The following catalogued course designations may be used by each graduate program as required or appropriate and designated with that program's department code.

786 Topics (1-4)
Special topics in a program or subject area. The content may be varied to meet special needs of students or programs.

797 Continuous Registration (0)
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.

798 Project/Thesis Proposal (1)
Tutorial course for beginning work on the thesis or project that will result in a completed proposal judged acceptable by the program committee. Seminar is encouraged of all students. Graded CR/NC.

799 Project/Thesis (1, 2, 3)
Prerequisite: Project/Thesis Proposal (798)

Supervised project work or thesis in the field of study. Students are advised to enroll for either 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 in the final term in which they are registered for 799 will need to register the following term in 797 Continuous Registration. A grade of R (research in progress) is issued at the end of all terms in which the project/thesis is not completed. A grade of CR will replace the R

grade for all units of 799 at the end of the term during which the project/thesis is completed.

Special Courses

Special courses, designed for a limited number of students, may be made available by special arrangement. These require filling out the special course approval form (verifying approval by the program director, dean and instructor) prior to registration. Special courses include the following types:

Special courses with variable department codes and single course numbers

788 Directed Studies (1-4)

Instructor-directed, specialized study of material not in the catalog.

789 Independent Studies (1-4)

The aim of independent study is to provide breadth and enrichment to a student's curriculum. A significant portion of the value of an independent study lies in the student's development, in collaboration with the instructor, of a proposed course of study or investigation.

790 Arranged Studies (1-4)

Catalogued courses taken by special arrangement. These courses may be arranged during a time or within a semester other than those listed in the class schedule.

791 Tutorials (1-4)

Tutorials (not catalogued) are independent readings on a particular subject under the regular and continuing guidance of an instructor.

Special courses with variable department codes and variable course number

Graduate course version of undergraduate course (not catalogued).

Courses approved to be taken for unit values other than that listed in the class schedule.

Special courses with MBS department code and variable course number

MBS Course Title (units)

Mennonite Brethren Biblical Seminary courses registered at the graduate school and for university credit (not catalogued).

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 705 Community Relations (2)

A 2-unit course dealing with policy/political influences and school/community collaborations. Issues include: diverse community groups, consensus building, interagency cooperation, schools as political systems, collaboration with parents, social services and school public relations.

ADM 706 Administrative Technology (2)

A 2-unit 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 data base management.

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)

Prerequisite: Preliminary administrative services credential

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)

Prerequisite: Preliminary administrative services credential

A study of systematic inquiry, survey methods and evaluation methodology. Research and evaluation methods used in schools. 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)

Prerequisite: Preliminary administrative services credential

The course will focus on the nature of effective leadership and developing a personal style of effective leadership as a change agent. The case study approach will be used as a major instructional methodology.

ADM 736 Leadership and Change-Proact (3)

Prerequisite: Preliminary administrative services credential

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 effective leadership as a change agent.

ADM 760 Law for Educators (3)

Prerequisite: Preliminary administrative services credential

This course provides a study of laws and the legal system as they apply to and affect the functioning of the educational system. Through consideration of the origins of Western legal culture, the U.S. Constitution and its impact on school governance and the application of law and ethics to the educational system, students should gain a broader understanding of the philosophy and value systems inherent in laws as they relate to schools.

ADM 792A Practicum #1-Curriculum Research (2)

An independent field assignment in curriculum leadership in schools. Graded CR/NC.

ADM 792B Practicum #2-School and Community Relations (2)

An independent field assignment in curriculum/school/community relations. Graded CR/NC.

ADM 792C Practicum #3-Administration and Personnel Management (2)

An independent field assignment in administration and personnel management aspects. Graded CR/NC.

ADM 792D Practicum #4-Finance and Legal Aspects (2)

The student will assemble a portfolio of previous practicums and personal data to demonstrate competence in finance and legal aspects as well as first-tier requirements. Graded CR/NC.

ADM 793A Seminar #1-Induction Plan (2)

Prerequisite: Preliminary administrative services credential

A series of on-campus seminars and school-site activities dealing with developing a plan of support and professional development for new administrators. Graded CR/NC.

ADM 793B Seminar #2-Supplemental Mentoring (2)

Prerequisite: Preliminary administrative services credential

A series of on-campus seminars and school site activities dealing with mentoring in school administration roles. Graded CR/NC.

ADM 793C Seminar #3-Peer Coaching (2)

Prerequisite: Preliminary administrative services credential

A series of on-campus seminars and school site activities dealing with peer coaching in school administration roles. Graded CR/NC.

ADM 793D Seminar #4-Evaluation of the Induction Plan (2)

Prerequisite: ADM 793A and Preliminary Administrative Services Credential

A series of on-campus seminars and school site activities dealing with the evaluation of the induction plan. Graded CR/NC.

ADM 793F Participation (1,2,3,4)

Prerequisite: Preliminary administrative services credential

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.). Graded CR/NC.

ADM 793G Internship (1-1-1-1)

Permission of program director required.

This course is designed for those admitted to the intern credential program, to give individualized instruction and guidance directly related to the intern's job assignment at the school/district site. Repeatable for credit, but no more than 1 unit may be taken in any one semester. Graded CR/NC.

Conflict Management and Peacemaking

Foundations

CMP 700 Basic Institute in Conflict Management and Mediation (2)

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.

Graded CR/NC.

CMP 708 Conflict Analysis (3)

A foundational course focusing on the basic dynamics and patterns present in conflicts. Themes include the origins and nature of conflict, styles, cycles, power, climate, tactics, etc. Includes a mix of theory and case analyses. (tutorial)

CMP 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.

Communication and Human Relations

CMP 716 Group Dynamics and Processes (3)

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. (tutorial)

MBS 718 Interpersonal Communication: Family, Systems, Communication (3)

This course works from a family 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.

CMP 720 Intercultural Communication (3)

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.

MBS 722 Person and Family in 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 and 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 lifespan will be reviewed.

History and Theology

CMP 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.

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.

