Directions for Correspondence

For information about...

ACADEMIC POLICIES AND FACULTY — Dean of the College

ADMISSION OF STUDENTS — Director of Admissions

ALUMNI AFFAIRS — Director of Alumni Relations

BEQUESTS, GIFTS, GRANTS — Director of College Advancement

FINANCIAL ASSISTANCE — Director of Financial Aid

IN-SERVICE EDUCATION — Director of In-Service Education

PUBLIC EVENTS, NEWS — Director of Information Services

REGISTRATION, CLASS SCHEDULES, CATALOGS, TRANSSCRIPTS — Registrar

STUDENT INFORMATION AND HOUSING — Student Life Coordinator

STUDENT ACCOUNTS — Business Manager

SUMMER SESSIONS — Director of Summer School

...address correspondence to the appropriate office in care of:

FRESNO PACIFIC COLLEGE
1717 So. Chestnut Avenue
Fresno, California 93702
Telephone: (209) 251-7194

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

In accordance with requirements of DVB Circular 20-76-84, Appendix I, this is to certify that this school catalog is true and correct in content and policy.
FRESNO PACIFIC COLLEGE
(Formerly Pacific College of Fresno)
FRESNO, CALIFORNIA

Catalog of General Information and Courses of Instruction 1980-81

FRESNO PACIFIC COLLEGE IS ACCREDITED BY THE ACCREDITING COMMISSION FOR SENIOR COLLEGES AND UNIVERSITIES OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Contents

Introduction .................................................. 3
Programs of Study ........................................ 7
Undergraduate Major Programs ......................... 21
Division of Biblical and Religious Studies ........... 21
Division of Education ................................... 23
Division of Humanities .................................. 28
Division of Natural Sciences and Mathematics ...... 35
Division of Social and Behavioral Sciences ......... 36
Post-baccalaureate and Graduate Programs .......... 44
Courses of Instruction .................................... 51
Academic Regulations ................................... 95
Personnel ................................................... 98
Admission and Financial Information ................. 103
The Fresno Pacific Idea .................................. 108
## Fall Quarter

**September**
- 17 Wednesday: Residence halls open for freshmen
- 18 Thursday: Residence halls open for transfer students
- 18-19 Thu-Fri: Freshman orientation and testing
- 19 Friday: Residence halls open for continuing students
- 19 Friday: Registration of transfer students

**November**
- 6-7 Thu-Fri: Pacific District Conference Break
- 7 Friday: Last day to withdraw from classes
- 19 Wednesday: Registration of continuing students for winter term
- 27 Thursday: Thanksgiving recess begins

**December**
- 1 Monday: Classes resume
- 8-10 Mon-Wed: Final examinations

## Spring Quarter

**March**
- 30 Monday: Registration of new students
- 30 Monday: Classes begin
- 2 Thursday: Last day to add classes
- 17 Friday: Good Friday holiday

**May**
- 15 Friday: Last day to withdraw from classes
- 25 Monday: Memorial Day holiday
- 27 Wednesday: Registration of continuing students for fall term

**June**
- 7 Sunday: Commencement
- 8-10 Mon-Wed: Final Examinations

## Winter Quarter

**January**
- 5 Monday: Registration of new students
- 5 Monday: Classes begin
- 9 Friday: Last day to add classes

**February**
- 16 Monday: Washington’s birthday holiday
- 20 Friday: Last day to withdraw from classes

## Summer Quarter

**June**
- 15 Monday: First session begins

**July**
- 2 Thursday: First session ends
- 6 Monday: Second session begins
- 24 Friday: Second session ends
- 27 Monday: Third session begins

**August**
- 14 Friday: Third session ends
Introduction

FRESNO PACIFIC COLLEGE IS...

An invitation to explore more fully God’s Word and world, to consider God’s claim on His world and its peoples, to walk the Christian way with greater insight and knowledge, and to grow toward Christian maturity in lifestyle and vocation.

Students from many places—California, Oregon, Washington, Canada, Africa, and others; from many denominations—Mennonite, Baptist, Presbyterian, Catholic, and others; at many stages of belief and growth—committed, uncertain, searching, experimenting; but all with potential for new life and commitment inspired by new learning and new insights.

Faculty who embrace God’s Word as worthy of reflection and obedience and God’s world as worthy of appreciation and exploration, and who have developed the art of nurturing reflection and appreciation, exploration and obedience, under the Lordship of Jesus Christ.

