

Faith

Learning

Community

# Patten University

## 2010-2012



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# University Information



**Catalog 2010 - 2012**

## Calendar 2010-2012

### Spring 2010

|                               |             |
|-------------------------------|-------------|
| New Student Orientation       | Jan 9       |
| Classes begin                 | Jan 11      |
| Last day to Add/Drop          | Jan 15      |
| Martin Luther King's Birthday | Jan 18      |
| Withdrawal period begins      | Jan 19      |
| President's Holiday           | Feb 15      |
| Spring Break                  | Mar 15-19   |
| Advising Period               | Mar22-Apr 9 |
| Good Friday                   | Apr 2       |
| Last day to withdraw          | Apr 23      |
| Last day of classes           | May 4       |
| Final exam period             | May 5-11    |
| End of semester               | May 11      |
| Baccalaureate                 | May 14      |
| Commencement                  | May 15      |

### Summer 2010

|                          |        |
|--------------------------|--------|
| Summer session begins    | May 17 |
| Memorial Day holiday     | May 31 |
| Independence Day holiday | July 5 |
| Summer session ends      | Aug 20 |

### Fall 2010

|                          |           |
|--------------------------|-----------|
| New Student Orientation  | Aug 23-24 |
| Classes begin            | Aug 25    |
| Last day to Add/Drop     | Aug 31    |
| Withdrawal period begins | Sept 1    |
| Labor Day holiday        | Sept 6    |
| Veteran's Day holiday    | Nov 11    |
| Advising Period          | Nov 1-19  |
| Last day to withdraw     | Nov 24    |
| Thanksgiving holiday     | Nov 25-26 |
| Last day of classes      | Dec 10    |
| Final exam period        | Dec 13-17 |
| End of semester          | Dec 17    |

## **Spring 2011**

|                               |             |
|-------------------------------|-------------|
| New Student Orientation       | Jan 8       |
| Classes begin                 | Jan 10      |
| Last day to Add/Drop          | Jan 14      |
| Martin Luther King's Birthday | Jan 17      |
| Withdrawal period begins      | Jan 18      |
| President's Holiday           | Feb 21      |
| Spring Break                  | Mar 14-18   |
| Advising Period               | Mar21-Apr 8 |
| Last day to withdraw          | Apr 21      |
| Good Friday                   | Apr 22      |
| Last day of classes           | May 3       |
| Final exam period             | May 4-10    |
| End of semester               | May 10      |
| Baccalaureate                 | May 13      |
| Commencement                  | May 14      |

## **Summer 2011**

|                          |           |
|--------------------------|-----------|
| Summer Session Begins    | May 16    |
| Memorial Day Holiday     | May 30    |
| Independence Day Holiday | July 4    |
| Summer Session Ends      | August 19 |

## **Fall 2011**

|                                 |                         |
|---------------------------------|-------------------------|
| New Student Orientation/Testing | August 22 -23           |
| Classes Begin                   | August 24               |
| Last day to ADD/DROP            | September 2             |
| Labor Day Holiday               | September 5th           |
| Withdrawal Period Begins        | September 6             |
| Veteran's Day Holiday           | November 11 (Friday)    |
| Advising/Pre-Registration       | November 2-18           |
| Last Day to Withdraw            | November 23             |
| Thanksgiving Break              | November 24 -25         |
| Last Day of Classes             | December 9              |
| Final Exam Period               | December 12-16          |
| End of Semester                 | December 16             |
| Winter Break                    | December 17 – January 6 |



## **Spring 2012**

|                                 |                      |
|---------------------------------|----------------------|
| New Student Orientation         | January 7 (Saturday) |
| Classes Begin                   | January 9            |
| Martin Luther King, Jr. Holiday | January 16           |
| Last Day to ADD/DROP            | January 18           |
| Withdrawal Period Begins        | January 19           |
| Presidents Holiday              | February 20          |
| Spring Break                    | March 12-16          |
| Advising/Pre-Registration       | March 19 – April 5   |
| Good Friday                     | April 6              |
| Last Day to Withdraw            | April 30             |
| Last Day of Classes             | May 1                |
| Final Exam Period               | May 2-8              |
| End of Semester                 | May 8                |
| Baccalaureate                   | May 11               |
| Commencement                    | May 12               |

## **Summer 2012**

|                          |           |
|--------------------------|-----------|
| Summer Session Begins    | May 14    |
| Memorial Day Holiday     | May 28    |
| Independence Day Holiday | July 4    |
| Summer Session Ends      | August 17 |

## **Fall 2012**

|                                 |                          |
|---------------------------------|--------------------------|
| New Student Orientation/Testing | August 20 & 21           |
| Classes Begin                   | August 23                |
| Last day to ADD/DROP            | August 31                |
| Labor Day Holiday               | September 3              |
| Withdrawal Period Begins        | September 4              |
| Advising/Pre-Registration       | October 29 – November 16 |
| Veteran's Day Holiday           | November 12 (Monday)     |
| Last Day to Withdraw            | November 21              |
| Thanksgiving Break              | November 22 & 23         |
| Last Day of Classes             | December 7               |
| Final Exam Period               | December 10 - 14         |
| End of Semester                 | December 14              |
| Winter Break                    | December 15 – January 7  |

## Mission & History of the Institution

The mission of Patten University is to provide an excellent education on the undergraduate and graduate levels that integrates growing faith and quality learning to inspire and equip men and women for Christian ministry and service to effect community and global transformation. Patten offers a coherent and integrated education so that students will become aware of the traditions and cultures that have shaped societies, develop and expand their abilities to think critically and independently, and understand their own place and role in the larger world community.

The university seeks to serve motivated and committed students from a broad diversity of ethnic, geographic, and socio-economic backgrounds. The university maintains a supportive community where students are encouraged and equipped to find and develop their unique talents and gifts. Community service and benevolence are integral to Patten's mission, therefore a consistent effort is made to involve students, faculty, staff and alumni in community service activities.

Patten seeks to respond to the mandate of the good news of the kingdom of God, serving as a catalytic presence to holistically transform the neighborhoods and communities of the Bay Area, with the aim for global urban transformation.

Patten University provides programs that include an emphasis in Biblical studies, Judeo-Christian Ethics, and service learning. The university endeavors to inspire students to commit themselves to God, serve their communities, and to live as morally responsible individuals in whatever vocation or profession they choose to pursue. In order to help meet the needs of students in other geographical areas, consistent with its global vision, the university is committed to offering certificate and degree programs at extension centers and through distance learning. To achieve this end, Patten University strives to recruit and retain qualified faculty and staff who embrace the ethical and moral values found in the Judeo-Christian tradition, who are strongly committed to teaching and advising, and who demonstrate integrity through scholarship, research, and service to the university and the larger community.

In its recruitment and retention of students, faculty, and staff, Patten University maintains openness to all qualified persons and encourages academic freedom and diversity within the context of its core values of learning, faith and community.

### History of the University

In 1944, Dr. Bebe Patten and her husband, C. Thomas Patten, conducted evangelistic services in the Bay Area. Thousands of people filled the Oakland Auditorium Arena (now the Henry J. Kaiser Convention Center) seeking purpose and meaning for their lives. Several hundred answered a call to active Christian service. Because of this response, Dr. Patten founded the Oakland Bible Institute, which was incorporated as a California nonprofit corporation. The School continued for several years at its initial location, 1428 Alice Street, and in 1950 moved to Telegraph Avenue. There it continued to graduate men and women who entered the ministry and other areas of Christian service.

The move to the present campus on Coolidge Avenue in 1960 was a significant milestone in the growth and progress of the college. Later, this move was highlighted by the adoption by the Board of Trustees of the name Patten University and the expansion of academic programs and degree offerings.

While the university has continued to emphasize Bible and church-centered ministries, it has created options for students whose career interests lie in fields other than the professional ministry.

The university is supported by the Christian Evangelical Churches of America, Inc. (CECA), also founded in 1944 by Dr. Patten. This organization is a separate nonprofit corporation, which establishes churches and ordains men and women to the ministry. Christian Cathedral, the CECA headquarters church located on the Patten University campus, provides some of the facilities used for university programs.

In 1998, Patten University became an affiliate university of the Church of God denomination, Cleveland, Tennessee. Recognized as a "Church of God Institution," the university provides programs to further the ministry and the work of the Church of God in the West.

### ***Statement of Faith***

We believe that the Old and New Testaments were divinely inspired by God and reveal His will for the salvation of the world.

We believe in the Trinity: the Father, the Son, and the Holy Spirit, eternally coexistent personalities of the same essence, yet separate individuals with different office works.

We believe that Jesus Christ is the divine Son of God, conceived by the Holy Spirit and born of the Virgin Mary. He died as a substitutionary sacrifice, and all who accept Him as Savior and Lord are justified by His blood. He arose from the dead and is now with the Father as our High Priest. He will come again to establish His Kingdom of righteousness and peace. His coming is imminent and will be personal, visible and premillennial.

We believe that man and woman were originally created in the image and likeness of God but that they fell through disobedience, incurring thereby both physical and spiritual death. All individuals are born with a sinful nature, are separated from fellowship with God, but can be reconciled to God through the atoning work of the Lord Jesus Christ.

We believe in sanctification as a setting apart of the believer for the Master's service, and in the infilling or Baptism of the Holy Spirit which empowers individuals for holy living and effective Christian service. We believe in the operation of the gifts of the Spirit in the Church as recorded in 1 Corinthians, Chapters 12, 13, and 14.

We believe that the Church consists of all who believe in the Lord Jesus Christ, are redeemed by His blood and are born again of the Holy Spirit. Christ is the Head of the Body, the Church, which He has commissioned to go and teach all nations. The Church is not identified with any one denomination or movement.

We believe that the local Church is a body of believers in Christ who are joined together for worship, for edification through the Word, for prayer, fellowship, the proclamation of the Gospel, and observance of the ordinances of baptism by immersion, and the communion of the Lord's Supper.

We believe that there will be a bodily resurrection of the just and the unjust; for the former, a resurrection unto life; for the latter, a resurrection unto condemnation.

## Accreditation & Affiliations

The university is accredited by the Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001; the regional accrediting body. The Multiple and Single Subject Teaching Credential programs and the Elementary Subject Matter Preparation Program are approved by the California Commission on Teacher Credentialing.

The university is approved by the United States Department of Justice, Immigration and Naturalization Service, for attendance of non-immigrant international students under the Immigration and Nationalization Act, and is approved for veterans.

The university is an affiliate of the Church of God denomination, Cleveland, Tennessee. The university is approved by the United States Department of Education and the State of California to participate in all grant, loan, and work-study programs. Qualified students are eligible to receive state scholarships.

Patten University is a member of The National Association of Evangelicals; The Evangelical Training Association; The Western College Association; The Association of Christian Schools International; The Regional Association of East Bay Colleges and Universities; The American Library Association; The Pacific Coast Association of Collegiate Registrars and Admissions Officers of the American Association of Higher Education; The Western Association of College Admissions Counselors; The National Association of Christian College Admissions Personnel; The National Association of College Admissions Counselors; The National Association of Independent Colleges and Universities; The National Association of Intercollegiate Athletics, Credential Counselors & Analysis of California and the California Council on Teacher Education.

### Service Members Opportunity University (SOC)

Patten University has been designated as an institutional member of Service members Opportunity Colleges (SOC), a group of more than 700 colleges and universities, which provide voluntary post-secondary education to members of the armed services throughout the world. Developed jointly by educational representatives of each of the armed service branches, the office of the higher education associations, SOC is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Secretary of Defense, and a consortium of 13 major national Association of Community and Junior Colleges (AACJC).

As an SOC member institution, Patten University is committed to recognizing the unique nature of the Military lifestyle. Within accreditation limitations, Patten has pledged to make its programs accessible to members of the armed services by easing transfer of relevant credits, providing flexible academic residency requirements, and awarding credit for formal college-level learning acquired through appropriate Military experience and training.

## Financial Support of the University

As a nonprofit California-chartered corporation, the university relies on the gifts of concerned friends, as well as income from tuition and fees. Every gift is deductible for income tax purposes and is acknowledged by an official receipt. Several opportunities are offered for giving, plus an opportunity to invest in income-producing annuities.

### ***Direct Donations***

Friends are invited to make donations, which may be onetime gifts or pledges payable monthly or annually.

### ***Estate Planning/Planned Giving***

Many appreciate the values of a Judeo-Christian based education and may wish to remember Patten University in their estate planning. Patten University can become a beneficiary of your estate with bequests of cash, securities, real estate, life insurance benefits, special collections, antiques, and other assets. Charitable gifts can provide significant estate and income tax savings. The development office welcomes inquiries concerning gifts, bequests and trusts.

### ***Matching Funds***

In some cases gifts may be matched by equal gifts from employers, so that the individual's gift is doubled.

### ***Abraham Bernstein Chair of Judaica***

Donations provide income to support instruction in Hebrew and Jewish Studies. Instruction in Hebrew is open to the community, as is a regularly scheduled series of lectures in Old Testament and topics related to Judaism.

### ***Jerry Clark Scholarship Fund***

This merit scholarship is designed to help meet the needs of students who have a grade-point average (GPA) of 3.0 (B) based upon high school or college transcripts.

### ***Best Endowment Fund***

This fund provides income for salaries of Biblical Studies faculty members.

### ***Tom Patten Chair of Music***

Donations provide income for the needs of the music program.

### ***Patten University Endowment Fund***

Income from this fund helps to support the general fund.

### ***Priscilla Benham Chair of New Testament Studies***

Donations to this fund provide support for full time New Testament faculty.

### ***Hugh & Hazel Darling Foundation***

Scholarship grants for Teacher Candidates.

## The University's Main Campus - Oakland, CA

Patten University is regionally accredited with a main campus in the San Francisco Bay Area's community of Oakland, California and transfer sites throughout the country and around the world. The university offers programs through three divisions, providing more than 10 majors and programs.

Patten University has always been a beacon for students who seek high standards of learning combined with high moral standards and principles. As a private, interdenominational college, we provide an inspiring, supportive environment for dedicated Christians to grow – spiritually and academically as they prepare for a life of leadership and service.

The San Francisco Bay Area is one of the most beautiful and culturally varied educational centers in the United States. A great variety of recreational, athletic, cultural and religious activities of interest to students are within a few minutes of the Patten campus.

San Francisco is twenty minutes away via the Bay Bridge or a BART train. Lake Merritt, a 155-acre lake surrounded by beautiful Lakeside Park, is three miles from the campus. The East Bay regional Park System contains 26,000 acres of semi-wild recreation areas.

A wide variety of museums and fine arts groups are located in Oakland and surrounding cities. Nearby, Berkeley is the home of the University of California, with its library of more than seven million volumes. Also in Berkeley, the largest center of ecumenical theological education in the world, is the Graduate Theological Union, with its catalog of more than 350,000 volumes. Patten University students may use these libraries and may obtain checkout privileges by paying a yearly fee for a library card.

Among the nearly 400 churches of various denominations in Oakland, students will readily find a church home in which to worship and to serve.

Mild year-round temperatures are an excellent feature of the Oakland area, with prevailing westerly winds from the Pacific Ocean bringing warm winters and cool summers. The annual mean temperature is 57 degrees.

Students have found that the natural beauty and cultural diversity of the Bay Area make it an inspirational place to live and study.

## Trustees & Administration

### BOARD OF TRUSTEES

- Dr. Sharon Anderson.....Oakland, California
- Dr. Jennie Best.....Desert Hot Springs, California
- Dr. Faith Chao.....Richmond, California
- Dr. Robert Crick.....Cleveland, Tennessee
- Rev. Wortham Fears.....Oakland, California
- Pastor Charles Fischer.....Longview, Washington
- Chancellor Elihu Harris.....Oakland, California
- Dr. John Harrison.....Cathedral City, California
- Bishop J.W. Macklin.....Hayward, California
- Mr. John Maver.....Danville, California
- Dr. G. Dennis McGuire.....Cleveland, Tennessee
- Pastor Dan Moore.....Fountain Valley, California
- Dr. Gary Moncher\* .....Oakland, California
- Dr. Carlos Moran.....Fresno, California
- Dr. Thomas Offutt, Jr. ....Cleveland, Tennessee
- Senator Nicholas Petris, Trustee Emeritus.....Oakland, California
- Mr. Paul Sowell.....Brentwood, California
- Mr. Larry Walker.....Antioch, California
- Mr. Larry Wiens.....Danville, California

\*Ex officio member

## ADMINISTRATION

### *University Leadership*

|   |                    |
|---|--------------------|
| President.....                                | Gary R. Moncher    |
| Academic Vice President/Provost.....          | Kenneth R. Romines |
| Vice President of University Services.....    | Darla E. Cuadra    |
| Vice President of Finance/Administration..... | Andrew M. Ganes    |

### **Office of the President**

|   |                  |
|---|------------------|
| Alumni Relations.....                           | Alicia Garcia    |
| Campus Pastor.....                              | Tobey Montgomery |
| Community Care & Transformation.....            | Gregg Moder      |
| Development.....                                | Glenn Kunkel     |
| Executive Assistant to the President/Board..... |                  |
| Grants Writer.....                              | Glenn Kunkel     |
| Human Resources.....                            | Donald Field     |

### **Office of the Academic Vice President/Provost**

|                                   |                             |
|-----------------------------------|-----------------------------|
| Academic Support Resources.....   | Glenda Stalker, Coordinator |
| Executive Assistant.....          | Darlene Williams            |
| Library/Information Services..... | Joshua Adarkwa, Director    |
| Patten Online.....                | Oliver McMahan, Acting Dean |

### **Degree Programs**

|   |                                       |
|---|---------------------------------------|
| Biblical Studies.....                                     | Hannah Harrington, Chair              |
| Church Leadership.....                                    | Terry Johns, Chair                    |
| Communication.....  | Abraham Ruelas, Chair                 |
| M.A. Education/Credential/Integrated Liberal Studies..... | Karen Ensor, Chair,<br>Associate Dean |
| Intercultural-Urban Ministry.....                         | Sean O'Neal, Chair                    |
| Liberal Studies.....                                      | Ken Romines, Chair                    |
| Music & Worship Leadership.....                           | William Harrington, Chair             |
| Organizational Management.....                            | Don Field/Kathleen Fairbanks, Chair   |
| Pastoral Studies.....                                     | Harry Hernandez, Chair                |
| Psychology.....   | Abraham Ruelas, Chair                 |
| Youth Ministry.....                                       | Gregg Moder, Chair                    |



**Extension/Transfer Site Coordinators**

Los Angeles.....Christopher Chweh  
 San Quentin.....Jody Lewen  
 Sri Lanka.....Upali Mampitiya  
 Weekend Science.....Bruce Ponce

***Office of the Vice President of University Services***

Admissions.....Kim Guerra, Director  
 Athletics.....Robert Olivera, Director  
 Campus Activities/Community Service.....Alicia Garcia, Director  
 Enrollment Services/Registrar.....Robert Olivera, Dean  
 International Student Services.....Sharon Barta, Director  
 Residential Life..... Marché Simon, Director  
 Safety/Security.....Richard Swanson, Director  
 Dean of Women.....Tatiana Guadamuz  
 Dean of Men.....Donald Field

***Office of the Vice President of Finance/Administration***

Comptroller.....Tim Royal  
 Food Services.....Epicurean Group  
 Information Technology.....Dennis Clark, Director  
 Plant Operations.....Sandra Sowell, Manager

# Student Life



Catalog 2010 - 2012

## Student Life

Student life at Patten University is more than an endless string of classes and a mile-high stack of books. We believe that your education will be affected as much by your lifestyle as by the seminars you attend or the papers you write. Because we believe that the best education is one that addresses the whole person, student life at Patten covers a broad range of spiritual, social and service areas. For this reason the faculty and staff take special interest in your development as you face the challenges and opportunities of a four-year university environment.

Patten has developed the following goals for student life:

- To provide information by which incoming students can make a successful adjustment to university life and achieve academic success;
- To encourage a sense of wholeness through an emphasis upon spiritual growth and character development;
- To facilitate the student's social development and sense of community;
- To provide programs that will improve the student's well-being; and
- To provide assistance in the student's career planning.

### ***The Harold & Dorothy Blumenthal Library***

The Blumenthal Library houses a growing collection of more than 35,000 print books, over 20,000 electronic books, 180 periodicals (magazines and journals) in print, and access to over 2,000 core full text electronic journals. The Library's learning resources also include audio-visual materials, video and music CD's, daily newspapers, and online access to scholarly web-based databases and research roadmaps. The learning resources can be accessed on or off campus on the Library's integrated online catalog located at: <http://slk080.liberty3.net/patten/opac.htm>

The Library is a member of the Statewide California Electronic Libraries Consortium (SCELC). The membership in the Consortium has enabled the Library to participate in subscriptions to a wide selection of full text online databases such as:

ACCESS SCIENCE

EDUCATION ABSTRACTS, FULL-TEXT

ENCYCLOPEDIA BRITANNICA ONLINE

ERIC (EDUCATIONAL RESOURCES)

FIRST SEARCH DATABASES (A family of databases which includes ATLA/Religion and others)

GALE LITERATURE RESOURCE CENTER

EXPANDED ACADEMIC ASAP

OPPOSING VIEWPOINTS RESOURCE CENTER

PROQUEST DATABASES (A family of Databases)

RAND CALIFORNIA STATISTICAL DATABASE

Available also on the Patten Online Catalog is a carefully selected “road map” research web-site for library users.

In collaboration with the teaching faculty, the Library ensures that sufficient and relevant learning resources are available to support the academic programs of the University. The Library also participates in developing the information competency skills of Patten students. . The Library’s creative and effective information literacy program emphasizes personalized coaching and assistance by librarians in the research process.

The Library makes full use of its advantageous location in the “information rich” San Francisco Bay area by utilizing resource sharing arrangements with other academic libraries such as U.C. Berkeley, Graduate Theological Union, California State University East Bay and Holy Names University to maximize and enhance access to learning resources for Patten University students, staff and faculty.

In addition to on-campus students, staff and faculty, the library also serves Patten’s extension programs and students participating in Patten Online. Library services are also available to the local community, churches and Patten Alumni.

### ***The Music/Computer Studio***

The resources of the Music/Computer studio are available for all Patten University students. The Music Studio has computers with programs to help students learn to read, write and arrange music. Students can use equipment to create back up tracks and CDs. Equipment is also available to listen to phonograph records, audio cassettes, videos, DVDs and compact discs.

The Music Studio is located in Wycliffe Hall, Room 206. It is available for individual, class and group use during regular business hours.

### ***The Computer Lab***

The Computer Lab for Internet access and word-processing is located on the second floor of Wycliffe Hall. The lab has both PC and Macintosh computers, using educational software applications. Students may access the library’s online research resources in the lab, including OCLC FirstSearch, Wilson’s indexes, and the Gale Literature Resource Center using the Web on its I6 computers. Also available are other academic and Bible study software (e.g. BibleWorks, Logos Bible software, and Gaebelein’s Expositors Bible Commentaries on CD-ROM).

### ***The Academic Learning Center***

The Academic Learning Center provides individual and small group tutoring services to enhance students’ study, research, writing, math and other academic skills. It also provides students with opportunities to learn the skills of tutoring and leading study groups.

## ***The Student Handbook***

The university publishes the Student Handbook to help students adjust to university life on the main campus, including academic, spiritual and social standards, student activities and social functions.

The Handbook contains information on student services, standards of conduct, rights, discipline, and dress guidelines and the Student Association Constitution. An updated version of the Handbook is made available to students, through Student Services, at the beginning of each academic year and students are expected to abide by its contents. Among the practices that must be avoided are the use of alcohol, tobacco and illegal drugs on campus.

Students and faculty members endeavor to follow the ideals found in Philippians 4:8: "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things" (KJV).

## ***Campus Social Life***

Activities are scheduled throughout each semester to provide opportunities for social interaction and relationship building. These activities include Patten athletic events, plays, picnics and barbecues, musical productions, banquets, retreats, and visits to local attractions.

## ***Counseling Services***

Counseling is available to students on campus who request help in coping with problems of personal development. Counselors try to help students find meaningful resolutions to the things that interfere with their lives.

Ministers and professional counselors provide counseling in regard to personal and spiritual issues. Counseling services are available to students at no cost.

## ***The Main Campus Devotional and Spiritual Life***

Patten is an interdenominational Christian university. As such, the main campus provides students a wonderful opportunity to study in a unique Christian environment. Students are especially encouraged to give time to prayer and Bible reading. The Tom Patten Prayer Chapel is open daily, and students may join Community of Faith (COF) groups. COF groups consist of a number of students and a leader who facilitates prayer, discussion and the sharing of testimonies.

Students, staff, faculty, and outstanding leaders from many backgrounds lead chapel services. Other services are conducted at various times on campus.

Students are expected to be active members of a church while enrolled at Patten. Students from distant areas are invited to attend Christian Cathedral, the campus church, and may hold associate membership in this church while attending Patten's main campus.

## ***Campus Housing***

The university offers a variety of housing at reasonable costs to full-time students. Students are encouraged to live in university housing, but may take advantage of available options in the residential areas surrounding the campus.

Rentals are available on-campus for family housing through the Patten Foundation.

A full-time Residential Life staff person facilitates community by offering opportunities for social, spiritual and educational growth through accountability, recreation, programs, and fellowship. Each living area is assisted by trained student and staff leaders.

University housing includes houses with three to five bedrooms, and a suite-style dormitory building (which includes multiple study areas, a dining commons, an exercise facility, a music practice room, a laundry facility, and a prayer room).

All students in the campus housing community share their living space with roommates, suit-mates and/or housemates and are expected to abide by guidelines established in the Residential Life and Patten University Student Handbooks. University housing students are required to participate in the campus meal program.

Housing Applications are available upon admission to the University or through the Office of Residential Life. Spaces are offered on a first come, first served basis, marked by a completed housing application packet. The completed application packet consists of acceptance into the university, status as a full-time student, a completed application for housing, housing and key deposits, and proof of medical insurance.

### ***Campus Attire***

The university has standards of attire for on-campus students. The complete policy is found in the Student Handbook.

### ***Student Government***

The Student Council consists of four executive officers: Student Body President, Vice President, Treasurer and Secretary. The Council presides over the larger governing body of the Student Association. The Student Association consists of the Student Council, chairs of the student committees, class representatives and presidents of clubs.

The Association conducts business through student forums and monthly association meetings. Student leaders participate in various committees that affect academic, social and spiritual life on campus.

The Student Council also plans and promotes social activities such as holiday events, spiritual emphasis week and international week. The Council promotes spirituality on campus through special rallies, outreaches and retreats.

The Student Council is committed to upholding the standards of the university through its conduct. The goal is to inspire loyalty to our principles and instill school spirit in students.

### ***Campus Student Affairs Committee***

This committee is composed of one or more student representatives, and faculty, administration and staff. The committee meets regularly to discuss and develop policy relating to student life and to hear cases involving student conduct. Students' opinions play a vital part in the growth and harmonious operation of the university.

### ***Intercollegiate Sports***

Patten University sponsors an intercollegiate women's fast pitch softball team and a men's baseball team which compete as independent members of the National Association of Intercollegiate Athletics (NAIA).



# Admission Requirements

## *Undergraduate Admission Requirements*

A “rolling admissions” policy governs most Patten University programs. That is, the university will accept applications and announce admissions decisions continually throughout the year.

Patten University admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded and made available to students at Patten University, and Patten University does not discriminate on the basis of race, color, national or ethnic origin in administering its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Patten University offers Associate’s, Bachelor’s, and Master’s programs. On-campus programs follow the academic calendar in this catalog.

## *Undergraduate Programs*

Patten University offers the following undergraduate degree programs:

- Bachelor of Arts Degree
- Bachelor of Science Degree
- Associate of Arts Degree
- Certificate Programs

Undergraduate and graduate programs fall under the auspices of one of the following divisions within the university:

- The Division of Arts, Sciences and Business;
- The Division of Biblical and Ministerial Studies;
- The Division of Education

## *Freshman Admission*

A student may be accepted for undergraduate admission to Patten University as (1) a degree-seeking student or (2) a non-degree-student under the policies and conditions as set forth in this section.

A candidate’s application will be reviewed when all of the following materials have been received:

- Application form.
- Personal Statement form.
- Official\* high school transcript (six semesters minimum or official documentation of high school equivalency).
- Two letters of recommendation.
- Official Scholastic Assessment Test (SAT) or the American College Test (ACT) scores.

\* To be considered official, transcripts must be sent directly from the reporting institution to Patten University.



Information about these tests may be obtained at the applicant's high school, online, or by writing to:

SAT Scores:

The College Board

2099 Gateway Place, Ste. 480 San Jose, CA 95110

www.collegeboard.com

ACT Scores:

The American College Testing Program

Operations Division

P.O. Box 168

Iowa City, IA 52243

Have all listed materials sent to:

**Office of Admissions**

**Patten University**

**2433 Coolidge Avenue**

**Oakland, CA 94601**

To be eligible for full admission into an undergraduate degree program, an applicant must meet the following qualifications:

- A minimum high school grade point average of 2.5 or better. Applicants who do not meet this requirement should see the Provisional Admission section (following) for other options.
- A SAT score of 1200 or higher, or an ACT score of 20. Applicants who have been out of high school for more than two years are not required to submit SAT/ACT scores. If you don't meet this requirement, see the Provisional Admission section for other options.
- A minimum General Education Development (GED) score of 50 or better. A student who submits a GED test result must be 18 years or older, and/or his/her original class must have graduated before that person can apply for admission to the university. Applicants who do not meet this requirement should see the Provisional Admission section for other options.

### *Transfer Admission*

A transfer candidate who wishes admission to the university must meet the following requirements:

- Application form.
- Personal Statement form.
- Official high school transcript.
- All official\* college transcripts.
- Two letters of recommendation.

Have all listed materials sent to:

**Office of Admissions**  
**Patten University**  
**2433 Coolidge Avenue**  
**Oakland, CA 94601**

Applications will be reviewed when all of the materials have been received.

To be eligible for full admission into undergraduate programs, transfer students must meet the following qualifications:

- A minimum grade point average (GPA) of 2.0 or better in academic subjects from all previously attended colleges and universities.
- Students must be eligible for reinstatement to the college or university last attended.
- All transcripts must be sent directly to Patten University Admissions Office by the registrar of each institution previously attended.

Have transcripts sent to:

**Office of Admissions**  
**Patten University**  
**2433 Coolidge Avenue**  
**Oakland, CA 94601**

### *International Admission*

Prior to applying for the required F-1 visa, which permits entry into this country as a student, international students must submit an application along with the required materials.

Since English is the language of instruction, international students from non-English speaking countries pursuing a degree and/or certificate program through Patten University must meet all other entrance requirements plus demonstrate their English language proficiency. The university uses the "Test of English as a Foreign Language" (TOEFL) exam results as evidence of English proficiency. An official test score of 219 or higher is required on the CB-TOEFL (or 550 for the Paper-Based) for admission to the university.

### *Provisional Admissions*

A student may be accepted for provisional undergraduate admission to Patten University if he or she does not meet the specified requirements. Provisional terms of admission will be determined on an individual basis.

## *Non-degree Status*

- Non-degree admission is designed to meet the needs of students who do not wish to pursue a degree at this university.
- Non-degree status is not suitable for persons receiving benefits from any veterans program or from any financial aid program.
- Non-degree students are subject to the same university regulations as regular students.
- Transcripts from previous institutions are not normally required for non-degree students. However, transcripts may be required to assure readiness for some Patten University courses.
- Admission requirements include an application for Special Student status.

## *Reinstatement*

Former students of Patten University who have not attended Patten for two regular semesters or longer (excluding summer sessions) are required to make formal application for reinstatement.

- Reinstatement to degree (regular) status. A student who is seeking reinstatement and whose last Patten admission status was as degree (regular) seeking, must complete a new application form. Additionally, if the student has attended other institutions during his or her absence from Patten, the student must have official transcripts forwarded directly to the Admissions Office by the Registrar of each institution and must be eligible to return to the university or the other institution last attended. Academic admission status at the time of reinstatement will normally be determined by previous Patten University academic standing. However, academic performance at other institutions attended during the applicant's absence from Patten may be taken into consideration in determining the student's admission status.
- Reinstatement to non-degree status. A student who is seeking reinstatement and who previously attended Patten University under a non-degree status must complete a new application form. However, if the student wants to be readmitted under a degree (regular) status, the student must request a change in status at the time of re-admission.

## *Change of Admission Status*

A non-degree student in good academic standing (2.0 GPA or above) may apply for change-of-status from non-degree to degree (regular) admission by completing a new admissions application and meeting the requirements for degree (regular) admission status. Non-degree students may not apply more than 30 credits earned under the non-degree status to any Patten undergraduate degree program.

All documents required for the change-of-status must be in the Admissions Office by the fifth Friday of the semester (excluding summer sessions). If all documentation is not received by that date, then the change-of-status will be processed for the next semester of the student's enrollment.

## ***Transfer Credit and Advanced Standing for Undergraduate Programs***

Patten University grants academic credit and advanced standing toward its degrees for appropriate course work satisfactorily completed at other accredited and recognized schools, colleges and universities; acceptable scores on standardized examinations in college-level subjects; completion of formal non-collegiate, sponsored instructional programs and military service schools, as evaluated by the American Council on Education (ACE) and other agencies; credit earned at institutions with an approved Articulation Agreement with the university; and by means of evaluation of prior experiential learning at the post-secondary level (undergraduates only). Students who began, but did not complete academic careers at other post-secondary institutions are welcome to continue their education at Patten University. Educational experience through one or more of the sources noted above will be evaluated to determine its applicability to the student's selected degree and major objective.

### ***The Definition of Direct Equivalence***

Direct equivalence refers to a course successfully completed at another accredited or recognized institution, judged to be the same as a Patten University course in terms of content, duration, level and credit value and approved by the university.

Students may apply to receive transfer credit for any course. If approved as a direct equivalent, credit is granted, eliminating the need to take the corresponding Patten University course.

### ***Transcripts from other Schools***

Students admitted to Patten University as degree candidates who have attended other collegiate institutions are required to submit official transcripts of course work taken at those institutions. Official transcripts are those which bear the embossed seal of the institution and the signature of the certifying school officer, usually the Registrar. They must be received by Patten University in a sealed envelope (student copies are unacceptable). Patten University does not solicit transcripts on behalf of students. Legally, students must request that official transcripts from former schools be forwarded to the Patten University Office of Records and Registration. Students must pay any transcript fees required by their former schools. Once received, transcripts become the property of Patten University and a part of the student's permanent file. They may not be released for any reason. Students who wish to have records from a previously attended institution sent elsewhere must request that the issuing institution provide the transcript. Patten University does not issue, nor will it certify, copies of transcripts from other institutions.

### ***Transcript Submission Deadlines***

Undergraduate and graduate students must have all official transcripts submitted to the Office of Records and Registration no later than the completion of their first term.

Students whose transcripts have not been received within these deadlines will not be permitted to register for further classes without first obtaining approval from the Office of Records and Registration.

### ***Baccalaureate Degree Transfer Credit Guidelines***

Patten University will accept approved lower and upper-division credits from accredited colleges,

universities and other sources, as noted above, toward fulfillment of baccalaureate degree requirements.

Students may transfer up to 76 units of acceptable lower-division and upper-division coursework toward the following bachelor degree requirements:

- 46 units of general education;
- 18 units of Biblical and Theological Studies or Interdisciplinary Distinctive requirements;
- 6 units of upper-division courses applicable to major degree program;
- 3 units of upper-division courses applicable to an academic minor; and
- 3 units of upper-division elective courses

### *Transfer Credit from Post-Secondary Nationally Accredited Institutions*

Credits earned at institutions accredited by the Association for Biblical Higher Education (formerly Accrediting Association of Bible Colleges), Accrediting Commission of Independent Colleges and Schools of the Career College Association (formerly National Association of Trade and Technical Schools), the Association of Independent Colleges and Schools, or the Distance Education and Training Council Accrediting Commission will be evaluated by the same criteria applied by Patten University to credits transferred from regionally accredited institutions.

### *Credit for Non-Collegiate Sponsored Instruction*

Patten University follows recommendations for the award of credit in the evaluation of non-collegiate sponsored instruction, as determined and published by the Office of Educational Credit of the American Council on Education and by the various State Education Departments' Programs on Non-Collegiate Sponsored Instruction.

Upon request, the university will also undertake its own evaluation of non-collegiate sponsored instruction as carried out at businesses, public agencies, health care and hospital facilities, denominationally-sponsored institutes, and any organization regularly conducting formal, evaluated, in-house courses judged to be relevant to or congruent with Patten University's degree programs.