CMP 730 Historical Peacemakers (3)

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, Tolstoy, Dietrich Bonhoeffer, Elie Wiesel, etc. (tutorial)

Leadership

CMP 736 Institute in School Peer Mediation Program Development (2)

Provides basic conflict management and mediation instruction, skill development strategies and practice, student training program plan and materials and implementation and/or ongoing program strategies. Designed for teachers and administrators. Graded CR/NC.

CMP 737 Institute in Victim Offender Reconciliation Program (VORP) Development (2)

Provides introduction to vision, mission, VORP peacemaking model and process, case management, volunteer training and management, restitution follow-up management, organizational development and funding strategies. Instruction based on the *Church Based VORP—Organizing/Program Manual*. Includes step-by-step plan for moving from idea to first case. Graded CR/NC.

CMP 738 Institute in Discipline that Restores Program Development (2)

Introduction to principles of "Discipline That Restores" and strategies and materials to implement a school-wide Discipline That Restores program. Includes teacher-training strategies and materials, school handbook information, notes for parents, etc. Graded CR/NC.

CMP 739 Institute in Establishing a Mediation Practice (1)

Participants work individually with the instructor to develop a complete business plan for their practice or organization. (tutorial). Graded CR/NC.

Topical

CMP 746 Restorative Justice (3)

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. (tutorial)

CMP 748 Discipline That Restores (3)

Prerequisite: CMP 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. (tutorial)

CMP 750 International Conflict and Peacemaking (3)

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.

CMP 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.

CMP 754 Curriculum in Conflict and 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.

Mediation**CMP 756 Introductory Practicum in Mediation (1)**

This practicum includes intensive training (nine hours) and a supervised practical experience in mediating actual conflicts. The practical experience may be arranged through the Victim Offender Reconciliation Program (VORP) or other approved mediation program, or the student may arrange to mediate a unique but appropriate conflict situation approved by the instructor. **Graded CR/NC.**

CMP 758 Advanced Mediation (3)

Prerequisite: CMP 700, CMP 708, CMP 756

This course includes a careful analysis of the role of a mediator, the options regarding a mediation process and each phase of a mediation process in actual cases with a range of complexity and intensity. Theoretical perspectives and models are compared and contrasted with actual case histories to understand the opportunities, options, ethics and limitations of mediation in a variety of settings: serious victim/offender cases, public policy, racial and other discrimination, business and construction cases, various group settings, etc. (tutorial)

CMP 760 Mediation and the Law (3)

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. (tutorial)

CMP 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.

CMP 764 Internship in Mediation (2-6)

Prerequisite: Approval of instructor

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. **Graded CR/NC.**

CMP 766 Mediator Certification Course (1)

Prerequisite: CMP 700 or 702 and CMP 710

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. **Graded CR/NC.**

Research**MBS 774 Research in Family Studies (3)**

This course is designed to help students use the results of research in practical ways in their practice as marriage, family and child counselors. Students are expected to design and implement a testable study to critically evaluate the use of research by others and to appropriately use a variety of basic research methods to solve real problems in counseling practice.

CMP 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

CMP 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

CMP 799 Project/Thesis-Conflict Management and Peacemaking (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of conflict management and peacemaking. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

Alternative Coursework

Other graduate courses from the university, Mennonite Brethren Biblical Seminary and the San Joaquin College of Law may be included as electives in a program with the approval of the student's adviser if they meet particular program goals.

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 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 703 Seminar in Curriculum Integration (3)

Discussion of and practice in the development of thematic curricula using a variety of concepts and factual information traditionally limited to separate disciplines. Discussion also of ways in which concepts from various disciplines (e.g. the sciences, the social sciences and the humanities) help illuminate the study of any subject area.

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 720 Early Adolescent Psychology (3)

An introductory study of the cognitive and affective developmental characteristics and learning styles of early adolescents.

CRI 721 Middle School Foundations (3)

Study of contemporary trends in middle school curriculum and institutional structures.

CRI 722 Child and Adolescent Development (3)

An introductory study of the cognitive and affective developmental characteristics and learning styles of children and adolescents, ages four to nineteen.

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)

Prerequisite: Graduate standing; consent of graduate program director.

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. Graded R.

CRI 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director.

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

CRI 799 Project/Thesis-Curriculum and Teaching (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director.

Supervised project or thesis in the field of curriculum and teaching. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

Divisional Courses

DVN 771 Research Methods in Education (3)

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.

DVN 772 Educational Statistics & Research Design (3)

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.

DVN 775 Seminar in Learning Theory (3)

Prerequisite: Graduate standing or approval of course instructor and graduate program director.

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.

DVN 777 Issues in Education (3)

Prerequisite: DVN 771 or equivalent and consent of graduate program director

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. (This course was formerly DVN 778A.) Graded CR/NC.

DVN 777B Field-Based Research (3)

Prerequisite: DVN 778A or consent of course instructor and graduate program director

This course brings the M.A. 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.

DVN 778A Issues in Education (3)

This course is no longer offered as DVN778A number.

DVN 778B Proposal Writing (3)

The student will be involved in proposal, grant and/or project writing. In addition to the writing a grant proposal, the student will be presenting their proposal and will be engaging in group discussion, critique and/or field work.

DVN 779 Values in School and Society (3)

Prerequisite: Graduate standing

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 college's philosophy and values as expressed in the Fresno

Pacific Idea and the graduate mission statement and their implications for schools and society will provide one perspective for such analysis.

Teacher Education

All courses except Educ 602 require admission to the teacher education program.

EDUC 600 Foundations of Education (4)

Prerequisite: Psy 350, 355, or equivalent from other college or university

Introductory surveys of some applications of psychological theory and research to the processes of teaching and learning, an examination of the social and political organization of schools and an introduction to philosophies of education.

EDUC 602 Health Education (3)

Drug and substance abuse, nutrition, wholistic health; methods, processes and content of health education curriculum; and CPR training. Meets state requirement for clear multiple subject or single subject credentials.