Places, a central campus in southeast Fresno in the heart of the San Joaquin Valley, and extended campus centers in biblical and religious studies in Bakersfield, one hundred miles to the south, and in Modesto, one hundred miles to the north. But other places too. A student studying for a year in a foreign university, an internship in a social service agency, practice teaching in an elementary school classroom, a visit to Los Angeles art museums, and others.

Programs—an associate of arts degree, a bachelor of arts degree, a master of arts in education degree, a certificate in biblical and religious studies—preparing persons for work, for Christian discipleship, and for participation in contemporary society.

Mennonite Brethren in sponsorship, but intended for persons from any background interested in a Christian higher education.

An Idea in the process of being realized. “The Fresno Pacific Idea” provides a fuller statement of the College’s self understanding and vision. It may be found on page 108 of this catalog. This statement identifies Fresno Pacific College as a Christian college, a community, a liberal arts college, an experimental college, an Anabaptist-Mennonite college, a nonsectarian college, and a prophetic college. Each of these is elaborated in greater detail in the “Idea” statement.

RHYTHMS FOR LEARNING

THE QUARTER CALENDAR

Fresno Pacific’s curriculum consists mostly of 5-unit courses. The effect of this arrangement is that students’ attention, rather than being fragmented among five or six different courses as at many colleges, is concentrated on a more manageable few at any given time.
Fresno Pacific Means Commitment

Students at Fresno Pacific are encouraged to make a personal commitment to Jesus Christ, to learn more of the nature of that commitment, and to demonstrate discipleship in serving God and man.

Commitment to Jesus Christ is voluntary in nature; therefore the College does not force students to subscribe to a particular theological position. However, each student is confronted with the Person of Jesus Christ, and is invited to become acquainted with biblical principles basic to the formulation of a Christian lifestyle. Courses in biblical studies and attendance at College Hour convocations are required. In addition, all faculty members are capable and ready counselors.

The spiritual life of the campus community is fostered through formal and informal Bible study groups, share and prayer times, special emphasis weeks, and specially arranged convocations. Organized opportunities for Christian service in the Fresno community are numerous and include Juvenile Hall ministries, youth clubs, singing groups, tutoring, and other projects. Christian service projects provide opportunities for an outer expression of an inner faith.

Extensive Course Pattern — During the academic year quarters on the extensive pattern, courses are offered concurrently. Full-time students take a minimum of 10 units (two 5-unit courses). A normal load is 15 units (three 5-unit courses) in addition to 1-unit participation courses such as music and drama performance groups, physical education, athletics, etc.

Intensive Course Pattern — During the summer quarter on the intensive pattern, courses are offered consecutively in shorter (normally 3-week) periods. Only one (5-unit) course is taken at a time.

THE 2–1–2 WEEK—THE WEEK WITH AN INTERIM

Fresno Pacific has organized the week so that two days of classes are followed by a mid-week interim followed by another two days of classes.

<table>
<thead>
<tr>
<th>THE 2–1–2 WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
</tr>
<tr>
<td>Classes</td>
</tr>
</tbody>
</table>

The mid-week interim provided by the 2–1–2 week makes it possible—
- to spend a full day in uninterrupted study and research,
- for classes to schedule field trips without the problems of conflicts with classes,
for all-school activities such as the spring day at Yosemite to be scheduled within the week without interrupting the regular class schedule,
• for special one-day intensive classes to be scheduled,
• for college groups and committees to meet for longer periods of intensive work than would normally be possible.

ENVIRONMENTS FOR LEARNING
The Personal Environment — Students attending Fresno Pacific represent a diversity of backgrounds. The student body of approximately 430 at the beginning of the fall quarter of 1979 included international students, students from minority groups, as well as students from a wide range of denominational backgrounds.

The Community Environment — Students who come to Fresno Pacific become members of a community consisting of fellow students and faculty. While they often begin as strangers, the hope each year is that a dynamic community of learners open to introspection, dialog, and commitment will emerge.

The governance of this community is the concern not only of the board of directors, administration, and faculty, but also of students. Students are represented on all major committees of the college, including the Executive Council of the college.

Freedom and order are preserved in the community through self-discipline and the self-regulation of the community. Most of the guidelines governing community life are reflections of those traditional cultural values which have characterized nobility of character. Thus, members of the community are expected to demonstrate characteristics of honesty; respect for the rights, opinions, and property of others; respect for the laws of the state; and the creative use of time, energy, and material resources. The community prohibits the drinking of intoxicants, smoking, or dancing on campus and the use of hallucinatory drugs or narcotics at any time. A full statement of the community’s “Standards and Regulations” is available from the Admissions Office.