### *Credit for Military Service School Experience*

Learning acquired in military service schools which offer college-level work, as determined and evaluated by the Office of Educational Credit of the American Council on Education (ACE), will be credited toward undergraduate and graduate degrees. The credit recommendations of the Office of Educational Credit and Credentials are contained in "The Guide to the Evaluation of Educational Experiences in the Armed Services."

The catalogs of federally sponsored, regionally accredited institutions, such as the Community College of the Air Force, serve as supplemental guides to the granting of credit for formal education conducted in the armed forces. When possible, requests for military credits should be submitted on form DD295, which must be certified by an appropriate Education Services officer or educational advisor.

Army enlisted ratings, Navy enlisted ratings, Coast Guard enlisted ratings, military occupational specialties, and similar military designations, plus courses completed in the Defense Language Institute, which have been evaluated by ACE, are also accepted for credit.

Military courses for which no credit evaluation has been performed may be creditable if documented via service records. Students who wish to have Patten University evaluate learning of this nature for credit must send copies of certificates of completion and either a Form DD214 or Form FRM20 to the Office of the Registrar in Phoenix, Arizona USA. Official military records must be submitted directly to Patten University and requested by the student from:

General Services Administration  
National Personnel Records Ctr.  
9700 Page Boulevard  
St. Louis, Missouri 63132

### *Credit by Examination*

Patten University participates in several nationally recognized standardized testing programs. Such exams are designed, monitored, scored, averaged, and validated by authoritative educational testing agencies and enjoy wide acceptance throughout higher education. A brief overview of the examination programs recognized by Patten University follows.

#### *The College Level Examination Program (CLEP)*

Sponsored by the College Entrance Examination Board, the College Level Examination Program (CLEP) affords students the opportunity to obtain credit in a variety of college subjects, as well as in a series of general examinations which cover broad areas of general collegiate education. Preparation for CLEP exams may be based on self-study or prior formal instruction.

CLEP tests are offered during the third week of each month at testing centers across the United States and by special arrangement at military installations around the world. Patten University accepts test scores, regardless of where the tests were administered.

CLEP sponsors two types of exams: CLEP General Examinations and CLEP Subject Examinations.

- The CLEP General Examinations provide a comprehensive measure of achievement in five basic areas of liberal arts and sciences. Each examination assesses the extent to which the student has mastered general knowledge in the area. Patten University will award credit for these CLEP examinations according to the following standards illustrated on the following table:

| <b>Minimum Area of Study</b> | <b>Credits</b> | <b>Score</b> |
|------------------------------|----------------|--------------|
| English Composition          | 9              | 421          |
| Humanities                   | 9              | 421          |
| Mathematics                  | 9              | 421          |
| Natural Sciences             | 9              | 421          |
| Social Science/ History      | 9              | 421          |

*If all five are passed with a satisfactory score, it is possible to obtain up to 30 semester credits, which are equivalent to one full year of university study.*

- CLEP Subject Examinations. The CLEP Subject Examinations measure achievement in specific university undergraduate courses that are common at most U.S. institutions of higher education. The Subject Examinations stress understanding, the ability to perceive relationships and the grasp of principles, concepts and factual materials in individual subjects.

CLEP Subject Examinations cover more than 35 college-level subjects. To receive credit at Patten University for these exams, students must earn a score equivalent to the minimum score recommended by the American Council on Education's Guide. Generally, Patten University credit awards follow CEEB recommendations. By successfully taking the CLEP General Examinations and CLEP Subject Examinations, it is possible for a student to achieve up to 90 lower-division credits. Patten University does not apply CLEP examinations to upper-division course requirements. CLEP examinations that duplicate lower-division course work previously transferred for credit will not be accepted for additional credit.

### *College Entrance Examination Board Advanced Placement Examinations (CEEB-AP)*

The Advanced Placement Examinations were designed by the College Entrance Examination Board to enable students to pursue college-level studies while still in secondary school. They were specifically intended to stimulate both students and teachers to higher achievement and to help eliminate the needless duplication of studies later at college. Examinations in 13 areas, such as biology, chemistry, classics, and European history are available. Advanced Placement exams are graded on a five-point scale in which 1 is the lowest and 5 is the highest. Students must achieve a minimum score of 3 to receive credit at Patten University.

### *International College-level Exam Credit*

International College-level Exam Credit is given for British System Advanced-Levels (A Level) Exams in which students score a grade of A, B or C, and that the amount of credit awarded is limited to 8 semester units.

### *The Prior Experience Program (PE)* (For Bachelor of Science Degree Programs Only)

Patten University recognizes that learning occurs in many different ways and under varied circumstances. As a result, the University has designed its Prior Experience (PE) program to enable students to earn University credits for learning acquired through documented experiential learning. The main principle underlying the assessment of prior experience is the belief that the knowledge acquired by students is more important than where, or the manner in which they learned it. Through the PE program, Patten University translates certain types of demonstrable adult learning experiences into university credits, the measurement units of higher education.

Patten University will award credit to undergraduate students who can demonstrate the attainment of skills and knowledge equivalent to those expected of persons satisfactorily completing specified portions of a degree program, by means other than formal classroom instruction or sponsored, supervised, out-of-class learning.

Students who have been away from formal education for some time find that the Prior Experience program aids their re-entry into academic life. Researching and writing a PE portfolio requires them to assess where they are educationally and to decide where they need to go.

Students who elect to prepare a portfolio must first complete all steps in the admissions process. After all transcripts and records of formal education have been evaluated, the student may register for a Directed Study with an approved faculty member for the purposes of preparing a Prior Experience portfolio.

Only main campus faculty with background and/or teaching assignments in the appropriate area can award credit. The faculty determines credit to be awarded and ensure that assessment of documentation is appropriate. When such credit is awarded, it is identified on the student's transcript as "credit for prior experiential learning."

There is a \$100 per unit fee for all credit for prior learning. The university cannot give any advance notice that credit will be awarded. Baccalaureate degree candidates may earn up to 18 credits by means of a Prior Experience portfolio.

### ***Post-Baccalaureate and Graduate Admission Requirements***

Patten University offers the following post baccalaureate and graduate degree programs:

- Master of Arts in Education
- Multiple and Single Subject Teaching Credential programs

### ***General Requirements***

- Three letters of recommendation from the student's employer, former employers, former teachers, instructors, professors, etc. are required;
- All sections of the reported scores on standardized entrance examinations such as the Graduate Record Exam (GRE), the Miller Analogies Test (MAT) and the Graduate Management Admissions Test (GMAT) should be submitted. These exams are recommended but not required.
- Applicants should know that a criminal record may preclude the opportunity to teach in California schools. Therefore the university requires that confidential disclosure of all prior offenses be made at the time of application.
- All sections of the California Basic Education Skills Test (CBEST) or other options being utilized to satisfy basic skills requirements must be passed prior to beginning supervised student teaching.
- All sections of the California Subject Examinations for Teacher (CSET), or other options being utilized to satisfy the subject matter competence requirement, must be passed prior to beginning supervised student teaching.

Effective July 1, 2007, any one of five new options established by the California Commission on Teacher Credentialing (CTC), may be utilized to meet the state requirements for acceptance by all Teaching Credential Programs (ref: CTC, CIA 07-02). These options are detailed in the Division of Education *Admissions Handbooks*, available from the Division of Education Office.

Specific information regarding the admissions requirements for each program is listed below.

### ***Admission Requirements for the M.A. in Education***

Patten University requires that students hold a baccalaureate degree from an accredited institution or the degree is deemed to be the equivalent of an American accredited degree by one of the Foreign Transcript evaluation companies approved by the California Commission on Teacher Credentialing.

Candidates must also:

- Submit three recommendations;
- Demonstrate academic writing skills as part of the admission process;
- Have achieved a GPA of 2.5 or higher for the baccalaureate degree;
- Have earned a GPA of 3.0 or higher in all applicable post-baccalaureate work;
- Have satisfied the Basic Skills requirement, e.g. by way of a passing score on the CBEST, CSET and writing plus, etc.; and



- Submit a completed application form and a \$30 graduate application fee.

Complete the appropriate application forms. Send all materials to:

**Patten University**  
**Education Division**  
**2433 Coolidge Avenue**  
**Oakland, CA 94601-2637**

### *Admission Requirements for the Multiple and Single Subject Teaching Credential Programs*

Patten University offers post baccalaureate Teaching Credential programs authorized by the CTC. To help insure admission to one of these programs, applicants must satisfy the following procedures no later than 30 days before the semester begins:

- Complete the Teaching Credential program application for admission;
- File with the admissions office official transcripts of work completed at colleges and universities, three character references, a record of a recent TB test and a personal statement;
- Take the California Basic Educational Skills Test (CBEST) and provide scores for diagnostic purposes. Those who score five or more points below passing on the CBEST must take an appropriate remedial course in mathematics and/or English as needed. Upon completion of the academic requirements, the applicant will be interviewed by the Division of Education faculty or Credential Analyst.

Academic requirements may be met by submission of documents and transcripts showing one of the following:

- For Multiple Subject Credential candidates: Completion of an acceptable baccalaureate degree from an institution accredited by a regional accrediting association with a minimum GPA of 2.5, and a passing score on the California required subject matter examinations.
- For Single Subject candidates: Completion of an acceptable baccalaureate degree from an institution accredited by a regionally accredited association with a minimum GPA of 2.5, and a passing score on the California required subject-matter examination(s), or completion of a CTC approved designated major waiver program from a California institution with a minimum GPA of 2.5.

Complete the appropriate application forms. Send all materials to:

**Patten University**  
**Education Division**  
**2433 Coolidge Avenue**  
**Oakland, CA 94601-2637**

### *Transfer Credit and Advanced Standing for Post-Baccalaureate and Graduate Programs*

Patten University grants academic credit and advanced standing toward its degrees for appropriate course work satisfactorily completed at other accredited and recognized schools, colleges and universities; acceptable scores on standardized examinations in college-level subjects; completion of formal non-collegiate, sponsored instructional programs and military service schools, as evaluated by the American Council on Education (ACE) and other agencies; credit earned at institutions with an approved Articulation Agreement with the university. Students who began, but did not

complete academic careers at other post-secondary institutions are welcome to continue their education at Patten University.

### *The Definition of Direct Equivalence*

Direct equivalence refers to a course successfully completed at another accredited or recognized institution, judged to be the same as a Patten University course in terms of content, duration, level and credit value and approved by the university.

If approved as a direct equivalent, students may apply to receive transfer credit, eliminating the need to take the corresponding Patten University course.

### *Transcripts from other Schools*

Students admitted to Patten University as degree candidates who have attended other collegiate institutions are required to submit official transcripts of course work taken at those institutions. Official transcripts are those which bear the embossed seal of the institution and the signature of the certifying school officer, usually the Registrar. They must be received by Patten University in a sealed envelope (student copies are unacceptable). Patten University does not solicit transcripts on behalf of students. Legally, students must request that official transcripts from former schools be forwarded to the Patten University Office of Records and Registration. Students must pay any transcript fees required by their former schools. Once received, transcripts become the property of Patten University and a part of the student's permanent file. They may not be released for any reason. Students who wish to have their records from an institution previously attended sent elsewhere must request that the issuing institution provide the transcript. Patten University does not issue, nor will it certify, copies of transcripts from other institutions.

### *Transcript Submission Deadlines*

Undergraduate and graduate students must have all official transcripts submitted to the Office of Records and Registration no later than the completion of their first term.

Students whose transcripts have not been received within these deadlines will not be permitted to register for further classes without first obtaining approval from the Office of Records and Registration.

### *Transfer Policies for Graduate Degree Programs*

Students who have previously completed course work in a recognized institution's graduate program may transfer up to 6 semester credits (or the equivalent) toward a Patten University master's degree. Credits must reflect a 3.0 GPA (B grade) or better. Program-specific constraints on the type of credit accepted in transfer, as well as exceptions to this credit transfer policy, are noted in the sections on degree requirements.

### *Transfer Credit from Post-Secondary Nationally Accredited Institutions*

Credits earned at institutions accredited by the Association for Biblical Higher Education, Accrediting Commission of Independent Colleges and Schools of the Career College Association (formerly National Association of Trade and Technical Schools), the Association of Independent Colleges and Schools, or the Distance Education and Training Council Accrediting Commission (DETC) will be evaluated by the same criteria applied by Patten University to credits transferred from regionally accredited institutions.



# Academic Life



**Catalog 2010 - 2012**

## Academic Policies

Patten University reserves the right to modify existing academic policies or to develop additional policies regarding the relationship between the institution and those who enroll in its programs. This includes tuition and fee schedules, enrollment procedures and requirements, program and course offerings, graduation requirements, and registration policies and procedures.

Those admitted to study at Patten University agree, by virtue of their enrollment, to be governed by such policies as are established by the university's Board of Trustees and administration. As a result, the university maintains disciplinary authority over students as it pertains to continuation of enrollment by students, their award of academic credit, and the conferring upon them of degrees and certificates.

### ***Orientation of New Students***

All new Patten University students are encouraged to attend orientation the week before classes start. During the orientation essential activities include academic advising, financial aid counseling, placement testing and registration.

### ***New Undergraduate Student Assessment & Placement Testing***

All incoming students (new & transfer) are required to take the Patten University assessment and placement test prior to registration, e.g. The M.A.P.P.

Students who have not completed an equivalent course to ENG 101A will be placed in either ENG 101A or a developmental course based on the results of the Assessment & Placement Test.

Students who have not completed an equivalent course to MTH 110 or MTH 115 will be placed in either MTH 110/115 or a developmental course based on the results of the Assessment & Placement Test.

All new students will take a Bible Test to determine biblical background knowledge.

Students in selected majors may be expected to complete a pre-test related to their major.

All new and first-time transfer students will participate in a 1-unit new student experience class, Pathways to Student Success (PASS), during the first semester of enrollment.

### ***A Semester Unit of Study***

To receive one (1) semester unit of credit, a student spends 15 hours in class or in classroom related activities during a semester. There are exceptions, however, in regard to independent and directed studies and field research classes. When registering for classes, students should keep in mind that one semester unit normally requires at least 2 to 3 hours of study for each hour spent in class.

### ***Academic Load for Undergraduate Students***

The normal undergraduate academic load is 16 semester units. Students who wish to carry more than 18 semester units of work must have a 3.0 GPA and obtain written permission from the department chair/associate dean. Should a student's GPA fall below 2.0, the university will seek to determine the cause with the student and to limit the number of units taken during the following semester to assist the student.

## **Course Load Designations**

### *Undergraduate and Credential*

|                  |                              |
|------------------|------------------------------|
| 12 units or more | Full-time                    |
| 9-11 units       | $\frac{3}{4}$ time           |
| 6-8 units        | $\frac{1}{2}$ time           |
| 0-5 units        | Less than $\frac{1}{2}$ time |

### *Graduate*

|                 |                              |
|-----------------|------------------------------|
| 9 units or more | Full-time                    |
| 7-8 units       | $\frac{3}{4}$ time           |
| 4.5-6 units     | $\frac{1}{2}$ time           |
| 1 to 4.4        | Less than $\frac{1}{2}$ time |

## **Undergraduate Class Level Status**

A student's class level is determined according to units completed (earned) and is updated at the end of each semester.

| <b>Class Level</b> | <b>Units Completed</b> |
|--------------------|------------------------|
| Freshman           | 0-29                   |
| Sophomore          | 30-59                  |
| Junior             | 60-89                  |
| Senior             | 90+                    |

## **Pre-registration for Continuing Students**

Fall and Summer pre-registration for all current students is normally held during weeks 10-12 in the spring semester, and spring pre-registration is held during weeks 10-12 in the fall semester. All students expecting to return for the next semester must meet with their major advisor before pre-registering for the following semester's course work. It is the student's responsibility to be familiar with departmental requirements before pre-registration. Continuing students who do not register during the continuing student registration period will be assessed a late fee.

## **Undergraduate Declaration of a Major**

Each student must declare his/her major in order to proceed to the junior year. This decision is made following a discussion with his/her advisor regarding interests and career plans. The student is to complete a "Declaration of Major" form, have it signed by the Academic Advisor of the new major and turn it in to the Office of Records & Registration.

## **Course Numbering and Prerequisites**

The three-letter abbreviation preceding a course number indicates the department of instruction or the general subject area of study. For example: BBL = Bible; ENG = English; THE = Theology; MTH = Math, etc.

The three-number designation associated with each department and/or subject generally indicates the course level of study.

|                         |           |
|-------------------------|-----------|
| Developmental courses   | 001 - 099 |
| Freshman level courses  | 100 - 199 |
| Sophomore level courses | 200 - 299 |
| Junior level courses    | 300 - 399 |
| Senior level course     | 400 - 499 |
| Credential courses      | 500 - 599 |
| Graduate level courses  | 600 - 699 |

Students may not take upper-division courses (junior, senior) without first fulfilling lower-division requirements or permission from the Major advisor for the program. The lower, sequentially-numbered courses are in most cases prerequisite to the higher.

NOTE: Developmental course work does not satisfy graduation requirements.

### ***Directed Study Option***

Directed studies are used very rarely. Petitions for a directed study are signed by the Academic Advisor and submitted to the AVP/Provost for approval.

### ***Registration, Add/Drop***

New students and unregistered continuing students must register for classes prior to the first week of each semester. There is an add/drop period at the beginning of each semester. Students must consult with their advisor to add/drop courses. Admittance to a new course is based upon available seating. Students must secure the faculty member's signature to add/drop courses. Courses dropped during the add/drop period will not appear on the student's permanent record. Alteration of a schedule without the approval of the Office of Records and Registration will not be recognized by the university.

No student may enter a class or laboratory after the first meeting following the end of the add/drop period.

### ***Course Withdrawal***

Students may withdraw from a course after the add/drop period is over. They must complete forms available through the Main Campus Office of Records and Registration, the extension site or Online Program director. Students must secure the signatures of the course instructor and the Academic Advisor's before withdrawing from a course. Completed withdrawal forms must be delivered to the main campus Office of Records and Registration no later than the last day designated to withdraw from classes. A grade of "W" will be recorded on the student's permanent record. Students who neglect to follow this procedure will receive grades of "F" on their permanent record.

### ***Total Withdrawal from the University***

Students who cannot continue their studies during a given semester must officially withdraw from the university. Withdrawal from school forms are available through the Office of Records & Registration, the extension site or Online Program director. Students should confer with their instructors and/or advisors, complete the withdrawal from school form and obtain clearance from the library, the financial aid and business offices. Students who neglect to follow this procedure will receive grades of "F" on their permanent record.

### ***Progress Toward a Degree or a Certificate***

The time needed to complete the requirements for a degree or a certificate may vary, depending upon the student and his/her personal and academic circumstances. Many students choose to carry less than a full load for an academic semester. This may extend the time needed to complete the academic program. Patten University encourages students to work toward a degree or certificate at a pace that suits their circumstances.

### ***Course Cancellation***

The university reserves the right to cancel a course, to change class times or class instructors, create new classes, and to alter any other policies or dates related to registration and student records at any time. Notification of such changes will be published in an appropriate manner.

### ***Grade Change***

When a student disagrees with the final grade of the course, that student first discusses the disagreement with the course instructor. Then, if there is no resolution, that student may petition a subcommittee of the Academic Affairs Council for a review of their course grades. Grade change petitions will be allowed for up to one semester after the original grade was given.

In most cases grade changes will not be made for original grades above: a "C" in an undergraduate course and "B-" in a graduate course.

### ***Repeating Courses***

Students may repeat a course previously taken in an attempt to improve a grade if the grade is lower than a "C." All grades, including the grade for the repeated course, will appear on the student's transcript. Students may request to have grade points previously earned recalculated to exclude the former grade and to reflect the current grade. No additional credit may be earned if the previous grade was a "C" or better.

### ***Attendance and Tardiness***

Students will be informed of the instructor's attendance and tardiness requirements at the start of classes and will be required to adhere to those guidelines. Federal law requires instructors to verify the attendance of students receiving Financial Aid. University policy states that a student may not miss more than 20% of the scheduled course hours for the semester. Excused absences due to extenuating circumstances are left to the discretion of the instructor. Students are required to report to all classes on time.

### ***Academic Integrity***

Academic honesty is expected of all students. Each instructor will inform students in the beginning of each semester the academic integrity expectations and the consequences for violating of this standard.

In the event an instructor determines and substantiates a violation of academic integrity occurred such as plagiarism or cheating, the instructor may take appropriate disciplinary action reflected in the student handbook. This action can include a lowered or failing grade, probation, dismissal or other institution actions. A detailed explanation of possible consequences are outlined in the Student Handbook.



As an example, plagiarism is stealing another’s ideas, information or words and passing it off as one’s own. Examples of plagiarism include quoting from a published work without the use of quotation marks and identification of the author and copying from another student’s examination or report. Instructors and Academic Advisors can answer any questions about plagiarism and other matters of academic integrity.

Students who are knowing accomplices in the act of plagiarism are equally guilty of academic dishonesty.

***Cross Registration (Transferring Credit from Another Institution)***

Students who expect to enroll in a course at another institution while still planning to complete their degree at Patten and who would like to insure the transferability of the course, are encouraged to complete the Prior-Approval form, which is available through the extension site or Online Program director or the Office of Records & Registration. All courses for which prior approval is obtained are subjected to the standards and conditions of the Patten University Transfer Credit policy.

***Residency Requirement***

Transfer students, except for military (SOC) students in the ASGS program, must complete minimums as follows: 12 semester units for an associate degree, 30 semester units for a B.A. or B.S. degree and 24 semester units for a master’s degree.

***Grading System***

| Letter Grade | Numerical Score | Grade Points | Achievement Level |
|--------------|-----------------|--------------|-------------------|
| A            | 93-100          | 4.0          | Superior          |
| A-           | 90-92           | 3.7          |                   |
| B+           | 87-89           | 3.3          | Above Average     |
| B            | 83-86           | 3.0          |                   |
| B-           | 80-82           | 2.7          |                   |
| C+           | 77-79           | 2.3          | Average           |
| C            | 73-76           | 2.0          |                   |
| C-           | 70-72           | 1.7          |                   |
| D+           | 67-69           | 1.3          | Below Average     |
| D            | 63-66           | 1.0          |                   |
| D-           | 60-62           | 0.7          |                   |
| F            | 0-59            | 0.0          |                   |
| CR           | 70-100          | N/A          | Passing           |
| NC           | 0-70            | N/A          | Not Passing       |

\* Undergraduates with a GPA of 2.0 and Graduate students with a GPA of 3.0 are not required to repeat individual courses with grades below these minimums but above 2.0 as long as their overall GPA’s remain above these minimums.

## ***Grade of Incomplete***

The grade of incomplete ("I") may be given to a student doing acceptable work who has been unable to complete course requirements on time due to extreme illness or a verifiable emergency. Arrangements for an "incomplete" grade are made between the faculty member and the student. An instructor will grant an incomplete only when 25% or less of the course requirements remain.

An "Incomplete" incurred in any semester MUST be made up within 45 days of the last day of the semester. A form must be submitted by the instructor to the Office of Records & Registration at the time final grades are due. An "Incomplete" not made up within the allotted time will be automatically converted to a final grade of "F". An extension, if approved by the instructor, may be granted on the original 45-day period for justifiable reasons.

## ***In Progress***

A grade of In Progress ("IP") can be given by an instructor for courses which require field experience, internship, supervised student teaching, field research, senior thesis projects, thesis research and development. The grade of "IP" can stand for one year from the end of the semester that the grade of "IP" was given. After one year the grade will automatically turn to an "F," and the course will need to be retaken.

## ***Auditing***

With the permission of the instructor, students may elect to "audit" a course for which they are not seeking degree credit. Students auditing a course for no credit are expected to comply with the attendance regulation of the instructor or attend 80% of the classes and pay any required fees, but are relieved of completing written work (assignments, tests, and examinations) associated with the course. Laboratory classes may be excluded from this requirement at the discretion of the instructor. A course taken for "audit" does not earn academic credit and cannot be used to satisfy a graduation requirement. Students should inform the instructor that they are auditing the course and request the instructor's attendance policy and all requirements, excluding the written work that must be completed to receive a grade of "audit."

## ***Academic Probation/Dismissal***

Students who fail to maintain a GPA of at least 2.0 for undergraduates and 3.0 for graduate students will be placed on academic probation and be required to maintain a GPA of 2.0/3.0 for the upcoming semester. Students placed on probation who fail to maintain a 2.0/3.0 GPA may be dismissed for one full academic semester, but may be reinstated after application for reinstatement and after special action of the Admissions committee. In such cases, a limited number of units should be attempted in order to raise the GPA to the required 2.0/3.0 minimum. Academic action will be placed on the student's permanent record and appear on the transcript.

## ***Grade-Point Averages (GPA)***

GPA's are computed by dividing the total number of grade points earned by the total number of units attempted in courses in which grades "A" to "F" are assigned.

Example:

ENG 101A – 3 semester units

Grade in ENG 101A = A (4.0 grade points)

3 semester units x 4.0 grade points = 12.0

BBL 110 – 3 semester units

Grade in BBL 110 = C (2.00 grade points)

3 semester units x 2.0 grade points = 6.0

12.0 + 6.0 (accumulated grade points) = 18.0

18.0 grade points/6 semester units = 3.0 GPA (B average)

### ***Transcripts***

Official transcripts of courses taken are issued only with the written permission of the student. Partial transcripts are not issued. All requests must come with a \$10.00 transcript fee payment. Transcripts are processed in accordance with the date received by the Office of Records and Registration. Transcript requests normally take 7 - 10 working days to be processed. Students should make a two-week allowance during peak periods such as pre-registration, add/drop, final grades, etc. In cases of deadlines, the university provides a “rush” service for requests. Rush service costs \$25.00 and ONLY guarantees the postmark of the transcript within 24 hours upon receipt of the request in the Office of Records & Registration. The student is responsible for any express services and mail charges (i.e., FEDEX, UPS Overnight, etc.).

### ***Application for Graduation***

All students who expect to complete their graduate, B.A., B.S., A.A. degree or certificate program must make a formal application for graduation at the beginning of the semester prior to the semester they expect to graduate.

The Office of Records & Registration and the major advisors help students determine their readiness to graduate, but the ultimate responsibility for fulfilling all requirements belongs to the student.

Candidates for the A.A. (Associate of Arts), B.A. (Bachelor of Arts), B.S. (Bachelor of Science) or M.A. (Master of Arts) degree must successfully fulfill the following requirements:

- Complete all required courses in the degree for which they are enrolled;
- Complete all General Education Requirements
- A.A., B.A., B.S. candidates complete the Biblical and Theological Studies requirements;
- Complete a minimum of: A.A degree – 61 units; B.A., B.S. degree – 121 units; M.A. degree – based on specific graduate requirements.
- Complete all assessment requirements.
- A.A., B.A., B.S. candidates fulfill requirement for Christian/Community Service.
- B.A., B.S. candidates complete at least 30 units in residence; A.A., candidates complete at least 12 units of general education in residence;
- Have a cumulative GPA of 2.0 undergraduate, 3.0 graduate; and
- Satisfy all financial obligations to Patten University.
- Pay the Graduation fee.
- Undergraduate students must have completed and presented a Senior Thesis Project.
- Graduate students must have completed all course work, passed Orals and have the thesis signed off.

## ***Graduation with Honors***

Honors at graduation are conferred upon students who complete work for the bachelor's degree with high distinction. These are recorded on the student's transcript.

### *Summa cum laude*

Graduating students who have earned a cumulative 3.8 GPA or higher.

### *Magna cum laude*

Graduating students who have earned a cumulative GPA of 3.5 - 3.79.

### *Cum laude*

Graduating students who have earned a cumulative GPA of 3.2 - 3.49.

## ***Course Substitutions***

In addition to transferring equivalent courses, on occasion, students may be interested in substituting an elective course for a required course. Such substitutions are only acceptable if the substitution meets the specific educational goal of the student while maintaining the integrity of the degree program. The major advisor or designee determines the appropriateness of a substitution request and approves any substitutions.

## ***Change of Major***

The policies of the university permit a student to request a change of major. The student will submit a "Change of Major" form to the Academic Advisor. Upon approval the Advisor will forward the document to the Office of Records & Registration. Students are obligated to meet any additional admissions and/or degree requirements that may differ from the student's original program of study.

Students attending under veterans assistance programs must report a change of major to the Department of Veterans Affairs.

## ***Second Majors***

Students who wish to complete a second major at the same level at Patten University must complete all courses required for that major as well as courses required for their primary major.

It is not uncommon that courses satisfying major requirements in one program may serve as core courses in another program. However, students electing double majors must complete all courses in the second degree program in addition to the core course requirements.

## ***Second Degrees***

Students who are interested in completing a second degree at the same level must complete all requirements for each degree, that shall not be fewer than 30 approved semester units for undergraduate degrees.

### ***Official Registration***

A student is officially registered at the university when all admissions requirements, registration forms and necessary financial aid forms are complete and accepted and all applicable tuition and fees have been paid; or, alternatively, a payment plan/contract has been completed.

### ***Official Notification***

Students are responsible for keeping the Office of Records and Registration informed of any changes in name, address, e-mail address and telephone numbers.

The mailing of notices, grades and other university correspondence to the last address on record constitutes official notification.

### ***Graduate Students in Undergraduate Courses***

Graduate students may enroll in an undergraduate course either because of a strong interest in the subject matter or because the undergraduate course is a prerequisite or preparatory area of study for a graduate course. No prior approval is required for such enrollment.

However, undergraduate courses taken as part of a graduate degree plan must be approved by the graduate advisor.

Current legislated policy indicates that Federal Financial Aid cannot be used to pay for these undergraduate courses because they are not part of the graduate degree program.

The Department of Veterans Affairs will support the enrollment of a first-term graduate student in an undergraduate course if it is in order to correct a deficiency in preparation for a required graduate course.

### ***Undergraduate Students in Post-Baccalaureate Courses***

Generally, undergraduate students are not permitted to enroll in post-baccalaureate courses. However, undergraduate students, in the final term of their undergraduate program, may be permitted simultaneous enrollment in undergraduate and post-baccalaureate classes if:

1. The student has applied for and been granted graduate school admission; and
2. The course is approved by both the undergraduate advisor and the post-baccalaureate program advisor.

A post-baccalaureate course completed in this way may not be counted toward fulfillment of both post-baccalaureate and undergraduate degree requirements.

Before making these arrangements, students should consult with their financial aid counselor.

### ***Academic Awards***

#### ***American Bible Society Scholarly Achievement Award***

Awarded by the American Bible Society to the second- or third-year student who has shown the highest achievement or the most promising talents as a biblical scholar.

### *Baker Book Award*

An annual award given by Baker Book House to the spring graduate who has distinguished himself/herself in the study of the Bible or theology.

### *Biblical Award*

Presented by the Biblical and Theological Studies faculty to the student who writes the most outstanding paper. Criteria are scholarship and originality. Any student may participate by submitting a paper to the department chairperson during the Spring semester.

### *Biblical Languages Award*

Awarded to students who complete GRK 134 or HEB 122 with a "B" average or above.

### *Dean's List*

Awarded to honor students each semester. Those who are placed on the Dean's List receive transcripts stamped with this distinction. An honor student must earn a GPA of 3.2 with no fewer than 12 units of work for which he/she receives grade points. A semester grade of D or F in any subject removes eligibility for this honor.

Honor students are named in the publication *National Dean's List*.

### *Degree Program Awards\**

These awards are given to outstanding students in individual degree programs.

### *Freshman Writing Award\**

Awarded by the Arts and Sciences faculty to the freshman who writes the best essay.

### *Gold Pin Award*

Awarded to a student who has carried a minimum of 12 units each semester and maintained a GPA of 3.4 or higher for four years.

### *Junior Writing Award\**

Awarded by the Arts and Sciences faculty to the junior who writes the best research or scholarly paper as determined by faculty.

### *Master of Arts in Education Honor Award*

Awarded to a student who excels academically (4.0 GPA) and shows outstanding leadership abilities as determined by the Division of Education faculty.

### *Senior Writing Award\**

Awarded by the Arts and Sciences faculty to the senior who writes the best senior seminar paper.

### *Silver Pin*

The silver "P" pin is awarded to a student who has carried a minimum of 12 units each semester and maintained a GPA of 3.4 or better for two years.

### *Sophomore Writing Award\**

Awarded by the Arts and Sciences faculty to the sophomore who writes the best paper as determined by the faculty.

### *Teaching Credential Program Honor Award*

Awarded to a student who excels academically (4.0 GPA), show outstanding ability in relating to students in the classroom, professionals and parents, as determined by both the university faculty and the supervising teachers.

### *Transfer Student Honor Pin*

Awarded to transfer students who maintain a 3.75 GPA during their enrollment at Patten University.

### *Torch Award*

Awarded to students who have maintained a GPA of 4.0 for four years.

### *Who's Who Among Students in American Colleges and Universities*

Awarded to juniors, seniors and graduate students who have excelled in academics, leadership and extracurricular activities. Selection is made by a faculty committee.

\* Must be enrolled in at least 12 units to receive award.

## Financial Policies

Students who enroll at Patten University assume responsibility for the payment of all tuition and fees in accordance with the financial policies set forth below.

Patten University reserves the right to change the tuition and fee schedule for any given term without prior notice. After the beginning of a term, no changes in tuition or fees will be made which affect that term.

Patten University delivers courses and degree programs in a variety of formats over each semester as part of the certificate, A.A., B.A., B.S., Credential and M.A. programs. These formats include: traditional, intensive and online courses.

Tuition and fees for each semester or course at Patten University are due in full at the beginning of the semester/course. Students who pre-register for courses will be billed in advance. Payment deadlines for each semester/course will be included with the bill.

Students who enroll on a semester basis have the option of making installment payments for tuition, fees, and room costs. A small fee is charged to set up a payment plan. The plan allows students to pay their tuition for the semester in four installments during that semester.

Students may not enroll in a subsequent semester or course until any previous balance is paid in full. Grades and transcripts will not be released if a student owes Patten University for charges on their account.

Continuing students will be charged a late payment fee if they pre-enroll for the next semester and do not meet the payment deadline. Late charges are also incurred if a monthly payment is late on the payment plan.

Students who apply for Financial Aid but do not have an award letter at the start of classes need to make a first installment payment and complete a payment plan in order to enroll for the semester. A payment is needed from each student to insure that he/she is serious about attending Patten University and serious about completing the application process for Financial Aid.

### ***Schedule of Tuition and Fees***

Please see the listing of current fees by referring to the university's web site:  
<http://www.patten.edu/>.

Payment for tuition and fees can be made by check, credit card, money order or cash. Please note that there is a \$25 fee for all returned checks.

### ***Cost of Books and Supplies***

Although there is variation in the costs of textbooks and supplies based on the number and type of courses taken, the university estimates that a student will spend a minimum of \$500 per semester for books and supplies.

### ***Refund Policy***

Tuition, fees and room charges will be refunded according to the schedule for traditional semesters. Students are eligible for a refund only if the proper forms from the Office of Records & Registration are completed indicating that the student is withdrawing from school. The date that the Office of Records and Registration receives the withdrawal form determines the date used in the refund calculation. Please note that some nonrefundable fees may apply during any semester. Please consult the current Tuition and Fee schedule for information. Refunds are available to students on a prorated basis, as noted:



## *Standard 16 Week Semester*

### Date of Withdrawal and Percentage of Refund:

|                        |      |
|------------------------|------|
| 1st week               | 100% |
| 2nd week               | 90%  |
| 3rd week               | 75%  |
| 4th week               | 50%  |
| 5th week and following | 0%   |

## *Accelerated Courses (Non-Standard Semester)*

All accelerated courses must be added or dropped prior to the second class meeting.

### Date of Withdrawal and Percentage of Refund:

|                    |      |
|--------------------|------|
| Before 2nd meeting | 100% |
| After 2nd meeting  | 50%  |
| After 3rd meeting  | 0%   |

Refunds of tuition and other charges to veterans receiving Veterans Benefits are pro-rated, based upon administration regulations Section 14254(C)(13) 14255.

## ***Housing***

Contracts for on-campus housing are signed for each academic semester and the summer term (when applicable). A withdraw from university housing after the Add/Drop period is subject to the terms of the Housing Contract. Refunds are available until the last of the Add/Drop period for the given semester. After the Add/Drop period students may request to be released from their contract, but neither full nor partial refunds of the room and/or board fees will be given.

## ***Financial Aid Programs***

Patten University seeks to provide students with comprehensive information about financial aid options and offers assistance with the application process. Students who apply for financial aid are considered for federal, state and institutional assistance based on the contents of their completed application.

## ***How to Apply for Financial Aid***

Those who have been accepted as regular students, including those in the fifth-year Multiple and Single Subject Teaching Credential programs and the graduate programs, may apply for financial aid.

Students must submit a Free Application for Federal Student Aid (FAFSA) to a federal processor in order to determine their eligibility. Students must reapply for financial aid every year.