Multiple Subject

EDUC 611 Initial Directed Teaching, Multiple Subject (2)

A carefully arranged series of field experiences in elementary schools and classrooms. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidate. Taken concurrently with Educ 616. Graded CR/NC.

EDUC 612 Teaching Elementary Science (2)

An introduction to the methods and materials needed to effectively teach science at the elementary school level and integrate it with other areas of the curriculum. A hands-on approach to the teaching of science processes and content in the areas of life science, earth science and physical science will be presented according to the state guidelines set forth in the Science Framework, Addendum and Model Curriculum Guide.

EDUC 614 Teaching Elementary Mathematics (3)

Prerequisite: Math 130 or equivalent from other college or university

An analysis of current elementary mathematics curricula. Survey and demonstration of appropriate instructional methods. Study of tests, testing, test analysis and use in prescription. Classroom organization and procedures for effective mathematical experiences.

EDUC 615 Teaching Elementary Reading and Writing (4)

Prerequisite: Lang 330, 340, or equivalent from other college or university

The nature and methods for teaching reading and the language arts at the elementary school level. This course is based upon and meets the criteria of the guidelines of the California Commission on Teacher Credentialing for the multiple subject credential. Course requirements will include practical application of theory in a classroom.

EDUC 616 Multiple Subject Curriculum I: BCLAD and CLAD (1)

Prerequisite: Soc 310, 410, 420, or equivalent from other college or university

An examination of the dynamics of the learning environment at the elementary level, including a focus on learners, classroom management, instructional strategies and assessment with an emphasis on the theory and practice of working with linguistically and culturally diverse classrooms. To be taken with Educ 611: Initial Directed Teaching, Multiple Subject.

EDUC 617 Multiple Subject Curriculum II: BCLAD and CLAD (3)

Prerequisite: Educ 616

The dynamics of the teaching and learning environment in multicultural and linguistically diverse classrooms are applied to the demands of a specific student teaching or independent teaching assignment. Teacher candidates engage in integrated planning and teaching processes that are responsive to curriculum frameworks/guides and the needs of a particular student population and school environment. The California Standards for the Teaching Profession provides a framework for examining teaching effectiveness.

EDUC 618 Directed Teaching, Multiple Subject (12)

The prospective teacher participates in all of the life of a school for a minimum of 15 weeks. This full-time, full-day experience culminates the undergraduate teacher education program. Graded CR/NC.

EDUC 658 Processes and Practices of Teaching: SCICON (3)

An examination of the dynamics of the learning environment including a focus on learners, classroom management, curricular planning, instructional strategies and

assessment with an emphasis on the theory and practice of working in linguistically and culturally diverse classrooms. The course is especially designed to provide support for beginning independent teaching responsibilities.

EDUC 659 Inquiry Teaching Project (1)

Prerequisite: Educ 658 Processes and Practices of Teaching: SCICON

This course is designed for teacher candidates in the SCICON/FPU program during their first year of classroom teaching. Teacher candidates will complete a teaching project with children characterized by teacher reflection, personal and group inquiry, planning based on student interest and response and multi-dimensional assessment.

Subject Matter

EDUC 621 Initial Directed Teaching, Subject Matter (2)

A carefully arranged series of field experiences in the secondary schools and classrooms. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidates. Taken concurrently with Educ 626. Graded CR/NC.

EDUC 624 Subject Specific Pedagogy (3)

This course focuses on the developing refinement of expertise in curricular and teaching approaches in the student's primary subject field(s). The course incorporates both short and long-term planning, taking into consideration state curriculum framework guidelines in the student's subject area(s).

EDUC 625 Teaching Secondary Reading and Writing (4)

The nature of reading and writing for the secondary content area classroom. This course is based upon and meets the criteria of the guidelines of the California Commission on Teacher Credentialing for the subject matter credential. Course requirements will include practical application of theory in a classroom.

EDUC 626 Subject Matter Curriculum I: BCLAD/CLAD (2)

Prerequisite: Soc 310, 410, 420, or equivalent from other college or university

An examination of the dynamics of the learning environment at the secondary level, including a focus on learners, classroom management, instructional strategies and assessment with an emphasis on the theory and practice of working with linguistically and culturally diverse classrooms. To be taken with Educ 621: Initial Directed Teaching, Single Subject.

EDUC 627 Subject Matter Curriculum II: BCLAD/CLAD (2)

Prerequisite: Educ 626

A further examination of the dynamics of the learning environment, including curriculum content, organization of curriculum, short and long-range planning and use of human and environmental resources, all from the perspective of the secondary level teacher. To be taken with Educ 628: Directed Student Teaching, Single Subject.

EDUC 628 Directed Teaching, Subject Matter (12)

The prospective teacher participates in all of the life of a school in the area for a minimum of 15 weeks. This full-time, full-day experience culminates the undergraduate teacher education program. Graded CR/NC.

Part-time

EDUC 632 Independent Teaching Practicum (2)

Intensive one-on-one mentoring for the professional encountering his/her first teaching 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 and 661 or 671 prior to beginning an independent, paid teaching position. Graded CR/NC.

EDUC 656 Beginning Teaching Processes and Practices: BCLAD/CLAD (4)

Prerequisite: Soc 310, 410 or 420, or equivalent from other college or university

An examination of the dynamics of the learning environment including a focus on learners, classroom management, curricular planning, instructional strategies and assessment with an emphasis on the theory and practice of working in linguistically and culturally diverse classrooms. This course is especially designed to provide support for beginning independent teaching responsibilities of interns.

EDUC 661 Teaching Practicum: Multiple Subject (2)

Early mentored classroom experience for people seeking intern positions. Designed to prepare the intern candidate for beginning independent teaching responsibilities. Graded CR/NC.

EDUC 666 Teaching Elementary Reading and Writing (4)

Prerequisite: Lang 330 or 340 or equivalent from other college or university

An introduction to the theory and practice of the reading/writing process with an emphasis on curricular strategies that nurture and promote language and literacy development in the elementary school classroom. Course requirements will include practical application of theory in a classroom. (Offered fall semester—evenings)

EDUC 668 Independent Teaching: Multiple Subject (6,12)

Prerequisite: Educ 661 and 600 or 656

Candidates participate in all of the life of a school as an intern teacher or as teacher on an emergency contract, compiling documentation of their experience in a portfolio and attending monthly seminars. Graded CR/NC.