The Campus Environment — Fresno Pacific is a residential college. The campus has been designed with living and learning settings closely interrelated. Such a design, it is believed, best facilitates the holistic emphasis of the Fresno Pacific Plan. Residence halls are organized on the modular basis (rooms grouped so that 5 to 22 students live in a unit) to facilitate living-interaction groups. A few apartments for married students are provided on campus.

The World as Campus — Learning no longer can be confined to a campus. It now takes place in different settings—in churches, in public schools, in social agencies, in community centers. It takes place in different cities, states, countries, and continents. Many Fresno Pacific students find a part of their education taking place in these off-campus settings.

GUIDANCE FOR LEARNING
The development of a meaningful relationship between a student and his/her faculty mentor, who serves as counselor and advisor, is an important goal at Fresno Pacific. Mentors are concerned about the total develop-
ment of a student as a person. They also assist the student in planning a program of study at the college.

In order to allow significant relationships to develop, students will normally retain the same mentor for a significant period of time. Should a particular relationship become ineffectual, however, either student or mentor may request a change.

Students assigned to a particular mentor together form a collegium (small group). Freshman collegiums are particularly important. Freshmen will function intensively together in collegiums during the first quarter of the freshman year. In these collegiums they will have the opportunity to work and learn together with other freshmen under the guidance of their mentor.

Major program mentors are also available to assist students in planning major programs of study, once a student has decided on a major. The major program mentor may be consulted at any time. Formal assignment to a major program mentor is not a prerequisite to consultation.

Counselors with specialized skills in spiritual counseling, vocational testing, psychological counseling, financial aid guidance, residence living, international student concerns, and minority student concerns are also available.

Faculty mentors and specialized counselors work cooperatively under the guidance of a Coordinator of Counseling, who has responsibility for the development and coordination of all facets of student guidance. Through such coordination, each student can be guided more effectively to those persons within the institution who can answer questions and provide needed assistance.

STRATEGIES FOR LEARNING

The formal, academic curriculum of the college contains opportunities for a variety of different modes of learning, both at the course level and the program level.

The heart of the curriculum consists of the traditional standard course. But students may supplement standard course work with Readings courses or Independent Study. Readings courses consist of a schedule of readings prepared by an instructor which the student pursues independent of the traditional class structure. Independent Study consists of a course of study proposed by a student and pursued under the guidance of an instructor. Both Readings and Independent Study courses provide the student with the freedom to learn quite beyond the confines of the traditional courses offered. Both Readings and Independent Study courses are explained in greater detail later in this catalog under "Academic Procedures."

Programs, as courses, may be either traditional or unique. Students may design their own majors. Such majors should be designed around a central theme and must receive the approval of a selected faculty advisor and the Dean of the College. The college must have the instructional resources to provide the proper guidance and assistance to complete such a major. The freedom to design one's own major allows the student to meet particular interests or needs that are non-traditional.

Study abroad and concurrent enrollment at Fresno State University, Mennonite Brethren Biblical Seminary, or San Joaquin College of Law are still other opportunities students may include as part of their education at Fresno Pacific.
assists the student in planning a choice of courses, develop, workships to develop, students will have the opportunity to work during the first quarter of the year and are encouraged to have the opportunity to work under the guidance of their mentor. The program is designed to enable students in planning for a major that they have decided on at any time. Formal assignment of mentors is not a prerequisite to consultation.

In addition to regular counseling, vocational testing, personal counseling, academic counseling, residence living, intersmester, and other student concerns are also available. Mentors work cooperatively under the guidance of the student, who has responsibility for the overall plan and the implementation of the plan. The student can be guided more effectively to plan a program of study that will answer questions and provide a challenging and satisfying experience.

The college contains opportunities for students to work at both the course level and the major level. Students may pursue the traditional standard course work with Readings courses or they may pursue a schedule of readings courses that do not adhere to the traditional course of study. The latter involves independent study work conducted outside the traditional course offerings. The program consists of a course of study that is designed by the instructor to provide the student with the opportunity to engage in independent study work. The requirements of the traditional courses of study are explained in the section on Academic Procedures.

Students may design a major that is non-traditional or unique. Students should design a major that is non-traditional around a theme or area of study and consult with a selected faculty advisor to develop an Independent Study course. The Independent Study course is designed by the student with the supervision of a faculty advisor. The Independent Study program allows the student to meet the requirements of the traditional course of study.