All students expecting to receive aid for the following academic year (late August through mid-May) should complete their applications prior to a recommended May 1 deadline in order to receive priority packaging. An award letter explaining what financial aid a student is eligible for will be forwarded to each student prior to the start of the semester.

Sources of financial aid are the following:

## *Federal Aid*

### **Federal Pell Grant Program**

This program provides federal grants to undergraduate students who meet all eligibility requirements. To qualify for this program, students must complete a Free Application for Federal Student Aid (FAFSA).

### **Supplemental Educational Opportunity Grant (SEOG)**

This grant is available to students with exceptional financial need. Exceptional need is determined by the financial aid office based upon the information the student provides on the FAFSA.

### **Federal Perkins Student Loan Program**

The federal government makes funds available to students with no interest charges while they are in school and an annual interest rate of 5% once they leave school. No payments are due, and no interest will accrue as long as the student maintains at least half-time enrollment in an approved school. The loan interest is deferred for six months after the student leaves school, and the first payments are due nine months after the student leaves school.

### **Federal Stafford Loan Program**

Loans are available with a variable interest rate not to exceed 8.25% during the first four years. An insurance premium of approximately 1% and an origination fee of 3% are deducted from the loan prior to disbursement. The loans have a six-month grace period, and no payments are required until the student utilizes the grace period.

### **Parental Loan Program**

Loans are available to the parents of dependent students, with variable rates of interest not to exceed 9% annually. Interest accrues while the student is enrolled, and repayment begins within 60 days of receiving the student loan check. For parent borrowers, a credit application is required.

### **TEACH Grant Program**

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to undergraduate students and up to \$2,000 per year to graduate students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

Visit [www.FederalStudentAid.ed.gov](http://www.FederalStudentAid.ed.gov) for more information or to see if you qualify.

### **Veterans Benefits**

The university is approved for the training of veterans.

Veterans who apply for admission should consult their local Veterans Administration office. The Office of Financial Aid will assist veterans in making arrangements.

Eligible veterans, reservists, and dependents of deceased or 100% disabled veterans may qualify for educational benefits through the Veterans Administration. Information regarding Veterans benefits may be obtained through the Office of Records and Registration or by contacting the local Veterans Affairs office.

### **University/Institutional Work-Study Programs**

These programs provide on-campus job opportunities in a variety of positions. Efforts are made to assign students to positions that develop skills related to the goals of their academic programs.

## *State Aid*

### **California State Scholarships**

Students are eligible to receive California Scholarships, including Cal Grant A and Cal Grant B.

- Cal Grant A provides tuition assistance for students from low-to-middle income families who can demonstrate financial need and have above average academic ability.
- Cal Grant B provides a monthly living stipend during the first year of eligibility, and in the second year it can pay a living stipend and provide tuition assistance.

Students should contact the Financial Aid office for applications and details regarding eligibility for these grants. State grants are given on a first-come-first-served basis, therefore applications should be submitted well in advance of the March 2 deadline.

### **California State Loans**

The California APLE program is a loan forgiveness program for students in Teaching Credential programs. Students must agree to teach for a specified period in a low income area school, or in a teacher-shortage-subject area. Contact the Financial Aid office for an application and additional information. The deadline to file applications varies.

### **Teaching Intern Candidates Scholarship**

Interns may be eligible for a \$500 or a \$1,000 Scholarship to be applied toward their tuition. This scholarship is dispersed in \$500 payments per semester.

These scholarships are given out from the Patten University Credential Intern Program Grant from the California Commission on Teacher Credentialing.

### *Institutional Scholarship*

Students may apply for the following scholarships from Patten University.

- Athletic Scholarship
- Church Matching Scholarship
- Jerry Clark Memorial Scholarship
- Dependent of Christian Ministers Scholarship
- Music Scholarship
- Pastor's Scholarship
- Praxis Scholarship
- President's Scholarship
- Teaching Credential Program Scholarship

## ***Financial Aid Packages***

The university packages financial aid in the following manner:

- Eligibility for the Pell Grant and Cal Grants is used as a foundation for the package.
- As eligibility permits, a combination of student loans, SEOG grant funds, and Work-Study is added to meet as much of the student's need as possible.
- Finally, institutional aid and eligibility are determined and awarded.

## ***Other Funding Sources***

Students are encouraged to seek as much outside financial help as possible. Resource material on outside financial aid sources may be found in the university library or the Financial Aid Office.

## ***Financial Aid and Satisfactory Academic Progress***

Students who receive financial aid must continue to make satisfactory academic progress during each semester of enrollment in order to continue receiving aid. They must maintain a cumulative grade-point average (GPA) of 2.0 (a "C" average) for a baccalaureate program or 3.0 (a "B" average) for a post-baccalaureate program. They must also complete a minimum number of units each semester, determined by the number of units they enroll in the beginning of each semester.

Detailed requirements of the Satisfactory Academic Progress policy are included with the student award letter distributed by the Financial Aid Office.

## ***Tuition Reimbursement and Employer Billing***

Employers frequently pay the tuition of Patten University students through company tuition reimbursement programs. Students are encouraged to check with their employers to find out whether such a program is available to them.

Though each employer's procedure will differ, tuition reimbursement is frequently confirmed by means of a memorandum or letter authorizing subsequent tuition billing. Such memos or letters must be presented at the time of registration. Employer reimbursement of tuition directly to a student does not constitute an authorization for subsequent employer billing by Patten University.

## Privacy Rights of Parents & Students

In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) [Section 438 of the General Education Provisions Act, 20 USC 1232], commonly referred to as the "Buckley Amendment," Patten University has adopted the regulations given below to protect the privacy rights of its students. Revisions and clarifications will be published as experience with the law and the Institution's policy warrants.

Each year, students are informed of their rights under this act through the university catalog and the Student Handbook. In compliance with this federal law, the university has established a policy to protect students from misuse of information in their personal folders and to allow students access to their own folders. The policy is summarized as follows:

### ***Location of Educational Records***

Educational records are kept in the Office of Records and Registration (Wycliffe Hall). Other offices may maintain informal or unofficial records. Inquiries concerning those records should be made in writing to the registrar's office.

### ***Disclosure of Information from Records***

#### *Directory Information*

Patten University, unless requested not to do so by the student, will release directory information about individual students to university personnel inquiries. "Directory Information" is limited to name, address, dates of enrollment, date of graduation, degree received, curriculum in which the student is enrolled, date of birth, participation in officially recognized activities and sports, weight and height of athletic team members and official university honors, such as inclusion in the Dean's List. Students who do not wish to have directory information released must complete a "Request to Prevent Disclosure of Directory Information" form in the registrar's office. In no case will the university release a list of all students or groups of students to non-university personnel.

#### *Non-directory Information*

No information other than that contained in the directory (as outlined above) will be released without a student's written consent except when prior written consent is not required by the Act (FERPA). The university must disclose educational records without written consent of students to those federal and state government agencies and officials provided by the law.

The university must also provide access to educational records to:

- Personnel within the university determined by the university to have legitimate educational interest. "Legitimate educational interest" is defined as the demonstrated need to know by those university officials who act in the students' educational interest, professional employees and other persons who manage student record information;
- Officials of other institutions in which a student seeks to enroll on condition that the issuing institution attempts to inform students of the disclosure, or makes such a transfer of information a stated institutional policy (this notification is to be considered as such);
- Organizations contributing to a student's financial aid, or determining financial aid decisions concerning eligibility, amount, conditions and enforcement of terms of said aid;
- Organizations conducting studies to develop, validate and administer predictive student aid programs or to improve instruction;
- Accrediting organizations carrying out their functions;

- Parents who have established a student's status as a dependent according to the Internal Revenue Code (parent(s) must provide a certified copy of the appropriate federal income tax form);
- Persons in compliance with a judicial order or lawfully issued subpoena, provided the university makes an attempt to notify the student (the student will be notified in writing by the Office of Records and Registration that a subpoena has been issued); and
- Persons in an emergency, if the knowledge of information is, in fact, necessary to protect the health and safety of students or other persons

**NOTE:** *Information concerning applicants to the university who have not yet enrolled will not be released to anyone*

### ***Inspection and Review of Records***

Students may inspect and review their educational records upon request to the Office of Records and Registration. Students may examine their own files after January 1, 1975. There are however, limitations that exist on students' rights to inspect and review these records. The university reserves the right to deny access to confidential letters and recommendations associated with admissions, employment or job placement, or honors to which students have waived rights of inspection and records containing information about more than one student. (In such cases, the university must permit access to that part of the record which pertains only to the inquiring student.)

### ***Challenge of Records***

Students have the right to challenge records they believe to be inaccurate, incomplete or incorrectly disseminated. If the outcome of the challenge is unsatisfactory, the student has the right to a hearing. And if the outcome of the hearing is unsatisfactory, the student may submit an explanatory statement for inclusion in the educational record. Such a statement shall become part of the information contained in the educational record and will be disclosed with it.

### ***Records of Requests and Disclosures***

Patten University will maintain records of requests and disclosures on non-directory information. The records of requests shall include the names and addresses of the person(s) who requested the information. Records of requests and disclosures need not be maintained for:

- Those requests made by students for their own use;
- Those disclosures made in response to written requests from students;
- Those made by school officials; and
- Those specified as Directory Information.

The records of disclosures and requests for disclosures are considered a part of the students' educational records; they must therefore be retained as long as the educational records to which they refer are retained by the university.

### ***Right of Complaint***

A student who believes that the university is not complying with the requirements of the Family Educational Rights and Privacy Act or the regulations issued by the Department of Education implementing that Act, may file complaints in writing to:

THE FERPA OFFICE,  
U.S. DEPARTMENT OF EDUCATION,  
4000 MARYLAND AVENUE, SE, WASHINGTON, DC 20202.

A copy of the Family Educational Rights and Privacy Act, as amended, is available in the office of the registrar (Wycliffe Hall).

## Academic Programs

Patten University offers certificates, Associate's, Bachelor's and Master's degrees. The university is comprised of three divisions, with each division offering undergraduate and/or graduate programs:

1. Division of Arts, Sciences & Business with degrees in Communication, General Studies, Liberal Studies, Organizational Management and Psychology.
2. Division of Biblical & Ministerial Studies with degrees in Biblical Studies, Church Leadership, Church Ministry, Intercultural-Urban Ministry, Music & Worship Leadership, Pastoral Studies and Youth Ministry.
3. Division of Education with degrees in Early Childhood Development and Integrated Liberal Studies and an M.A. degree in Education. This division also offers multiple and single subject teaching credential programs.

Prospective students should note that not all programs are available at extension sites or online. See the Patten University website for a current listing of degree programs.

Following is a list of programs:

### ***Division of Arts, Sciences and Business***

#### *The Associate of Arts*

- General Studies

#### *The Bachelor of Arts\**

##### Major Fields

- Communication
- Liberal Studies
- Organizational Management
- Psychology

##### Minor Fields

- Liberal Studies
- Math
- Organizational Management
- Psychology
- Public Relations

### ***Division of Biblical and Ministerial Studies***

#### *Bible and Ministry Certificate*

#### *The Associate of Arts*

- Church Ministry

#### *The Bachelor of Arts\**

##### Major Fields of Study

- Biblical Studies
- Church Leadership
- Intercultural-Urban Ministry
- Music & Worship Leadership
- Pastoral Studies
- Youth Ministry



## Minor Fields of Study

- Intercultural-Urban Ministry
- Music & Worship Leadership
- Pastoral Studies
- Sacred Art
- Youth Ministry

## ***Division of Education***

### *The Associate of Arts*

- Early Childhood Development

### *The Bachelor of Arts*

#### Major Fields of Study

- Integrated Liberal Studies
- Teaching Credential Programs

### *The Master of Arts*

- Education

## \*Bachelor of Science

The Bachelor of Science degree is an applied degree offered for students expecting to use Prior Experience (see page 34) credits to fulfill up to 18 units in their bachelor degree program. See an Academic Advisor for details and approval.

## ***Institutional Learning Outcomes***

Our core values of faith, learning and service are foundational to all that we do and all that we accomplish and improve with our teaching and learning at Patten University. The expectation, then, is that faith, learning and service to our communities are interwoven into all aspects of life, learning and critical assessment in our work and our expected outcomes. That is, we expect our teaching and learning to develop the cognitive and metacognitive skills and knowledge reflective of quality higher education with the core values evident in both delivery and outcome. Thus, strengthening and deepening of faith, developing and enriching learning and expanding and refining service to our communities are context and purpose for our work, our expectations for development of students and ourselves, and the assessment of our institutional outcomes.

Students who complete their individual course of study at Patten University will reflect the following faith and learning outcomes with the goal of service to our communities.

- Demonstrate balanced and growing breadth and depth of knowledge and functional strategies for acquiring and applying new knowledge.
- Demonstrate the capacity to utilize proficient and appropriate written, oral and technology-based communication skills.
- Demonstrate the capacity to draw conclusions and form inferences using balanced critical and analytical reasoning strategies.
- Demonstrate the capacity and willingness to recognize and understand diverse points of view in the context of their world view.
- Practice ethical and moral behavior reflective of our Judeo-Christian traditions.

# Foundational Elements for the Undergraduate

The General Education course of study at Patten University develops a breadth of knowledge and skills demonstrated as course learning outcomes in the following areas:

- **Written & Oral Communication:** Using a variety of oral, written and technology-based approaches and forms: Read and understand a variety of academic texts; produce course products that reflect effective, well-edited, appropriate communication of ideas and information with factual evidence.
- **Critical Thinking & Research:** Generate a variety of written and oral course products which demonstrate the capacity to: Read and research critically and purposefully; weigh and analyze evidence from a balanced point of view; and form conclusions/make inferences in the context of the purpose of the task.
- **Humanities & Aesthetics:** Analyze, interpret and make informed philosophical, creative and aesthetic judgements while observing, experiencing and participating in activities unique to the fine arts, literature, and the creative process.
- **History/Social Sciences:** Describe and identify the interrelationships, dependencies and attributes among people and their histories, societies, cultures, government, geography and economics in the contexts of the interactions and outcomes experienced in the local and the world communities.
- **Life, Earth, Physical Sciences:** Understand and use the scientific method, describe scientific applications or principles underlying life around us and know how laboratory and field study experimentation can be applied to solve problems in the context of current-relevant issues.
- **Mathematics:** Exhibit and use the following quantitative reasoning attributes: read and understand information presented in numeric and graphic formats; estimate and calculate arithmetic operations; solve basic equations and functions; verify solutions; employ basic statistical concepts appropriate to purpose.
- **Ethical Understanding, Attributes & Practices:** Describe and show in theory and in a variety of life, humane and professional contexts how the attributes, values and influences of ethical behaviors are formed, interpreted, practiced and affect individuals, groups of people and society at large.

**General Education Requirement for all B.A. Degree Programs:**

|  |           |  |
|--|-----------|--|
| <b>Written &amp; Oral Communication/Critical Thinking &amp; Research</b>   |           |  |
| COM 146 Communication  | 3         |  |
| ENG 101A Reading and Composition   | 3         |  |
| ENG 101B Critical Thinking, Reading & Writing  | 3         |  |
| ENG 204 Interdisciplinary Reading, Writing & Research  | 3         |  |
| <b>Humanities &amp; Aesthetics</b>   |           |  |
| ART 211 Art Appreciation OR MUS 212 Music Appreciation   | 3         |  |
| PHL 271 Introduction to Philosophy   | 3         |  |
| <b>History/Social Sciences</b>   |           |  |
| HIS 227 History of the Ancient World<br>OR<br>HIS 340 World History<br>OR<br>HIS 435 Seminar in Church History (IDP) | 3         |  |
| POL 241 American Government  | 3         |  |
| PSY 221 General Psychology   | 3         |  |
| SOC 230 Sociology OR<br>SOC 275 Women in Ministry  | 3         |  |
| <b>Life, Earth, Physical Sciences</b>  |           |  |
| Non-Lab Science  | 3         |  |
| Science with Lab   | 4         |  |
| <b>Mathematics</b>   |           |  |
| MTH 110 Business Math OR<br>MTH 115 College Algebra  | 3         |  |
| <b>Ethical Understanding, Attributes &amp; Practices</b>   |           |  |
| PHL 363 Ethics OR<br>CMN 201 Social Ethics OR<br>CMN 341 Judeo-Christian Social Ethics                               | 3         |  |
| REL 480 Religion in America OR SSC 304 World Religions OR  | 3         |  |
| <b>Total General Education Requirement</b>   | <b>46</b> |  |

## Major

Most Patten University baccalaureate degrees provide a 36-semester unit major in a specific field of study.

### ***Bachelor of Arts or Science Degree Program Distinctives***

Patten University maintains, as a distinctive characteristic, the inclusion of Judeo-Christian values in all of its undergraduate degree offerings. Students seeking a Bachelor of Arts or Science degree are required to complete 18 credit hours of one of two distinctive curricula: Biblical and Theological Studies which most students take or International Interdisciplinary Studies which most international students take. The courses of each distinctive follow:

#### Biblical and Theological Studies Distinctives

|   |           |
|---|-----------|
| THE 221/121 Biblical Theology I                                 | 3         |
| THE 222/122 Biblical Theology II<br>(Prerequisite: THE 221/121) | 3         |
| OTS 126 Pentateuch<br>(Prerequisite: THE 221/121)               | 3         |
| OTS 315 Ancient Israel<br>(Prerequisite: THE 221/121, OTS 126)  | 3         |
| NTS 302 Life of Christ<br>(Prerequisite: THE 221/121)           | 3         |
| NTS 431 Apostolic Age<br>(Prerequisite: THE 221/121 NTS 302)    | 3         |
| <b>Total Biblical and Theological Distinctives Requirement</b>  | <b>18</b> |

#### International Interdisciplinary Studies Distinctives

|  |   |
|--|---|
| HUM 301 Cultural Orientation                                 | 3 |
| LIT 370 The Bible as Literature                              | 3 |
| REL 302 The Life & Teachings of Jesus                        | 3 |
| PHL 331 Judeo-Christian Thought                              | 3 |
| PHL 363 Social Ethics  | 3 |
| SSC 304 World Religions<br>OR<br>REL 480 Religion in America | 3 |

### **Academic Minors**

Students seeking a Bachelor of Arts or Science degree will need to complete 18 upper division units for an academic minor. Academic Minors are as follows:

- Liberal Studies
- Mathematics
- Music & Worship Leadership
- Organizational Management
- Pastoral Studies
- Public Relations
- Psychology
- Sacred Art
- Youth Ministry
- Exploratory (This minor is intended to provide a broad, eclectic background of knowledge to enrich the major degree course of study. Students may select any 18 units of upper division courses approved by the major degree program advisor).

### **Electives**

Students seeking a Bachelor of Arts or Science degree may need to complete additional units of electives courses. These general electives should be selected in consultation with the student's academic advisor.

### **Christian/Community Service**

One of the requirements at Patten University is the Christian/Community Service activity. Patten University places a high value on students identifying and taking responsibility for addressing needs in their church or community. Each semester, students in the baccalaureate degree programs complete 16 clock hours of Christian/Community service activities.

Students may choose from a wide variety of activities. Examples of these activities include: local community betterment programs, tutoring programs, mentoring, urban missions, prison ministries, church activities, etc.

### **Summary of B.A. Requirements:**

|                               |            |
|-------------------------------|------------|
| General Education Requirement | 46         |
| Distinctive Requirement       | 18         |
| Major                         | 30-36      |
| Minor                         | 18         |
| Electives                     | 3-9        |
| <b>Total Semester Units</b>   | <b>121</b> |

## Division of Arts, Sciences & Business

Students who participate in the Division of Arts, Sciences and Business gain knowledge and develop academic skills in learner-centered environments which generate a commitment to developing: breadth and depth of knowledge; dynamic capacity for creativity; critical habits of mind and heart; respect, consideration and informed discussion of diverse points of view; curiosity and skills for inquiry and research; and effective expression of ideas. The vision of the division is to produce students who are scholars, responsible and productive citizens, and leaders with a world-view that reflects the Judeo-Christian foundation of the university.

### *The Associate of Arts Degree*

The A.A. degree program is recommended for students who plan to further their education in a vocational field or a four-year degree program. The program includes courses in General Studies. Students completing requirements for the Associate of Arts degree may decide to enroll in and have their credits transferred to B.A. or B.S. degree programs at Patten or other four-year colleges and universities. Earning an Associate of Arts degree at Patten University does not automatically qualify a student for admission to another college or university. As early as possible, students should contact the Admissions and Registrar's Offices of the undergraduate institutions to which they wish to transfer credits about admission requirements and course work that would transfer into their chosen programs.

### *Minimum Graduation Requirements for the Associate of Arts Degree*

- Complete all required courses in the A.A. program. Complete all General Education and required Patten Distinctives.
- Earn a minimum of 61 credits of collegiate work with at least a "C" (2.0 grade point average) in a curriculum, which Patten University accepts toward the degree.
- At least 12 credits must be residency credits from Patten University;
- Complete a Written Capstone Requirement.
- Satisfy all financial obligations to Patten University.
- Fulfill the assessment requirements of Patten University.

### *Summary of Associate of Arts Degree Requirements*

|                                     |           |
|-------------------------------------|-----------|
| General Education Requirement       | 34        |
| Electives in Academic Concentration | 18        |
| Patten Distinctives                 | 9         |
| <b>Total Units for A.A.</b>         | <b>61</b> |

## *The Associate of Science in General Studies Degree*

*For active duty military (including Reserves and National Guard personnel) only*

Patten University is a Service Members Opportunity College (SOC). As an SOC member we have made a commitment to support our Service men and women by recognizing their educational accomplishments through SOC member schools. As a result of September 11, 2001 and the increased demands on our Service men and women, Patten University has adapted its policies, to the greatest extent possible, to meet the intent of SOC membership... "to accommodate the special educational circumstances of active duty military personnel."

The Associate of Science in General Studies (ASGS) degree is tailored specifically to articulate with educational programs in the armed services. It uses ACE credit recommendations for military schools and training, recognition of college credit earned at all SOC schools, and prior learning experience portfolios. Students who have completed 57 or more semester credits, and meet the distribution requirements listed below, are required to complete only one Patten distinctive course to earn the Patten ASGS degree.

### *ASGS Distribution Requirements*

(61 units of General Studies from Patten and/or transfer credits from accredited institutions, SOC member institutions, ACE credit recommendations for service schools, Prior Learning Experience credit, ACT/PEP exam credit, etc. composed of the following).

General Education Requirement:

|   |    |
|---|----|
| English/Communication                                     | 6  |
| Humanities  | 6  |
| Natural Sciences  | 4  |
| Mathematics/Computer Science                              | 6  |
| Social Sciences/Behavioral Sciences                       | 12 |
| General Education Electives (from the above listed areas) | 6  |

Patten Distinctive:

|                |   |
|----------------|---|
| PHL 363 Ethics | 3 |
|----------------|---|

Academic Concentration:

|  |    |
|--|----|
| Academic/Professional Training Electives | 18 |
|--|----|

|                                    |           |
|------------------------------------|-----------|
| <b>Total Units for A.S. Degree</b> | <b>61</b> |
|------------------------------------|-----------|

## ***The Bachelor of Arts***

The Bachelor of Arts degree requires a minimum of 121 semester hours of study. Students in this program must complete 46 units of core General Education courses, 30-36 units within their chosen major, 18 units of Distinctive courses, 18 units of courses from an academic minor and the Christian/Community Service requirement. Each student, in consultation with his/her advisor, must declare a major no later than the end of the sophomore year. Transfer students must complete a minimum of 30 units of study at Patten University.

### ***Major Fields of Study***

Students seeking the Bachelor of Arts from the Division of Arts & Sciences can major in:

- Communication (121 units)
- Liberal Studies (121 units)
- Organizational Management (121 units)
- Psychology (121 units)

### ***B.A. Degree Requirements:***

|  |            |
|--|------------|
| General Education Requirement                | 46         |
| Biblical and Theological Studies Requirement | 18         |
| Major  | 30-36      |
| Academic Minor                               | 18         |
| Electives                                    | 3-9        |
| <b>Total Semester Units</b>                  | <b>121</b> |

*A description of each major available under the B.A. follows:*

### ***Communication***

Students who complete the Communication major will be able to:

- Conduct research appropriate for developing a variety of communication strategies and campaigns;
- Create, implement and evaluate persuasive strategies and messages;
- Use professional public relations standards and the Judeo-Christian ethic as the basis for effective, accurate and objective treatment of information;
- Prepare and disseminate messages in a variety of technologies and tradition media; and
- Develop and manage communication campaigns, programs and organizations.

### ***Communication Major Core Requirements***

|  |   |
|--|---|
| COM 110 Introduction to Mass Communication         | 3 |
| COM 201 Digital Production                         | 3 |
| COM 321 Mass Communication Writing                 | 3 |
| COM 342 Graphic Design                             | 3 |
| COM 346 Advertising Copywriting                    | 3 |
| COM 351 Contemporary Practicum in Public Relations | 3 |
| COM 358 Public Relations Communication             | 3 |



|  |           |
|--|-----------|
| COM 388 Advertising, Public Relations & Media Management | 3         |
| COM 471 Advanced Graphic Design                          | 3         |
| COM 488 Communication Campaign                           | 3         |
| COM 491 Current Topics in Public Relations               | 3         |
| COM 499 Internship                                       | 3         |
| <b>Total Units for Communication Major Core</b>          | <b>36</b> |

### Summary of Communication Major:

|   |            |
|---|------------|
| General Education Requirements              | 46         |
| Biblical & Theological Studies Requirements | 18         |
| Communication Major Core Requirements       | 36         |
| Academic Minor                              | 18         |
| Electives                                   | 3          |
| <b>Total Units for Communication B.A.</b>   | <b>121</b> |

### *Liberal Studies*

This is an elementary subject-matter preparation program approved by the California Commission on Teacher Credentialing (CTC). It is recommended for students who want to become teachers in elementary schools. Graduates with the Liberal Studies major are eligible to apply for admission to most Multiple Subject Teaching Credential Programs, one of which is offered at Patten University. This major is an integrated sequence of courses in the required subjects of study for teaching in elementary school classrooms.

Based on foundational values, knowledge and skills developed in general education and distinctive course work, students who complete the Bachelor's degree program in Liberal Studies will reflect the following outcomes:

- Display increasing breadth and depth of knowledge in the following content areas from the California Department of Education Frameworks and Standards: English-Language Arts/ESL; Mathematics; Sciences; Social Sciences/History and the Performing and Visual Arts.
- Exhibit depth of skills and knowledge in a concentration/minor (e.g. Art, Communication, Psychology, Organizational Management, Music)
- Prepare course products that reflect accurate, balanced critical thinking and effective written and verbal communication of skills.
- Apply pre-teaching course content in age appropriate projects designed for children and youth who reflect a rich linguistic, cultural, economic and regional diversity.
- Prepare a capstone research project that addresses ethical and critical issues related to children/youth and learning.

### *Liberal Studies Major Core Requirements:*

|   |           |
|---|-----------|
| ANT 220 Cultural Anthropology   | 3         |
| ART 211 Art Appreciation or MUS 212 Music Appreciation (Course remaining from GE) | 3         |
| ART 313 Art for Teachers  | 3         |
| EDU 401 Goals & Philosophy of Physical Education                                  | 3         |
| EDU 491a&b Pre-professional Seminar (Including Capstone Project)                  | 3         |
| EDU 320 World Literature  | 3         |
| HIS 320 History of California   | 3         |
| HIS 325 The American Experience   | 3         |
| LNG 311 Introduction to Linguistics   | 3         |
| MTH 240 Topics in Math  | 3         |
| PSY 355 Child Growth & Development or PSY 356 Adolescent Growth & Development     | 3         |
| Elective (approved by advisor)  | 3         |
| <b>Total Units for Liberal Studies Major Core</b>                                 | <b>36</b> |

### **Summary of Liberal Studies Major:**

|   |            |
|---|------------|
| General Education Requirements              | 46         |
| Biblical & Theological Studies Requirements | 18         |
| Liberal Studies Major Core Requirements     | 36         |
| Academic Minor                              | 18         |
| Electives                                   | 3          |
| <b>Total Units for Liberal Studies B.A.</b> | <b>121</b> |

### ***Organizational Management***

The Bachelor of Arts in Organizational Management major is a traditional degree program designed for individuals desiring to gain the knowledge, skills and perspectives which will enable them to become effective and creative leaders and managers in an organizational or business setting. This is the appropriate major for students intent on participating in the challenges of the expanding business market.

Students in Organizational Management will learn to:

- Use a portfolio assessment and data analysis to measure organizational strengths, needs, and outcomes necessary for success in a competitive environment;
- Apply a variety of organizational and business leadership strategies based on changing contexts in economic and operating situations;
- Demonstrate sound principles and practices in business law and ethics;
- Apply a working knowledge of the principles and practices of managerial economics and finance, human resource leadership, strategic planning, marketing and business development;
- Demonstrate in a business plan-related capstone project, mastery of balanced reasoning and analysis using research methodology and depth and breadth of degree program knowledge.

### Organizational Management Major Core Requirements:

|  |           |
|--|-----------|
| BUS 109 Financial Accounting I                               | 3         |
| BUS 220 Microeconomics                                       | 3         |
| OGM 301 Leadership in Organizational and Business Management | 3         |
| OGM 303 Management Theories and Practices                    | 3         |
| OGM 304 Organizational & Business Communication              | 3         |
| OGM 305 Research Methodology                                 | 3         |
| OGM 313 Business Law and Ethics                              | 3         |
| OGM 407 Managerial Economics                                 | 3         |
| OGM 408 Marketing Management                                 | 3         |
| OGM 409 Managerial Finance                                   | 3         |
| OGM 410 Human Resources Management                           | 3         |
| OGM 411 Strategic Planning                                   | 3         |
| OGM 414 Integrated Management Project                        | 3         |
| <b>Total Units for Organizational Management Major Core</b>  | <b>39</b> |

### Summary of Organizational Management Major:

|   |            |
|---|------------|
| General Education Requirements                        | 46         |
| Biblical & Theological Studies Requirements           | 18         |
| Organizational Management Major Core Requirements     | 39         |
| Academic Minor  | 18         |
| <b>Total Units for Organizational Management B.A.</b> | <b>121</b> |

### *Psychology*

Proceeding from a Judeo-Christian understanding of humans created in the image of God, the psychology major explores multiple perspectives of human nature, including biological, behavioral, cognitive, socio-cultural and spiritual.

All students learn the skills necessary to conduct research and to carefully evaluate other's research, with the goal of increasing our understanding of human nature. The psychology major is designed to prepare the student for the next step after undergraduate studies, whether it is immediate employment, graduate school or ministry.

Course offerings in the major provide insight into:

- Current research findings and major psychological theories, including their historical and philosophical underpinnings;
- Methods for studying human behavior;
- Integration of Judeo-Christian faith tradition with the field of psychology; and
- Practicum experience in the application of psychology at off-campus locations.

*Learning Outcomes:*

- Demonstrate basic knowledge of major psychological theories, concepts, research findings and therapeutic techniques, and their development over time.
- Apply basic research methods in psychology, including research design, data analysis, interpretation of findings and reporting of results using the APA format.
- Utilize critical thinking skills in the acquisition of knowledge, technical skills, communication expertise and ability to self-critique one's personal and professional strengths and growth areas.
- Apply psychological principles to personal, social and organizational issues.
- Demonstrate ethical principles of practice in psychology in alignment with both the professional standards of psychology and the Judeo-Christian ethical framework.
- Utilize computer-based technology for research, writing and visual presentation of research findings.
- Demonstrate familiarity with standards of professional practice (i.e., professional responsibility, recordkeeping, confidentiality, duty to warn, maintaining currency in the field).
- Demonstrate a sensitivity and respect for gender, ethnicity, culture and national origin in the application of psychological principles and practices.
- Demonstrate mastery of theoretical perspectives, research methodology, higher order thinking and presentation skills through the Senior thesis project.
- Realistically assess how to implement their psychological knowledge, skills and values in various occupations and in graduate or professional school.

*Psychology Major Core Requirements:*

*Prerequisite:* PSY 221 General Psychology

|   |           |
|---|-----------|
| PSY 222 Psychology & Judeo-Christian Thought              | 3         |
| PSY 302 Learning  | 3         |
| PSY 311/490 Experimental Psychology                       | 3         |
| PSY 312 Lifespan Development                              | 3         |
| PSY 321 Statistics  | 3         |
| PSY 322 Personality Theories                              | 3         |
| <i>Clinical/Counseling or Family/Child Specialization</i> | 18        |
| <b>Total Units for Psychology Major Core</b>              | <b>36</b> |

*Specialization: Clinical Counseling*

|  |   |
|--|---|
| PSY 301 Psychological Testing & Assessment | 3 |
| PSY 402 Seminar in Therapeutic Techniques  | 3 |
| PSY 411 Abnormal Psychology                | 3 |
| PSY 421 Social Psychology                  | 3 |
| PSY 422 Psychology of Family               | 3 |
| PSY 499 Internship                         | 3 |

*Specialization: Family/Child*

|   |   |
|---|---|
| PSY 403 Human Sexuality   | 3 |
| PSY 411 Abnormal Psychology   | 3 |
| PSY 355 Child Growth & Development<br>or<br>PSY 356 Adolescent Growth & Development | 3 |
| PSY 422 Psychology of Family  | 3 |
| Upper Division Psychology Elective  | 3 |
| PSY 499 Internship  | 3 |

**Summary of Psychology Major:**

|   |            |
|---|------------|
| General Education Requirements                        | 46         |
| Biblical & Theological Studies Requirements           | 18         |
| Psychology Major Core Requirements                    | 36         |
| Academic Minor  | 18         |
| Electives   | 3          |
| <b>Total Units for Organizational Management B.A.</b> | <b>121</b> |

***Minor Fields of Study***

*Liberal Studies Minor*

Students who complete the minor in Liberal Studies will reflect the following learning outcomes:

Learning Outcomes

- Exhibit depth of skills and knowledge in a concentration/minor e.g. Art, Communication, Psychology, Organizational Management, Music, Biblical Studies, Math.
- Produce course products that reflect effective, balanced and appropriate written and verbal communication of ideas and information with critical, contextualized and factual interpretations of research.
- Prepare and present age appropriate teaching strategies in the form of basic lesson plans and presentations.
- Apply pre-teaching course content in age appropriate projects designed for children and youth who reflect a rich linguistic, cultural, economic and regional diversity.

### Liberal Studies Minor Requirements

|   |           |
|---|-----------|
| ART 313 Art for Teachers<br>or<br>ART 406 Multicultural Projects                    | 3         |
| EDU 401 Goals and Philosophy of Physical Education                                  | 3         |
| ENG 320 World Literature  | 3         |
| HIS 325 The American Experience   | 3         |
| MTH 240 Topics in Math  | 3         |
| PSY 355 Child Growth & Development<br>or<br>PSY 356 Adolescent Growth & Development | 3         |
| <b>Total Units for Liberal Studies Minor</b>  | <b>18</b> |

### *Mathematics Minor*

Students enrolled in the Mathematics Minor will be able to understand the underlying analytical basis of applied fields such as Finance, Business, Economics, Social Sciences such as Psychology and Sociology, as well as the Physical and Biological sciences.

### Learning Outcomes

Students will:

- Evaluate and model data using mathematical equations and concepts;
- Interpret the equations and mathematical concepts found in various fields;
- Critically assess problems and use mathematics as an inferential predictive tool; and
- Appreciate the role that mathematics plays in our everyday life and society.

### Mathematics Minor Requirements

|  |           |
|--|-----------|
| MTH 340 Calculus I   | 3         |
| MTH 341 Calculus II  | 3         |
| MTH 342 Calculus III   | 3         |
| MTH 345 Mathematical Modeling in the Social & Environmental Sciences | 3         |
| MTH 360 Differential Equations                                       | 3         |
| MTH 387 Linear Algebra   | 3         |
| <b>Total Units for Mathematics Minor</b>                             | <b>18</b> |

### *Organizational Management Minor*

The minor in Organizational Management will supplement or enhance a student's major degree program with a solid overview of the primary elements entailed in leadership and management of either a non-profit organization or for-profit business.

Learning Outcomes:

Students who complete the Organizational Management minor will be able to:

- Demonstrate an understanding of the fundamental theories and practical skills necessary for sound ethical leadership and management
- Apply a working knowledge of basic principles and practices involved in business law, economics, accounting, marketing, and human resources to a variety of organizational or business situations.
- Develop communication, problem-solving, decision-making and presentation skills that would be expected of a leader or manager in any professional setting.