EDUC 671 Teaching Practicum: Subject Matter (2)

Early classroom experience for people seeking intern positions. Designed to prepare the intern candidate for beginning independent teaching responsibilities. Graded CR/NC. (Offered summer, fall and spring semesters—summer placements for secondary teachers depend on availability)

EDUC 676 Teaching Secondary Reading and Writing (4)

An introduction to the theory and practice of the reading/writing process in the content area classroom with an emphasis on curricular strategies that nurture and promote reading and writing development. Course requirements will include practical application of theory in a classroom. (Offered fall semester—evenings)

EDUC 678 Independent Teaching: Subject Matter (6,12)

Prerequisite: Educ 671 and 600 or 656

Candidates participate in all of the life of a school as an intern teacher or as teacher on an emergency contract, compiling documentation of their experience in a portfolio and attending monthly seminars. Graded CR/NC.

Specialized Study

EDUC 686 Topics in Education (1-4)

Prerequisite: Consent of instructor

Occasional or experimental courses designed to meet student interest and needs.

EDUC 688 Directed Study (1-4)

Prerequisite: Approval of program director and dean of the graduate school

See course description and policy under the academic policies section of the catalog.

EDUC 690 Independent Study (1-4)

Prerequisite: Post-Baccalaureate standing, 3.0 FPU GPA, approval of instructor and dean of the graduate school

See course description and policy under the academic policies section of the catalog.

Individualized Master of Arts

IMA 701 Introduction to Individualized Study (2)

Prerequisite: Admission to the IMAP and permission of the director

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. Graded CR/NC.

IMA 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

IMA 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

IMA 799 Project/Thesis-Individualized MA (1,2,3)
Prerequisite: Graduate standing; consent of graduate program director
 Supervised project or thesis in the field of the individualized study. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

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 Selection 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 nonbook 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.

MCE 760 Technology Festival I: Curriculum Integration (2)

MCE 761 Technology Festival II: Leadership and Support (2)

LIB 740 Database Systems: Management and Instruction Applications (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 (1,2,3,4)
 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. Graded CR/NC.

Language, Literacy and Culture

Note on course prefixes in the Language, Literacy and Culture Division:

- LLB courses taken *only* by students in the bilingual credential program
- LLC courses common to all programs in the Language, Literacy and Culture Division
- LLD courses taken by students in the language development, bilingual and TESOL programs
- LLR courses taken *only* by students in the reading credential program

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.

LLR 702 Issues in Literacy: Comprehension (2)
 Exploration of research, theory and practice of instructional techniques designed to enhance readers' comprehension.

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.

LLR 708 Issues in Literacy: Multi-lingual Learner (2)
 Consideration of factors such as culture and language acquisition that affect the literacy development of English language learners.

LLD 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.

LLR 715 Writing Process and Practice (3)
 This course explores the relationship 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 writing program K-12.

LLC 720 Language Assessment and Evaluation (3)
Prerequisite: LLC 700
 This course is designed to help teachers develop skills in assessment of oral language and reading and make instructional decisions based on such assessment.

LLC 725 Practicum in Language and Literacy (3)
Prerequisite: LLC 700
 Instruction of an individual or a small group in the Fresno Pacific Graduate School reading/writing/language practicum. Graded CR/NC.

LLD 726 Practicum in TESOL (3)
 Students observe, assist and teach lessons to small groups of students in the Intensive English Language Program or other settings. Students also conduct case studies of international students.

LLR 728 Language/Literacy Practicum (2)
Prerequisite: LLC 700
 Instruction of an individual or small group either in the Fresno Pacific Graduate School reading/writing/language practicum or in an FPU supervising teacher's classroom.

LLR 731 Literature Study in the Classroom (3)
Prerequisite: LLC 700
 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.

LLR 732 Adolescent Literature (3)
Prerequisite: LLC 700
 This course familiarizes students with literature written for adolescents and young adults. In addition, students explore a variety of ways to promote reading in the secondary classroom.

LLD 735 Transition in Bilingual Education (3)
 This course examines current theories about 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 an SDAIE.

LLR 740 Reading/Writing in the Content Area (3)
Prerequisite: LLC 700 and LLR 715
 This course has two major areas of focus. The first is to examine teaching strategies to help students deal with content area texts. The second explores integration of the language arts within the content area.

LLR 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.

LLB 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.

LLB 747 Current Trends and Issues in Bilingual Education (3)

This course is designed to examine rationales of bilingual education based on a historical framework. The course will consider socioeconomic and political issues that affect the education of language minority students.

LLD 750 Introduction to Linguistics (3)

This course involves students in projects designed to employ linguistics methods to study aspects of grammatical competence in the areas of morphology, phonology and syntax. Students also apply aspects of linguistics to areas of teaching reading and to spelling development.

LLR 752 Linguistics for Reading Teachers (2)

Exploration of insights from phonology and morphology that pertain to reading and spelling development. Designed for teachers who wish to be reading specialists.

LLD 755 Socio-Linguistics (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 differences in classroom discourse between teachers and second language students.

LLC 760 Supervision in Language and Literacy (3)

Prerequisite: LLC 700, LLC 720 and LLC 725

Instructional leaders support and supervise classroom teachers in a Fresno Pacific Graduate School reading/writing/language practicum. Graded CR/NC.

LLD 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 for writing a grant, project or thesis using an inquiry approach.

LLC 767 Current Trends in Language and Literacy (1-3)

Prerequisite: Consent of graduate program director

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. May be repeated. Graded CR/NC.

LLR 769 Seminar in Language and Literacy (1-1-1)

Prerequisite: Graduate standing

A visiting scholar leads students in the examination of critical issues in reading/writing/language theory and practice. Graded CR/NC.