The program at Fresno State University, San Joaquin College of Law are examples of the Independent Study program as part of their education at
## THE BACHELOR OF ARTS DEGREE

### THE CORE PROGRAM

<table>
<thead>
<tr>
<th>PURPOSES</th>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To become acquainted with college life and planning with particular reference to P.C.</td>
<td>Passage to College</td>
<td>1</td>
</tr>
<tr>
<td>2. To learn and worship as a member of the gathered college community, particularly examining fundamental issues from a Christian point of view</td>
<td>College Hour (required each term)</td>
<td>Cr.</td>
</tr>
<tr>
<td>3. To acquire skills in the use of verbal and mathematical symbols.</td>
<td>Physical Education (recommended)</td>
<td>–</td>
</tr>
<tr>
<td>4. To acquire skill in clear and responsible communication.</td>
<td>Written Communication</td>
<td>5</td>
</tr>
<tr>
<td>5. To acquire skill in reasoning and problem solving.</td>
<td>Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>6. To understand the specialized methods and languages of our civilization,</td>
<td>Principles of Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>7. To understand how Christianity shapes our understanding and use of these languages.</td>
<td>Biblical and Religious Studies (one course minimum must be taken each year of full-time residence. The &quot;Faith and Culture...&quot; sequences fulfill this requirement during the first two years of college.)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Humanities (One course in each of two departments)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences (1 course in biol., 1 in phys. sci.; 1 must include lab.)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Social Sciences (one course in each of two departments)</td>
<td>10</td>
</tr>
</tbody>
</table>

### LANGUAGES OF KNOWLEDGE

<table>
<thead>
<tr>
<th>STORIES OF FAITH</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faith and Culture: Ancient World</td>
<td>15</td>
</tr>
<tr>
<td>A. The World of Patriarch &amp; King</td>
<td>5</td>
</tr>
<tr>
<td>B. The World of Sage &amp; Messiah</td>
<td>5</td>
</tr>
<tr>
<td>C. The World of Priest &amp; Emperor</td>
<td>5</td>
</tr>
<tr>
<td>Faith and Culture: Modern World</td>
<td>15</td>
</tr>
<tr>
<td>A. The World of Reformer &amp; Ruler</td>
<td>5</td>
</tr>
<tr>
<td>B. The World of Scientist &amp; Missionary</td>
<td>5</td>
</tr>
<tr>
<td>C. The World of Skeptic &amp; Believer</td>
<td>5</td>
</tr>
<tr>
<td>Total Units</td>
<td>83</td>
</tr>
</tbody>
</table>

### A MAJOR AND MINOR PROGRAM

#### TRADITIONAL OPTIONS

- (a) Multi-Disciplinary Major (no minor required)
- (b) Disciplinary Major (minor required)

#### PERSONALIZED OPTION

A personalized major program of studies organized around a central theme may be developed together with a faculty advisor.

A total of 186 units is required for the Bachelor of Arts degree: 70 advanced, of which a minimum of 35 must be completed in residence at Fresno Pacific, including a minimum of 10 during each of the last three quarters before graduation. Exceptions may be granted upon request. A minimum GPA of 2.0 in all college work attempted, all work at Fresno Pacific, and work in a major is required. A maximum of 12 total units in practicum courses may be used to meet the unit requirement for the degree.
NOTES ON THE CORE PROGRAM

Special Skill Courses — Successful academic achievement is the wish of the college for all students admitted. Therefore, special assistance is offered to those who may need or wish to improve their study and reading skills, which are essential for successful college work. Students with a high school academic GPA lower than 2.5 or an SAT verbal score lower than 38 are required to take the following courses during their first quarter of study, unless competency in reading and study skills can be demonstrated (other students may elect these courses): Core 5 — Study Skills Development (1 unit), Lit 6 — Improvement of Reading Techniques (2 units)

Languages of Knowledge — Recommended Courses

Biblical and Religious Studies
Freshman and Sophomore years: Faith and Culture Series. A minimum of one biblical studies course must be taken during each year or equivalent of residence at the college. The Faith and Culture series meets this requirement and is recommended for freshmen and sophomores and is an option for junior and senior transfer students. Junior year: Continuing students — Biblical Literature course recommended. Transfer students — (a) one-year sequence of either the first or second year of the Faith and Culture series, or (b) Origins of Christianity.
Senior year: elective.

Humanities
Course work must be taken in a minimum of two departments of the division. Recommended courses are: Art 61 — Introduction to Music and Art; Lit 62 — Introduction to Literature; Phil 63 — Introduction to Philosophy.

Natural Sciences and Mathematics
Course work must be taken in each of the departments of physical sciences and biological sciences. One course must include a lab experience. Recommended courses are: Physics 5 — Studies in the Physical Sciences; Bio 1 — Principles of Biology.