### Organizational Management Minor Requirements

|  |           |
|--|-----------|
| BUS 109 Financial Accounting I                             | 3         |
| OGM 301 Leadership in Organizational & Business Management | 3         |
| OGM 313 Business Law & Ethics                              | 3         |
| OGM 407 Managerial Economics                               | 3         |
| OGM 408 Marketing Management                               | 3         |
| OGM 410 Human Resource Management                          | 3         |
| <b>Total Units for Organizational Management Minor</b>     | <b>18</b> |

### *Psychology Minor*

The psychology minor at Patten University is intended to give students a foundation (6 courses, 18 units) in psychology with perspectives unique to their major course of study at the university. The psychology minor is offered in Developmental Psychology and Clinical Psychology.

Learning Outcomes:

Students who complete this minor will be able to:

- Examine psychology as it impacts various groups and cultures.
- Apply psychological theories to the student's chosen field of study.
- Demonstrate acquired skills in observing and assessing human behavior and interaction.
- Conduct psychological research in the student's major interest area according to APA criteria.
- Effectively communicate psychological concepts and research findings in a critical manner both verbally and in writing.
- Discuss the interaction of spirituality and personality in human behavior.
- Recognize how knowledge of human behavior, development and culture can increase a student's efficacy in his or her chosen career.

## Developmental Psychology Minor Requirements

*Prerequisite:* PSY 221 General Psychology

|   |           |
|---|-----------|
| PSY 322 Personality Theories                          | 3         |
| PSY 355 Child Growth & Development                    | 3         |
| PSY 356 Adolescent Growth & Development               | 3         |
| PSY 359 Psychology of Adult Development               | 3         |
| PSY 422 Psychology of Family                          | 3         |
| PSY 476 Counseling                                    | 3         |
| <b>Total Units for Developmental Psychology Minor</b> | <b>18</b> |

## Clinical Psychology Minor Requirements

*Prerequisite:* PSY 221 General Psychology

|  |           |
|--|-----------|
| PSY 301 Psychological Testing & Assessment       | 3         |
| PSY 302 Learning                                 | 3         |
| PSY 322 Personality Theories                     | 3         |
| PSY 375 Biological Basis of Behavior             | 3         |
| PSY 411 Abnormal Psychology                      | 3         |
| PSY 476 Counseling                               | 3         |
| <b>Total Units for Clinical Psychology Minor</b> | <b>18</b> |

## Public Relations Minor

Students enrolled in the Public Relations minor gain the knowledge and skills necessary for developing effective public information campaigns in business, non-profit and ministry settings.

### Learning Outcomes:

Students who complete the Public Relations minor will be able to:

- Demonstrate an understanding of the basic concepts of public relations.
- Apply analytical and planning skills to a variety of public relations contexts.
- Utilize their understanding of news media, new electronic media and constituency groups in effectively designed and written public relations communications.
- Develop and implement a successful media campaign which reflects their understanding of the strategic and tactical role of public relations.

## Public Relations Minor Requirements

|   |           |
|---|-----------|
| COM 310 Introduction to Mass Communication    | 3         |
| COM 321 Mass Communication Writing            | 3         |
| COM 342 Graphic Design                        | 3         |
| COM 346 Advertising Copywriting               | 3         |
| COM 358 Public Relations Communication        | 3         |
| COM 487 Communication Campaigns               | 3         |
| <b>Total Units for Public Relations Minor</b> | <b>18</b> |



## Division of Biblical & Ministerial Studies

### *Bible – Ministry Certificates*

This 24-unit/48-unit program may be taken on campus, at an off-campus extension site, or through Patten Online. The courses of the certificates program correspond to courses taught in Patten's A.A. & B.A. programs. Courses may be transferred to the A.A. & B.A. programs, provided that the student first meets the entrance requirements of that program.

A student is awarded the Bible-Ministry Certificate upon completion of this 24-unit program with a GPA of 2.0 or above. A student is awarded the Advanced Bible-Ministry Certificate upon completion of the the 48-unit program with a GPA of 2.0 or above. The 24-units from the Bible-Ministry Certificate may be applied to the Advanced Bible-Ministry Certificate program. This program trains those who will be serving as church and pastoral assistants.

### *Course Requirements for the 24-Unit Bible-Ministry Certificate*

|   |           |
|---|-----------|
| Bible Courses                                       | 6         |
| Theology Courses                                    | 3         |
| Christian Ministry Courses                          | 6         |
| General Education Courses                           | 9         |
| <b>Total Units for Biblical Studies Certificate</b> | <b>24</b> |

### *Course Requirements for the 48-Unit Advanced Bible and Ministry Certificate*

|  |           |
|--|-----------|
| Transferred from 24-unit Bible-Ministry Certificate program    | 24        |
| Bible Courses  | 3         |
| Christian Ministry Courses                                     | 9         |
| General Education Courses                                      | 12        |
| <b>Total Units for Advanced Bible and Ministry Certificate</b> | <b>48</b> |

### *Associate of Arts in Church Ministry*

The A.A. degree program is recommended for students who plan to further their education in ministerial studies and serve in various areas of pastoral and church lay ministry. The program includes courses in general education, Biblical and theological studies and church ministry. The 48-unit Advanced Bible and Ministry Certificate program may be applied to the A.A. degree. Students completing requirements for the A.A. degree may decide to enroll in and have their credits transferred to B.A. or B.S. degree programs at Patten or to other four-year colleges and universities.

Earning an A.A. degree at Patten University does not automatically qualify a student for admission to another college or university. As early as possible, students should contact the Admissions and Records Offices of the undergraduate institutions to which they wish to transfer credits about admission requirements and course work that would transfer to their chosen programs.

### *Minimum Graduation Requirements for the Associate of Arts Degree*

- Complete all required courses in the A.A. program.
- Earn a minimum of 61 credits of collegiate work with a "C" (2.0 grade point average);
- Earn at least 12 General Education residency credits from Patten University;
- Complete the Written Capstone Requirement;
- Satisfy all financial obligations to Patten University;
- Fulfill the assessment requirements of Patten University.

*General Education Requirement:*

|   |           |
|---|-----------|
| ART 211 Art History & Appreciation or<br>MUS 212 Music Appreciation | 3         |
| COM 146 Communication   | 3         |
| ENG 101A Reading & Composition                                      | 3         |
| ENG 101B Critical Thinking, Reading and Writing                     | 3         |
| MTH 110 Business Math or<br>MTH 115 College Algebra                 | 3         |
| PHL 271 Introduction to Philosophy                                  | 3         |
| POL 241 American Government   | 3         |
| PSY 221 General Psychology or<br>SOC 230 Sociology                  | 3         |
| Non-Lab Science   | 3         |
| Science with Lab  | 4         |
| <b>Total Units for the General Education Requirement</b>            | <b>34</b> |

*Ministry Requirements*

|  |    |
|--|----|
| CMN 101 Dynamics of Christian Ministry           | 3  |
| CLD 160 Intro. to Worship and Preaching          | 3  |
| PST 219 Multi-cultural Implications for Ministry | 3  |
| PST 212 Church Leadership & Administration       | 3  |
| CMN 217 Evangelism & Church Planting             | 3  |
| Total Units for the Ministry Requirements        | 15 |

|   |           |
|---|-----------|
| BBL 206 Biblical Interpretation   | 3         |
| BBL 103 Old Testament Survey  | 3         |
| BBL 106 New Testament Survey  | 3         |
| THE 221/121 Theology I  | 3         |
| <b>Total Units for the Biblical &amp; Theological Studies Requirement</b> | <b>12</b> |

**Summary of Associate of Arts Degree in Church Ministry Requirements**

|  |           |
|--|-----------|
| General Education Requirement                  | 34        |
| Ministry Requirements                          | 15        |
| Biblical & Theological Studies Requirement     | 12        |
| <b>Total Units for A.A. in Church Ministry</b> | <b>61</b> |

## ***The Bachelor of Arts***

The Bachelor of Arts degree requires a minimum of 121 semester hours of study. Students in this program must complete 46 hours of core General Education courses, 30-44 hours within their-chosen major, 18 hours of Biblical and Theological Studies courses, and the Christian/Community Service requirement. Each student, in consultation with his/her advisor, must declare a major no later than the end of the sophomore year. Transfer students must complete a minimum of 30 units of study at Patten University.

## ***Bachelor of Arts in Degrees in Biblical Studies and Ministerial Studies***

### ***Major Fields of Study***

Students seeking the Bachelor of Arts degree from the Division of Biblical & Ministerial Studies can major in:

- Biblical Studies (121 units)
- Church Leadership (121 units)
- Intercultural-Urban Ministry (121 units)
- Music & Worship Leadership (123.5 units)
- Pastoral Studies (121 units)
- Youth Ministry (121 units)

*A description of each major available under the B.A. follows:*

### ***Biblical Studies***

Students will be introduced to critical methods of biblical interpretation, current issues in biblical research, and further tools of exegesis. A strong emphasis is placed on developing proficiency in biblical languages. The major is recommended for those planning to pursue a career in biblical studies by continuing studies at a seminary or graduate school. It may also be appropriate for pastors or laypersons who are involved in church ministry.

### ***Learning Outcomes***

Students will:

- Understand trends in biblical research and apply critical methods to the biblical text;
- Develop the ability to reason and write intelligently on biblical and theological issues;
- Do exegesis on a biblical passage;
- Place the Bible within its historical context.
- Develop proficiency in reading the Bible in the original languages;
- Acquire biblical and theological knowledge beyond the core requirement;
- Trace the theological history of the church; and
- Apply scriptural insight to personal life and ministry.

## *Biblical Studies Major Core Requirements*

|  |           |
|--|-----------|
| Biblical Languages (Greek, Hebrew)                                 | 12        |
| HIS 227 Ancient World History                                      | 3         |
| THE 423 Survey of Historical Theology                              | 3         |
| THE 471 Eschatology  | 3         |
| THE 475 Hermeneutics   | 3         |
| BBL 490 Biblical Studies Senior Seminar                            | 3         |
| Biblical Electives (Upper-Division)                                | 9         |
| <b>Total Units for the Biblical Studies Major Core Requirement</b> | <b>36</b> |

## **Summary of Biblical Studies Major:**

|  |            |
|--|------------|
| General Education Requirement                | 46         |
| Biblical & Theological Studies Requirement   | 18         |
| Biblical Studies Major Core Requirements     | 36         |
| Academic Minor                               | 18         |
| Electives                                    | 3          |
| <b>Total Units for Biblical Studies B.A.</b> | <b>121</b> |

## ***Church Leadership***

The Church Leadership degree program exposes students to crucial topics that will enhance their ability to minister effectively in Church and para-church settings. The program offers students an education that considers the needs of the whole person as an individual, broadens his/her understanding of the social, cultural and economic strata of societies, develops his/her skills in the use of communication technology and provides the theological understanding needed to be effective communicators of the biblical message.

Four concentrations are available in the Church Leadership degree program: (1) Church Administration, (2) Music/Worship Leadership, (3) Counseling Leadership and (4) Youth Ministry. PSS 101 Pathways to Student Success is a required prerequisite for this major.

## *Learning Outcomes for the Church Administration Concentration:*

Upon completion of the B.A. in Church Leadership with the Church Administration concentration, the student should be able to:

- Articulate a developed knowledge of the biblical and theological basis for leadership.
- Critique all leadership models in light of basic Christian ethical commitments.
- Integrate Christian leadership models with other available models for application to various church leadership issues.
- Develop and evaluate personal leadership style that is consistent with Christian theology and ethics and acknowledges and respects all persons regardless of social, cultural, ethnic or economic status.
- Demonstrate a broad range of ministry-related skills that can be used to enhance personal ministry involvement.
- Implement leadership strategies in ministry settings that focus on holistic development of the constituency.

- Demonstrate competency in the use of available communication and music technologies.

### *Church Leadership - Church Administration Concentration Requirements*

|  |           |
|--|-----------|
| CLD 364 Organizational Dynamics  | 3         |
| CLD 371 Ministry Management  | 3         |
| CLD 376 Principles of Christian Counseling                                 | 3         |
| or<br>PSY 476 Counseling   |           |
| CLD 471 Conflict Management  | 3         |
| CLD 472 Mentoring and Team Leadership                                      | 3         |
| CLD 475 Legal Foundations for Church Leaders                               | 3         |
| Upper Division Elective  | 3         |
| <b>Total Units for the Church Administration Concentration Requirement</b> | <b>21</b> |

### *Christian Ministries Core Requirements*

|  |           |
|--|-----------|
| CMN 101 Dynamics of Christian Ministry                           | 3         |
| CMN 324 Intercultural Ministry                                   | 3         |
| CMN 481 Principles & Practices of Leadership                     | 3         |
| PST 461 Theology of Ministry                                     | 3         |
| CMN 499 Internship   | 3         |
| <b>Total Units for the Christian Ministries Core Requirement</b> | <b>15</b> |

### **Summary of Church Leadership - Church Administration Major:**

|   |            |
|---|------------|
| General Education Requirement   | 46         |
| Biblical & Theological Studies Requirement                            | 18         |
| Church Administration Concentration Requirement                       | 21         |
| Christian Ministries Core Requirement                                 | 15         |
| Academic Minor  | 18         |
| Upper Division Elective (See Advisor for options)                     | 3          |
| <b>Total Units for Church Leadership - Church Administration B.A.</b> | <b>121</b> |

### *Learning Outcomes for the Music/Worship Leadership Concentration:*

Upon completion of the B.A. in Church Leadership with the Music/Worship Leadership concentration, the student should be able to:

- Develop an effective music ministry in the church based on sound biblical, theological and educational concepts.
- Implement, lead and assess music programs in a church setting.

- Apply skills and knowledge in theory, form and composition of music.
- Evaluate and develop personal worship leadership style that is consistent with Christian theology and ethics and acknowledges and respects all persons regardless of social, cultural, ethnic or economic status.
- Evaluate the history of music in the context of the cultures out of which it developed.
- Integrate various music genres into contemporary worship, life and ministry settings.
- Demonstrate competency in the use of available communication and music technologies.

### *Church Leadership - Music/Worship Leadership Concentration Requirements*

|   |           |
|---|-----------|
| Upper Division Elective   | 3         |
| MUS 121 Practical Music Theory I  | 3         |
| MUS 367 Ministering through Music: Concepts of Worship                        | 3         |
| MUS 420 Praise Band   | 3         |
| MUS 475 Worship Music Literature  | 3         |
| MUS 483 Foundations of Church Music   | 3         |
| MUS 497 Worship Lab   | 3         |
| <b>Total Units for the Music/Worship Leadership Concentration Requirement</b> | <b>21</b> |

### *Christian Ministries Core Requirements*

|  |           |
|--|-----------|
| CMN 101 Dynamics of Christian Ministry                           | 3         |
| CMN 324 Intercultural Ministry                                   | 3         |
| CMN 481 Principles & Practices of Leadership                     | 3         |
| PST 461 Theology of Ministry                                     | 3         |
| CMN 499 Internship   | 3         |
| <b>Total Units for the Christian Ministries Core Requirement</b> | <b>15</b> |

### **Summary of Church Leadership - Music/Worship Leadership Major:**

|  |            |
|--|------------|
| General Education Requirement  | 46         |
| Biblical & Theological Studies Requirement                               | 18         |
| Music/Worship Leadership Concentration Requirement                       | 21         |
| Christian Ministries Core Requirement                                    | 15         |
| Academic Minor   | 18         |
| Upper Division Elective (See Advisor for options)                        | 3          |
| <b>Total Units for Church Leadership - Music/Worship Leadership B.A.</b> | <b>121</b> |

### *Learning Outcomes for the Counseling Leadership Concentration:*

Upon completion of the B.A. in Church Leadership with the Counseling Leadership concentration, the student should be able to:

- Demonstrate through the completion of course assignments knowledge of foundations for church leadership.
- Demonstrate through the completion of courses assignments knowledge of foundations for counseling in church leadership settings.
- Demonstrate through completion of course assignments foundational knowledge of issues of the human condition that relate to counseling settings, especially in religious contexts.
- Provide written evidence of a working knowledge of Christian and general counseling literature and resources related to the field of counseling.
- Demonstrate through adequate completion of field related assignments a foundational knowledge of major counseling theories and their essential applications to counseling and church leadership settings.
- Provide evidence through adequate completion of course assignments that they are able to distinguish between professional and non-professional counseling settings.

### *Church Leadership - Counseling Leadership Concentration Requirements*

|  |           |
|--|-----------|
| CLD 376 Principles of Christian Counseling                                 | 3         |
| CLD 471 Conflict Management  | 3         |
| PSY 3?? Marriage & Family Counseling                                       | 3         |
| PSY 322 Personality Theories   | 3         |
| PSY 403 Human Sexuality  | 3         |
| PSY478 Crisis Counseling   | 3         |
| Upper Division Elective  | 3         |
| <b>Total Units for the Counseling Leadership Concentration Requirement</b> | <b>21</b> |

### *Christian Ministries Core Requirements*

|  |           |
|--|-----------|
| CMN 101 Dynamics of Christian Ministry                           | 3         |
| CMN 324 Intercultural Ministry                                   | 3         |
| CMN 481 Principles & Practices of Leadership                     | 3         |
| PST 461 Theology of Ministry                                     | 3         |
| CMN 499 Internship   | 3         |
| <b>Total Units for the Christian Ministries Core Requirement</b> | <b>15</b> |

### Summary of Church Leadership - Counseling Leadership Major:

|   |            |
|---|------------|
| General Education Requirement   | 46         |
| Biblical & Theological Studies Requirement                            | 18         |
| Counseling Leadership Concentration Requirement                       | 21         |
| Christian Ministries Core Requirement                                 | 15         |
| Academic Minor  | 18         |
| Upper Division Elective (See Advisor for options)                     | 3          |
| <b>Total Units for Church Leadership - Counseling Leadership B.A.</b> | <b>121</b> |

### *Learning Outcomes for the Youth Ministry Concentration:*

Upon completion of the B.A. in Church Leadership with the Counseling Leadership concentration, the student should be able to:

- Demonstrate through the completion of course assignments knowledge of foundations for church leadership.
- Demonstrate through completion of courses assignments knowledge of foundations for counseling in church leadership settings.
- Demonstrate through completion of course assignments knowledge of issues of the human condition that relate to counseling settings, especially in religious contexts.
- Provide written evidence of a working knowledge of Christian and general counseling literature and resources related to the field of counseling.
- Demonstrate through adequate completion of field related assignments a foundational knowledge of major counseling theories and their essential applications to counseling and church leadership settings.
- Provide evidence through adequate completion of course assignments that they are able to distinguish between professional and non-professional counseling settings.

### *Church Leadership - Youth Ministry Concentration Requirements*

|   |           |
|---|-----------|
| Upper Division Elective   | 3         |
| CMN 330 Christian Formation & Discipleship                          | 3         |
| YMN 301 Foundations for Youth Ministry                              | 3         |
| YMN 305 Developmental Issues in Youth Ministry                      | 3         |
| YMN 406 Communication & Group Dynamics                              | 3         |
| YMN 409 Recreation, Games & Retreats                                | 3         |
| YMN 410 Mediating Intergenerational Conflict in Youth Ministry      | 3         |
| <b>Total Units for the Youth Ministry Concentration Requirement</b> | <b>21</b> |



## Christian Ministries Core Requirements

|  |           |
|--|-----------|
| CMN 101 Dynamics of Christian Ministry                           | 3         |
| CMN 324 Intercultural Ministry                                   | 3         |
| CMN 481 Principles & Practices of Leadership                     | 3         |
| PST 461 Theology of Ministry                                     | 3         |
| CMN 499 Internship   | 3         |
| <b>Total Units for the Christian Ministries Core Requirement</b> | <b>15</b> |

## Summary of Church Leadership - Youth Ministry Major:

|  |            |
|--|------------|
| General Education Requirement                                  | 46         |
| Biblical & Theological Studies Requirement                     | 18         |
| Youth Ministry Concentration Requirement                       | 21         |
| Christian Ministries Core Requirement                          | 15         |
| Academic Minor   | 18         |
| Elective (See Advisor for options)                             | 3          |
| <b>Total Units for Church Leadership - Youth Ministry B.A.</b> | <b>121</b> |

## Intercultural-Urban Ministry

The Intercultural-Urban Ministry major is an interdisciplinary major designed to develop students who are committed to ministry within urban, culturally diverse communities. The degree program embraces values of faith, learning and service with the goal of community transformation. The course of study, including field experiences, integrates academic study with practical life and ministry service. Through their work, students prepare for vocational ministry, church planting, missionary service, cross-cultural vocation and ministry, benevolence ministry, non-profit leadership, community development, and graduate level education.

## Learning Outcomes:

Over the course of their matriculation, Intercultural-Urban Ministry students will develop the following learning outcomes:

- Display proficiency in holistic church growth, church planting and ministry skills that build communities and sustain people living in culturally, historically and geographically diverse environments;
- Exhibit a depth and breadth of leadership, political, and cultural knowledge and skills in carrying out pastoral activities needed to develop, operate and sustain community agencies and local churches with the goal of transforming communities;
- Proficiently use a variety of oral, written, research and technology-based approaches to carry out tasks and projects that build and sustain congregations and attain community development goals;

- Recognize and use knowledge about and experience with cultural diversity and world views to guide building and planting urban churches, congregations and community development projects;
- Demonstrate proficiency and homiletic integrity with multiple genre of oral presentations, sermons, etc. appropriate for a variety of cultures and traditions.

### *Intercultural-Urban Ministry Major Requirements*

|  |           |
|--|-----------|
| ANT 220 Anthropology   | 3         |
| PST 463 Homiletics   | 3         |
| PST 475 Legal Foundations  | 3         |
| PSY 389 Cross Cultural/Ethnic Issues                                     | 3         |
| PSY 476 Counseling   | 3         |
| UMN 301 Building Urban Congregations                                     | 3         |
| UMN 402 Developing Care & Benevolence Ministries                         | 3         |
| <b>Total Units for the Intercultural-Urban Ministry Core Requirement</b> | <b>21</b> |

### *Christian Ministries Core Requirements*

|  |           |
|--|-----------|
| CMN 101 Dynamics of Christian Ministry                           | 3         |
| CMN 324 Intercultural Ministry                                   | 3         |
| CMN 481 Principles & Practices of Leadership                     | 3         |
| PST 461 Theology of Ministry                                     | 3         |
| CMN 499 Internship   | 3         |
| <b>Total Units for the Christian Ministries Core Requirement</b> | <b>15</b> |

### **Summary of the Intercultural-Urban Ministry Major:**

|  |            |
|--|------------|
| General Education Requirement  | 46         |
| Biblical & Theological Studies Requirement                               | 18         |
| Intercultural-Urban Ministry Major Core Requirement                      | 21         |
| Christian Ministries Core Requirement                                    | 15         |
| Academic Minor   | 18         |
| Upper Division Elective  | 3          |
| <b>Total Units for Church Leadership - Music/Worship Leadership B.A.</b> | <b>121</b> |

### ***Music & Worship Leadership***

The Music & Worship Leadership major is an excellent course of study for the singer, musician or worship leader who desires training in: music ministry, leadership and worship music, music studies and performance, and music ensembles that excel in both contemporary and traditional styles. This 41-unit major includes 33.5 units of coursework, 4 units of ensembles and 3.5 units of Applied Music instruction. Eighteen units (6 courses) can be earned online as part of our Worship Leadership concentration.

The goal of the major is to develop music students into fully capable musicians who are able to perform, conduct and arrange quality music of many styles.

### *Learning Outcomes:*

Students will:

- Demonstrate competency in vocal and/or instrumental performance, including proficiency in piano;
- Apply skills in music performance, theory and organization in a worship context;
- Apply historical knowledge of music to contemporary life and ministry;
- Develop and direct choirs, worship teams, praise bands and instrumental ensembles in the church or school setting;
- Demonstrate skills in evaluation and use of media;
- Apply skills and principles for leadership in contemporary music and worship settings;
- Create and implement an effective church music ministry or school music program based on sound philosophical and educational concepts and practices;
- Demonstrate the capacity to weigh evidence and make decisions based on balanced critical analysis.

### *Prerequisites:*

The prerequisite for the Music and Worship Leadership major is demonstration of proficiency in Music Fundamentals and Piano Proficiency exams. Students who plan to major in music but who have little piano background should enroll in MUS 139 (Class Piano).

### *Senior Project Requirements*

The music and worship major degree program culminates in two parts: a Senior Project and Senior Thesis presentation. The Senior Project may be in the form of a recital demonstrating performance standards in an applied area and/or worship leading; or an organizational project demonstrating music leadership in the church or community.

The Senior Thesis is required of all Patten University graduates and involves a research paper of at least ten pages on an approved thesis statement. The summary of the paper is presented in a ten minute oral presentation before faculty and students.

### *Ensemble and Applied Requirements*

All students majoring in Music and Worship Leadership are required to enroll in 8 semesters of music ensemble: MUS 125 Patten Symphonette, MUS 131 Patten Singers, MUS 191 Jazz Combo, MUS 172 Worship Team or MUS 161 Chamber Music. Students on music scholarship are required to enroll in 4 additional semesters of ensemble for a grade of Pass/Fail. Students must commit to both the fall and spring semesters of an ensemble.

Students are required to study voice, piano or their major instrument for 8 semesters. A 1-hour private lesson is required weekly. Each music student is charged an extra tuition fee for Applied Music instruction. A one-hour private lesson is optional for an additional fee. Music juries are held each semester during finals week. Patten University is not required to provide an accompanist.

## Music & Worship Leadership Major Requirements

|  |                           |
|--|---------------------------|
| MUS 143-498 Applied Instruction                        | 3.5 (including MUS 498) * |
| MUS 000 Ensemble                                       | 4 **                      |
| MUS 121 Practical Music Theory I                       | 3                         |
| MUS 122 Practical Music Theory II                      | 3                         |
| MUS 217 Practical Ear Training                         | 3                         |
| MUS 335 Conducting Fundamentals                        | 3                         |
| MUS 367 Ministering Through Music: Concepts of Worship | 3                         |
| MUS 369 Contemporary Music: Music Since 1900           | 3                         |
| MUS 420 Praise Band                                    | 3                         |
| MUS 421 Worship Team Techniques                        | 3                         |
| MUS 475 Worship Music Literature                       | 3                         |
| MUS 483 Foundations of Church Music                    | 3                         |
| MUS 498 Applied Instruction/Senior Project             | .5                        |
| MUS 499 Worship Lab                                    | 3                         |
| <b>Total Core Units</b>                                | <b>41</b>                 |

\* Students in the Music & Worship Leadership Major will receive .5 units per each 7 semesters of Applied Instructions for a total of 3.5 units.

\*\* Students in the Music & Worship Leadership Major will participate in 8 semesters of Ensemble for .5 unit each for a total of 4 units. Students receiving a music scholarship will participate in an additional 4 semesters of Ensemble for a grade of Pass/Fail.

## Summary of Music & Worship Leadership Major:

|  |            |
|--|------------|
| General Education Requirement                              | 46         |
| Biblical & Theological Studies Requirement                 | 18         |
| Music & Worship Leadership Major Core Requirements         | 41         |
| Academic Minor   | 18         |
| <b>Total Units for Music &amp; Worship Leadership B.A.</b> | <b>123</b> |

## ***Pastoral Studies***

The Pastoral Studies major is appropriate for students who are preparing to serve as pastors, evangelists or as members of a pastoral staff. It is especially suitable for those whose denominations accept the B.A. degree for ordination.

The major consists of the 18 unit Christian Ministries Core and 21-semester units in theoretical and applied studies. Principal aims are to provide each student with a broadly based Christian education in an environment that is conducive to social, intellectual and spiritual growth, and to prepare him/her for pastoral ministry or seminary studies.

### *Learning Outcomes:*

Students will:

- Apply biblical concepts of ministry as servants of God to church planting and church growth;
- Integrate skills and attributes of worship, preaching, biblical interpretation and pastoral care;
- Demonstrate and describe elements of successful ministry in a multicultural society;
- Apply learned and ethical understanding and skills in the church setting to form and make decisions based on critical and fair analysis of evidence.

### *Pastoral Studies Major Requirements*

|   |           |
|---|-----------|
| PST 365 Introduction to Apologetics                           | 3         |
| PST 367 Pastoral Care   | 3         |
| PST 368 Principles of Church Growth                           | 3         |
| PST 463 Homiletics  | 3         |
| PSY 476 Counseling  | 3         |
| THE 423 Survey of Historical Theology                         | 3         |
| THE 475 Hermeneutics  | 3         |
| <b>Total Units for the Pastoral Studies Major Requirement</b> | <b>21</b> |

### *Christian Ministries Core Requirements*

|  |           |
|--|-----------|
| CMN 101 Dynamics of Christian Ministry                           | 3         |
| CMN 324 Intercultural Ministry                                   | 3         |
| CMN 481 Principles & Practices of Leadership                     | 3         |
| PST 461 Theology of Ministry                                     | 3         |
| CMN 499 Internship   | 3         |
| <b>Total Units for the Christian Ministries Core Requirement</b> | <b>15</b> |

### **Summary of the Pastoral Studies Major:**

|  |            |
|--|------------|
| General Education Requirement                | 46         |
| Biblical & Theological Studies Requirement   | 18         |
| Pastoral Studies Major Core Requirement      | 21         |
| Christian Ministries Core Requirement        | 15         |
| Academic Minor                               | 18         |
| Upper Division Elective                      | 3          |
| <b>Total Units for Pastoral Studies B.A.</b> | <b>121</b> |

## Youth Ministry

The Youth Ministry major is designed to prepare students for vibrant “incarnational” youth ministry in local church or parachurch ministry organizations. Students complete an 18- semester unit Christian Ministries Core and an 21-semester unit Youth Ministry Major Core.

### Learning Outcomes

Students will:

- Demonstrate an understanding of the biblical, theological, psychological, sociological and strategic foundations for effective Youth Ministry;
- Utilize insight and sensitivity to individual differences in a multi-ethnic Youth Ministry within the cultural setting of the local church;
- Demonstrate skills and attributes of worship, evangelism, discipleship & fellowship in a variety of youth ministry settings; and
- Apply administrative communication skills in recruiting, training, motivational planning & problem solving.

### Youth Ministry Major Requirements

|   |           |
|---|-----------|
| CMN 321 Introduction to Christian Education                 | 3         |
| YMN 301 Foundations of Youth Ministry                       | 3         |
| YMN 305 Developmental Issues in Youth Ministries            | 3         |
| YMN 406 Communication and Group Dynamics                    | 3         |
| YMN 407 Video Media Technology                              | 3         |
| YMN 409 Recreation, Games & Retreats                        | 3         |
| Upper Division Elective                                     | 3         |
| <b>Total Units for the Youth Ministry Major Requirement</b> | <b>21</b> |

### Christian Ministries Core Requirements

|  |           |
|--|-----------|
| CMN 101 Dynamics of Christian Ministry                           | 3         |
| CMN 324 Intercultural Ministry                                   | 3         |
| CMN 481 Principles & Practices of Leadership                     | 3         |
| PST 461 Theology of Ministry                                     | 3         |
| CMN 499 Internship   | 3         |
| <b>Total Units for the Christian Ministries Core Requirement</b> | <b>15</b> |

### Summary of the Youth Ministry Major:

|  |            |
|--|------------|
| General Education Requirement              | 46         |
| Biblical & Theological Studies Requirement | 18         |
| Youth Ministry Major Core Requirement      | 21         |
| Christian Ministries Core Requirement      | 15         |
| Academic Minor                             | 18         |
| Elective                                   | 3          |
| <b>Total Units for Youth Ministry B.A.</b> | <b>121</b> |

## Minor Fields of Study

### Music & Worship Leadership Minor

The Music & Worship Leadership Minor is designed to give a student the skills needed to become an effective worship leader or musician in a church setting. This music minor is especially useful for Youth Ministry, Pastoral or Urban Ministry Majors.

### Learning Outcomes

Students will:

- Demonstrate the ability to sing (or play) and lead worship;
- Show an understanding of church ministry and the role of worship and music in different settings through course projects;
- Discuss and explain contrasting styles of music used by people of different age groups;
- Describe understanding of different styles of music for various demographics; and
- Show and apply skills to organize, lead and develop a team of musicians into an effective worship ensemble.

### Music & Worship Leadership Minor Requirements

Prerequisite: MUS 101 Fundamentals of Music

A) Music ensemble for 4 semesters at 1 unit per semester.

B) Training in your specialty (vocal or instrumental) for 4 semesters. MUS 139 Class Piano (1), MUS 151 Class Voice (1), MUS 143-264 Applied Instrument/Voice (.5).

Applied Instrument/Voice courses require an additional fee.

### Music & Worship Leadership Minor Requirements

|   |              |
|---|--------------|
| A) MUS 126 Orchestra or MUS 131 Patten Singers (4 semesters)                                      | 2            |
| B) MUS 139 Class Voice, MUS 151 Class Piano or MUS 143-264 Applied Instrument/Voice (4 semesters) | 2-4          |
| MUS 121 Practical Music Theory  | 3            |
| MUS 367 Ministering through Music: Concepts of Worship  | 3            |
| MUS 420 Praise Band   | 3            |
| MUS 000 Elective (approved by advisor)  | 3            |
| <b>Total Units for Music &amp; Worship Leadership Minor</b>                                       | <b>16-18</b> |

### *Pastoral Studies Minor*

The Pastoral is designed to provide students interested in church ministry with a foundation in practical theology with perspectives unique to their major course of study at the University.

### Learning Outcomes

Students will be able to:

- Apply biblical concepts to church and parachurch ministry;
- Demonstrate skills for effective worship, preaching, biblical interpretation and pastoral care;
- Describe and use elements of successful ministry in a multicultural society;
- Clearly communicate growing facility in Scriptural interpretation and the central tenets of the Christian faith in both personal spiritual growth and biblical teaching.

### Pastoral Studies Minor Requirements

Prerequisite: THE 221/121 & THE 222/122

|                                       |           |
|---------------------------------------|-----------|
| PST 365 Apologetics                   | 3         |
| PST 367 Pastoral Care                 | 3         |
| PST 461 Theology of Ministry          | 3         |
| PST 463 Homiletics                    | 3         |
| THE 423 Survey of Historical Theology | 3         |
| THE 475 Hermeneutics                  | 3         |
| <b>Total Minor Units</b>              | <b>18</b> |

### *Sacred Art Minor*

The Sacred Art minor is designed to give students a background in art theory, technique, craftsmanship and the history of religious art. Its purpose is to develop skills that further both aesthetic sensitivity and visual awareness. Art will be studied in the context of the Bible and Church History.



## Learning Outcomes

Students will demonstrate:

- The ability to make visually sophisticated judgments in the development of his/her creative work;
- A comprehension of the fundamentals of design and composition in various media;
- The ability to observe and reproduce visual phenomenon on both 2 and 3-dimensional media accurately;
- An understanding of the message given by examples of art within the context of the Bible and Church History;
- An ability to incorporate multi-sensory practices of worship with the visual arts; and
- An ability to perceive and understand aesthetic concepts, valuing and criticism.

## Sacred Art Minor Requirements

|                                 |           |
|---------------------------------|-----------|
| CMN 111 Sacred Art I            | 3         |
| CMN 112 Sacred Art II           | 3         |
| ART 301 Drawing and Composition | 3         |
| ART 302 Art History Projects    | 3         |
| ART 305 Color and Design        | 3         |
| ART 406 Multicultural Projects  | 3         |
| <b>Total Minor Units</b>        | <b>18</b> |

## *Youth Ministry Minor*

The Youth Ministry Minor is designed to immerse and prepare students for a comprehensive understanding of ministry from the perspective of this discipline. Those who major in other courses of study will find this minor to be an engaging and valuable catalyst towards developing a ministry vision from a holistic point of view.

## Learning Outcomes

Students will demonstrate:

- an understanding of the biblical, theological, psychological, sociological and strategic foundations for effective youth ministry;
- the insight and sensitivity necessary to minister in multi-ethnic and multicultural settings;
- the ability to apply their skills and knowledge in personal evangelism, discipleship and youth ministry in a variety of settings; and
- skills in leadership and administration for recruitment, training, motivational planning, outreach and problem solving.

## Youth Ministry Minor Requirements

|   |           |
|---|-----------|
| CMN 321 Introduction to Christian Education     | 3         |
| YMN 301 Foundations of Youth Ministry           | 3         |
| YMN 305 Developmental Issues and Youth Ministry | 3         |
| YMN 406 Communications and Group Dynamics       | 3         |
| YMN 407 Video Media Technology                  | 3         |
| YMN 409 Recreation Games and Retreats           | 3         |
| <b>Total Minor Units</b>                        | <b>18</b> |

## Division of Education

The Division of Education programs are designed for those who desire advanced preparation in the foundations of human learning, effective instructional design and assessment, education of culturally and linguistically diverse students, and strong educational leadership, so important to today's advanced education professionals. The underlying philosophy within this division is consistent with the Judeo-Christian foundation upon which Patten University is based. Strong ethical standards are integrated into all of the coursework which consists of a balance of theory and fieldwork designed to assist in developing education leaders who are able to put into practice, all that they have learned, becoming change- agents in the 21st century.