LLB 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

LLB 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

LLB 799 Project/Thesis-Bilingual Cross-Cultural Education (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of bilingual cross-cultural education. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

LLD 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

LLD 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

LLD 799 Project/Thesis-Language Development (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of language development. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

LLR 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

LLR 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

LLR 799 Project/Thesis-Reading/Language Arts (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of reading/language arts. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

Management and Leadership

MAL 715 The Individual, Organization and Community (6)

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.

MAL 720 The Focus and Function of Organizations (3)

Examines the purpose of organizations, with emphasis on how the internal functions of the divisions of an organization serve the organization just as the organization serves both individuals and the community. Introduces the various levels (economic, managerial, operations and marketing) of strategic action an organization must take to fulfill its vision.

MAL 725 Paradigms and Tasks of Management (3)

Presents various historical perspectives of leadership and the resulting approaches to solving the challenges of functioning effectively as an administrative leader, with a focus on serving constituents most fully and ethically.

MAL 730 Financial Decision-Making and Control (3)

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.

MAL 735 Leadership, Quality and Organizational Dynamics (3)

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.

MAL 740 Changing Global Community (3)

Investigates the importance of building organizational cultures which 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.

MAL 750 Selected Topics in HR, Marketing & OD (1-3)

A variety of 1-3 unit workshops, seminars and classes focusing on special topics currently playing key roles in the areas of human resources, marketing and organization development.

MAL 751A Organization Development I (2)

An overview of the field of organization development, and a systematic approach to planned change using proactive management change strategies.

MAL 751B Organization Development II (2)

An in-depth analysis and application of specific change strategies focused on working with human, financial, structural, market and strategic resources.

MAL 752 Leadership Coaching and Mentoring (3)

Analyzes the coaching and mentoring roles of leaders, emphasizing the need for teaching, partnering and nourishing new leaders and followers at every level of an organization. Students will develop a mentoring plan for the individual or the organization.

MAL 753 Project Management (1)

Analyzes the unique challenges of project management, stemming from the temporary and generally linear nature of projects. Includes discussion of power, finances, personnel and time-management.

MAL 754 Current HR Practices and Law (1)

Analyzes the current best practices in the development of human resources, focusing on performance measurement and continuous improvement and reflecting present legal guidelines and constraints.

MAL 755 Focus Groups & Market Research (3)

Analyzes the use of guided small group discussions and survey development to study customer and market trends and interests in depth as a qualitative probe of or preparatory measure for quantitative research. A market research plan will be constructed and focus group research will be conducted.

MAL 756 Survey Research (1)

Current research methods, including design, survey development, data analysis and interpretation and application of results.

MAL 757 Advertising & Public Relations (1)

Analyzes the two purposes of public communication, identifying the distinct and often paradoxical differences and emphasizing the ethical dimensions involved.

MAL 758 Leadership & Change: A Personal Perspective (3)

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 lifeplan to heighten self awareness, understand leadership styles, enhance professional development and achieve greater life balance.

MAL 759 Leadership & Change: An Organizational Perspective(1-3)

This course offers leaders an academically challenging environment to understand and apply change strategies for organizations in the midst of uncertainty. This on-line 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.

MAL 760 Selected Topics In Financial Management (1-3)

A variety of 1-3 unit workshops, seminars and classes focusing on special topics currently playing key roles in the area financial management.

MAL 761 Current Trends in Accounting (1)

Analyzes the changes in generally accepted accounting principles (GAAP), as introduced and accepted by the Financial Accounting Standards Board and the Securities Exchange Commission.

MAL 762 Corporate Financing & Growth (1)

Analyzes the methods of obtaining and managing corporate finances, including the roles of investing, securing venture capital and capital budgeting; also focuses on forecasting, risk and mission.

MAL 763 Investing in a Global Economy (1)

Analyzes the interconnecting economic cycles of countries, corporations, culture and the environment, focusing on a systems approach to financial and operations leadership. Provides a framework for analyzing and making financial decisions in an international context, including investigation of triage, currency exchange, political and social change, cultural differences and historical issues.

MAL 764 Current Trends in Auditing (1)

Analyzes the changes in generally accepted auditing principles (GAAP), as introduced and accepted by the Financial Accounting Standards Board and the Securities Exchange Commission.

MAL 765 Financial Management for Effective Leadership (3)

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.

MAL 766 Valuing Entrepreneurial Ventures (1)

Analyzes the issue of values especially as they impact entrepreneurial, family and small business ventures in a global economy.

MAL 767 Leadership and Strategy (1)

Analyzes the strategic choices open to leaders in the conception and development of corporate plans for growth in a global economy.

MAL 768 Current Trends in Business & Corporate Tax (1)

Analyzes current changes in tax law, anticipating potential effects on business decisions and devising effective and responsible growth and tax strategy.

MAL 769 Current Trends in Law & Public Policy (1)

Analyzes current law and policy as it impacts both specific economic ventures and the general political, social and physical environment.

MAL 770 Current Issues (1-3)

A variety of 1-3 unit workshops, seminars and classes focusing on special topics currently playing key roles in the areas of leadership and information management.

MAL 770A Public Administration & Non-Profit Leadership (1)

Analyzes current issues confronting leaders in public and non-profit organizations, including public policy, financing and program quality.

MAL 770B Health Care Leadership (1)

Analyzes current issues confronting leaders in health care, including public policy, capitation, labor, quality, emerging health concerns.

MAL 770C Agribusiness Leadership (1)

Analyzes current issues confronting leaders in agribusiness, including public and environmental policy, trade and immigration, labor, quality and sustainability.

MAL 771 Community Development (1)

Analyzes current theory on strategy, practice and policy initiatives, including community organization and economic revitalization.

MAL 775 Information Management for Effective Leadership (3)

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.

MAL 776 Research on the Web (3)

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.

MAL 777 Information Management I (Data Base) (1)

Analyzes the management of data for statistical analysis of demographic and psychographic information and the discovery and forecasting of significant market trends.