Social Sciences
Course work must be taken in a minimum of two departments of the division. Recommended courses are: Hist. 33 — History of Civilization; United States; P.S. 5 — Politics and Society; Psych 42 — Introduction to Psychology; Soc 41 — Introduction to Sociology; Geog 4 — World Geography; Bus 1 — Principles of Economics.

Physical Education
Though no requirements exist in this area, students are encouraged to develop skills in physical education through participation in physical education courses and the intramural program.

Stories of Faith — The Stories of Faith series uniquely captures the college’s approach to a Christian higher education. Therefore, students beginning their college education at Fresno Pacific are strongly encouraged to enroll in the entire series. All freshmen are required to take the first quarter — The World of Patriarch and King. Where students can provide a good rationale, the Alternative CORE pattern may be elected after the first quarter. Transfer students are strongly encouraged to take at least one year of the Stories of Faith series. Students who take less than the full Stories of Faith series will receive credit in the Alternative CORE program as follows:

First Stories of Faith course — Social Science credit in Optional CORE
Second Stories of Faith course — Biblical Studies credit in Optional CORE
Third Stories of Faith course — Humanities credit in Optional CORE
Fourth Stories of Faith course — Social Science credit in Optional CORE
Fifth Stories of Faith course — Bible credit in Optional CORE
Sixth “ n “ “ “ “ Humanities n “ “ “

1 Units
Rec. Cr. Alt. Cr.
College 1 1
(required each term) 1 1
Foundation (recommended) 5 5
Communications 5 5
Mathematics 2 2

2 Knowledge
Religious Studies (one 10 5-20
course must be taken each
year. The “Faith” sequences fulfill this
requirement during the first two years.

One course in each of the
10 20
faiths (1 course in biola., 1
10 10
must include lab.)
One course in each of the
10 25
Faith

3 Language
Ancient World
5
If Patriarch & King
5
If Sage & Messiah
5
If Priest & Emperor
5
Modern World
5
Reformer & Ruler
5
Scientist
5
Skeptic & Believer
5
Total Units
83
73-88

Units for the Core Program.

Alternative Option

CORE PROGRAM

A single major program of study around a central theme is offered together with a fac-

Arts degree: 70 advanced, of which a
major portion is at Fresno Pacific, including a minimum of 10
units. Exceptions may be granted upon request; all work at Fresno Pacific, and
units in practicum courses may be used
# THE ASSOCIATE OF ARTS DEGREE

## OPTION I. THE CORE PROGRAM

<table>
<thead>
<tr>
<th>PURPOSES</th>
<th>COURSES</th>
<th>UNITS</th>
<th>RECs.</th>
<th>Alts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To become acquainted with college life and planning with particular reference to F.P.C.</td>
<td>Passage to College</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. To learn and worship as a member of the gathered college community, particularly examining fundamental issues from a Christian point of view.</td>
<td>College Hour (required each term)</td>
<td>Cr.</td>
<td>Cr.</td>
<td></td>
</tr>
<tr>
<td>3. To acquire skills in the use of verbal and mathematical symbols.</td>
<td>Physical Education (recommended)</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4. To acquire skill in clear and responsible communication.</td>
<td>Written Communication</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. To acquire skill in reasoning and problem solving.</td>
<td>Oral Communication</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6. To understand the specialized methods and languages of our civilization.</td>
<td>Principles of Mathematics</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7. To understand how Christianity shapes our understanding and use of these languages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To learn from those revelatory moments in human history in which the nature of the universe—including God, the individual, and society—have been particularly clear.</td>
<td>Biblical and Religious Studies</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9. To enter into a dialogue with mature understandings of our own place and time in the long history of which we are a part.</td>
<td>Humanities (one course in each of two departments)</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**SYMBOLS OF UNDERSTANDING**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>5</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Mathematics</td>
<td>5</td>
</tr>
</tbody>
</table>

**LANGUAGES OF KNOWLEDGE**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical and Religious Studies</td>
<td>10</td>
</tr>
<tr>
<td>Humanities (one course in each of two departments)</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education (recommended)</td>
<td>-</td>
</tr>
<tr>
<td>Written Communication</td>
<td>5</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Mathematics</td>
<td>5</td>
</tr>
</tbody>
</table>