### ***The Associate of Arts***

The Associate of Arts degree in Early Childhood Development is designed to prepare students to be teachers and directors in preschools and childcare centers.

### *General Education Requirements*

|   |           |
|---|-----------|
| ART 211 Art Appreciation                              | 3         |
| ENG 101A Reading & Composition                        | 3         |
| ENG 101B Critical Thinking, Reading & Writing         | 3         |
| ENG 204 Interdisciplinary Reading, Writing & Research | 3         |
| MUS 212 Music Appreciation                            | 3         |
| PHL 271 Introduction to Philosophy                    | 3         |
| POL 241 American Government                           | 3         |
| SOC 230 Sociology                                     | 3         |
| Non-Lab Science                                       | 3         |
| <b>Total Units for General Education Requirement</b>  | <b>27</b> |

### *Biblical & Theological Studies Requirements*

|   |          |
|---|----------|
| OTS 126 Pentateuch  | 3        |
| THE 221/121 Theology I  | 3        |
| THE 222/122 Theology II   | 3        |
| <b>Total Units for the Biblical &amp; Theological Studies Requirement</b> | <b>9</b> |

### *Early Childhood Development Core Requirements*

|   |   |
|---|---|
| ECD 120 Introduction to Early Childhood Development                   | 3 |
| ECD 125 Infant/Toddler Growth & Development                           | 3 |
| ECD 142 Child, Family & Community                                     | 3 |
| ECD 162 Guidance & Discipline of the Young Child                      | 3 |
| ECD 184 Affirming Diversity in Early Childhood Development Classrooms | 3 |
| ECD 220 Preschool Curriculum Growth & Development                     | 3 |
| ECD 282 Preschool Administration & Supervision                        | 3 |
| ECD 290 Student Teaching Internship: Practicum                        | 3 |

|  |           |
|--|-----------|
| <b>Total Units for ECD Core Requirements</b> | <b>24</b> |
|--|-----------|

**Summary of the A.A. in Early Childhood Development**

|  |           |
|--|-----------|
| General Education Requirement              | 27        |
| Biblical & Theological Studies Requirement | 9         |
| ECD Core Requirement                       | 24        |
| <b>Total Units for ECD A.A.</b>            | <b>60</b> |

***Integrated Liberal Studies Multiple Subject Teaching Credential Program***

This program is designed for the student who wants to obtain a multiple subject teaching credential while working on their Bachelor of Arts degree.

The Integrated Liberal Studies program integrates the traditional Liberal Studies program with the Multiple Subject Teaching Credential program.

Students participate in a 4-year, 130 semester credit program, requiring 9-semesters. The course of study involves general education, Biblical and Theological Studies Requirements, Liberal Studies courses and professional education courses. The integrated sequence of classes includes education courses and other California Commission on Teacher Credentialing (CTC) requirements for obtaining the Preliminary Multiple Subject Teaching Credential. By taking this program, an early decider can enter the classroom at the culmination of their B.A. degree and upon passage of the RICA examination.

Because this program requires state approval by the CTC, there are strict requirements on not only the Professional Education courses that must be taken, but on some of the general education courses as well. For this reason, the student needs to maintain the four-year sequence of requirements closely in order to complete the requirements needed for graduation.

A student who completes this program will be granted a B.A. degree in Liberal Studies, and be recommended to the CTC for the Preliminary Multiple Subject Teaching Credential:

- The student must maintain a 3.0 GPA in the professional education courses. An overall 2.5 GPA, or higher, is required for both admittance to and completion of this program.
- The student must pass the required Commission on Teacher Credentialing examinations and assessments at specific times to continue in this program.
- Formal application into this program takes place at the end of the freshman year. A 2.7 GPA in the freshman year is required. Included in the admissions process is the submission of the California Basic Educational Skills Test (CBEST) or CSET plus writing skills examination scores, being fingerprinted, and completing a formal interview. The CBEST, CSET, fingerprinting, and CTC applications, have expenses associated with them; these fees are the responsibility of the student.
- Detailed information about the Integrated Liberal Studies/Multiple Subject Teaching Credential Program, the admissions process, specific assessments and standardized tests and meeting the established timeline requirements, fingerprinting, and other information can be found in the Division of Education Program Admissions Handbook which is available through the Division of Education Office.
- An intervening summer in the senior year is part of the degree program schedule.
- Due to the significant academic load involved in the program, it is recommended that students limit outside employment.
- Final admission for this program is in the junior year since in the senior year, student teaching will be required to complete the program.

## Admission Requirements

Provisional requirements are: a GPA of 2.7 or higher in their freshman year, completion of 20 hours of field experience in an elementary school classroom; and three letters of recommendation from teachers and/or a principal verifying this experience. Final admission requirements are: passage of the CBEST examination; passage of the CSET examination if the student is in their junior year; and an interview by one of the Multiple Subject Credential Advisors.

Please contact the Education Office for specific information concerning courses required, the summative Teacher Performance Assessment (TPA), and other requirements for recommendation for a California teaching credential.

## Integrated Liberal Studies General Education Requirements:

|  |           |
|--|-----------|
| ART 211 Art History and Appreciation             | 3         |
| BIO 151 Biology                                  | 3         |
| CIS 101 Computer Literacy                        | 1         |
| ENG 101A Reading and Composition                 | 3         |
| ENG 101B Critical Thinking , Reading and Writing | 3         |
| HIS 227 History of the Ancient World             | 3         |
| HIS 340 World History                            | 3         |
| MTH 115 College Algebra                          | 3         |
| PHL 271 Introduction to Philosophy               | 3         |
| PHY 154 Physics w/Lab                            | 4         |
| POL 241 American Government                      | 3         |
| PSY 221 Psychology                               | 3         |
| SOC 230 Sociology                                | 3         |
| <b>Total Units for GE Requirement</b>            | <b>38</b> |

## Integrated Liberal Studies Major Core Requirements:

|   |           |
|---|-----------|
| ART 313 Art for Teachers  | 3         |
| EDU 284 Multicultural Education Seminar                                       | 2         |
| EDU 296 Health Education for Classroom Teachers                               | 2         |
| ENG 320 World Literature  | 3         |
| HIS 320 History of California   | 3         |
| HIS 325 The American Experience   | 3         |
| LNG 311 Introduction to Linguistics   | 3         |
| MTH 240 Topics in Math  | 3         |
| MUS 212 Music Appreciation  | 3         |
| PHL 363 Social Ethics   | 3         |
| PSY 355 Child Growth and Development  | 3         |
| <b>Total Units for the Integrated Liberal Studies Major Core Requirements</b> | <b>31</b> |

## Multiple Subject Teaching Credential Core Requirements

|   |           |
|---|-----------|
| EDU 275 Professional & Legal Foundations                            | 2         |
| EDU 279 Reading Instruction & Methods                               | 3         |
| EDU 377 Educational Assessment & Learning                           | 2         |
| EDU 381 Curriculum & Instruction                                    | 3         |
| EDU 383 Classroom Observation, Participation and Management         | 2         |
| EDU 487 Theories & Methods of Teaching English in a Diverse Setting | 3         |
| EDU 488 Advanced Curriculum and Instruction                         | 3         |
| EDU 489 Advanced Reading/Writing Instruction and Methods            | 2         |
| EDU 490A Student Teaching   | 5         |
| EDU 490B Student Teaching   | 5         |
| EDU 494 Educating the Exceptional Child                             | 1         |
| <b>Total Multiple Subject Teaching Credential Core Units</b>        | <b>31</b> |

## Summary of Integrated Liberal Studies/ Multiple Subject Teaching Credential Major

|  |            |
|--|------------|
| General Education Requirements                         | 38         |
| Biblical and Theological Studies Requirements          | 18         |
| Integrated Liberal Studies Major Core Requirements     | 31         |
| Multiple Subject Teaching Credential Core Requirements | 31         |
| Academic Concentration*                                | 12         |
| <b>Total Units for B.A. and Credential</b>             | <b>130</b> |

\* An Academic Concentration is chosen from one of the offered Academic Minors.

## Post-Baccalaureate and Graduate Degrees

### Multiple Subject and Single Subject Teaching Credential Programs

The Multiple Subject and Single Subject Teaching Credential programs at Patten are specialized post-baccalaureate programs for those who wish to teach in a Kindergarten through 12th grade classroom in public and private schools. The programs are designed to include all of the requirements of the CTC and special emphases of Patten University, while accommodating differences and interests of individual teacher candidates. These programs incorporate a balance of educational coursework with hands-on field experiences and supervised student teaching in the schools.

In keeping with the broader goals of the University, these programs seek to develop in students the ability to:

- Integrate educational theories and practices and attain high academic, professional and ethical standards appropriate to a successful career with an emphasis on inner-city teaching;
- Acquire knowledge, skills, technology and practices that are crucial in teaching both basic skills and high-order thinking skills;
- Evaluate one's own strengths and weaknesses for continuing growth as an effective, ethical teacher;
- Appreciate, understand, and be sensitive to students of different racial, ethnic, language, cultural, and religious backgrounds, at different grade levels and with different special needs;

- Create a classroom environment for a diverse student population that promotes high expectations for all students and provides challenging instruction to facilitate students' development;
- Utilize a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions;
- Establish between school, family, and community, a climate of mutual respect; and,
- Work with school and community to create and maintain a safe environment where learning can be achieved.

The programs meet the requirements of the State of California Commission on Teacher Credentialing. Students who successfully complete: the required coursework, supervised student teaching, pass the CBEST, meet the subject matter competence requirements, pass the four TPAs, pass the RICA examination (Multiple Subject Candidates only), and, meet the moral and legal requirements of the State may be recommended to the CTC for the designated Teaching Credential.

A student planning to earn a Teaching Credential is strongly urged to complete a CTC approved major. Patten offers a CTC approved Liberal Studies Major (see Division of Arts, Sciences and Business). This program is considered to be a good foundation for passing the CSET Examination and for meeting the expectations of an elementary classroom teacher.

An applicant who is working as a contracted full or part-time teacher in a public or private school may apply for entry into the Multiple or Single Subject Credential Program. Formal arrangements must be made in advance of the application and admission process in order to insure that all of the prior requirements have been met in a timely fashion.

### *Admission to the Teaching Credential Programs*

To help insure admission to one of these programs in a given semester, applicants must satisfy the following procedures no later than 30 days before the semester begins:

- Complete the Credential programs admissions process;
- File with the admissions office one set of official transcripts of work completed at colleges and universities, three character references, a health form and a personal statement;
- Have taken the CBEST or CSET plus writing skills exam and provide scores for diagnostic purposes. Those who score five or more points below passing on the CBEST must take an appropriate remedial course in mathematics and/or English as needed. *All sections of the exam must be passed prior to the beginning of student teaching.*
- Upon completion of the academic requirements, the applicant will be interviewed by the Teaching Credential program faculty.

Academic requirements may be met by transcripts showing one of the following:

- For Multiple Subject candidates: Completion of an acceptable baccalaureate degree from an institution accredited by a regional accrediting association with a minimum GPA of 2.5, and a passing score on the California Subject Examinations for Teachers (CSET). *All sections of the CSET must be passed prior to the beginning of student teaching.*
- For Single Subject candidates: Completion of an acceptable baccalaureate degree from an institution accredited by a regional accrediting association with a minimum GPA of 2.5, including completion of a CTC approved designated major waiver program, or a passing score on the CSET or other CTC approved examinations. *Subject matter competence must be obtained prior to the beginning of student teaching.*

Applicants should know that a criminal record may preclude the opportunity to teach in California schools. Therefore, in compliance with state and federal laws, the University requires that disclosure of all prior offenses be made at the time of application.

### *Multiple Subject and Single Subject Preliminary Teaching Credential Requirements*

This credential is good for five years, after which time the requirements of the Clear Credential must be met while enrolled in a CTC approved Induction Program.

The requirements for the Preliminary Teaching Credential are as follows:

- Completion of 21 units of course work for Multiple Subject candidates (19 units for Single Subject candidates) and 12 in supervised field work, which consists of 2 units of observation and participation and 10 units of Supervised Student Teaching. A “B” average must be maintained in course work. Supervised Student Teaching requires a grade of “B” or better;
- A passing score on the CBEST or CSET Plus Writing Skills exam;
- Demonstrated competency in U.S. Constitutional principles and provisions. Competency is defined as having obtained a grade of “C” or higher in a course covering the U.S. Constitution, or a passing score on an approved examination.
- A TB test that indicates you are free of tuberculosis;
- For Multiple Subject Credential candidates: A passing score on the multiple subject CSET.
- A passing score on each TPA, of which there are four, with an overall score of 12 points or higher (for details related to these assessments, see the Handbook for Teacher Candidates & Support Providers.)
- For Single Subject candidates: Completion of a CTC designated major waiver program from an institution accredited by a regional accrediting association with a minimum GPA of 2.5, or a passing score on the CSET or other CTC approved exams.
- A passing score on the Reading Instruction Competence Assessment (RICA) exam (Multiple Subject only). This requirement is to be met following the completion of EDU 589 Advanced Reading/Writing Instruction & Methods.

### *The Multiple Subject Preliminary Credential requires the following courses:*

Prerequisite: LNG 611 Introduction to Linguistics (May be taken concurrently with the program)

#### FIRST SEMESTER

|   |           |
|---|-----------|
| EDU 575 Professional and Legal Foundations                          | 2         |
| EDU 577 Educational Assessment and Learning                         | 2         |
| EDU 579 Reading Instruction and Methods                             | 3         |
| EDU 581 Curriculum and Instruction                                  | 3         |
| EDU 583 Classroom Observation, Participation and Management         | 2         |
| EDU 587 Theories & Methods of Teaching English in a Diverse Setting | 3         |
| <b>Total Units First Semester, Multiple Subject Track</b>           | <b>15</b> |



## SECOND SEMESTER

|  |           |
|--|-----------|
| EDU 584 Multicultural Education Seminar                      | 1         |
| EDU 588 Advanced Curriculum and Instruction                  | 3         |
| EDU 589 Advanced Reading/Writing Instruction and Methods     | 2         |
| EDU 590 Supervised Student Teaching/EDU 591 Intern Practicum | 10        |
| EDU 594 Educating the Exceptional Child                      | 1         |
| EDU 596 Health Education for Classroom Teachers              | 1         |
| <b>Total Units Second Semester, Multiple Subject Track</b>   | <b>18</b> |

Total Units Two Semesters Multiple Subject Track 33

*The Single Subject Preliminary Credential requires the following courses.*

Prerequisite: LNG 611 Introduction to Linguistics (Can be taken during the first semester)

## FIRST SEMESTER

|   |           |
|---|-----------|
| EDU 575 Professional and Legal Foundations                                    | 2         |
| EDU 577 Educational Assessment and Learning                                   | 2         |
| EDU 578 Introduction to the Teaching of Reading for Single Subject Candidates | 3         |
| EDU 582 Curriculum & Instruction for Single Subject Candidates                | 3         |
| EDU 583 Classroom Observation, Participation and Management                   | 2         |
| EDU 587 Theories & Methods of Teaching English in a Diverse Setting           | 3         |
| <b>Total Units First Semester, Multiple Subject Track</b>                     | <b>15</b> |

## SECOND SEMESTER

|  |           |
|--|-----------|
| EDU 584 Multicultural Education Seminar                      | 1         |
| EDU 588 Advanced Curriculum and Instruction                  | 3         |
| EDU 590 Supervised Student Teaching/EDU 591 Intern Practicum | 10        |
| EDU 594 Educating the Exceptional Child                      | 1         |
| EDU 596 Health Education for Classroom Teachers              | 1         |
| <b>Total Units Second Semester, Single Subject Track</b>     | <b>16</b> |

Total Units Two Semesters Single Subject Track 31

## *Admission to Supervised Student Teaching*

Supervised Student teaching is a privilege, not a right. The candidate is allowed to proceed into the student teaching phase only after satisfactory completion of the following:

First semester coursework; passing score on the CBEST Examination; fulfilling of the Subject-Matter competence requirements; and upon the recommendation of the Credential Program faculty. Student teaching requires regular, prompt attendance and complete cooperation with the supervising teacher. The student should not plan to hold outside employment during his/her student teaching placements.

## *Multiple and Single Subject Intern Partnership Programs*

The Internship programs are designed for individuals who have been hired as contracted full-time classroom teachers in a public or charter school.

*Requirements for admission to the Internship programs, in addition to the standard admission requirements include the following:*

- Letter showing Offer of Employment by the School District
- CBEST Examination passing score
- Subject Matter requirement met with Multiple Subject candidates – passing score on the CSET examination and Single Subject candidates either with a CTC approved waiver program or the required examination.
- U.S. Constitution requirement either by approved coursework or examination.
- 120 hours of CTC approved pre-service coursework;
- Students working in an Intern Partnership are allowed two years in which to complete their Teaching Credential program.

## *Credit Toward the ACSI Credential*

Courses satisfactorily completed in the fifth-year program will be accepted toward the teaching credential of the Association of Christian Schools International.

Credential Candidates, Please Note:

*Requirements for the credential meet legal requirements of the State of California at the time of publication of this Catalog. However, changes do occur in credentialing requirements. It is important that you check with the Associate Dean of Education to ascertain that your planned program of studies will meet all current credential regulations. In some cases, additional work may be required to meet new CTC requirements as they are put into effect.*

## *Master of Arts in Education*

The Master of Arts in Education program is committed to educational excellence for our emerging educational leaders of the 21st century. This commitment is reflected in our design to provide intensive study of theories and practices in: Educational Leadership; Teaching English as a Second Language; and Curriculum Design. To be more specific, the M.A. in Education program provides:

- Innovative and interdisciplinary courses and programs;
- Qualitative and intensive studies in Organizational Leadership, Teaching English as a Second Language, and Curriculum Design;

- Diversity within the curriculum, students and faculty;
- Use of technology to enhance teaching and learning;
- Professional research for continued growth as an effective educator; and
- Knowledge and skills to evaluate program effectiveness, appropriately assess student learning, and interact effectively within communities.

### *Program Requirements and Sequencing*

The M.A. in Education program is a two-year, full-time sequence of courses leading to an M.A. in Education with an optional teaching credential. The program requires a minimum of 34 units, among which 16 units are core courses, at least 12 units are in the area of concentration choice, and six elective units are in the field of education. The courses are offered evenings and weekends to accommodate the schedules of full-time teachers or other professionals.

### *Admission Prerequisite*

- For admission to this graduate program, the student must:
- Hold a baccalaureate degree from an accredited institution with a GPA of 2.5 or higher;
- Have earned a GPA of 3.0 or higher in all applicable post-baccalaureate work;
- Have passed the CBEST;
- Submit three letters of recommendation;
- Demonstrate academic writing skills; and
- Submit a University Application Form and a \$30 graduate application fee.

### *Post-Admission Guidelines*

After admission, the graduate student works with an assigned advisor and completes and files the approved program form, which indicates the concentration area and necessary elective courses, totaling a minimum of 34 units.

The student completes the program as follows:

- Completes all core courses;
- Completes all electives;
- Maintains a GPA of 3.0;
- Demonstrates satisfactory progress in the Mid-Program Evaluation; and
- Enrolls in EDU 603 and completes the cumulative scholarly activity.

The student obtains approval from the Oral Defense Committee made up of three faculty members and one other faculty member for an M.A. thesis, or an approved project.

### *Culminating Requirements*

The M.A. Oral Examination is an evaluation of a candidate's ability to think critically and express himself/herself effectively as related to the chosen research topic.

The M.A. Thesis/Project: The candidate produces a comprehensive, approved research document in his/her area of concentration.

## Core Courses

All students are required to complete 34-50 units of course work. Courses taken will depend on the concentration chosen and other factors, such as whether the student is matriculating for a teacher credential and length of research. Course work is selected from the 500 & 600 (Graduate) series so that at least 15 units are in the 600's, and all course work is completed through the Education Division unless special permission is granted to take Business classes. Graduate classes are offered over a two-year sequence.

## Master of Arts in Education Program Sequence

### Core Courses (16 units)

|  |           |
|--|-----------|
| EDU 575 Professional and Legal Foundations               | 2         |
| EDU 577 Educational Assessment and Learning              | 2         |
| EDU 581/582 Curriculum and Instruction                   | 3         |
| EDU 601 Research Writing and Evaluation in the Classroom | 3         |
| EDU 602 Values and Ethics in Educational Settings        | 3         |
| EDU 603 Research Seminar I                               | 3         |
| <b>Total Core Units</b>                                  | <b>16</b> |

\* If a student cannot complete his/her thesis or project while enrolled in EDU 603, Research Seminar I, he/she must sign-up for EDU 604 Research Seminar II (1-4 units) This course must be registered for each semester until thesis project is complete.

### Concentration A:

#### Educational Leadership (12 units)

|   |   |
|---|---|
| EDU 631 Leadership of Learning and Teaching                             | 3 |
| EDU 632 Human Resources   | 3 |
| EDU 633 Legal, Financial, and Operational Elements in School Leadership | 3 |
| EDU 634 The Effective Communicator                                      | 3 |

### Concentration B:

#### Teaching English as a Second Language (15 units)

|   |   |
|---|---|
| LNG 611 Introduction to Linguistics                         | 3 |
| LNG 620 Sociolinguistics                                    | 3 |
| LNG 621 Introduction to Psycholinguistics                   | 3 |
| LNG 622 Approaches to Teaching English as a Second Language | 3 |
| LNG 624 Assessment & Testing of Second Language Proficiency | 3 |

### Concentration C:

#### Curriculum Design (12 units)

|   |   |
|---|---|
| EDU 622 Comparative Curriculum Development          | 3 |
| EDU 623 Curriculum Planning, Design and Development | 3 |
| EDU 624 Advanced Curriculum Design                  | 3 |
| LIT 625 Children's Literature                       | 3 |

### Elective Courses:

Select 6 units from the following:

|  |     |
|--|-----|
| EDU 579 Reading Instruction and Methods                  | 3   |
| EDU 584 Multicultural Education Seminar                  | 1-2 |
| EDU 588 Advanced Curriculum and Instruction              | 3   |
| EDU 589 Advanced Reading/Writing Instruction and Methods | 2   |
| EDU 592 Computer Literacy in Education                   | 1-2 |
| EDU 594 Educating the Exceptional Child                  | 1-2 |
| EDU 596 Health Education for Classroom Teachers          | 1-2 |
| EDU 635 School Finance                                   | 3   |

### Summary of the M.A. Degree in Education

|   |           |
|---|-----------|
| Core Courses  | 16        |
| Concentration   | 12        |
| Elective Courses  | 6         |
| <b>Minimum Total Units for M.A. in Education Degree</b> | <b>34</b> |

### *Transferring Units\**

A maximum of six (6) units may be transferred from other accredited institutions with the consent of the Associate Dean of Education. These units are not automatically approved, as some restrictions apply.

\* Required coursework will vary depending upon which of the concentrations is selected.

## Division of Extended & Continuing Education

Patten University offers certificate, transfer and degree programs at selected locations and extension sites across California, the United States and the world. These programs offer a quality Patten education to students at a distance. Our sites include: Patten Online, San Quentin, Los Angeles, and the General Studies and General Studies-Science programs.

Students interested in the programs offered through the Division of Extended & Continuing Education must meet all general Admissions requirements, including TOEFL requirements for students whose first language is not English.

### ***Bible & Ministry Certificates***

Patten offers a program that enables students to earn an Associate of Arts Degree in Bible & Ministry by completing three sequenced sets of courses which accumulate the necessary 61 units to earn the degree. The program includes the:

- 24 Unit Bible & Ministry Certificate
- 48 Unit Advanced Bible & Ministry Certificate
- Associate of Arts in Church Ministry

### ***24 Unit Bible & Ministry Certificate Program***

The 24 Unit Bible & Ministry Certificate Program trains students who will be serving as leaders of Christian Activities. This program may be taken on the main campus or at an approved off-site location. Upon completion of the certificate program, a candidate can apply those courses to the 48 Unit Advanced Bible & Ministry Certificate. The 8 courses of each certificate program are designed as part of the Patten Associate of Arts degree and, as the candidate matriculates, the Patten Bachelor of Arts degree, provided the student first meets the entrance requirements of these degree programs.

The entry pre-requisite preparatory course for this program and other Patten degree programs is PSS 101 Pathways to Student Success.

A student is awarded the Bible & Ministry Certificate upon completion of this 24-unit program with a GPA of 2.0 or above.

### ***Learning Outcomes for the 24-Unit Bible & Ministry Certificate Program***

Students will develop and refine the following competencies and knowledge areas:

- Relate basic Biblical text and concepts to Christian activities both in and outside the boundary of the church to the benefit of the people served by the church
- Recognize and describe Biblical foundations for church and denominational decisions, policies and procedures
- Use and apply Christian theological concepts and denominational polity in supporting, planning and participating in church evangelism and proactive community development activities
- Demonstrate entry level college reading, writing, research and verbal delivery skills
- Pass the Patten and denominational Bible knowledge assessments

## 24-Unit Bible & Ministry Certificate Curriculum

Prerequisite: PSS 101 Pathways to Student Success (3 units) - nontransferable

| <b>Bible Courses</b>                                    |           |
|---|-----------|
| BBL 102 Old Testament Survey                            | 3         |
| BBL 106 New Testament Survey                            | 3         |
| <b>Theology Courses</b>                                 |           |
| THE 221/121 Theology I                                  | 3         |
| <b>Ministry Courses</b>                                 |           |
| CMN 101 Dynamics of Christian Ministry                  | 3         |
| CMN 217 Evangelism & Church Planting                    | 3         |
| <b>General Education Courses</b>                        |           |
| ART 211 Art History & Appreciation                      | 3         |
| OR  |           |
| MUS 212 Music Appreciation                              |           |
| COM 146 Communication                                   | 3         |
| ENG 101A Reading & Composition                          |           |
| <b>Total Units for Bible &amp; Ministry Certificate</b> | <b>24</b> |

## 48-Unit Advanced Bible & Ministry Certificate

The 48-unit certificate program trains those who are serving or who plan to serve as leaders of church or para-church activities.

Students may transition from the 24-unit certificate to the 48-unit certificate program by meeting the following prerequisites:

1) Successful completion of the 24-Unit Bible & Ministry Certificate Program

OR

2) 24 units transferred from an institution which has an articulation agreement with Patten and/or an accredited institution of higher education

A student is awarded the 48-Unit Advanced Bible & Ministry Certificate upon completion of this 48-unit curriculum with a GPA of 2.0 or above

### *Learning Outcomes for the 48-Unit Advanced Bible & Ministry Certificate Program*

- Teach and apply the Biblical doctrines and principles of the Christian faith in formal and informal church leadership functions and activities in the church community
- Interpret and teach the principles of faith and spirit-filled Christian living in the church community and the communities that are served by the church
- Apply Christian theological concepts and denominational polity in supporting, planning and participating in church evangelism and proactive community development skills
- Display lower division level college reading, writing, research and math skills

## 48-Unit Advanced Bible & Ministry Certificate Curriculum

|  |           |
|--|-----------|
| <b>Courses carried over from the 24-unit certificate program</b> | <b>24</b> |
| <b>Bible Courses</b>   |           |
| THE 222/122 Biblical Theology II                                 | 3         |
| <b>Ministry Courses</b>  |           |
| CLD 160 Introduction to Worship & Preaching                      | 3         |
| PST 219 Multicultural Implications for Ministry                  | 3         |
| PST 212 Church Leadership and Administration                     | 3         |
| <b>General Education Courses</b>                                 |           |
| ENG 101B Interdisciplinary Reading, Writing & Research           | 3         |
| MTH 110 Business Math  | 3         |
| OR   |           |
| MTH 115 College Algebra  |           |
| PSY 221 Psychology   | 3         |
| OR   |           |
| SOC 230 Sociology  |           |
| HIS 227  | 3         |
| <b>Total Units for Advanced Bible &amp; Ministry Certificate</b> | <b>48</b> |

Students who complete the 48-Unit Advanced Bible & Ministry Certificate may continue in the Associate of Arts in Church Ministry degree program by meeting the entrance requirements and completing the required curriculum.

### **Transfer Program**

Patten University's 48-unit transfer program (or any part thereof) is designed for students wishing to transfer their credits to a certificate program or an A.A., B.A. or B.S. degree program at Patten University or another college or university. This program consists of required and elective courses, primarily 100- and 200-level courses that are approved for transfer credit by another institution.

Students in the transfer program must consult closely with their advisors so that every course in their designed program is acceptable for transfer to the institution chosen.

The student is ultimately responsible for the decisions on courses that are taken, and Patten University cannot guarantee that credits will be transferred. Students should consult with the Registrar's Office of the schools where they will transfer in order to obtain the minimum grade requirements, guidelines and a list of criteria for courses that are transferable.

By special arrangement made through the registrar, a student may take one of the concentrations described below and transfer the credits earned to another institution. The arrangement should include written assurance from the institution chosen that the credits are acceptable for transfer credit to the program in which they enroll.



### General Studies - Science Transfer Program

This concentration is designed for those who are pursuing an undergraduate degree in health sciences and planning careers in chiropractic, nursing, dentistry and other areas of health services.

#### General Education Requirements

|   |           |
|---|-----------|
| ART 211 Art Appreciation                      | 3         |
| OR  |           |
| MUS 212 Music Appreciation                    |           |
| ENG 101A Reading and Composition              | 3         |
| ENG 101B Critical Thinking, Reading & Writing | 3         |
| MTH 115 College Algebra                       | 3         |
| OR  |           |
| MTH 240 Topics in Math                        |           |
| OR  |           |
| MTH 125 Geometry                              |           |
| PHL 271 Introduction to Philosophy            | 3         |
| POL 241 American Government                   | 3         |
| PSY 221 General Psychology                    | 3         |
| SOC 230 Sociology                             | 3         |
| <b>Total General Education Units</b>          | <b>24</b> |

#### Pre-Chiropractic Science Requirements

|   |           |
|---|-----------|
| BIO 141 Anatomy & Physiology I w/ Lab                   | 4         |
| BIO 142 Anatomy & Physiology II w/Lab                   | 4         |
| CHM 111 General Chemistry I w/Lab                       | 4         |
| CHM 112 General Chemistry II w/Lab                      | 4         |
| CHM 221 Organic Chemistry I w/Lab                       | 4         |
| CHM 222 Organic Chemistry II w/Lab                      | 4         |
| PHY 131 Physics I w/ Lab                                | 4         |
| PHY 132 Physics II w/Lab                                | 4         |
| <b>Total Pre-Chiropractic Science Requirement Units</b> | <b>32</b> |

## Pre-Nursing Science Requirements

|  |           |
|--|-----------|
| BIO 141 Anatomy & Physiology I w/ Lab              | 4         |
| BIO 142 Anatomy & Physiology II w/Lab              | 4         |
| BIO 143 Anatomy & Physiology III w/Lab             | 4         |
| BIO 144 Microbiology I w/ Lab                      | 4         |
| BIO 145 Microbiology II w/Lab                      | 4         |
| CHM 111 General Chemistry I w/Lab                  | 4         |
| CHM 227 Nursing Chemistry I w/Lab                  | 4         |
| <b>Total Pre-Nursing Science Requirement Units</b> | <b>28</b> |

## General Studies - Transfer

This concentration is designed for those who want a strong core of General Education classes for transfer into a Liberal Arts degree program.

Students will take 48 General Education Units as listed in the chart below, as well as 12 additional units of approved electives in the General Education courses.

## Course Requirements for the General Studies Transfer Program

|   |           |
|---|-----------|
| ART 211 Art Appreciation                                | 3         |
| OR  |           |
| MUS 212 Music Appreciation                              |           |
| COM 146 Communications                                  | 3         |
| ENG 101A Reading & Comprehension                        | 3         |
| ENG 204 Interdisciplinary Reading, Writing and Research | 3         |
| HIS 101 American History I                              | 3         |
| Non-US History  | 3         |
| HIS 227 Ancient World History                           | 3         |
| MTH 115 College Algebra                                 | 3         |
| PHL 271 Introduction to Philosophy                      | 3         |
| PHL 243 Critical Thinking                               | 3         |
| PHL 263 Social Ethics                                   | 3         |
| POL 241 American Government                             | 3         |
| PSY 221 General Psychology                              | 3         |
| SSC 202 Comparative Religions                           | 3         |
| OR  |           |
| ENG 220 Modern World Literature                         |           |
| SOC 230 Sociology                                       | 3         |
| Non-Lab Science   | 3         |
| Electives   | 12        |
| <b>Total General Education Units</b>                    | <b>60</b> |

## ***The Associate of Arts***

Patten University offers the following Associate of Arts degrees at each location:

- A.A. in Bible and Ministry
  - Main Campus, Oakland, California
- A.A. in Early Childhood Development
  - Los Angeles
- A.A. in General Studies
  - San Quentin State Prison

## ***The Associate of Arts in Bible and Ministry Degree***

Students who have completed the 48-Unit Advanced Bible & Ministry Certificate may earn an Associate of Arts Degree in Church Ministry by completing 13 units of the remaining General Education Courses.

Students may continue in the Associate of Arts in Church Ministry degree program by meeting the following prerequisites:

1) Successful completion of the 48-Unit Advanced Bible & Ministry Certificate or the transfer of 48 units from an institution which has an articulation agreement with Patten and/or an accredited institution of higher education

2) Complete Patten Placement & Assessment testing prior to beginning program

AND

3) If necessary, successfully meeting the University TOEFL requirement.

## ***Learning Outcomes for the A.A. in Bible and Ministry Degree Program:***

- Perform pastoral leadership functions of the church as guided by the doctrines and principles of the Christian faith and church polity.
- Interpret and teach the principles of faith and Christian living in the church community and the communities that are served by the church.
- Perform basic entry level administrative functions required in a church organization or a church-based organization.
- Exhibit capacity to weave into ministry work interdisciplinary knowledge and skills acquired in General Education course work in areas of community development.
- Successfully complete the Patten University A.A. Exit Assessments.

### *A.A. in Bible and Ministry Curriculum*

|  |           |
|--|-----------|
| <b>Courses carried over from the 48-unit certificate program</b> | <b>48</b> |
| ENG 204 Interdisciplinary Reading, Writing & Research            | 3         |
| PHL 263 Social Ethics  | 3         |
| PHL 271 Philosophy   | 3         |
| Science with Lab   | 4         |
| <b>Total Units for the A.A. in Bible and Ministry</b>            | <b>61</b> |

### ***The Associate of Arts in Early Childhood Development Degree***

This program is designed to prepare students to be teachers in preschools and childcare centers. Patten University currently offers this degree at the Los Angeles extension site.