MAL 778 Information Management II (Spread Sheet) (1)

Analyzes the design of information recording and reporting formats for the purpose of understanding and using integrated multiple arrangements of data for quantitatively-based activity management.

MAL 779 Creative Problem-Solving (1)

Provides a framework and processes for examining challenges and developing solutions by evaluating current mental models (paradigms), testing constraints and employing other "out-of-the-box" analytical methods.

MAL 780 Professional Practicum (1-3)

A variety of 1-3 unit 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.

MAL 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

MAL 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

MAL 799 Project/Thesis-Administrative Leadership (3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of administrative leadership. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

Mathematics/Science/Educational Technology Education

Educational Technology

MCE 720 Introduction to Using Computers in the Classroom (4)

This course meets the professional clear credential requirements. The integration of technology into teaching and learning will be studied. Topics include using computers as a tool 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 725 Problem Solving with Technology (formerly Using LOGO in the Classroom) (3)

Creating a learning environment that promotes problem solving is pivotal to educational reform. Participants will use current authoring software to create viable classroom models that encourage their students to think independently and reflect on their own learning. The role of technology in this process will be studied.

MCE 743 Telecommunications in the Classroom (3)

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 will discuss current research on the value of telecommunications in education.

MCE 745 Multimedia in the Classroom (3)

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)

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 748 Computer Networking in Schools (3)

Students will study the various factors involved in setting up and operating computer laboratories, installing and modifying software packages and maintaining and repairing equipment.

MCE 751 Desktop Publishing in Schools (3)

This course is designed for teachers who want to use a computer to enhance their curriculum and/or enhance their ability to produce printed products while reducing costs. Each teacher will have access to a Macintosh computer and will be expected to master PageMaker. PageMaker is the layout tool of choice for a broad range of printed materials including multi-column newsletters, advertising brochures, business forms, catalogues and manuals. Teachers will learn to integrate text and graphics allowing them to produce high quality communication within an educational setting.

MCE 756 Software Applications in Schools (formerly Integrated Systems) (3)

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 setting.

MCE 760 Technology Festival I: Curriculum Integration (2)

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 e-mail, telecommunication and videography.

MCE 761 Technology Festival II: Leadership and Support (2)

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 e-mail server; technology planning integrating technology into the curriculum; web site 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)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

MCE 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

MCE 799 Project/Thesis-Educational Technology (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of educational technology. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

Mathematics Education**MED 710 Integration of Mathematics and Science:****Science Connections (2)**

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. Graded CR/NC.

MED 711 Reflective Practice - Science Connections (1)

Prerequisite: MED 710, A Week with AIMS: Science Connections, which looks at the integration of mathematics and science primarily from the content of science.

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 8-10 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)**

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 functions, 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)

Prerequisite: MED 712, A Week with AIMS: Math Connections, which looks at the integration of mathematics and science primarily from the content of mathematics.

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 8-10 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 720 Explorations in Elementary Mathematics (Math Festival–Elementary School Emphasis) (2)

The course is designed to foster the development of meaning in mathematics and the understanding of mathematical concepts through an activity-based approach to instruction. A primary focus of the course is problem solving and how to incorporate problem solving strategies into the mathematics curriculum. An

additional emphasis is the integration of mathematics into other areas of the curriculum, including language arts, social studies and science. The content and emphasis of the course will vary significantly to permit students to repeat the course in successive terms. Graded CR/NC.

MTH 722 Patterns and Systems in Mathematics (Math Festival–Middle School Emphasis) (2)

Subject matter in the course is drawn from each of the following categories: algebra, functions, measurement, geometry, statistics and probability, logic and language, number and discrete mathematics. With the goal of seeing mathematics as an integrated whole, emphasis is placed on higher order thinking skills: reasoning, problem-solving and making connections. Students explore problems and describe results using graphical, numerical, physical, algebraic and verbal mathematical models or representations. The content and emphasis of the course will vary significantly to permit students to repeat the course in successive terms. Graded CR/NC.

MTH 724 Problem Solving in Mathematics (Math Festival–Secondary School Emphasis) (2)

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. The content and emphasis of the course will vary significantly to permit students to repeat the course in successive terms. Graded CR/NC.

MTH 726 Math Perspectives (2)

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. The specific content in each of the three areas of geometry, number and data sense will be varied from year to year to make it possible for students to repeat the course in successive years. K-8.

MTH 743 Arithmetic of the Rational Number System (3)

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.

MED 742 Current Issues and Research in Mathematics Education (3)

Prerequisite: Consent of graduate program director

Using appropriate documents and journal articles as sources, the course will examine current issues and research in mathematics education. The focus of the course will be on changes currently called for in the teaching and learning of mathematics that are a consequence of such factors as: new technology, changes in mathematics, changes in the use and applications of mathematics, new knowledge about learning, new knowledge about teaching and calls for equity and equality of opportunity to learn mathematics.

MED 750 Seminar in Writing Integrated Curriculum (2)

Students in the seminar are involved in the writing and field testing of activity based curricular materials that integrate mathematics, science, literature and other areas of the curriculum. The seminar may be repeated. Graded CR/NC.

MTH 751 Informal Geometry (3)

A study of informal geometry, approaches to the teaching of geometry, geometric properties, uses of manipulatives, construction of solid figures and the design of experiences in geometry.

MED 752 Leadership Seminar in Mathematics/Science Education (2)

The seminar is designed to prepare teachers for leadership roles in the area of mathematics and science. Content of the seminar includes a theoretical and philosophical framework. A particular focus is on facilitating integrated mathematics/science workshops in school districts. The content and emphasis of the seminar will be intentionally varied so that students may repeat the course in successive semesters. Graded CR/NC.

MTH 753 Concepts of Algebra (3)

An in-depth study of the underlying concepts and relationships of arithmetic and elementary algebra along with an emphasis upon approaches to teaching them in K-8 classrooms. The course will explore appropriate manipulatives, the linking

of physical and symbolic representations of concepts and relationships and development of curriculum materials.