**STORIES OF FAITH**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faith &amp; Culture in the Ancient World</td>
<td>15</td>
</tr>
<tr>
<td>A. The World of Patriarch &amp; King</td>
<td>5</td>
</tr>
<tr>
<td>B. The World of Sage &amp; Messiah</td>
<td>5</td>
</tr>
<tr>
<td>C. The World of Priest &amp; Emperor</td>
<td>5</td>
</tr>
<tr>
<td>Faith &amp; Culture in the Modern World</td>
<td>15</td>
</tr>
<tr>
<td>A. The World of Reformer &amp; Ruler</td>
<td>5</td>
</tr>
<tr>
<td>B. The World of Scientist &amp; Missionary</td>
<td>5</td>
</tr>
<tr>
<td>C. The World of Skeptic &amp; Believer</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

**OPTION II. CORE WITH DISCIPLINARY EMPHASIS**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Hour (required each term)</td>
<td>Cr.</td>
</tr>
<tr>
<td>Passage to College</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (recommended)</td>
<td>5</td>
</tr>
<tr>
<td>Written Communication</td>
<td>5</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Faith &amp; Culture: Ancient World</td>
<td>15</td>
</tr>
<tr>
<td>Faith &amp; Culture: Modern World</td>
<td>15</td>
</tr>
<tr>
<td>Biblical &amp; Religious Studies</td>
<td>10</td>
</tr>
<tr>
<td>Humanities</td>
<td>15</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>15</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Disciplinary Emphasis***</td>
<td>20</td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
</tr>
</tbody>
</table>

**OPTION III. CORE WITH BIBLICAL & RELIGIOUS STUDIES CONCENTRATION**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Hour (required each term)</td>
<td>Cr.</td>
</tr>
<tr>
<td>Passage to College</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (recommended)</td>
<td>-</td>
</tr>
<tr>
<td>Written Communication</td>
<td>5</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Faith &amp; Culture: Ancient World</td>
<td>15</td>
</tr>
<tr>
<td>Faith &amp; Culture: Modern World</td>
<td>15</td>
</tr>
<tr>
<td>Biblical &amp; Religious Studies</td>
<td>30</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

**TOTAL UNITS FOR OPTIONS**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended *</td>
<td>91</td>
</tr>
<tr>
<td>Alternative **</td>
<td>91</td>
</tr>
</tbody>
</table>

---

**Declaring Disciplinary Emphasis: Required Disciplinary Emphasis courses:**


---

A total of 91 units is required for the Associate of Arts degree. A minimum of 35 units must be taken in residence at Fresno Pacific. A maximum of 6 units in activity courses may be applied to the degree. A minimum GPA of 2.0 in all college work attempted, including all work at Fresno Pacific, is required.
THE BIBLICAL AND RELIGIOUS STUDIES CERTIFICATE PROGRAM

The Biblical and Religious Studies Certificate Program is a special program designed for:

a. Older adults interested in increasing their knowledge of the Bible
b. Traditional college age students who may not include a college degree in their plans, but who desire to grow in their knowledge of the Bible
c. Students who may wish to “stop out” from other colleges and universities for one year of intensive study of the Bible
d. Graduates from other colleges or universities who may wish an intensive fifth year experience in Biblical studies.

Program Requirements — The program consists of one year of full-time study (or equivalent). Nine full courses (45 units), seven (35 units) of which must be in Biblical and Religious Studies, are required. Courses may be chosen to meet the specific needs and interests of the student. The faculty will assist the student in planning in such a way that he will be exposed to a variety of courses (e.g., Bible, theology, church ministries) in keeping with his interests and aspirations.

Admission — The usual admission requirements to the college apply. However, older adults who are able and motivated to engage in college studies, but who may not have a high school diploma, are also eligible for admission to this program.

PROGRAM PLANNING

Introduction — Program planning is rooted in a partnership between the student and faculty mentor. Students are encouraged to assume responsibility for planning. Mentors are available to provide assistance and guidance.

Good planning begins with a vision of what we wish to be and do. Being relates to the quality of person we are and wish to become. Doing relates to the various ways in which we express who we are, whether through relationships, in service to others through vocation and ministry, or in our avocations.

Being and doing are really two sides of a coin, and thus can never actually be separated. Hence all courses and learning experiences at Fresno Pacific are intended to contribute toward growth in both being and doing, sometimes more to one, sometimes more to the other.

The college curriculum is formally divided into two broad segments: the Core program and the Major program. The Core program is particularly intended to contribute toward the being side of life—the clarification of goals and plans, values and commitments; and doing insofar as it relates to generally applicable human skills. The Major program, while continuing the development of the being side of life, prepares persons also for doing, whether through a career or some service ministry. Students sometimes choose a Major program because it leads directly into a career, sometimes because the major is preparation for further study at an advanced level, and sometimes simply because of sheer interest and enjoyment—more because of the continuing contribution of the major to the development of the being than because of any particular interest in doing.