### *General Education Requirements*

|   |           |
|---|-----------|
| ART 211 Art Appreciation                              | 3         |
| ENG 101A Reading & Composition                        | 3         |
| ENG 101B Critical Thinking, Reading & Writing         | 3         |
| ENG 204 Interdisciplinary Reading, Writing & Research | 3         |
| MUS 212 Music Appreciation                            | 3         |
| PHL 271 Introduction to Philosophy                    | 3         |
| POL 241 American Government                           | 3         |
| SOC 230 Sociology                                     | 3         |
| Non-Lab Science                                       | 3         |
| <b>Total Units for General Education Requirement</b>  | <b>27</b> |

### *Biblical & Theological Studies Requirements*

|   |          |
|---|----------|
| THE 221/121 Theology I  | 3        |
| OTS 126 Pentateuch  | 3        |
| THE 222/122 Theology II   | 3        |
| <b>Total Units for the Biblical &amp; Theological Studies Requirement</b> | <b>9</b> |

### *Early Childhood Development Core Requirements*

|   |           |
|---|-----------|
| ECD 120 Introduction to Early Childhood Development                   | 3         |
| ECD 125 Infant/Toddler Growth & Development                           | 3         |
| ECD 142 Child, Family & Community                                     | 3         |
| ECD 162 Guidance & Discipline of the Young Child                      | 3         |
| ECD 184 Affirming Diversity in Early Childhood Development Classrooms | 3         |
| ECD 220 Preschool Curriculum Growth & Development                     | 3         |
| ECD 282 Preschool Administration & Supervision                        | 3         |
| ECD 290 Student Teaching Internship: Practicum                        | 3         |
| <b>Total Units for ECD Core Requirements</b>                          | <b>24</b> |

## Summary of the A.A. in Early Childhood Development

|  |           |
|--|-----------|
| General Education Requirement              | 27        |
| Biblical & Theological Studies Requirement | 9         |
| ECD Core Requirement                       | 24        |
| <b>Total Units for ECD A.A.</b>            | <b>60</b> |

## *The Associate of Arts in General Studies*

This program is designed to prepare students for transfer to Bachelor's degree and technical training programs.

|  |           |
|--|-----------|
| ART 211 Art History & Appreciation<br>OR<br>MUS 212 Music Appreciation | 3         |
| COM 146 Communication  | 3         |
| ENG 101A Reading & Composition   | 3         |
| ENG 101B Critical Thinking, Reading & Writing                          | 3         |
| ENG 204 Interdisciplinary Reading, Writing and Research                | 3         |
| HIS 101 American History I<br>OR<br>HIS 103 American History II        | 3         |
| Non-US History   | 3         |
| MTH 110 Business Math<br>OR<br>MTH 115 College Algebra                 | 3         |
| PHL 263 Social Ethics  | 3         |
| PHL 271 Introduction to Philosophy                                     | 3         |
| POL 241 American Government  | 3         |
| PSY 221 Psychology   | 3         |
| SOC 230 Sociology  | 3         |
| Non-lab Science  | 3         |
| Electives  | 9         |
| <b>Total Units for Arts and Sciences</b>                               | <b>51</b> |

## Patten Distinctives

|                                     |          |
|-------------------------------------|----------|
| HIS 227 Ancient World History       | 3        |
| SSC 202 Comparative Religions       | 3        |
| Religious Studies Elective          | 3        |
| <b>Total Units for Distinctives</b> | <b>9</b> |

## *Summary of Associate of Arts Degree Requirements*

|                               |           |
|-------------------------------|-----------|
| General Education Requirement | 42        |
| Electives                     | 9         |
| Patten Distinctives           | 9         |
| <b>Total Units for A.A.</b>   | <b>60</b> |

### ***Patten Online***

Patten Online allows students throughout the world to participate in certificate and degree programs offered by Patten University. With the same quality of instructors and instruction as is received on the main campus, Patten Online students can earn their certificate or degree online through threaded discussions, online forums, posted lectures, notes, etc. Currently, Patten Online offers the certificate in Bible and Ministry and the B.A. in Church Leadership. For more information please visit <http://idponline.org>.

# Faculty & Courses



**Catalog 2010 - 2012**

## Patten University Faculty

### **Joshua Adarkwa (2005)**

*Library Director*

B.A., (HONS), University of Ghana, Legon; P.G. DIP. LIB., University of Ghana, Legon; M.L.S., University of Maryland - College Park.

### **James Ackley (2006)**

*Instructor, Psychology*

B.A., Fresno Pacific College; M.A., National University

### **Yvette Aguilar (2004)**

*Instructor, Math/Science Education*

B.A., Patten College;

### **J. L. "Corky" Alexander Jr. (2007)**

*Instructor*

B.A., Lee University; M.Div., Church of God Theological Seminary.

### **Delton L. Alford (2007)**

*Instructor, Music*

B.M., University of Chattanooga; M.M.E., Florida State University; Ph.D., Florida State University.

### **Marco Ambriz (2009)**

*Instructor, Biblical & Ministerial Studies*

B.A., Patten College; M.Div., Fuller Theological Seminary;

### **Sharon Anderson (2004)**

*Instructor, Liberal Studies*

B.A., Patten College; B.A., Holy Names College; M.A., Patten College; California Clear Teaching Credential; Ph.D., Capella University.

### **Kenneth Archer (2007)**

*Instructor*

B.A., Central Bible College; M.Div., Ashland Theological Seminary; Ph.D., University of St. Andrews, Scotland.

### **Paul Baumeister (1998)**

*Instructor, Biblical Studies*

B.A., Indiana Bible College; M.A., Vanguard University; Ph.D., Regent University.

### **Lucy Beck (2000)**

*Instructor, Music*

B.S., Guilford College; B.Mus. Holy Names; M.S. Catholic University; Graduate work in Voice Disorders, California State University - Hayward.

### **Kathleen A. Belgrade (1991)**

*Professor of Education and Psychology; Major Advisor, Psychology*

B.S., D'Youville College; B.S., Medaille College; M.S., State University of New York - Buffalo; M.S., State University of New York - Buffalo; Ed.D., University of San Francisco; Ph.D, Center for Psychological Studies, Berkeley. California Teaching Credential.

### **Hope Boije (1999)**

*Field Supervisor, Teaching Credential Programs*

B.A., College of Idaho; California Teaching Credential, Holy Names College.

### **Laura Campbell (2004)**

*Instructor, Multiple Subject*

B.A. Patten University; M.A., Patten University  
California Teaching Credential

### **Erin Carmena**

*Instructor, Education*

B.S., N. Carolina State University; M.A., Patten University.

### **Wilkin Cheung (1999)**

*Instructor, Science*

B.S. – General, Hong Kong University; B.S. – Special, Hong Kong University; Ph.D., Hong Kong University.



**Christopher Chweh (1991)**

*Professor of Early Childhood Development*

B.A., Concordia University; M.Div., Concordia Theological Seminary; M.C.E., Presbyterian School of Christian Education; Ph.D., University of Pittsburgh.

**Heather Cline (2007)**

*Instructor*

B.S., University of Tennessee - Chattanooga; M.A., University of Tennessee-Chattanooga.

**James Cosner**

*Instructor*

*B.A. California State; M.A. California State*

**Gerard Cruz (2002)**

*Instructor, Biblical Studies*

B.A., Patten College; M.A., Westminster Theological Seminary - California; Th.M. program, Golden Gate Baptist Theological Seminary.

**Darla Cuadra (2005)**

*Vice President, University Services; Assistant Professor Educational Leadership*

B.A., Patten College; M.S., Capella University; Ph.D., Capella University.

**David Culberson (2007)**

*Instructor*

B.S., East Coast Bible College; M.M.E., Winthrop University.

**Sesha Dassanayake (2003)**

*Instructor, Mathematics*

B.A., Wabash College; M.S., University of Minnesota.

**Glen Deardorff (2002)**

*Adjunct Lecturer, Guitar*

B.Mus., San Francisco State University.  
California Teaching Credential

**Dissanayake, Sanjaya (2007)**

*Instructor in Mathematics*

B.S., Oklahoma State University; B.A., Texas Tech University; M.S., Texas Tech University.

**Brenda Lewis Douglas (2004)**

*Instructor, Pastoral Studies*

B.A., Patten College; M.Div., American Baptist Seminary of the West.

**Mark Ellis (2005)**

*Instructor*

B.Sc., North Central University; MBA, Regent University; M.A., Oral Roberts University; Th.D., School of Bible Theology Seminary and University..

**Karen Ensor (1971)**

*Associate Dean of Education; Professor of Education and Social Science*

B.S., Western Baptist College; B.A., American College, Jerusalem; M.A., American Institute of Holy Land Studies, Jerusalem; M.A., Holy Names College; Ed.D., University of San Francisco; California Teaching Credential.

**Kathleen Fairbanks, Esq. (1987)**

*Professor of Organizational Management (OGM) and Education*

B.S., University of Illinois; M.S.Ed., University of Southern California; Ph.D., University of Southern California; J.D., University of San Francisco School of Law. California Teaching Credential, School Psychologist Credential, Administrative Credential.

**Hector Falcon (2006)**

*Instructor*

B.S., University of Wisconsin; A.D., Christ for the Nations; M.A. (Government), Regent University; M.A. (Theology), Regent University; M.A. (Education), Regent University.

**Angela Fears (2007)**

*Instructor, Music*

B.A. Patten University, M.A. California State

**Haren Fernando (2005)**

*Instructor, History*

B.A., Occidental College; M.A. California State University.

**Donald Field (2005)**

*Interim Chair of Organizational Management; Assistant Professor, Organizational Management*

B.A., Westminster College; M.Ed., Westminster College.

**David Friburg (1996)**

*Instructor, Music*

B.Mus., College of Notre Dame; M.Mus., San Francisco State University.

**Jean Gregory (2000)**

*Field Supervisor, Teaching Credential Programs*

B.A., Hiram College; M.A., Northeastern Illinois University; California Teaching Credential.

**Leonardo Guerra (2007)**

*Instructor, Organizational Management*

B.A., Patten University; MBA, Patten University.

**Hannah Harrington (1983)**

*Department Chair, Biblical and Theological Studies; Major Advisor, Biblical Studies; Professor of Old Testament*

B.A., Patten College; B.Mus., San Francisco Conservatory of Music; M.A., University of California - Berkeley; Ph.D., University of California - Berkeley.

**William Harrington (1983)**

*Chair, Music & Worship Leadership; Assistant Professor of Music*

B.Mus., San Francisco Conservatory of Music; M.A., California State University - Hayward; California Teaching Credential.

**David Harrison**

*Instructor*

A.A. Christ For The Nations; M.A. Regent University

**Thomas Hart (1988)**

*Assistant Professor of English*

B.A., San Francisco State University; M.A., San Francisco State University; Graduate Certificate in the Teaching of Composition, San Francisco State University.

**Mark Hauck (1993)**

*Instructor, English*

B.A., San Francisco State University; M.A., Mills College.

**Al Carlos Hernandez (2007)**

*Instructor, Communication*

B.A., California State University, East Bay; State of California Community College (Lifetime) Teaching Credential.

**Harry Hernandez (1988)**

*Department Chair, Pastoral Studies; Professor of Pastoral Studies*

B.S., California Christian College; B.A., West Coast Christian College; M.A., Fuller Theological Seminary; M.Div., American Baptist Seminary of the West; Th.M., Golden Gate Baptist Theological Seminary; D.Min., Pacific School of Religion; Ed.D., University of San Francisco.

**William Hess (2010)**

*Instructor, Organizational Management*

B.S., Purdue University; M.A., Ball State University; PhD., IUA/St. Louis University.

**Young-Rye Hong (1998)**

*Instructor, Music*

B.M., Yeoung Nam University; M.M., University of Massachusetts; M.M., D.M.A., University of Southern California.

**Donald Howe (2008)**

*Instructor, Music*

B.A. Indiana University

**Wen-Ih Hsieh (1997)**

*International Student Advisor, Organizational Management, Professor of Organizational Management*

B.S., National Cheng-Kung University; M.S., Fort Hayes State University; M.B.A., Regis University; Ph.D., Walden University; Ed.D., University of South Dakota.

**Ella Hsu (2008)**

*Assistant Professor, Education*

B.A. Providence University; M.A., West Virginia University; M.S., Purdue University; Ph.D., Purdue University

**Wilfred Jayasuriya (2003)**

*Instructor, English*

B.A. University of Ceylon, Ph.D., Southern Illinois University.

**Terry Johns (2004)**

*Coordinator, Internet Degree Program; Associate Professor of Ministry*

B.A., University of Alabama at Birmingham; M.Div., Church of God Theological Seminary; D.Min, Columbia Theological Seminary; Ph.D (abd), St. John's College, University of Nottingham, UK.

**Brenda Johnson ( )**

*Instructor*

Ph.D., Regent University.

**Jonathan Johnson (2002)**

*Instructor, Christian Leadership*

B.A., University of California - Davis; M.A., Simpson College and Graduate School; D.Min., Wagner Leadership Institute.

**Nathan G. Johnson (2009)**

*Instructor, Early Childhood Development*

B.A. University of California - Los Angeles

**Karunaratne, Manjeera (2007)**

*Instructor, Mathematics*

B.Sc., University of Kelaniya, Sri Lanka; M.Sc. Technische Universität, Kaiserslautern, Germany.

**Sandi King (2007)**

*Instructor, Music*

B.Mus., Lee College.

**Jack Krouscup (2003)**

*Instructor, Music*

B.Mus., Berklee College of Music.

**David Kuby (2005)**

*Assistant Professor, Psychology*

B.A., Antioch College; M.Div., University of Chicago; M.A., University of California - Los Angeles; M.A., John F. Kennedy University; M.A., University of California - Los Angeles; Ph.D., University of California - Los Angeles; LMFT.

**Glenn E. Kunkel (1965)**

*Professor of English, Emeritus*

B.S., Western Baptist College; M.A., Holy Names College; D.A., Catholic University of America.

**Paul Ki Duk Lee (1999)**

*Instructor, Early Childhood Development*

B.A., Korea Bible College; M.Div., Korea Theological Seminary.

**Emily Leighton (2010)**

*Instructor, Art*

B.A., University of California at San Diego;

**Jennifer Leighton (2007)**

*Instructor, Art*

B.A., B.F.A., University of the Pacific;  
California Clear Teaching Credential

**Powell H. Lemons (2006)**

*Instructor, Biblical Studies*

B.A. Vanguard University; M. Div., Fuller Theological  
Seminary

**Janet LeValley (2003)**

*Associate Professor, Psychology*

B.A. California State University San Bernardino;  
Ph.D., California Institute of Integral Studies.

**Jody Lewen (2001)**

*Director of the Prison Program at San Quentin; As-  
sociate Professor, Education*

B.A., Wesleyan University; M.A., Freie Universitaet,  
Berlin; Ph.D., University of California - Berkley

**Olivia Lynch**

*Instructor, Education*

B.A., New York University; M.A., Adelphi Univer-  
sity; Ed.D., Mills College.

**Upali Mampitiya (2002)**

*Director, Sri Lanka Extension Program; Associate  
Professor, Mathematics*

B.Sc. University of Kelaniya,, Sri Lanka; M.Sc. Uni-  
versity of Ottawa, Ph.D., University of Ottawa.

**John Maver (2010)**

*Instructor, Organizational Management*

B.A., University of Toronto; M.B.A., University of  
Toronto;

**Oliver McMahan (1996)**

*Director, Internet Degree Program; Professor, Biblical  
Studies and Psychology*

B.A., West Coast Christian College; M.Div., D.Min.,  
Brite Divinity School, Texas Christian University;  
Ph.D., Georgia State University.

**Edoardo Miciano (1996)**

*Assistant Professor of Theology*

B.Th., Asian Seminary of Christian Ministries;  
M.Div., Church of God School of Theology; D.Min.,  
Fuller Theological Seminary.

**David Miotke (2001)**

*Instructor, Music*

B.Mus. Northwestern University; M.Mus. North-  
western University.

**Denise Moder (2000)**

*Instructor, Christian Ministries*

B.A., Eastern Washington University; M.Div., Church  
of God Theological Seminary.

**Gregg Moder (1999)**

*Department Chair, Youth Ministries; Assistant Profes-  
sor, Youth Ministries*

B.A., Eastern Washington University; M.Div., Church  
of God Theological Seminary; D.Min., Church of  
God Theological Seminary.

**Gary R. Moncher (1968)**

*President; Professor of Education*

B.S., Western Baptist College; B.A., St. Mary's Col-  
lege; M.A., University of San Francisco; Ph.D., Uni-  
versity of California - Berkeley.

**John Moncher (1976)**

*Associate Professor, History, Biblical Studies*

B.A., Patten College; M.A., St. Louis University.

**LeAnn Moorhead (2007)**

*Instructor*

B.S., Northern Arizona University; M.Ch. M., Lee  
University.

**B. D. Nandadeva (2006)**

*Instructor, Arts*

B.A. University of Ceylon, Ph.D., University of Dela-  
ware.

**Cary Nasatir (2008)**

*Instructor, Music*

B. A. Columbia College

**Sean O'Neal (2006)**

*Assistant Professor, Intercultural-Urban Ministry*

B.A., Lee University; M.A., Trinity Evangelical Divinity School; D.Min., Westminster Theological Seminary.

**Jeffrey Parker (2010)**

*Instructor*

B.A., University of CA, Davis; M.B.A., University of Phoenix; M. Div., Pacific School of Religion.

**Boniface Peiris (2003)**

*Associate Professor, Biology*

M.Sc. Peoples' Friendship University, Moscow, Ph.D., University of Hawaii at Manoa.

**Bruce Evans Ponce (1985)**

*Associate Professor of Science*

B.S., M.S., Rutgers, The State University, Newark, New Jersey.

**Colin Redemer (2009)**

*Instructor, English*

B.I.S. Arizona State University; M.A. St. Mary's College of California

**Benjamin Robinson (2001)**

*Instructor, Christian Leadership*

B.A., Patten College; M.A. Fuller Theological Seminary.

**Sunhee Robinson (2001)**

*Instructor, Christian Education*

B.A., Patten College; M.A., Fuller Theological Seminary.

**Kenneth Romines (1995)**

*Academic Vice-President/Provost; Advisor, Liberal Studies; Professor of Education*

B.A., San Jose State University; M.A., Ed.D, University of California - Berkeley; California Teaching Credential, Reading Specialist Credential, Administration Services Credential.

**Abraham Ruelas (1981)**

*Department Chair, Behavioral Sciences; Professor of Communication and Psychology*

B.A., Patten College; B.A., California State University - Hayward; Ph.D., Stanford University.

**Monica Satterthwaite (2001)**

*Instructor, Art, Graphic Design*

B.A., Holy Names College; M.F.A., Academy of Art College.

**Alexis Silva (2007)**

*Instructor, Accounting*

B.A., University of Ceylon; C.M.A., Australia; I.C.M.A., UK.

**Joyce Silva (2006)**

*Instructor, English*

B.A. University of Ceylon, M.Ed., Columbia University; Ph.D., University of Colombo.

**Bebe Rebecca Skaggs (1975)**

*Priscilla Benham Chair of New Testament and Greek*

B.A., Holy Names College; M.A., Wheaton Graduate School of Theology; M.A., Dominican School of Philosophy and Theology; Ph.D., Drew University.

**John Skaggs (1999)**

*Instructor, Christian Ministries*

B.A., Patten College; M.C.M., Church of God Theological Seminary.

**Deborah Voorhis Snodgrass (2007)**

*Instructor*

B.S., East Coast Bible College; M.Ed., Winthrop University; Ed.D., Argosy University.

**Glenda Stalker (2001)**

*Instructor, History*

B.A., College of Notre Dame; M.A., California State University - Hayward.

**Emily Stone (2007)**

*Instructor*

B.A., Lee University; M.Div, Church of God Theological Seminary; M.A., Mennonite Brethren Biblical Seminary.

**H. Lynn Stone (1996)**

*Instructor, Biblical Studies*

B.A., Lee College; M.Div., Church of God School of Theology; D.Min., Fuller Theological Seminary.

**Mary Ruth Stone (1996)**

*Instructor, Biblical Studies*

B.A., University of Arkansas - Little Rock; M.S., Radford University; M.C.M., Church of God Theological Seminary; Ed.D., University of Alabama.

**Straub Hans (2008)**

*Instructor, English*

B.A., McMaster University; M.A., Dalhousie University, Halifax; ABD York University, Toronto.

**Clifford Wayne Thompson (1999)**

*Assistant Professor, Education*

B.A., University of California - Davis; B.A., M.S., California State University - Hayward; Ed.D., University of San Francisco, California Teaching Credential, California Administrative Credential.

**Susanne Tilney (2000)**

*Instructor, Teaching Credential Programs*

B.A., Trinity College; M.A., Trinity College; Certificate of Advanced Graduate Studies, Boston University.

**Sheila Wells (2001)**

*Instructor, Teaching Credential Programs*

B.A., Patten College; M.A. Patten University; California Teaching Credential.

**Maya Woods-Cadiz (2008)**

*Instructor, Teaching Credential Programs*

B.A., CSU East Bay; M.A., U.C. Berkeley.

**Charles Eddy Wilson (2007)**

*Instructor*

B.M.E., Lee University; M.M.E., Winthrop University.

**Elaine Armour-Word (2003)**

*Instructor, Education*

B.A., Cal State University - Dominguez Hills; M.S. in Education, Mount St. Mary's College; M.S. in Educational Computing, Pepperdine University; California Teaching Credential.

**HyunJoo Yoo (2009)**

*Instructor,*

Ph. D., Sungkyunkwan University.

## Offered Courses

(^Courses Offered Only at Selected Extension Sites)

### ANT 220: Cultural Anthropology (3)

This course is an introduction to the study which aims to demonstrate how the basic concepts and techniques developed by cultural anthropologists help us to understand societies of various degrees of complexity, including our own. We will consider topics such as language and symbols, kinship, gender, ethnicity, economics, politics, religion, and social change in a broad comparative framework. Major goals are an increased awareness of the social and cultural dimensions of human experience: the diversity and flexibility of human cultures; and processes of intercultural communication and conflict.

### ART 117: Introduction to Dramatic Art (3)^

An introduction to the basics of the craft of acting. The focus of this course is on the student's discovery of the aesthetic, communicative, collaborative, and performative elements of the theatrical process.

### ART 211: Art History and Appreciation (3)

This course provides students with conceptual knowledge of and fundamental experience with the elements and principles of design in the visual arts. It also provides a selective overview of the arts from different cultures and periods. This course assumes no prior knowledge. The first half of the course is practical and focuses on vocabulary and various media of art. The second half is theoretical and exposes students to the highlights of world art history.

### ART 301: Drawing and Composition (3)

An introduction to the basic principles, materials and techniques necessary to develop skills in drawing. A step-by-step examination of drawing procedures as well as an introduction to basic perspective and composition. Students will learn to draw proportionally, accurately and descriptively, utilizing line, shape, value, and form, and in the process of planning and developing finished drawings, students will develop personal artistic vision.

### ART 302: Art History Projects (3)

This course provides instruction for teaching studio art projects with the approaches and procedures used by pivotal artists from different eras. Learning art history by experiencing it is the principle studied and emphasized. Students will create projects simulating techniques and styles from various historical periods which produced what are considered important art movements, and in so doing, will gain practical insights into the creative processes of great artists while coming to a better understanding of their own artistic heritage.

### ART 305: Color Design (3)

This course will help students develop color and design skills and techniques and gain an understanding of materials and tools which will enable them to create finished works of art. As participants plan and work toward completion of design projects they will learn to utilize a variety of color and design concepts, expand creativity, and develop personal artistic vision: students will learn how to apply these skills to professional, educational and volunteer pursuits in the arts.

### ART 313: Art for Teachers (3)

This course is an overview of the theory of visual and performing arts with a focus on drama and dance. Students develop skills and knowledge necessary for introducing art, drama and dance to children in the classroom.

### ART 406: Multicultural Projects (3)

This course explores approaches to teaching studio art projects that are indigenous to various cultures and which are part of each culture's unique identity. Students will study art styles of different cultures and create projects that utilize methods and materials reflective of each. Students will gain practical insights into the creative processes of a variety of non-traditional, non-Western cultures while expanding their own artistic vision.

### BBL 102: Old Testament Survey (3)^

*[BBL 103: Old Testament Survey (3)^]*

A survey of the Old Testament. Emphasis is placed on the major themes, key scriptures and major personalities of each book. Historical and literary backgrounds of the books are covered.

### BBL 106: New Testament Survey (3)^

An introduction to the New Testament that examines major themes, broad divisions, key scriptures, major personalities, and the structure and context of each book. Literary and historical backgrounds are also examined.

### BBL 108: Person and Work of the Holy Spirit (3)^

An analysis of the personality, attributes and work of the Holy Spirit in Scripture, especially as manifested in the miracles and life of Jesus. Relevant Old Testament miracles are considered in the light of how the Holy Spirit was revealed to Israel.

### BBL 110: Bible Introduction (3)

Students are introduced to the Bible in the following ways: they: 1) define the nature of text in terms of revelation and inspiration; 2) gain an overview of biblical content; and 3) learn and apply various Bible study tools and methods.



### BBL 206: Biblical Interpretation (3)^

This course is designed as a basic study in hermeneutics (the science of interpretation). It will prepare the student to recognize the different types of literature (the genres) that make up the Bible, giving the student an appreciation for the various genres in order that he/she may intelligently study the Bible. With greater study principles and materials (historical materials, word studies, commentaries, and other tools) being utilized, this course will give the student the skills necessary to apply Biblical principles to their daily lives.

### BBL 308: Person and Work of the Holy Spirit (3)

An analysis of the personality, attributes, and work of the Holy Spirit in Scripture and in the Christian tradition. Students trace the doctrine of the Spirit from biblical times to the present. They gain an understanding of the role of the Holy Spirit in the life of the church as well as the individual Christian.

### BBL 490: Biblical Studies Senior Seminar (3)

A study of advanced methods of inquiry in the field of Biblical Studies. Students evaluate various critical and comparative approaches to Scripture and utilize them in individual and group research.

### BIO 141: Anatomy and Physiology I w/Lab (4)^

Organization – chemical organization at the cellular and tissue levels, the integumentary system, homeostasis, DNA to mRNA to proteins, mitosis and meiosis; Support and Movement – skeletal tissue, the axial and appendicular skeletons, with articulations. Laboratory participation required.

### BIO 142: Anatomy and Physiology II w/Lab (4)^

Support and Movement – muscle tissue and groups; Control systems – nervous tissue and the central nervous system including brain and cranial nerves, sensory, motor and integrative systems; Maintenance – respiratory and digestive systems. Laboratory participation required.

### BIO 143: Anatomy and Physiology III w/Lab (4)^

Maintenance – circulatory system including heart, vessels and hemodynamics, lymphatic system and immunity, urinary system, homeostasis and excretion, fluid, electrolyte and acid-base homeostasis, reproductive systems, and special senses; Continuity – metabolism. Laboratory participation required.

### BIO 144: Microbiology I (4)^

For nursing, food service, and medically based majors. Study of microorganisms of the environment, including disease producing organisms, their actions, detrimental affects, and their reactions. Laboratory participation required.

### BIO 145: Microbiology II (4)^

For nursing, food service, and medically based majors. Study of microorganisms of the environment, including viruses, yeast and prions. Laboratory participation required.

BIO 151: Introduction to Biology (3)

[*BIO 151: Introduction to Natural Science (3)*]

An introductory course in scientific thinking, classifications, and explanations of natural processes of life on earth, including those of cells, organisms, plants, the animal kingdoms, ecosystems, and the biosphere.

BIO 153: Anatomy and Physiology w/Lab (4)

“Form underlying function” is emphasized through an integrative approach to human anatomy and physiology. Cellular organelles, mitosis and meiosis begin the study of cells; and movement is made to tissue, organ and organ systems. All major human organ systems are covered. Current research and advances are discussed when applicable. Laboratory participation required.

BIO 154: Biology w/Lab (4\*, 5)^

[*BIO 152: Biology (3)^; BIO 152L: Biology Lab (2)^*]

An introductory course in scientific thinking, classification, and explanations of natural processes of life on earth, including those of cells, organisms, plants, animals, ecosystems and the biosphere. Provides students with a broad perspective of the field of biology and establishes a background for further study in advanced biology courses. Lab required. \*International College-Level Exam Credit.

BIO 162: Cell Biology w/Lab (4\*, 5)^

[*BIO 161: Cell Biology (3)^; BIO 161L: Cell Biology Lab (2)^*]

The chemistry of the cell, Cell structure and functions: bioenergetics, enzymes, membranes and membrane transport. Energy flow in cells: glycolysis and fermentation, aerobic respiration, photosynthesis. Information flow in the cells: structural basis of cellular information, the cell cycle, the genetic code and transcription, protein synthesis, and the regulation of gene express. Lab required. \*International College-Level Exam Credit.

BUS 101: Introduction to Business (3)^

An introduction to the concepts and practice of business at all levels. Students will approach numerous topics while exploring the fundamentals of business including entrepreneurship, marketing, human resources and trends. Case studies, group activities and presentations will emphasize those topics discussed in class to help the student acquire the necessary skills to succeed in building a knowledge base for a career in business.

### BUS 109: Financial Accounting I (3)

Introduction to bookkeeping procedures: emphasis on the development of skills for both cash and accrual methods of recording, including adjusting & closing entries, cash controls & bank reconciliation, coverage of accounting system, internal control procedures and procedures for completion of an accounting cycle.

### BUS 110: Financial Accounting II (3)^

This course continues coverage of the fundamental principles of accounting, how financial data is accumulated and reported, and the uses and limitations of financial data. Introduction is made to the investing and financing cycles of a service and a merchandise business, including the acquisition and sale of long-term assets (property, plant and equipment, intangible assets and investments), interest-bearing debt, and equity. The course emphasizes the corporate form of business and includes coverage of partnerships. Course content also includes the preparation of the statement of cash flows and financial statement analysis. The course will include the use of spreadsheets for problem solving and analysis and an analysis of a company's financial statements. Students will be introduced to software for accounting and reporting. Prerequisite: BUS 109

### BUS 220: Microeconomics (3)

General introduction to micro economic systems. An examination of general microeconomics theory with an emphasis on supply and demand, opportunity cost, consumer choice, the firm, the market structure (s) and regulation, allocation of resources, capital, interest, profit, labor unions, income analysis, energy, national resource economics, and public policy.

### BUS 221: Macroeconomics (3)^

This course is an introduction to economic theory and analysis with emphasis on monetary and fiscal policy. Topics include: gross domestic product, business cycles, inflation, recession, the Keynesian model on unemployment, on money and the Federal Reserve System. In this broad introductory survey, special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is placed on examining the functioning of the economy and on dealing with such matters as unemployment, inflation and recession.

### BUS 602: Organizational Theory and Behavior (3)

Management, organization theory, and behavioral analysis applied to conventional management problems in domestic and international environments. The course will also cover the idea of managers as leaders in the organization and opportunities for leadership in the organization.

### BUS 605: Management Accounting (3)

Focuses on the use of accounting information for better managerial decision-making and creating value for organizations. Topics include product costing, cost allocation, incremental analysis, and performance evaluation. Methods for learning include: lectures, intro to problem-solving, case presentations, and discussion. Prerequisite: Financial Accounting course.

### BUS 606: Information Systems Application (3)

Information systems and their use in business management. Information technology for managers, role of different types of information systems in businesses, common information systems, problem solving, and application development. Prerequisites: Familiarity with microcomputer and internet application software.

### BUS 610: Leadership and Ethics (3)

Examines the fundamental challenges of meeting the needs and interests of all stakeholders in a way that balances ethical, social, environmental, and economic considerations. Through case studies, lectures, group projects, guest speakers, and field trips, students will explore the necessity of simultaneously managing natural capital, economic capital, and social capital in the private and non-profit sector.

### BUS 611: Human Resources Leadership (3)

Focuses on changing the workforce and the changing workplace, recruiting, and managing volunteers for non-profit organizations. Students will discuss real problems currently faced in the workplace. Affirmative action, discrimination, employee selection, sexual harassment, labor/management relations and the impact of government regulation will be covered. Examines employee motivation, reward systems, performance management, and the human relations side of management. Prerequisite: BUS 602

### BUS 615: Marketing and Customer Relations (3)

Marketing concepts, theories, techniques, and marketing environmental parameters, both domestic and international.

### BUS 617: Applied Business Economics (3)

Managerial economics and global economy, approach to solving, demanding and supply, elasticity of demand, cardinal and ordinal utility, demand estimation with regression analysis, different forecasting methods, theory of production and cost, profit maximization, study of different market sectors, games, information and strategy pricing and profit strategy. Prerequisites: Macroeconomics and Microeconomics coursework.

### BUS 619: Strategic Organization and Leadership (3)

Seminar in business policy, and strategic management. Emphasizes international environment. Solutions to organizational and functional problems through case studies. Students are expected to assume the perspective of the CEO and corporate staff in organizational planning. Prerequisite: BUS 602, 605, 608, 616

### BUS 623: Entrepreneurial Leadership (3)

Emphasizes starting a new business venture or managing a small business during its formative stages. Topics include entrepreneurship, legal issues, financing the business, marketing research and the management team. Small teams of students develop a detailed business plan for a potential new venture.

### BUS 655: Business Law (3)

Contemporary ethical, social, political, and legal issues that demonstrate the mutual impacts of economic and non-economic institutions both here and abroad.

### BUS 690: Thesis Management Project (3)

Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration. Based on the student's personal career objectives, a topic of interest is chosen for thorough research, analysis, and reporting.

### CHM 111: General Chemistry I w/Lab (3/1,4)^

The basic tools of chemistry; atoms, molecules and ions; introduction to chemical reactions; stoichiometry, thermochemistry; gases and their behavior; the structure of the atom; atomic electron configurations; chemical periodicity. Offered in an accelerated time frame on and off the campus. (See Transfer Program under Academic Programs.) Laboratory participation required.

### CHM 112: General Chemistry II w/Lab (3/1,4)^

Basic concepts of bonding and molecular structure; intermolecular forces, liquids, solids; solutions and their behavior; chemical kinetics; chemical equilibria; acids and bases. Offered in an accelerated time frame on and off the campus (See Transfer Program under Academic Programs.) Laboratory participation required.

CHM 120: General Chemistry I with Lab (4\*, 5)^

[CHM 111: General Chemistry (3)^; CHM 111L: General Chemistry Lab (2)^]

The basic tools of chemistry; atoms, molecules and ions; introduction to chemical reactions; stoichiometry, thermochemistry; gases and their behavior; the structure of the atom; atomic electron configurations; chemical periodicity. Offered in an accelerated time frame on and off the campus. (See Transfer Program under Academic Programs.) Laboratory participation required. \*International College-Level Exam Credit.

CHM 121: General Chemistry II with Lab (4\*, 5)^

Basic concepts of bonding and molecular structure; intermolecular forces, liquids, solids; solutions and their behavior; chemical kinetics; chemical equilibria; acids and bases. Offered in an accelerated time frame on and off the campus (See Transfer Program under Academic Programs.) Laboratory participation required. \*International College-Level Exam Credit.

CHM 221: Organic Chemistry I w/Lab (3/1,4)^

Carbon compounds and chemical bonds; representative carbon compounds; alkanes; cycloalkanes; stereochemistry; nucleophilic reactions and alkynes; alcohols and ethers. Offered in an accelerated time frame on and off the campus (See Transfer Program under Academic Programs.) Laboratory required.

CHM 222: Organic Chemistry II w/Lab (3/1,4)^

Aromatic compounds; phenols and quinones; aldehydes and ketones; carboxylic acids and derivatives; amines; carbohydrates; lipids; amino acids; proteins, nucleoproteins. Offered in an accelerated time frame on and off the campus. (See Transfer Program under Academic Programs.) Laboratory required.

CHM 227: Nursing Chemistry (4)^

Science and Measurement, Atoms and Elements, Compounds, Introduction to Organic Compounds, Gases, Solids and Liquids, Reactions, Solutions, Colloids and Suspensions, Lipids and Membranes, Acids, Bases and Equilibrium, Carboxylic Acids, Phenols and Amines, Alcohols, Ethers, Aldehydes and Ketones, Carbohydrates, Peptides, Proteins and Enzymes, Nucleic Acids, and Metabolism. Laboratory participation required.

CIS 101: Computer Literacy (3)

[CIS 101: Introduction to Computers (3)^]

Introduction to the skills necessary for Advanced Computer Class, required for students in the Subject Matter Preparation Program for prospective teachers and students wishing to: gain a thorough knowledge of and skills basic word processing; and the legal and ethical issues and practices pertaining to computer use and word processing from the Internet on authoring and identity.

### CIS 291: Data Structures and Algorithms with Lab (4)^

This course provides a broad overview of the use of standard data structures used in any procedural programming language and the use of algorithms in problem solving.

### CLD 160: Introduction to Worship and Preaching

This course introduces techniques for worship and sermon preparation and delivery. Students are introduced to textual, topical and expository approaches in the context of contemporary relevance, multicultural diversity and community development.

### CLD 364: Organizational Dynamics (3)

An introduction to the general concepts of organizations, including organizational structure, behavior, culture and climate, systems theory, communication and organizational development. The purpose of the class is to give students a working knowledge of organizational principles that can be applied in their particular leadership setting and thus enhance their ability to lead effectively, with a particular focus on ministry and church applications.

### CLD 371: Ministry Management (3)

An examination of managerial, administrative and workplace skills for Christian leaders, with an emphasis on budgeting, planning, and developing staff and volunteers in a Christian organization.

### CLD 376: Principles of Christian Counseling (3)

An introduction to the basic principles and skills needed

to minister to and help individuals through counseling. Various models of counseling are compared and critiqued.

### CLD 471: Conflict Management (3)

An examination of the nature and causes of conflict in the local church and religious settings and principles of effective intervention strategies.

### CLD 472: Mentoring and Teams (3)

An overview of how to identify, train and motivate leaders in your ministry. Includes a theological basis for and practical application of methods used in assessing and assisting people in the use of their spiritual gifts and potential. Team-based approaches are also examined as a means for allowing fruitful ministry.

### CLD 475: Legal Foundations (3)

An introduction to legal foundations relevant to church leadership and administration. The course addresses substantive legal issues pertaining to authority, rights, privileges, responsibilities and liabilities of church and ministry leaders and others involved in church administration. Special emphasis is placed on principles and practices for avoiding legal pitfalls.

### CMN 101: Dynamics of Christian Ministry (3)

An introduction to the various streams and vocations of Christian Ministry, the objective of which is to help students see the larger picture of ministry, the particular avenues of ministry, and to place themselves into the field in a thoughtful and self-reflective manner.