MED 754 Renewal Seminar in Mathematics/Science Leadership (2)

Prerequisite: Departmental approval

The seminar is designed to provide an opportunity for teachers to study the current reform documents from professional organizations such as AAAS, NCTM and NSTA that deal with national concerns about mathematics/science education. A particular focus is to challenge teachers to examine the implications of current research on their own teaching practices and their contribution to leadership in mathematics/science education. The content and emphasis of the seminar will be intentionally varied so that students may repeat the course in successive semesters. Graded CR/NC.

MTH 755 Probability and Statistics (Middle

School Emphasis)

(3)

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)

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)

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)

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)

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)

Counting techniques, mathematical induction, set theory, algebra of matrices, difference equations, graphs, trees, Boolean algebra and algorithms.

MTH 765 History of Mathematics

(3)

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.

MED 797 Continuous Registration

(0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

MED 798 Project/Thesis Proposal

(1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

MED 799 Project/Thesis-Integrated Mathematics/Science Education (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of integrated mathematics/science education. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

Science Education

MSI 730 Processes and Concepts in Science

(Science Festival)

(2)

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. The course may be repeated. Graded CR/NC.

MSE 740 Science Teaching Methods

(1)

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 such 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.

MSI 730 Processes and Concepts in Science

(Science Festival)

(2)

An in-depth study of the biological, physical and earth sciences through hands-on activities, well-designed lectures and demonstrations by nationally recognized leaders in science education. (May be repeated) Graded CR/NC.

MSI 749 Biology of Organisms

(4)

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)

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 (formerly Human Anatomy and Physiology Concepts) (3)

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)

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)

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)

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)

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)

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 (3)

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.

MSE 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director
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. Graded R.

MSE 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director
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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

MSE 799 Project/Thesis-Science Education (1-3)

Prerequisite: Graduate standing; consent of graduate program director
Supervised project or thesis in the field of science education. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

Pupil Personnel

Registration for courses prefixed PPP will require formal admission to the school psychology program or approval of the program director.

PPC 702 Education and Career Planning (3)

Introduces students to theories, methods, assessment instruments and materials used in educational and career guidance. Emphasis is on development of comprehensive personal theory of career guidance. Access to e-mail required.

PPC 718 Issues and Research in School Counseling (3)

The study of various roles and functions of the educational counselor. The student will study contemporary and controversial issues as they relate to the field of guidance. Emphasis will be placed on student choices and decisions, crisis counseling, conflict resolution, confidentiality, discipline, ethical concerns and community issues. Access to e-mail required.

PPC 792A Field Experiences (1-4)

Prerequisite: Consent of graduate program director

Fieldwork experience under the supervision of a credentialed pupil personnel services guidance counselor to integrate theoretical training with practical experience. Field practice shall be 450 hours, or 112.5 hours per unit. Graded CR/NC. Access to e-mail and proof of liability insurance required.

PPC 792B Seminar in Field Experience (2)

The seminar is designed to complement the PPC 792A field experience course by assisting the candidate in fulfilling the designated competencies through a process of individual, group and faculty participation. Graded CR/NC.

PPC 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R. Access to e-mail required.

PPC 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.) Access to e-mail required.

PPC 799 Project/Thesis-School Counseling (1-3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of school counseling. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.) Access to e-mail required.

PPP 716 Psychological Assessment and Prescription for Linguistically Diverse Students (3)

Prerequisite: Formal admission to school psychology program or consent of graduate program director
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)

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 (4)

Prerequisite: Formal admission to school psychology program or consent of graduate program director

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)

Prerequisite: PPP 720 or consent of graduate program director

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. Graded CR/NC.

PPP 724 Assessment II (4)

Prerequisite: PPP 722 or consent of graduate program director

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. Graded CR/NC.

PPP 726 Abnormal Psychology (3)

Prerequisite: Formal admission to school psychology program

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 728 Psychology of Personality and Personal Adjustment (4)

Prerequisite: Formal admission to school psychology program or consent of graduate program director

The student will be trained to administer, score and interpret a variety of personality assessment instruments frequently used with children to include collection background data, interview methods, observational assessment, screening for emotional disorders, objective personality assessment and projective measures.

PPP 730 Wellness as Intervention (3)

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. Graded CR/NC.

PPP 732 Neuropsychology of Learning (3)

Prerequisite: Formal admission to school psychology program or consent of graduate program director

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)

Prerequisite: Formal admission to school psychology program or consent of graduate program director

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)

Prerequisite: Formal admission to school psychology program or consent of graduate program director.

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)

Prerequisite: Formal admission to school psychology program or consent of graduate program director

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. Graded CR/NC. Proof of liability insurance required.

PPP 794 Internship (1-4)

Prerequisite: Formal admission to school psychology program or consent of graduate program director

This course is 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. Additionally, this internship is intended to partially satisfy NASP certification criteria. The 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 academic years. The on-campus component will consist of two to four hours of class-work per week. In consultation with the program director, students will register for the appropriate number of units corresponding to the internship experiences anticipated to be completed during that term. A cumulative total of 12 units are required to meet this internship requirement.

PPP 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

PPP 798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

PPP 799 Project/Thesis-School Psychology (1-3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of school psychology. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

PPS 700 Introduction to Guidance and Counseling (3)

This course is a study of the principles and practices of counseling psychological theories. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem solving and role-playing.

PPS 704 Counseling Theory and Techniques (3)

Prerequisite: PPS 700

Practical knowledge and experiences in individual and group counseling techniques. Emphasis is on philosophy, theory and methodology as applied to counseling through critical analysis of pertinent literature.

PPS 700 Introduction to Guidance and Counseling (3)

This course is a study of the principles and practices of counseling psychological theories. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem solving and role-playing.

PPS 704 Counseling Theory and Techniques (3)

Prerequisite: PPS 700

Practical knowledge and experiences in individual and group counseling techniques. Emphasis is on philosophy, theory and methodology as applied to counseling through critical analysis of pertinent literature.

PPS 706 Counseling the Exceptional Child (3)

A study of the psychological characteristics, cognitive styles, behavior patterns and learning problems of exceptional students. Provides background of

information helpful in developing communication and counseling skills in working with children who have special needs.