The Core Program at Fresno Pacific continues throughout the years of college, though generally students concentrate on the Core Program during the first two years of college. Particularly during these first two years,
## RECOMMENDED SCHEDULE — FIRST TWO YEARS

### FALL QUARTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Patriarch and King</td>
<td>5</td>
</tr>
<tr>
<td>Passage to College</td>
<td>1</td>
</tr>
<tr>
<td>Written Communication</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Core, major, or general)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Recommended</strong></td>
<td><strong>11-16</strong></td>
</tr>
</tbody>
</table>

### WINTER QUARTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Sage and Messiah</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Core, major, or general)</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Core, major, or general)</td>
<td>5</td>
</tr>
<tr>
<td>Activity (P.E., Music, etc.) recomm.</td>
<td>1</td>
</tr>
<tr>
<td>Oral Communication, recomm.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Recommended</strong></td>
<td><strong>15-18</strong></td>
</tr>
</tbody>
</table>

### SPRING QUARTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Priest and Emperor</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Core, major, or general)</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Core, major, or general)</td>
<td>5</td>
</tr>
<tr>
<td>Activity (P.E., Music, etc.) recomm.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Recommended</strong></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Reformer and Ruler</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Core, major, or general)</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Core, major, or general)</td>
<td>5</td>
</tr>
<tr>
<td>Activity Recommended</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Recommended</strong></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>

### CORE PROGRAM ELECTIVES

- Principles of Biology
- Introduction to Philosophy
- Introduction to Psychology
- Principles of Economics: Macro
- History of Civ.: United States
- Origins of Christianity
- Introduction to Literature
- Introduction to Music and Art
- Principles of Mathematics
- Human Anatomy
- Fundamentals of Chemistry I
- Introduction to Sociology
- Principles of Economics: Micro
- Politics and Society
- Principles of Biology
- Introduction to Music and Art
- Principles of Mathematics
- Studies in Physical Sciences
- Introduction to Psychology
- Introduction to Sociology
- History of Civ.: Europe
- World Geography

### BUSINESS ADMINISTRATION MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td></td>
</tr>
<tr>
<td>Principles of Economics: Macro</td>
<td></td>
</tr>
<tr>
<td>Sophomore Year</td>
<td></td>
</tr>
<tr>
<td>Personal Finance</td>
<td></td>
</tr>
<tr>
<td>Principles of Economics: Micro (optional)</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting 3</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting 4</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting 4</td>
<td></td>
</tr>
</tbody>
</table>
### BUSINESS ADMINISTRATION MAJOR

**Freshman Year**  
Principles of Economics: Macro  
Personal Finance

**Sophomore Year**  
Principles of Economics: Micro  
Principles of Accounting 3

### LANGUAGE EMPHASIS

**Freshman Year**  
Elementary Spanish 11

**Sophomore Year**  
Intermediate Spanish 21

**Freshman Year**  
Intermediate German 11

**Sophomore Year**  
Intermediate German 21

### MATHEMATICS MAJOR

**Freshman Year**  
Mathematical Analysis I

**Sophomore Year**  
Mathematical Analysis II

**Freshman Year**  
Probability and Statistics

**Sophomore Year**  
Theory of Numbers

### MUSIC MAJOR

**Freshman Year**  
Basic Musicianship

**Sophomore Year**  
Music Theory 10

### NATURAL SCIENCE MAJOR

**Freshman Year**  
Principles of Biology

**Sophomore Year (one or two courses per quarter, depending on emphasis)**  
Organic Chemistry  
Mathematical Analysis I

**Freshman Year**  
Fundamentals of Chemistry I  
Principles of Mathematics

**Sophomore Year**  
Mathematical Analysis II  
Human Anatomy

### SOCIAL SERVICES MAJOR

**Freshman Year**  
Introduction to Psychology

**Sophomore Year**  
Introduction to Social Services

**Freshman Year**  
Perspectives on Social Service

**Sophomore Year**  
Participation in Volunteer Service

**Freshman Year**  
Introduction to Sociology

**Sophomore Year**  
Social Welfare & Urban Society
students are encouraged to explore and discover interests. Prior interests and directions need to be tested. Students should not feel pressured to identify a major immediately upon entering college. Careful thought should be given to the selection of a major, particularly if it is associated with a career interest.

**Career Preparation** — Fresno Pacific is committed both to encouraging the development of mature and whole persons and to preparing persons for useful and meaningful work in church and society. Students are encouraged to explore honestly and openly the question of what constitutes the best preparation for a career.