### CMN 111: Sacred Art I (3)

Sacred Art I covers the period from Ancient Art to the Impressionist Movement. This course is a chronological study of various historical aspects and issues that have contingencies with the interrelationships of art with Biblical studies, theology and faith. These interrelationships are experienced through experimentation with the art techniques and materials used in particular art movements and eras. The course provides a personal, hands-on insight to the creative, religious and philosophical mind-sets of various art movements and cultures studied.

### CMN 112: Sacred Art II (3)

Sacred Art II covers the period from the Expressionist era to our Post-Modern situation. This course is a chronological study of various historical aspects and issues that have contingencies with the interrelationships of art with Biblical studies, theology and faith. These interrelationships are experienced through experimentation with the art techniques and materials used in particular art movements and eras. The course provides a personal, hands-on insight to the creative, religious and philosophical mind-sets of various art movements and cultures studied.

### CMN 217: Evangelism and Church Planting (3)

A study of practical strategies for church planting in a theological framework. Attention is given to major strategies for evangelism such as networking, small groups, home visitation, care ministries, cross-cultural, and media usage.

### CMN 321: Introduction to Christian Education (3)

A course designed to introduce the student to the field of Christian Education. An examination of the biblical basis and theological foundations of the local church and parachurch agencies of Christian Education.

### CMN 324: Intercultural Ministry (3)

An introduction to ministry in an intercultural setting. The objective is to expose students to principles and practices of effective ministry in an intercultural setting that is relevant and sensitive to the context of a variety of cultures and to be able to effectively minister within these contexts.



### CMN 325: Communication and Technology (3)

An introduction to various media used communication in a ministry setting. The objective is to give students an understanding of basic communication theory and practice, and to expose them to various means of communication in a ministry setting.

### CMN 330/230: Christian Formation and Discipleship (3)

An examination of two critical areas of a church's educational ministry: Developing the spiritual life and teaching principles and methods that develop positive spiritual growth in the church. Prerequisite: CMN 321.

### CMN 341: Judeo-Christian Social Ethics (3)

An introduction to the study of ethical behavior in the context of social and benevolence ministry. The objective is to help students develop an understanding of ethical behavior and decision-making as they form a theology and practice of benevolence ministry. The course activities encourage the student to become reflective upon real community needs in a way that should impact the style and content of their ministry.

### CMN 371: Wholistic Strategies for Church and Community Development (3)

This course introduces the principles and practices of a wholistic\* approach to the mission dei from biblical, theological and narrative perspectives. The specific topics of church development, community organization and community development will be addressed through the lens of foundational theology and narrative experience. This dialogue will lead to derived principles and practices for engagement in church and community development. The central locus is the community of faith as a transformational presence and full participating member of the local community with special concern for those who are marginalized.

\* The spelling wholistic is preferred to holistic as an intentional focus on the biblical/theological concept of wholeness.

### CMN 481: Principles and Practices of Leadership (3)

An introduction to the field of leadership studies. The objective is to expose students to the various theological and theoretical foundations of effective leadership, and to reflect upon their own philosophy of leadership.

### CMN 499: Internship (3)

Students are required to participate in a supervised internship that will allow them to gain practical experience in ministry and the opportunity to integrate their classroom studies. (This is the core practicum for all ministry majors.)

### COM 110: Introduction to Mass Communication (3)

An overview of the role of print and electronic media in the dissemination of information to a mass audience.

### COM 115: Public Relations in Sports (3)

Sports public relations and its role in interscholastic, intercollegiate and professional athletics: process and practice of sports information and media relations; topics include writing formats, publications, game management, crisis management, current events, law and ethics.

### COM 146: Communication (3)

A course designed to help students communicate more effectively through a study of the terms, concepts and current theories in the field of communication. Several levels of communication are examined: intrapersonal, interpersonal, nonverbal, small group, intercultural and mass media. Through speech and writing assignments, students have an opportunity to develop their verbal and written communication skills.

### COM 301: Digital Production (3)

An introduction to graphics hardware and software through tutorials and individual projects in word processing, desktop publishing, website development and drawing programs. Introduction to video production equipment and use. Portfolio preparation.

### COM 321: Mass Communication Writing (3)

Introduction to the basics of print and electronic copy preparation with attention to advertising, public relations, and news writing. Includes practice in print and audio presentations.

### COM 324: News Writing for Print and Electronic Media (3)

The study and practice of news story preparation. Includes a step-by-step breakdown of each stage of story development for both print and electronic media. Portfolio preparation.

### COM 332: Electronic Equipment and Production (3)

A study of the function and proper operation of equipment typically encountered in audio and video production. Includes practical experience in planning, directing and producing various audio and/or video productions with emphasis on skills development and production techniques. Portfolio preparation.

### COM 342: Graphic Design (3)

An introduction to the terminology of media graphic design and the basic principles of design, with emphasis on visual composition, which are then applied to selected projects. Portfolio preparation.

### COM 346: Advertising Copywriting (3)

An introduction to advertising writing techniques for commercial, public service and direct marketing organizations with experience in various types of electronic and print media. Portfolio preparation. Prerequisites: COM 301, COM 321.

### COM 351: Contemporary Practicum in Public Relations (3)

A course designed to help students apply and demonstrate practical and theoretical knowledge of public relations, by using acquired skills to functionally assist a ministry, social service organization, small business or college entity in researching, designing, and executing a real life public relations campaign, then qualifying data using various research testing instruments to gauge campaign effectiveness.

### COM 358: Public Relations Communications (3)

An introduction to the theoretical and practical application of public relations functions for profit and nonprofit organizations, including practice in writing public relations communications and creation of public relations programs. Portfolio preparation.

### COM 388: Advertising, Public Relations and Media Management Practices (3)

Using a case study approach, students apply the principles and procedures of management within media, agencies, and corporate organizations to the identification and control of advertising, public relations and management problems.

### COM 454: Editing for Print and Electronic Media (3)

A writing course that emphasizes advanced grammar skills, copy editing and proofreading, reporting and headline writing, and tease and tag writing.

### COM 471: Advanced Graphic Design (3)

A study of the historical aspects of graphic design, pre-press and preproduction factors, and the visual aspects of audio-graphics, with application to a variety of visual formats, including corporate and advertising design, story boards, direct mail and electronic graphics. Portfolio preparation. Lab fee. Prerequisite: COM 342

### COM 473: Electronic News Productions (3)

A study of the theory and practice of producing news programs for electronic media. Includes practice in preparation and presentation of news programs along with the preparation of copy for both electronic and print media. Prerequisite: Senior standing and permission of the instructor.

### COM 484: Communication Law (3)

A study of the historical development and present status of U.S. communication law, FCC regulations and contemporary codes of media ethics. Includes specific applications to journalism. Prerequisite: Senior standing and permission of the instructor.

### COM 488: Communication Campaigns (3)

An in-depth study of the research, planning, development and message creation for complete multimedia communication campaigns, integrating marketing promotion techniques, including advertising, public relations, direct marketing and sales promotions. Prerequisite: Senior standing and permission of the instructor.

### COM 491: Current Topics in Public Relations (3)

Study, research and analysis about a particular venue (such as entertainment or non-profit agency public relations) or a particular application (such as crisis communication or fund raising). The summative project in this class is the senior thesis.

### COM 499: Internship (3)

Senior Project, which includes participating in a communications internship and writing an integrated senior thesis paper.

### ECD 120: Introduction to Early Childhood Development (3)

Introduction to the profession of caring for young children, including the history, philosophy, and basic theories involved in the field of early childhood development.

### ECD 125: Infant/Toddler Growth and Development (3)

Designed to equip the student to be teachers, directors, and providers for infant/toddler ages. Major emphasis is on analysis of physical, mental, social and cognitive growth and development at various stages, including theoretical and practical approaches to the curriculum planning.

### ECD 142: Child, Family and Community (3)

A study and analysis of the child, family and community and the effect of their interaction. The course focuses on ways of viewing problems through goal strategies, sorting out issues and structures that establish alliances for common purposes.

### ECD 162: Guidance and Discipline of the Young Child (3)

Study and analysis of the need for guidance and discipline during the early years and beyond. A focus on concepts, aspects, principles, practices, curriculum, evaluation and follow-up.

### ECD 184: Affirming Diversity in Early Childhood Development Classrooms (3)

A course that analyzes cross-cultural perspectives, methodological problems, and concepts of the growth and development of the child.

### ECD 220: Preschool Growth and Curriculum Development (3)

Emphasis on understanding child growth that are essential in planning a developmentally appropriate preschool age curriculum. Study of preschool curriculum including theory and practical areas of art, social studies, science, math and music.

### ECD 282: Preschool Administration and Supervision (3)

Study of interpersonal relationships in the management of Early Childhood programs with emphasis on communication, budget planning, fund-raising, decision making, and effective, quality administration of the center.

### ECD 290: Student Teaching Internship: Practicum (Supervised Field Work) (3)

A course in techniques, practices and procedures for Early Childhood Education curriculum.

### EDU 401: Goals and Philosophy of Physical Education (3)

Discussion of principles, programs, activities and instructional techniques for teaching physical education in elementary schools, including practical experience with elementary school students in physical education activities.

### EDU 490: Practicum in Elementary Education (3)

Observation and supervised experience in the self-contained classroom, with a seminar for discussion and analysis of teaching and learning. Satisfies senior seminar Capstone requirement.

### EDU 491A/B: Pre-professional Seminar (3)

The two elements (A&B) of this course are carried out over a two semester sequence with two major activities. EDU 491A holds the field practicum portion over one semester and EDU 491B holds the preparation of the senior research project over the 2nd semester. Together this seminar and supervised research course enables candidates to: complete the degree capstone project and the Liberal Studies BA degree program; prepare for the CBEST; and prepare to enter a teacher preparation program.

### EDU 495: CSET Review Course (3)

A content-based, remedial study of the content areas covered on the California Subjects Examination for Teachers (CSET). Primary material is reviewed; suggestions for test preparation and time-saving devices are provided. The class is structured around review and drill of assigned readings. The student is given preparation for taking the CSET and broadening his/her knowledge base of Literature and Language Studies, Mathematics, History and Social Sciences, Visual and Performing Arts, Human Development, and Physical Education.

### EDU 575/275: Professional and Legal Foundations (2)

An introduction to the historical, philosophical and social developments that have impacted education, and an examination of the legal rights and responsibilities of classroom teachers and their students. Current legal and professional issues, standards, and resources applicable to the teaching field are addressed. Legal and policy implications for services to immigrants, bilingual education, and diverse cultural, linguistic and racial populations are emphasized.

### EDU 577/377: Educational Assessment and Learning (2)

An exploration of modern theories of education and concepts of learning. Developmental stages, cultural differences and theories of motivation are covered. Formal and informal instruments for the diagnosis and evaluation of student progress and achievement are surveyed, and classroom management techniques are reviewed.

### EDU 578: Introduction to the Teaching of Reading for Single Subject Candidates (3)

In this course, single subject candidates will study and investigate research theories, instructional strategies, and research materials associated with facilitating the teaching of reading in the secondary school. Students will explore a range of reading topics and practices including early reading development, utilization of reading curriculum materials, the teaching of writing, motivating the secondary student, and the on-going assessment of reading levels, student progress, and measurements of literacy in the classroom.

### EDU 579/279: Reading Instruction and Methods (3)

Familiarization with basic principles of the reading process and reading development, and approaches for assessing reading skills and teaching reading in kindergarten through fifth grade. Topics include developing an understanding of phonemic awareness, emergent readers, and necessary phonic skills, planning a reading program with a balanced approach to reading instruction and assessment and designing strategies to address special needs of second language learners who are from diverse cultural, social, and ethnic backgrounds.

### EDU 579-A: Reading Instruction and Methods, A (Internship) (1)

Emphasis is placed on planning and organizing a reading curriculum that includes word recognition skills, linguistic and vocabulary development and reading comprehension.

### EDU 579-B: Reading Instruction and Methods, B (Internship) (1)

Familiarization with basic principles of the reading process and reading development and approaches for assessing reading skills and teaching reading in the kindergarten through fifth grade. Topics include developing an understanding of phonemic awareness, emergent readers and necessary phonics.

### EDU 581/381: Curriculum and Instruction (3)

The purpose of this course is to familiarize students with the content of the elementary school curriculum along with a variety of teaching strategies that actively promote critical thinking and problem-solving abilities. In preparation for student teaching and for teaching a meaningful curriculum, emphasis is placed on the following: (1) addressing the needs of the whole child; (2) developing competency in higher-level questioning skills; (3) creating a safe environment for cooperative/collaborative learning; and, (4) using integration and a hands-on approach to learning.

### EDU 582: Curriculum & Instruction for Single Subject Candidates (3)

The focus of this course is to provide prospective Single Subject teachers with the theory knowledge, content-based review, and practical experience that is needed for genuine instructional success at the secondary level. Students will explore and study a range of secondary curriculum for their subject area, with special emphasis and hands-on practice given to their particular area of professional knowledge and application.

### EDU 583/383: Classroom Observation, Participation and Management (2)

An intensive exposure to classroom teaching at the primary, intermediate and high school levels. Teacher candidates make field observations in diverse school settings and directly participate on a regular basis in tutoring and teaching tasks in a specific classroom prior to student teaching. Attention is paid to individual student differences and particular models for effective teaching and classroom organization.

### EDU 584/284: Multicultural Education Seminar (1-2)

Development of cultural sensitivity through exploration of cultural diversity, including manifestations of culture, assimilation, accommodation, acculturation, pluralism, multiculturalism and multilingualism. The seminar culminates in practical suggestions for transforming classroom content to meet the needs of various ethnic groups.

### EDU 587/487: Theories & Methods of Teaching English in a Diverse Setting (3)

This course is designed to teach English as a second language with a focus on strategies grounded in an understanding of theories and principles of teaching and learning. It offers special attention on the learner's acquisition and comprehension of second language, and the use of technology in the English classroom. The students in this course are expected to acquire a repertoire of theoretically grounded strategies for use to meet the learning needs of diverse student populations.

### EDU 588/488: Advanced Curriculum and Instruction (3)

A course designed to accompany the full-time student-teaching experience. Curriculum and methodology in reading, mathematics, science, music, art and physical education are reviewed and applied to the classroom setting. Problems confronted in actual teaching situations, classroom management techniques, strategies for developing competency as an effective classroom teacher, and motivating students are discussed. Special attention is focused on integrating theory and practice in the classroom.

### EDU 589/489: Advanced Reading/Writing Instruction & Methods (2)

This course is designed to assist the future teacher with intermediate reading/writing methodologies, further research on the topic of reading/writing teaching, effective assessment techniques, continued work on linguistic/phonics, and organizing, implementing, and evaluating reading lessons for older students. Prerequisite: EDU 579 (A1 and B1).

### EDU 590A/492A: Supervised Student Teaching (5)

Full-time supervised student teaching, at the elementary or secondary level, in a private or public school. One of two required placements with an emphasis on classroom planning and management, assessment and meeting individual student needs.

### EDU 590B/492B: Supervised Student Teaching (5)

Full-time supervised student teaching, at the elementary or secondary level, in a private or public school contrasting with the first placement in grade level, cultural and socioeconomic conditions. The second required placements with an emphasis on classroom planning, assessment and meeting individual student needs and long term planning.

#### EDU 591A: Intern Practicum (5)

Full-time paid teaching, at the elementary or secondary level, in a public school under supervision of a Patten University supervisor. Emphasis on classroom planning and management and meeting individual student needs.

#### EDU 591B: Intern Practicum (5)

Full-time paid teaching, at the elementary or secondary level, in a public school under supervision of a Patten University supervisor. Emphasis on classroom planning and management and meeting individual student needs.

#### EDU 592: Computer Literacy in Education (1-2)

Through a process of skill building and discovery, the student learns to integrate technology into his/her curriculum. The student acquires knowledge, skill and experience in determining the appropriateness of curriculum-related computer applications for use by his/her students; researches computer uses in the classroom and tests these applications; and creates and teaches lesson plans for all of the areas covered. This course fulfills the Clear Credential requirement for a Ryan Single or Multiple Subject California Teaching Credential.

#### EDU 594/494: Educating the Exceptional Child (1-2)

A survey of the characteristics and behavior of exceptional pupils and measures for assessing their special needs. Professional standards for mainstreaming and due process requirements are reviewed. Emphasis is placed on developing alternate methods and materials for providing educational opportunities for the exceptional child in the regular classroom. This course also fulfills the clear, credential requirements for a Ryan Single or Multiple Subject California Teaching Credential.

#### EDU 596/296: Health Education for Classroom Teachers (1-2)

Nutrition and substance abuse as related to physical, intellectual and emotional well-being. Topics included are the harmful effects of tobacco, alcohol and drugs, nutrition, HIV/AIDS, environmental health, First Aid, and safety. Strategies for presenting health education in the classroom are emphasized.

#### EDU 601: Research Writing and Evaluation Education (3)

An introduction to literature review, experimental design, and identification of research questions are part of this course. This is followed by the study of educational evaluation, including collection and uses of data, tests and measurement, application of principles, and various forms of assessment. This course also includes reporting procedures and basic concepts of tests and measurement as related to determining educational needs.

#### EDU 602: Values and Ethics in Educational Settings (3)

Standard and institution-specific ethical expectations for the educator. The teacher and administrator as role models; the study of moral choices and consequences, diplomacy and tact in the professional workplace.



### EDU 603: Research Seminar I (3)

Provides the student with the opportunity to conduct research under the guidance of an advisor. The techniques of viable research include review of the literature on the subject or issues being examined by the student, experimental design, identification of the research questions and pertinent variables of the study, and data analysis including basic statistics are covered. Working with an advisor, the student begins the writing of his/her Master's thesis during this course. Prerequisite: EDU 601

### EDU 604: Research Seminar II (1-4)

A continuation of the research project or thesis study begun in Research Seminar I. The use of research to produce greater learning and improve instructional methods.

### EDU 622: Comparative Curriculum Development (3)

The design, incorporation and evaluation of curriculum. A historical overview of curriculum development. Philosophy, social sciences, communication and the humanities are examined in relation to curriculum.

### EDU 623: Curriculum Planning, Design and Development (3)

This course is designed for teachers to use their knowledge of, and ability to plan, design and develop a curriculum based on state-adopted academic standards and frameworks or for ESL in context of the given teaching assignment. It also addresses the specific learning needs of students in the academic area of focus.

### EDU 624: Advanced Curriculum Design (3)

Developing appropriate, discipline- and population-specific curriculum. Studying instructional processes and teaching methods. Compilation and maintenance of data for assessing the effectiveness of teaching and learning. Factorial analysis of key areas in the curriculum.

### EDU 631: Leadership of Learning and Teaching (3)

A preparatory course for the educational leader, with a historical overview of the leadership role, its demands and the need to facilitate premier systems for the teaching environment and population one serves. This course provides training for the educational leader, who must possess proficiency in order to oversee staff as well as to align components of teaching and learning, flexibility in order to serve a wide diversity of students and disciplines, and consistency in order to maintain contemporary knowledge of leadership, management, control and practicality.

### EDU 632: Human Resources (3)

The educational leader's roles as administrator, coach and mediator between labor and management; stoking the fires of teamwork in a conciliatory yet authoritative manner to facilitate the common goal of quality education. The process of building an effective teaching and learning squadron compatible with self-sufficient or networking capabilities. Developing the traits of a successful educational leader who intuits the need for revision of institutional themes according to community needs and standards, incorporates challenges to incite superior teaching and learning methods, and implements choices to match vision and strategic planning.

### EDU 633: Legal and Operational Elements in School Leadership (3)

The advantageous use of available resources applied with a study of the legal aspects and restrictions involved in the day-to-day operation of school systems: precision in accomplishing goals on a budget while answering to an outcome-oriented administration and the legal and ethical mandates of school planning.

### EDU 634: The Effective Communicator (3)

The course focuses on the power of communication and the wide array of applications available to the organizational leader. The organizational leader develops skills as an effective communicator including methods of vertical and lateral communication, humor, candor, inspiration and influence. The art of communication is taught as a connective device and as a motivational device. Dialogue and monologue are examined in public speech, private listening and group discussion across the strata of corporations, organizations and educational institutions.

### EDU 635: School Finance (3)

An overview of basic financial principles, procedures, tools and applications necessary for leading or operating an organization. Focus is placed upon reading and understanding financial statements and financial projections necessary for strategic planning, budgeting and decision-making for the school site or organization in a manner that is efficient and cost-effective.

### ENG 096 A, B: Basic Speech (3)^

An English language development course designed to prepare students for preparatory academic work at an intermediate TESOL level.

### ENG 097 A, B: Reading and Study Skills (3)^

A course for students who want to improve reading and thinking skills, increase vocabulary, reading rate and comprehension and develop concentration, inference, and test-taking abilities. Course credit does not apply toward degree requirement.

### ENG 098 A, B: Basic Grammar for Writers (3)

Study and practice of English grammar for writers; includes parts of speech, rules of sentence mechanics, sentence joining, error analysis, editing and proofreading. Course credit does not apply toward degree requirement.

### ENG 099 A, B: Introduction to Composition (3)

Practice in the process of reading and in writing a sequence of expository essays, including summaries, contrast-comparisons, cause-effect, definition and critical analysis. Paragraph development and sentence structure are emphasized. Course credit does not apply toward degree requirement.

### ENG 100: Introduction to Composition (3)

*[ENG 100: Review of Composition (3)^]*

Development of reading and writing skills, including a sequence of assignments in preparation for ENG 101A: instruction for annotation, content area reading strategies, summarizing, paraphrasing, sentence combining, paragraph development and rhetorical essay organization and comprehension. Course credit does not apply toward degree requirement.

### ENG 101A: Reading and Composition (3)

Reading and interpreting a variety of narrative and expository texts including essays, fiction, and one longer, significant text. Students compose a sequence of expository essays and a research paper. Instruction emphasizes reading and writing as discourse with a focus on purpose setting/thesis formation, sentence and paragraph structure and essay development. (Acceptable placement score or passing grade on developmental work required.)

### ENG 101B: Critical Thinking, Reading & Writing (3)

*[ENG 101B: Argumentative Research Writing (3)]*

Reading to analyze, evaluate and form rational arguments through inquiry and research. Develops skills of reasoning, argumentation, drawing conclusions from evidence, and inductive and deductive thinking. Work is contextualized in the critical analysis of current issues that effect daily life.

### ENG 102: Introduction to Literature (3)^

Students study the artistic use of words in three forms of imaginative literature: an ancient Greek drama, an English medieval poem, and a recent American novel. Students learn the fundamentals of the literary use of language and practice drawing inferences from direct and indirect evidence in the text.

### ENG 204: Interdisciplinary Reading, Writing & Research (3)

*[ENG 202: Literature (3)]*

This course is a portal course to upper division coursework, designed to refine skills in reading, writing and critical thinking and apply these skills in a multifaceted approach to research in specific disciplines.

### ENG 211: Creative Writing: The Personal Essay (3) ^

The course teaches students techniques for developing narrative essays which reflect personal points of view, experiences, inquiries and analyses. Students learn to integrate personal opinion and experience with similar and contrasting opinions and experiences of others.

### ENG 220: Modern World Literature (3)^

A comparative introductory study of literature from the 19th-, 20th- and 21st- centuries. A variety of genre are addressed with a focus on the short story as a literary form across cultures, societies, and traditions. Influences of author and audience diversity and background are examined in the context of plot structure, story form, characterization and point of view.

### ENG 290: Technical Writing for Business^

Students will study the genres of technical communication for business and will practice writing a variety of documents such as formal and informal reports, letters and resumes, proposals, instructions, descriptions, and specifications. Emphasis on communicating in the business world, Topics include establishing a clear purpose, analyzing audience, gathering appropriate materials, organizing various kinds of documents, revising and editing, and supplying visual aids.

### ENG 291: Technical Writing for Science and Engineering^

Students will study the genres of technical and scientific communication and will practice writing a variety of documents such as formal and informal reports, letters and resumes, proposals, instructions, descriptions, and specifications. Emphasis on reading, interpreting and responding to scientific articles, Topics include establishing a clear purpose, interpreting what has already been written about the topic, analyzing audience, gathering appropriate materials, organizing various kinds of documents, revising and editing, and supplying visual aids.

ENG 304: Structure of English (3) Prerequisite ENG 202: Introduction to descriptive grammar including sentence patterns and diagramming, terminology of syntax and morphology, usage and mechanical rules, and some study of the phonetic system.

### ENG 308: Rhetoric (3)

*[ENG 308: Rhetoric and Style Advanced Composition (3)]*

Students examine rhetoric, including examples from classical antiquity to postmodern critical theory; history, proofs, arrangement, reasoning, and style; practice of current rhetorical composing skills to develop a clear, precise, organized writing style; writing tasks include narration, exposition, argumentation and a research paper. Prerequisite ENG 304.

### ENG 309: Theory of Composition (3)

An integrative study of composition and rhetoric in America. Students study theories of composition and rhetoric since the mid-19th century, with special attention to the postmodern shift from product to process.

### ENG 310: Creative Writing (3)

An introductory workshop course in creative writing. Students have the option of concentrating on one of three genre: prose fiction, poetry, or drama.

### ENG 320: World Literature (3)

A critical study of literature in relation to the world cultures from classicism to postmodern; explores context of literature to reveal the underlying themes and arguments of the literary work.

### ENG 347: Early American Literature (3)

A seminar on works of selected American authors from the 17th to the 19th centuries, with emphasis on major writers of the 19th century.

### ENG 348: Modern American Literature (3)

A seminar on works of selected American authors of the 20th century; choice of authors includes women and those from ethnic minorities.

### ENG 373: Shakespeare Seminar (3)

Studies of selected sonnets and major plays of Shakespeare; discussion of Shakespeare's influence on the English language; comparison of text and cinematic interpretations of plays.

### ENG 384: Multicultural Literature (3)

Exploration of modern works of fiction and nonfiction by non-Western authors and authors from minority groups in the United States. Designed to allow students to select works from particular interest areas.

### EST 204: Environmental Studies (3)

This course uses a geological approach to the study of the natural environment, including political and social perspectives on the conservation of resources such as water, soil and air quality, and uses of energy and other resources. The course also includes a study of Earth's processes, its capacity for use and disposal of its resources and the fuel it produces.

### GRK 331: Greek I (3)

Basic principles of New Testament Greek grammar with attention to the mastery of forms, syntax, and basic vocabulary.

### GRK 332: Greek II (3)

Basic principles of New Testament Greek grammar with attention to the mastery of forms, syntax, and basic vocabulary. Prerequisite: GRK 331.

GRK 333: Greek III (3)

Selected readings in the Gospels and the Epistles. Review and advanced study of grammar and syntax with an emphasis on translation. Prerequisites: GRK 331 and 332.

GRK 334: Greek IV (3)

Selected readings in the Gospels and the Epistles. Review and advanced study of grammar and syntax with an emphasis on translation. Prerequisites: GRK 331, 332 and 333.

HEB 419: Biblical Hebrew I (3)

An introductory study of biblical Hebrew with emphasis on grammar, reading skills, and basic vocabulary.

HEB 420: Biblical Hebrew II (3)

Further studies in biblical Hebrew. Selected readings in the Old Testament. Review and advanced study of grammar and syntax with an emphasis on translation. Prerequisite: HEB 419 or the equivalent.

HED 220: Health Education (3)^ - HED 225: Introduction to Public Health (3)^

These introductory courses address the broad spectrum community and family mental and physical health issues and services as community health resources support neighborhood development and transformation.

HIS 101: American History I (3)^

United States history from pre-Columbian period to 1861, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

HIS 102: European History (3)^

A chronological survey of the development of European civilizations from the pre-history era to the period of European colonialism. The study of historical events and developments are contextualize in changing social, political, economic, religious and geographic developments.

HIS 103: American History II (3)^

United States history from 1861 to date, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

### HIS 127: Latin American History I (3)^

This course covers the heritage and development of Latin America from its indigenous beginnings through European exploration and colonialism to the modern states. The course emphasizes economics, societies, ethnicities, multicultural and political forces that shaped these states.

### HIS 213: Human Civilization I (3)^

This course examines the political, social, cultural and economic history of human civilization from its beginnings to about 1715. The major focus will be on near Eastern, Mediterranean, and European developments. The student will also be introduced to Asian, African, and pre-Columbian American civilizations.

### HIS 214: Human Civilization II (3)^

This course examines the political, social, cultural and economic history of human civilization from about the Middle Ages to the present. The major focus will be on social, economic, political, and intellectual developments during the period under consideration. Prerequisite: HIS 213

### HIS 227: Ancient World History (3)

An introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures including geography, politics, history, art, literature and religion. Students begin to think historically about their world in terms of patterns in human experience and assess the similarities between conditions prevailing in ancient times and those in the current era. Prerequisite: OTS 126.

### HIS 315: The Study of History (3)

This course is an introduction to the understanding of the nature of historical interpretation and criticism, theories of history, bibliographical techniques, methods of research, and training in recognition of fallacies of language and thought.

### HIS 320: California History (3)

This course covers the heritage and development of California from its beginnings with emphasis on the economic, social, ethnic, multicultural and political forces that shaped the modern state. The Golden State's phenomenal growth and multicultural changes are emphasized. The often-ignored voices of women and minority groups are an integral part of the course's narrative. It is the people who came to the state who will be the central focus of our study.

### HIS 325/225^: The American Experience (3)

Historical, geographical, economic and cultural perspectives on the settling and development of the United States. Includes consideration of native inhabitants and the varieties of nationalities and races that have migrated to the North American continent from the time of Columbus to the present; analyzes the relationship between other cultures and the American experience; articulates a sense of national identity and heritage. For students in the Liberal Studies Major.

### HIS 333: African American History (3)

This course provides an analysis of the African American experience in the United States from the Colonial period to the present, including forced migration from Africa, slavery, emancipation, the Jim Crow laws, and the Civil Rights movements. Also studied are the social, economic and political effects brought about by urbanization and the significant political, scientific and cultural contributions of African Americans.

### HIS 340: World History (3)

This course is a survey of world history from Medieval to early modern times, tracing the developments of the geographic, religious, political and social, cultural and technological changes during the period AD 300-1789. The course emphasizes the interrelatedness of countries and peoples of the evolving world.

### HIS 341: Medieval & Early Modern European History (3)

*[HIS 341: Medieval & Modern European History (3)]*

This course covers European history during the period from the High Middle Ages through the Enlightenment. This course focuses on the economic, social, religious and political structure of feudal society, and the impact of the Renaissance, the Age of Exploration, the Reformation, the Scientific Revolution, and the Enlightenment on early modern European history.

### HIS 426: United States Since 1945 (3)

This course provides an in-depth study of American history from the end of World War II through the present day with emphasis on the social, economic and political changes that have affected all segments of American life. Covering ten United States' presidencies, the course examines the transformation of America into a middle-class nation with new opportunities for blacks, immigrants, women, religious minorities, children and workers.

### HIS 435: Seminar in Church History (3)

The development of the Christian church throughout its history as reflected in its life, thought, institutions, leaders, and literature. Topics include the creeds developed in the early Christian era, the split between Rome and Eastern Orthodoxy, the Protestant Reformation and the proliferation of denominations down to the twentieth century. The recent period highlights the rise of Pentecostalism and its place in the past century, the increasingly global sweep of the Church, and the relative decline of the European role in Christianity. The last section deals with the challenges and prospects of the twenty first century in the context of the student's own denominational history.



### HUM 102: Introduction to World Cultures and Customs (3)^

An exploration of cultural values and their expression, and the theories and tools with which to compare and contrast them in a diversity of cultural contexts, The course will involve an introduction to cultural anthropology with particular emphasis on oral history, cultural relativity, folk tradition, socialization, colonization, and the political struggles of indigenous and culturally marginalized people.

### HUM 303 Cultural Orientation

The introductory course is the portal course for the International Interdisciplinary Distinctive track of courses. Content introduces the Bible as both sacred scripture and one of the formative influences of Western Culture. Activities include orientation to social, cultural and community resources and locations useful to students as they become part of the Patten University and San Francisco-Oakland-San Jose Bay Area communities.

### JST 331: Rabbinic Thought (3)

A study of the development of rabbinic thought from ancient to medieval times. Key topics include reward and punishment, good and evil, resurrection, creation, the chosen race and the doctrines of God and the Messiah.

### JST 332: Jesus and the Pharisees (3)

An analysis of the Jewish background of the community of Jesus. Emphasis is placed upon the significant Jewish factors present in the gospel accounts. Pertinent practices and beliefs of the Pharisees are discussed.

### LIT 370: The Bible as Literature (3)

A survey of the literary features of the Bible through review and discussion of selections from the Old and New Testaments with discussions of Judeo-Christian values. Emphasis is placed on literary forms and themes, styles, symbolism, voice, images and language.

### LIT 625: Children's Literature (3)

An overview of the historical, psychological and sociological perspectives of children's literature, both traditional and contemporary. An in-depth examination of children's literature and its place in a balanced, comprehensive reading program.

### LNG 611/311: Introduction to Linguistics (3)

An introduction to the structure and use of language with an emphasis on English linguistics. The topics examined in this course include: phonetics and phonology, morphology and lexicon, syntax, semantics, pragmatics, speech acts, conversational analysis and gender issues, registers and dialects, language and culture, classroom discourse, textual structure, and the history of English and language in general.

### LNG 620/320: Sociolinguistics (3)

An introduction to relationships between significant cultural and linguistic concepts; provides cultural and ethnographic background knowledge for teaching English as a first or second language; includes cultural variables, such as social roles and status, language learning styles, family socialization, and strategies for teaching. Prerequisite: LNG 611

### LNG 621/421: Introduction to Psycholinguistics (3)

Introduction to theories and concepts on language acquisition, with special emphasis on grammar rules that form sentences. Includes the variations of child and adult learning and acquisition of English. Prerequisite: LNG 611.

### LNG 622: Approaches to Teaching English as a Second Language (3)

Introduction to variables of learning English as a second language; survey and backgrounds of language teaching approaches covering Specially Designed Academic Instruction in English (SDAIE) and bilingual education. Prerequisite: LNG 611.

### LNG 624: Assessment & Testing Second Language Proficiency (3)

An overview of the nature of second language testing with a focus on how to evaluate standardized tests which the students may from time to time be asked to select, administer and interpret.

### LNG 626: TESL Practicum (3)

Supervised student teaching in an appropriate setting. Emphasis on classroom planning and management and meeting individual student needs.

### MTH 050: Developmental Math (3)

A self-paced developmental course designed for students who need to work on basic mathematics skills before engaging in University-level course work. Credit for this course does not count toward graduation.

### MTH 110: Business Math (3)

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

### MTH 115: College Algebra (3)

Topics discussed include functions and graphs; rational functions; exponential and logarithmic functions; systems of equations.

### MTH 125: Geometry (3)<sup>^</sup>

Addresses basic geometry terms and concepts including: point, line, angles, general polygons, congruents, triangulation, similarity, area, circles, solid geometry, inequities and informal constructs.

### MTH 135: Statistics (3)<sup>^</sup>

An introduction to descriptive and inferential statistical concepts and methods, Topics include grouping of data, measures of central tendency and dispersion, probability concepts, sampling, statistical estimation, and statistical hypothesis testing.

### MTH 240: Topics in Math (3)

*[MTH 241: Mathematical Learning (3)]*

A survey of concepts underlying mathematics. Includes elements from logic, sets and number systems, concepts of elementary algebra, geometry and combinations.

### MTH 320/220<sup>^</sup> Pre-Calculus (3)

Preparation for calculus or other courses requiring depth in algebraic background; includes inequalities, theory of equations, sequences and series, matrices, functions and relations, logarithmic and exponential functions.

### MTH 326/226<sup>^</sup>: Pre-Calculus with Analytical Geometry (3)

*[MTH 221: Pre-Calculus II (3)]*

Advanced algebra with analytic geometry. Includes topics from college algebra; matrices, vectors, conic sections, transformations of coordinate axes, polar coordinates, lines and surfaces in space, quadric surfaces.

### MTH 340/230<sup>^</sup>: Calculus I (3)

Differential calculus. Limits and continuity; exponential and logarithmic functions; techniques of differentiation; applications. Prerequisite: MTH 115, MTH 320/220, MTH 326/221.

### MTH 341/231<sup>^</sup>: Calculus II (3)

Integral calculus. The indefinite integral, area, fundamental theorem of calculus, methods of integration; applications to volume and arc length, and physical problems. Prerequisite: MTH 340/230.