PPS 708 Counseling the Multicultural Child and Parent (3)

The study of ethnicity from a global perspective using a psychocultural approach. The following dimensions will be addressed in counseling multicultural children and parents: social structure levels, patterns of social interaction, subjective experiences of identity and patterns of behavior and expressive emotional styles.

PPS 710 Principles of Psychological Assessment and Measurement (3)

Principles of construction and evaluation of educational and psychological tests. Principles, procedures and techniques in counseling and guidance.

PPS 712 Laws and Ethics (3)

Current and proposed legislation in parent-child relationships. The course encompasses attendance and discipline procedures, pupil records, special programs, employment of minors, liability, juvenile court system, due process and miscellaneous laws and ethics.

PPS 714 Group Process and Consultative Strategies (3)

Study of techniques of counseling through the group process. Students gain experience in counseling students from various socioeconomic and ethnic backgrounds while being aware of various consultation strategies.

Special Education

Level 1 courses

SED1 601/701 Students With Exceptionalities in School and Community (3)

An introductory course that provides an understanding of the psychological characteristics, cognitive styles, behavior patterns and learning problems of exceptional students. Meets mainstreaming requirements for California credential candidates.

SED1 602/702 Positive Behavior Supports (2)

Designed to develop skills to provide an educational environment in which students feel safe and secure in 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 manifestation determination. Candidates will learn to collaborate in a team approach to develop a positive behavior intervention plan to include extinguishing problem behavior and teaching replacement behavior.

SED1 612/712 Technology for Educators of Special Needs Children (1)

Designed to introduce the candidate for the education specialist credentials to technology that can support instruction of special needs children.

SED1 623/723 Language Development: Integration of Theory and Practice (3)

Designed to develop a basic understanding of acquisition and development sequence of language. Deviations in language, including disorders, cultural differences and reading disorders, are studied. Topics include acquisitions, syntax, morphology, semantics, phonology, common disorders and remediation of specific language/reading disorders.

SED1 624/724 Assessment Practices in Special Education (2)

Designed to present candidates for the education specialist credentials with skills in diagnosis and prescription for instruction of individuals with disabilities in inclusive/collaborative settings. Among the topics to be investigated are: diagnostic teaching procedures, use of specialized assessment instruments and techniques, academic skill sequences for students with exceptionalities, performance criteria to measure pupil achievement, and formal and informal assessment.

SED1 625/725 Critical Observations in Special Education (1)

An intensive practicum course in which candidates for education specialist credentials observe and participate in special education programs serving a broad spectrum of the population of students with exceptionalities in a wide variety of settings from less to more restrictive and from early childhood through adult.

SED1 637 General Education Student Teaching for Education Specialist (2)

Candidates for education specialist credentials will participate as

student teachers in a carefully selected field placement in general education elementary school classrooms for approximately six weeks.

SED1 642/742 Counseling Exceptional Students and Their Families (2)

Designed to develop skills in counseling exceptional students and their families and to develop knowledge and demonstrable competencies in collaboration with families and other professionals. Areas of investigation include: laws related to special education, counseling theories, communication strategies, collaboration with agencies serving exceptional individuals and their families, and family systems theory.

SED1 682/782 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.

SEMM1 622 Curricular Adaptations for Students with Mild/Moderate Disabilities (3)

Candidates for the education specialist credential in mild/moderate disabilities will gain knowledge in: adapting the general education core curriculum to allow access by students with special needs being served across the special education service continuum, special education curriculum development and implementation, transition strategies, relating assessment data to curriculum development and theories of learning and instruction used in special education.

SEMM1 692/792 Independent Teaching: Mild/Moderate Disabilities (2,4)

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 693/793 Intern Independent Teaching: Mild/Moderate Disabilities (2,4)

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.

SEMS1 672/772 Adaptive Curriculum and Care of Students with Moderate/Severe Disabilities (3)

This course provides candidates for the education specialist credential in moderate/severe 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.

SEMS1 662/762 Medical Implications and Health Issues of Students with Physical and Health Impairments (3)

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 692/792 Independent Teaching: Moderate/Severe Disabilities (2,4)

Candidates for the education specialist credential in moderate/severe disabilities participate in a supervised field experience involving 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 693/793 Intern Independent Teaching: Moderate/Severe Disabilities (2,4)

A supervised internship-field experience involving providing educational services to pupils who have 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.

SEPH1 632/732 Assessment and Curricular Adaptations for Individuals with Physical and Health Impairments (3)

An advanced methods course for teachers of individuals who experience physical and health impairments. Topics under investigation include curricular adaptations and designs that enable students, ages 3-21, to benefit from instruction within the full range of core curriculum, instructional environments (LRE), curricular modifications, curriculum-based assessment, collaboration strategies and transition issues.

SEPH1 692/792 Independent Teaching: Physical and Health Impairments (2,4)

Candidates for the education specialist credential 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 693/793 Intern Independent Teaching: Physical and Health Impairments (2,4)

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.

SERS 740 Consultation in Special Education (3)

Prerequisite: Special Education Credential

Consultation in special education provides instruction in the areas of the consulting function, staff development and in-service education function and skills related to the parent education function.

SERS 741 Laws and Regulations of Special Education (2)

Prerequisite: Special education credential; SERS 740 or SERS 742

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)

Prerequisite: Special education credential

Candidates shall satisfactorily demonstrate the skills, knowledge and performance competencies identified for each of the objectives of the coordination function.

SED 797 Continuous Registration (0)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded R.

SED798 Project/Thesis Proposal (1)

Prerequisite: Graduate standing; consent of graduate program director

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. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)

SED 799 Project/Thesis-Learning/Physically/Severely Handicapped (1,2,3)

Prerequisite: Graduate standing; consent of graduate program director

Supervised project or thesis in the field of learning/physically/severely handicapped. Instruction is tutorial and will result in a completed project or thesis. Graded CR/NC. (Refer to more detailed description at the beginning of this catalog section.)