### MTH 342/232<sup>^</sup>: Calculus III (3)

This course covers the concept and contribution of infinite series to the understanding of limits and thus the theoretical basis of derivatives and integrals. Topics also covered include: calculation of vectors and three-dimensional space, determination of directional derivatives and gradients, use of partial derivatives and the chain rule, comprehension of curves, surfaces, maxima and minima as well as evaluation of multiple integrals.

### MTH 343: Calculus IV (3)

This course covers the study of line and surface integrals including Stoke's and Green's theorem, point-set theory and the use of the Bolzano – Weierstrass theorem and the Heine – Borel theorem, as well as the fundamental theorems on continuous functions and the Intermediate-value theorem. The course will also include theory of integration including: Riemann's Double integrals, iterated integrals, Improper and Stieltjes Integrals. The later part of the course will involve improper integrals of the second and mixed type, the gamma function, and Stirling's formula, concluding with the study of Fourier series and integrals with emphasis on Fourier's Convergence Theorem and the graphical study of a Fourier Series.

### MTH 345: Mathematical Modeling in the Social & Environmental Sciences (3)

Classical and contemporary applications of mathematics theories and concepts in the behavioral sciences, artificial intelligence, the fine arts and the physical and biological sciences.

### MTH 352/252<sup>^</sup>: Discrete Mathematics (3)

Topics in discrete mathematics. Elementary logic, set theory and relations; induction, enumeration techniques, recurrence relations, trees and graphs Boolean algebra, algorithm analysis.

### MTH 360/260<sup>^</sup>: Differential Equations (3)

Techniques and some applications of integral and differential calculus, transcendental functions, analytic geometry, sequences, series, and applications of differential equations.

### MTH 387/287<sup>^</sup>: Linear Algebra (3)

Elementary theory of vector spaces. Topics include linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.

### MUS 101: Music Fundamentals (3)

This course or passing the music theory placement exam is a prerequisite for all other music courses and applied music lessons. A study of the elements of music: notes, note reading, note values, clefs, key signatures, scales, intervals and triads, with an introduction to rhythm, keyboard, ear training and sight-singing. Introduction to diverse types of church and gospel music. Designed for non-music majors and beginning musicians.

### MUS 121/321: Practical Music Theory I (3)

*[MUS 121: Music Theory I (3)]*

Fundamentals of music applied through development of skills in music reading, writing, singing, and piano. More study of scales, modes, intervals, triads and chords, secondary dominants and melody. Includes keyboard harmony, four-part writing, and listening to various styles of music.

MUS 122: Practical Music Theory II (3)

*[MUS 121: Music Theory II (3)]*

Further development of skills in music reading, writing, singing and piano. A study of the elements of music: chromatic triads, chord progressions, two-part counterpoint, augmented sixth chords, melody, form and arranging. Rhythm, ear training and sight-singing. Includes keyboard harmony, four-part writing, and music listening.

MUS 125, 126: Orchestra (1)

An ensemble designed to give instrumental experience through rehearsal and public performance. Entrance by audition only. Offered each semester.

MUS 130: Chorale (1)

This is a performance course which meets one of the ensemble requirements in the Music Worship Leadership Major.

MUS 131, 132: Patten Singers (Choir) (1)

Study, rehearsal and performance of sacred, classics, hymns, spirituals and contemporary vocal music. Offered each semester.

MUS 139: Class Piano I (1)

An introduction to basic piano technique, including scales, etudes and easy classical literature. Attention is given to playing tunes and chordal progressions by ear. May be repeated for credit.

### MUS 143-498: Applied Instruction (.5)

Music students are required to study voice or piano or their major instrument for eight semesters. A one hour private lesson is required weekly. An extra tuition fee is charged to pay for applied instruction. Music juries are held each semester during finals week. Each student must provide and pay for his/her own accompanist if one is needed.

One-on-one private music instruction. Topics include: fundamentals of tone production, technical exercises, musicianship, style, repertoire.

#### Applied Instrument:

MUS 143 (Freshman, Fall)

MUS 144 (Freshman, Spring)

MUS 243 (Sophomore, Fall)

MUS 244 (Sophomore, Spring)

MUS 343 (Junior, Fall)

MUS 344 (Junior, Spring)

MUS 443 (Senior, Fall)

MUS 498 Applied Instruction/ Senior Recital (Senior, Spring)

#### Applied Voice:

MUS 153 (Freshman, Fall)

MUS 154 (Freshman, Spring)

MUS 253 (Sophomore, Fall)

MUS 254 (Sophomore, Spring)

MUS 353 (Junior, Fall)

MUS 354 (Junior, Spring)

MUS 453 (Senior, Fall)

MUS 498 Applied Instruction/ Senior Recital (Senior, Spring)

#### Applied Piano:

MUS 163 (Freshman, Fall)

MUS 164 (Freshman, Spring)

MUS 263 (Sophomore, Fall)

MUS 264 (Sophomore, Spring)

MUS 363 (Junior, Fall)

MUS 364 (Junior, Spring)

MUS 463 (Senior, Fall)

MUS 498 Applied Instruction/ Senior Recital (Senior, Spring)

### MUS 151: Class Voice (1)

Students develop their singing voices through vocal exercises and vocal literature. They perform for one another on a regular basis, with the security and fun of a group lesson, while applying and practicing vocal performance techniques. Useful for people who expect to teach voice. May be repeated for credit.

### MUS 172: Worship Team (1)

This music ensemble class will prepare worship music for chapel or church services. The class will perform contemporary worship songs using a small group of singers and live musicians. Besides working on musical aspects such as intonation, blend, diction, balance and style, students will learn about planning worship, organizations, sound systems, microphones, and visual projection equipment.

### MUS 175: Music Theatre Workshop (1)

The basics of stage movement, use of costumes, sets, and lighting in the staged production of opera and musical theatre. Excerpts include arias, duets, trios and ensembles.

### MUS 191: Jazz Combo (1)

The Jazz Combo will study, practice, and perform in a small combo setting. Students will listen to recordings, learn about style, and then practice to accurately play in those different styles. Repertoire will include jazz and popular standards, swing, Latin, and ballads. Students will learn to create arrangements from lead sheets, and will learn to improvise.

### MUS 212: Music Appreciation (3)

A study of great music and great composers from medieval times through the 20th century. Includes basic elements of music and an introduction to the orchestra. The course compares qualities of music with those of visual and other art forms. For non-music majors only.

### MUS 217: Practical Ear Training I (3)

An introduction to sight-singing techniques for all musicians. Includes a study of the aural perception of basic intervals, chords, chord progressions, rhythms, the construction of simple melodies, and melodic dictation.

### MUS 218: Ear Training II (2)

Continuation of Ear Training I, using chromatic melodies; more complex rhythms and two-part melodic dictation.

### MUS 335: Conducting Fundamental (3)

This course teaches the principals and practices of running and conducting Choir/Band/Orchestra and/or Worship Team. Topics include stick patterns, analysis, balance, blend, dynamics, style and musicianship. Programming for concert or worship. How to work with different ages and conflict management.

MUS 367: Ministering through Music: Concepts of Worship (3)

A study of worship: its principles and its role in Christianity. The course seeks to familiarize the student with various worship forms and to develop skills in the planning and implementation of such forms. Special care is given to structure, music and other expressive media.

MUS 369: Contemporary Music: Since 1900 (3)

This course provides an in-depth study of music history and style in the twentieth century, emphasizing music that is especially important in church settings. Discussion of the conflict due to churches borrowing popular music.

MUS 420: Praise Band (3)

This course provides students with an overview of the musical instruments and performance techniques of the contemporary praise band. Emphasis will be placed on the organization, balance and use of the rhythm section: piano, keyboards, bass, drums, guitar and percussion. Instruction about purchase of keyboards, amplifiers, microphones, church audio systems.

MUS 421: Worship Team Techniques (3)

This course teaches students how to use microphones for vocals, how to play praise band instruments, and how to instruct beginners on those instruments: piano, keyboard, guitar, bass, drums and audio equipment. This is a continuation of MUS 420.

MUS 475: Worship Music Literature (3)

A survey of the development of Christian hymnology from biblical times to the present. Includes an analysis of hymns; their origins, classifications, criticisms, and use in worship and evangelism. A study of the role and importance of congregational singing in worship.

MUS 483: Foundations of Church Music (3)

Biblical history of music and a practical study of organizational skills and techniques of administration as applied to church and school music programs. Includes development of graded choir programs, resources, rehearsal techniques and instrumental programs.

MUS 498: Applied Instruction/Senior Project (.5)

[MUS 453: Senior Recital (0)]

Music and Worship Leadership Majors perform a public solo recital 45-60 minutes in length. The recital can be in a traditional format to include works from Baroque, Classical and Romantic periods. The recital can also be a worship service which includes the student's own arrangements or original songs. *Supervised by Applied Instructor and Major Advisor.*

MUS 499: Worship Lab (Internship and Thesis) (1)

Supervised field service in professional performance, church worship or school music programs. Students focus on predetermined areas of technique such as repertoire, vocal and instrumental technique, stage presence and use of segue. The form of each internship is decided by the student and the supervising instructor. Senior Thesis is a substantial, original, written work.



### NTS 302: Life of Christ (3)

The life of Christ is studied from the texts of the Four Gospels. Although some of the critical issues regarding genre, sources and the Gospels as reflections of the early church communities are considered, most attention is focused on the geographical, historical, and cultural backgrounds of Jesus' life, his teachings, death and resurrection, as well as on the relevance of the Gospels for today. (Prerequisite: THE 221/121)

### NTS 405: Life and Teachings of Paul (3)

A textual and doctrinal analysis of Pauline literature with special attention given to its historical milieu. Some attention will be paid to the first century man named Paul, and his profound effect on the shape and direction of Christianity.

### NTS 431: Apostolic Age (3)

A study of the beginnings and systematic extension of the Christian church. Topics included are the Pentecostal outpouring of the Holy Spirit and its attendant effects, the apostolic doctrine, the ministries and miracles of the apostles and their application to the church today, the opening of the Church to the Gentiles, and missionary journeys of the Apostle Paul. An emphasis will be placed on the development of the early church in the Roman Empire with its conflicts, influences and persecutions. (Prerequisite: THE 221/121, NTS 302)

### NTS 436: Hebrews and General Epistles (3)

An introduction to Hebrews and the General Epistles in terms of critical and historical issues. Particular emphasis is given to exposition of the texts and an application to practical teaching.

### NTS 490: New Testament Seminar (3)

An intensive study on a New Testament topic using critical and contemporary methodology. Prerequisite: permission of the instructor.

### OGM 301: Leadership in Organizational and Business Management (3)

An introduction to organizational leadership and business management. This course is designed to provide opportunities for personal assessment, setting of goals and priorities, and planning for professional development necessary for functioning effectively as a leader or manager in an organizational or business setting. Emphasis is placed on exploring and identifying suitable leadership or management styles and strategies useful in problem solving, decision making and conflict resolution by individuals, groups and organizations.

### OGM 303: Management Theories and Practices (3)

An examination of the management theories, principles and practices that apply to informal and formal organizations. Systems models and other emerging management paradigms are emphasized for use in identifying, analyzing and resolving problems in organizations and businesses. methods of style, planning and motivation are studied to prepare the student for use in organizational and business settings. Managing a multicultural organization, a changing environment, and in the international market place are also explored.

### OGM 304: Organizational and Business Communication (3)

An exploration of the critical role of communication in creating and maintaining a productive organizational and business environment. Students develop and strengthen their communication capabilities by learning and practicing effective interpersonal and group communication and feedback, as well as formal written and oral presentation skills.

### OGM 305: Research Methodology (3)

An overview of research methodology and design which can be applied to organizational and business management. Designed to provide students with opportunities to learn research procedures, including identifying and designing research methodology and instruments for analyzing and solving a managerial problem.

### OGM 313: Business Law and Ethics (3)

An overview of the basic legal terminology, sources and principles which apply to resolving typical organizational and business problems. The course is designed to provide students with an understanding of selected legal topics, such as business organizational structures, contracts and other legal documents, property, tort law and liability, civil rights and criminal law. The intricate inter-relationships between legal and ethical responsibilities are stressed. Special emphasis is placed on preventative law and alternate methods of dispute resolution available to individual, organizational and businesses.

### OGM 407: Managerial Economics (3)

A survey of the basic concepts and principles of economics which managers, supervisors and decision makers need to understand and apply in organizations and businesses. Topics, trends and approaches in both microeconomics and macroeconomics are addressed. The internationalization of our economy and its impact are stressed.

### OGM 408: Marketing Management (3)

An introduction to the role and impact of marketing in achieving the mission and goals of an organization or business. Basic marketing concepts and strategies which are useful to the leader or manager in improving the image, sales and profitability of a business are emphasized. Domestic and international marketing opportunities, entrepreneurship and other topics related to business development are explored.

### OGM 409: Managerial Finance (3)

An overview of basic financial principles, procedures and tools necessary to the manager in leading or operating any organization or business. Focus is placed upon reading and understanding accounting terminology and utilizing accounting documents to the extent that they facilitate the manager's tasks of planning, budgeting and decision making for the organization or business in a manner that is efficient and cost-effective.

### OGM 410: Human Resources Management (3)

A survey of the principles and practices of human resources management in an organizational or business setting. Provides students the opportunity to review and critically assess an organization's personnel structure, policies and procedures and their impact in the workplace. Special attention is given to the legal, ethical and practical implications of planning, recruitment, selection and hiring; training and development; evaluation, discipline and termination; compensation and benefits; safety and health protection; employer-employee relations; and diversity and equal employment opportunity.

### OGM 411: Strategic Planning (3)

Elements and approaches for developing and implementing a strategic plan that will be useful in carrying out successfully the mission and long-term objectives of an organization or business. Special emphasis is placed on an integrated planning process that incorporates strategic analysis and other action steps necessary for creating and documenting a strategic plan that will allow the organization or business to move forward with the operational plan and results management.

### OGM 412: Organizational and Business Development (3)

A study of the elements of business planning necessary for starting or growing a business or organization. This course emphasizes traditional and emerging models, management information systems and other resources available to entrepreneurs for discovering and successfully developing business or organizational opportunities.

### OGM 414: Integrated Management Project (3)

A Capstone Project that provides a culminating experience for students to identify and study a current managerial problem or issue applicable to an organizational or business setting. Students design, research and present their final project in a manner that demonstrates their mastery and integration of the knowledge and skills expected of an organizational leader, manager or professional.

### OTS 126: Pentateuch (3)

A study of the first five books of the Old Testament within their historical and geographical context. Students gain an understanding of origins and early history from a biblical perspective and trace major themes in the Pentateuch, including covenant and law. They examine the relationship between God and humanity in early history and understand its significance for the Christian today. (Prerequisite: THE 221/121)

### OTS 315: Ancient Israel (3)

A study of the history of Israel from the Conquest of Canaan to the Second Temple period. This course combines literary and historical methodologies and sets Old Testament texts within their ancient world context. Emphasis is placed on the relationship of Israel and Yahweh, represented by prophets and other leaders of faith and its continuing relevance to believers today. Discussion of the Davidic Covenant and its messianic significance is included. (Prerequisite: THE 221/121, OTS 126)

### OTS 416: Wisdom Literature (3)

A study of the poetical books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes and Song of Solomon; with emphasis on the study and meaning of wisdom in biblical literature. Comparative references are made to examples of the genre in other ancient Near Eastern literature and in the Apocrypha. Prerequisites: OTS 126, OTS 315.

### OTS 419: Survey of Prophetic Literature (3)

A survey that examines the lives of the prophets, the major themes in their written works, and the nature, characteristics, and historical development of prophecy from the early non-writing prophets through the later writing prophets. Emphasis is placed upon the relevance of the prophets to our lives and the contemporary world. Prerequisites: OTS 126, OTS 315.

### OTS 490: Old Testament Seminar (3)

An intensive study on an Old Testament topic using critical and contemporary methodology. Prerequisite: permission of the instructor.

### PHL 243: Critical Thinking (3)

Students develop the skills to express their thoughts and form judgments clearly, logically and effectively, using appropriate and adequate evidence for a variety of purposes and audiences. Students also learn to reflect on and challenge their own values and assumptions and form positions which demonstrate sensitivity and tolerance of various viewpoints and interpretations.

### PHL 271: Introduction to Philosophy (3)

Philosophy is foundational to most other disciplines in that it seeks to address issues and questions about the way the world is or should be, about what is right or wrong, about what is and can be known. In short, philosophy seeks to raise questions which impact the foundations of thought, knowledge and behavior. In this course, students consider the perspectives and worldviews of the great thinkers of the past, from Socrates to Sartre, including some voices from non-Western perspectives. From the consideration of these thinkers, students will begin to develop and raise their own questions about the foundational issues of how and what we think, do, and know, and how these impact how we live and believe.

### PHL 274: Introduction to Eastern Philosophies/Buddhism (3)^

This course examines the beliefs and practices of Buddhism in the context of Eastern religious/philosophical traditions. Studies include cultural expressions, history and the place of these traditions in the world.

### PHL 331: Judeo-Christian Thought (3)

This seminar is designed to identify biblical concepts that provide a basis for human relationships and interpersonal communications. Attention is given to the biblical description of human beings as designed and created by God, the nature and consequences of the fall and the impact of salvation and sanctification on human beings.

PHL 363/263<sup>^</sup>: Social Ethics (3)

*[PHL 363: Ethics (3)]*

Traditional inquiries into ethics assume that there are certain principles which provide the foundation for determining the rightness, or morality, of human actions. Students study these principles and qualities embodied in the term ethics in the context of the Judeo-Christian worldview. The seminar seeks to establish basic principles that determine ethical behavior in society.

PHY 131: Physics I w/Lab (3/1,4)<sup>^</sup>

Focuses on mechanics, covering the following topics: motion in one and two dimensions; Newton's laws; statics; work, energy and power; momentum. Offered in an accelerated time frame on and off the campus. (See Transfer Program under Academic Programs.) Laboratory required.

PHY 132: Physics II w/Lab (3/1,4)<sup>^</sup>

Includes elastic properties of materials; gases; fluids; thermodynamics; electric forces, fields and potentials; direct currents; optics. Offered in an accelerated time frame on and off the campus. (See Transfer Program under Academic Programs.) Laboratory participation required.

PHY 154: Physics I (4)

Mechanics and other topics, including motion in one and two dimensions, Newton's laws, statics, work, energy, and power and momentum. Laboratory required. Prerequisites: PSC 152 and MTH 115.

PHY 160: Physics I with Lab (4\*, 5)<sup>^</sup>

*[PHY 154: Physics I (3)<sup>^</sup>; PHY 154L: Physics I Lab (2)<sup>^</sup>]*

Focuses on mechanics, covering the following topics: motion in one and two dimensions; Newton's laws; statics; work, energy and power; momentum. Laboratory required. \*International College-Level Exam Credit.

PHY 161: Physics II with Lab (4\*, 5)<sup>^</sup>

*[PHY 155: Physics II (3)<sup>^</sup>; PHY 155L: Physics II Lab (2)<sup>^</sup>]*

Includes elastic properties of materials; gases; fluids; thermodynamics; electric forces, fields and potentials; direct currents; optics. Laboratory required. Prerequisite: PHY 160 \* International College-Level Exam Credit.

PHY 341/241: Statics (3)<sup>^</sup>

*[MTH 145: Statics (3)]*

Application of fundamental concepts of statics to examine forces, equilibrium, friction, centroids and moments of inertia, to analyze and solve typical problems. Both vector and scalar methodologies are used.

PHY 342/242: Dynamics (3)^

Study of motions and forces of engineering systems. Kinematics and kinetics of particles; equations of motion. Energy and momentum methods. Introduction to rigid body dynamics.

POL 241: American Government (3)

A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state and local governments.

PSC 152: Physical Science (3)

Introduction to the physical sciences, including selected topics from astronomy, chemistry, geology, meteorology, oceanography, and physics. This course is a prerequisite to PHY 154.

PSS 001L: Academic Success Lab (1)

*[ENG 001L: Language Arts Lab (1)]*

Students receive tutorial support for writing, math, content area reading, vocabulary and other skills areas in their course of study. Work is done individually and in small groups. Work in the Lab is tied closely to students' course work. This lab is available to undergraduate and graduate students who seek support in a variety of academic work including course papers, senior thesis projects, thesis development, etc.

PSS 101: Pathways to Student Success (1)

This course is designed to orient first year students to the college experience. Topics of discussion covered include educational goal formation, time management, writing and library resources, building relationships, connecting with faculty, and community service participation. This course is offered in a seminar format.

PST 212: Church Leadership and Administration (3)

This course is designed to introduce the two-fold mission of the church: to come together in worship, and to go forth into the world with the gospel. This course will present the leadership gifts that operate within the church, and consider administrative principles and practices and relate these to denominational polity and local church organizational needs in support of this two-fold mission.

PST 218: Pastoral Care and Counseling (3)

This course is a study of helping skills for pastors and lay leaders, with an introduction to the study of human personality and behavior from a Christian perspective. Basic counseling principles, working with people in crisis situations, in times of grief, and in times of death and dying are reviewed in this course. Referral opportunities, community resources, ethical guidelines, including confidentiality and reportable offenses are also reviewed.

### PST 219: Multicultural Implications for Ministry (3)

This course is an introduction to ministry in an intercultural setting. The course exposes students to principles and practices of effective ministry in an intercultural setting that is relevant and sensitive to a variety of cultures and provides tools to effectively communicate and minister in an intercultural context.

### PST 365: Introduction to Apologetics (3)

This course is an introduction to the discipline of Apologetics with a primary focus on methodology. The four main approaches or schools of thought are: Classical, Evidentialist, Reformed and Fideist. Each has a distinctive understanding of critical issues pertaining to epistemology, the relationship between faith and reason, common ground between the believer and unbeliever, and the role of evidence.

### PST 366: Concepts of Worship (2)

A study of worship: its principles and its role in Christianity. The course seeks to familiarize the student with various worship forms and to develop skills in the planning and implementation of such forms. Special care is given to structure, music and other expressive media.

### PST 367: Pastoral Care (3)

A study of the general theory of pastoral practice with special emphasis on ministry in crisis situations. Delineates the role of pastoral caring in the areas of physical illness, mental illness, bereavement, alcoholism, delinquency and crime, family conflict and gerontology.

### PST 368: Principles of Church Growth (3)

An introduction to church leadership philosophy dedicated to the concept that a church should consistently have a healthy growth pattern. Growth is approached through practical emphases upon the Bible, evangelism, the scientific method, and publishing. The course focuses on prevention, diagnosis and cure of slow growth, nongrowth, and membership-decline situations, establishing in their stead healthy church-growth patterns. Prerequisite: CMN 321.

### PST 461: Theology of Ministry (3)

The course is an introduction to the biblical, theological, and moral approach to engaging in Christian ministry as God's ministry. It examines the nature and task of the crucifixion of ministry by serving Christ in our relationship to its calling, culture, gifts, administration, worship and ordinances.

### PST 463: Homiletics (3)

Techniques of sermon preparation and delivery. Studies and evaluations are made of the textual, topical, and expository methods of sermon preparation and their contemporary relevance. Students prepare and evaluate one another's sermons.

### PST 475: Legal Foundations (3)

An introduction to legal foundations relevant to church leadership and administration. The course addresses substantive legal issues pertaining to authority, rights, privileges, responsibilities and liabilities of church leaders and others involved in church administration. Special emphasis is placed on principles and practices for avoiding legal pitfalls.

### PSY 221: Psychology (3)

Introduction to the principal areas, problems and concepts of psychology: perception, thinking, motivation, personality, and social behavior.

### PSY 222: Psychology and Judeo-Christian Thought (3)

An introduction to the nature and process of the application of Judeo-Christian thought to the study and practice of psychology. (Prerequisite: PSY 221)

### PSY 301: Psychological Testing and Assessment (3)

Theory and principles of assessment and testing including the construction, reliability, validity and application of assessment methods and devices in various professional settings. (Prerequisite: PSY 221)

### PSY 302: Learning (3)

Empirical findings and theoretical development in the area of learning and their application to human behavior. (Prerequisite: PSY 301)

### PSY 311/490: Experimental Psychology (3)

Philosophy, methodology and analysis of the experimental method. Discussions of problems in conducting and evaluating psychological research. (Prerequisite: PSY 221)

### PSY 312: Lifespan Development (3)

A study of the total person (spiritual, cognitive, psychological, social, and physical) as related to human growth and development from birth through adulthood. Prerequisite: PSY 221.

### PSY 321: Statistics (3)

Basic statistics for psychological research. Descriptive and inferential statistics including correlation/regression, student's t, analysis of variance, and several non-parametric tests including chi-square. Not for general education math/science requirement. (Prerequisite: PSY 221)

### PSY 322: Personality Theories (3)

An overview of personality theories including the primary representatives of the major schools: analytic or dynamic, humanistic-existential and behavioral. An integrative model will also be presented. (Prerequisite: PSY 221)



### PSY 355/255: Child Growth and Development (3)

An in-depth study of theory and research concerning the childhood period from conception through pre-adolescence. Genetic maturational factors along with their interaction with experiential factors will be examined as to their effect upon behavior. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development and socialization of children. (Prerequisite: PSY 221)

### PSY 356: Adolescent Growth and Development (3)

An in-depth study of theory and research concerning the adolescent period including the transition from childhood to adolescence and from adolescence to adulthood. Issues to be considered will include physiological, psychological and social changes, identity formation, behavior and moral development. Discussion will include timely issues of personal relevance to the University student's own development as an emerging young adult. (Prerequisite: PSY 221).

### PSY 359: Psychology of Adult Development (3)

An examination of the emotional, cognitive, physical, social and spiritual development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive and psychosocial aspects are examined. The emphasis is on typical patterns in personal and emotional development in adulthood, as well as on contemporary research in the areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics and morality. Issues of aging in contemporary society in such areas as mental health and economic security are also examined.

### PSY 373: Psychology of Religious Experience (3)

An examination of the nature and scope of religious experience including such issues as the development of religious concepts and values, conversion, the experience of prayer and spiritual maturity. Attention is also given to issues in the integration of psychology and theology.

### PSY 375: Biological Basis of Behavior (3)

An exploration of the anatomical & physiological systems that influence human behavior. Topics include the acquisition & processing of sensory information, the neural control of movement & the biological basis of complex behaviors such as sleep, learning, memory, sex, language & addiction as well as basic functioning of the nervous system.

### PSY 385: Typology & Professional Practice (3)

A study & application of Carl Jung's typology theory as a tool for self-understanding & effective, counseling, teaching & ministry.

### PSY 389: Cross-cultural/Ethnic Issues (3)

Emphasis on core facilitation skills. Supportive, re-educative and reconstructive therapies considered. Personal growth activities incorporated. Prerequisite: upper division students.

PSY 402: Seminar in Therapeutic Techniques (3)

A hands-on experience in role playing, discussing and critiquing numerous methodologies, communication techniques and activities to assist the student in developing a repertoire of effective counseling skill approaches.

PSY 403: Human Sexuality (3)

An examination of human sexual functioning, behavior, relationships, and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural, and medical/health related perspectives. (Prerequisite: PSY 221)

PSY 405: Social Intelligence (3)

An overview of research on the neuro-psychological connection to human relations, and its application to understanding interpersonal interactions and to professional practice in clinical settings. (Prerequisite: PSY 221)

PSY 411/211: Abnormal Psychology (3)

An overview of the major theories, concepts, issues, data and research methodologies of abnormal psychology. Emphasis on assessment, treatment and prevention. (Prerequisite: PSY 221)

PSY 421/121: Social Psychology (3)

Analysis of social behavior, including social cognition, attitude formation and change, conformity, prejudice, group processes, etc. Both theory and research findings will be examined. (Prerequisite: PSY 221)

PSY 422/122: Psychology of Family (3)

An overview of developmental and systematic theories of family functioning with emphasis on the impact of family on individual development. (Prerequisite: PSY 221)

PSY 476: Counseling (3)

A course that provides critical guidance and help in comprehending the overall nature of professional counseling. Resources are made available for students to appropriate the "how" and "why" of professional counseling in its various definitions and emphases.

PSY 478: Crisis Counseling (3)

Students develop methods of counseling which respond to a variety of crisis situations. Work includes: an examination of the nature of crisis in human experienced, effective counseling responses and the influence of faith on addressing crises. The approach is practical with a focus on methods and skills needed to develop intervention programs in the community and in churches.

PSY 499: Internship (3)

Supervised experience in mental health, educational, correctional or related facility.

### REL 302: Life and Teachings of Jesus (3)

A study of the life of Jesus based on the Four Gospels. Attention is directed to the outstanding events that establish Jesus' divinity, His method of preaching and teaching, the content of His discourses, and the fulfillment of prophecy in His life and ministry. Consideration is given to Jesus' leadership and management styles.

### REL 480: Religion in America (3)

A study and analysis of religion in America, with an introduction to the new religions (innovations) in American religious life.

### SOC 230: Sociology (3)

Introduction to society, culture and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

### SOC 275: Women in Ministry (3)

This course examines the biblical, theological, historical and sociological discourse regarding women in ministry. A focus of the course is the impact of the Wesleyan Holiness and Pentecostal movements on women and public ministry.

### SPA 101: Elementary Spanish I (3)^

Fundamental principles of grammar, pronunciation, vocabulary and usage in conversational situations. Emphasis on speaking and comprehension of the spoken language. Designed for students whose primary goal is to speak Spanish.

### SPA 102: Intermediate Spanish (3)^

Developing elementary proficiency in speaking, listening, reading and writing in Spanish. Introduction to Hispanic cultures through selected readings and discussions. Designed for students seeking to fulfill foreign language requirements and for those who wish an introduction to the language and to the rich and varied cultures in which it is used.

### SPA 103: Intermediate Spanish II (3)^

Includes further study of the Spanish language and Hispanic cultures with practice in speaking, listening, reading and writing at the intermediate level.

### SPA 201: Introduction to Spanish Literature (3)^

This course provides the student with an introduction to Spanish literature, including short stories, plays and poems. It aims to increase the student's ability to read, understand and interpret literature as well as improve written and spoken language skills. The course intends to strengthen the student's general familiarity with literary genres, themes and techniques. In addition, it uses the writings as a window to a range of cultures, histories and perspectives.

### SSC 302/202: Comparative Religions (3)

[RST 180: Introduction to Religious Traditions (3)^ ]

Introduction to the psychological and sociological components and functions of religion and examination of common themes found across major religions. Contributions of Weber, Durkheim, Jung, James, Freud, Adler, Allport, Maslow, and Erikson will be considered, together with Eastern philosophical approaches. Our perspective will be one of cultural relativity.

### SSC 304: World Religions (3)

This course is a study of non-Christian traditional religions, including Judaism, Hinduism, Buddhism, and Islam as living religions. Special attention is focused upon the worldview inherent in the religions and the consequent social and cultural impact of these views of reality.

### THE 205: Christian Ethics (3)

This course is an introduction to social and benevolence ministry. The objective is to help students develop a theology and practice of benevolence ministry and to become reflective upon real community needs in a way that should impact the style and content of their ministry.

### THE 221/121, 222/122: Biblical Theology I and II (3, 3)

These courses are an investigation of the biblical principles upon which Christianity is based. Students analyze theological issues and formulate their own theological framework based on biblical teaching. Differing views are analyzed in terms of their biblical bases and logical coherence. Students examine major biblical doctrines, including the doctrines of God, the Trinity, the Holy Spirit, Sin, and Salvation. (THE 221/121 is a prerequisite for all other Bible/Theology courses. Prerequisite for THE 222/122: THE 221/121)

### THE 423: Survey of Historical Theology (3)

A survey of the history of Christian doctrine during post-biblical periods; includes a tracing of its subsequent changes and developments by means of councils, creeds, confessions of faith, and the writings of individual theologians. Periods surveyed: Patristic, Medieval, and Reformation to modern Protestantism.

### THE 471: Eschatology (3)

A study of the doctrine of the Last Things that synthesizes biblical teachings found in Daniel and Revelation and parallel passages in the Old and New Testaments. An analysis and evaluation is made of the leading eschatological views found in evangelical circles today. Prerequisites: THE 221/121, 222.

### THE 475: Hermeneutics (3)

Principles of interpretation of biblical texts that emphasize use of historical materials, word studies, commentaries, and other tools; attention is given to grammatical constructions in the original languages. Prerequisites: THE 221/121, 222.

### UMN 301: Building Urban Congregations (3)

An exploration of the task of evangelism as it pertains to an urban/inner-city setting. Consideration will be given to socio-cultural, economic and demographic contexts of the inner-city and their impact upon the use of contemporary evangelism/compassion strategies, methods and resources in the effort to prayerfully grow an urban congregation by reaching people with the Gospel of Christ. A component of field demonstration and application is included in this course.

### UMN 311: Community & Economic Development (3)

This is an applied course which introduces students to the political, economic, socio-cultural and legal issues involved in and influencing positive neighborhood/community transformation. The focus of the course activities is on people of the community and approaches community work holistically. Content of this course takes a strategic planning point of view to enable students to develop collaborative and partnership approaches which involve and serve people through a variety of community, public, business and faith-based resources.

### UMN 400: Theology for Urban Missions (3)

Investigation of the biblical scope and theological rationale of urban mission emphasizing the formulation of theological framework for a biblical response to such elements such as oppression, poverty, discrimination, violence and social injustice.

### UMN 402: The Developmental Care and Benevolence Ministries (3)

Theoretical and practical guidelines for the development of a benevolence/care ministry – homeless shelter, food bank, soup kitchen, recovery home. Topics include: government assistance, policy and social programs, the maintenance of buildings and equipment, public image, record keeping, inventories. Also includes a study of the most common legal issues; governmental bodies to which the local mission is accountable, issues relating to property and liability insurance, and basic operational, health and safety requirements.

### UMN 403: Urban Church Planting (3)

A study of the process, strategies and methods for establishment new churches in a urban environment from conception to birth. The theory and application of various approaches will be considered culminating in the development and presentation of a strategic plan for a specific church plant by each student. Consideration will also be given to the importance of social context, spiritual preparation, networking and resource management in the planning process.

### UMN 497: Urban Ministries Practicum (3)

This practicum is designed to provide guided study and on-site experiences at select Oakland/Bay Area ministries and institutions. Students will evaluate theory in the light of local practice under the supervision of an experienced ministry professional encountering firsthand the multi-dimensional elements and inner workings of organized Urban outreach as an active participant. Students will also be assessed on basic ministry skill proficiency, by themselves, their field mentor/supervisor, by select members of the urban ministry or the institution they are working in.

### YMN 301: Foundations for Youth Ministry (3)

This class will probe the theology and practice of ministry as it relates to the next generation. Students will develop an awareness for and gain an understanding of the elements intrinsic to practice of youth ministry that is both theologically sound and culturally sensitive. Emphasis will be given towards building a model of youth ministry that is incarnational, transgenerational and prophetic.

### YMN 305: Developmental Issues in Youth Ministries (3)

A study of dilemmas and developmental issues associated with adolescence. An emphasis will be given towards helping teens to develop a healthy and biblical perspective of God, themselves and others. Students will also examine and develop strategies to help adolescents work through, destructive choices, mindsets, and habits to arrive at a Christ centered sense of self/identity.

### YMN 406: Communication and Group Dynamics (3)

This class will study communication dynamics, techniques, goals and objectives as applied to large group, small group, and one on one communication in youth ministry.

### YMN 407: Video Media Technology (3)

This course is designed to familiarize the student with the basic theories and applications of print and video media emphasizing their potential as creative teaching, motivational, and advertising tools for youth ministry. Also students will learn basic signal flow, video production theory, and camcorder skills. Emphasis will be given to getting the most out of your camera for in-house youth group productions in the local church setting.

### YMN 409: Recreation, Games and Retreats (3)

A study of the philosophy, use and implementation of retreats, recreation and games in the context of local church youth ministry. Emphasis will be given towards using these "tools" as a means to group cohesion, evangelism and discipleship.

### YMN 410: Mediating Intergenerational Conflict in Youth Ministry (3)

This course covers the advanced level content introduced in YMN 301 Foundations for Youth Ministry. Content and work focus on understanding and addressing issues intrinsic to an intergenerational environment. The model of youth ministry used in this course is incarnational, transgenerational and prophetic.



## Disclaimer

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Typically, within a catalog's effective dates of use, courses and curricula may vary, tuition and fees may change, policies might be modified, and personnel changes may occur. Normally, the University makes announcements of this nature in the Patten Catalog Online, an online publication that features announcements, program changes, faculty and staff appointments, student achievements and the tentative term-by-term schedule of courses. In addition, letters dealing with specific changes in program, policies or procedures may be mailed to students. Students are responsible for keeping themselves informed by these means and should also consult the appropriate University office or an academic advisor.

The writing and editing of this catalog have been guided by an effort to attain factual accuracy. If regulations, program requirements and services described herein conflict with current practice, the latter will prevail.

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