For some careers a specific undergraduate preparation is required. Professional programs offered by Fresno Pacific leading to initial job entry include the programs in teacher education (elementary and secondary), contemporary Christian ministries (church youth and club work), business administration, and social services. Students interested in professional programs which require additional advanced study should read carefully the section dealing with “Pre-Professional Programs.”

For many careers a specific undergraduate major program is not required. James O’Toole, former chairman and principal editor of the Health, Education, and Welfare (HEW) Task Force on Work in America, has written:

“...the skills employers are looking for in graduates are not specific to a machine or an industry; they want young workers who can read, write, compute, pick up new skills quickly and eagerly, and interact cooperatively with others. These are the adaptive skills of liberal education, not the specific skills of vocational education.”

—Change Magazine, June, 1975

“Every job,” notes *The Dictionary of Occupational Titles*, “requires a worker to function in relation to Data, People, and Things, in varying degrees.” A liberal education focuses principally on the skills related to Data and People and less on skills related to Things. Skills related to Things can often be learned on the job in a relatively short time. But the skillful handling of data (verbal, nonverbal, and quantitative) and the effective management of human relationships are enhanced by the learning and experience which can be acquired in the liberal arts college. And finally the quality of life which will be lived by the worker will depend on what he has learned to appreciate and enjoy and the values to which he is committed.

THE CORE PROGRAM

A major purpose of learning at Fresno Pacific is to understand and appreciate both Divine and human action and the interface between the two, and to further develop skill in the practice of the various arts and sciences. What distinguishes the Core Program from a major program of study is not so much the intent of such study as the breadth of exploration and reflection demanded as the student seeks to understand God and His world through the study of the past and the disciplines of Bible and theology, the humanities, the natural sciences and mathematics, and the social and behavioral sciences.

Beyond the introductory “Passage to College” and the “College Hour” community gathering, the Core Program is organized into three major divisions: Symbols of Understanding, Languages of Knowledge, and Stories of Faith.
Symbols of Understanding is intended to promote skill development in communication and mathematics, the basic symbolic systems used by humans.

Languages of Knowledge is intended to promote basic understandings of the major disciplines of contemporary civilization.

Stories of Faith is intended to promote understandings of Divine and human action in the world as revealed through the stories of significant periods of human history.

Each of these divisions of the Core Program is outlined, together with their appropriate purposes, in the description of the Associate of Arts degree on page 10 and the Bachelor of Arts degree on page 8.

THE MAJOR PROGRAM OF STUDY

A major program of study is a specialization in a limited area of learning. Majors reflect specializations in society. Specialization grows out of the recognition of the interdependence of persons in society. A specialization developed by one person is complemented by the specialization developed by another. Through the mutual exercise of specializations, society is able to reach its highest potential.

Students, hence, are encouraged to view a major ultimately as an opportunity for service, whether that be through providing for others' physical needs or contributing to others' self understanding and quality of life by addressing the social, spiritual, or other dimensions of human activity.

Traditional Majors — Majors of greatest general interest and use have been developed by the college and are described in the following pages. Most students select an area of specialization from among these majors.

Personalized Major — Those students who are not limited in their major choice by career direction may wish to consider developing a personalized major. A personalized major consists of a program of study organized around a unifying theme which is different from the standard list of majors offered by the college.

Students, in developing a personalized major, are given the freedom to configure the learning resources of the college in unique and creative ways. Some examples of what might be done are as follows:

a. A personalized major program may be designed in American studies, drawing on courses in American history, literature, geography, sociology, political science, and economics.

b. A personalized major program may be similarly designed in European studies.

c. A personalized major program in cross-cultural communication may be designed drawing on courses in communication, sociology, anthropology, and modern languages, coupled with a field experience of some length living in another culture.

d. A personalized major program may be designed in contemporary religious thought, drawing on courses in theology (possible concurrent enrollment at the seminary) and other religion courses in history, communication, psychology, sociology, and political science.
Students interested in developing a personalized major must find a faculty member who is willing to serve as the program advisor and must receive the approval of the Dean of Academic Affairs. A major should consist of no fewer than 40 units organized around the single theme.

**CONCURRENT PROGRAMS OF STUDY**

Fresno Pacific has concurrent enrollment agreements with the above institutions. Thus, students may take courses in these institutions as a part of their Fresno Pacific program while attending here. Courses available in these institutions are listed in their respective catalogs, on file in the library.

The San Joaquin College of Law conducts its classes on the Fresno Pacific campus. Fresno Pacific seniors may complete the first year of law school as a minor through concurrent enrollment in the law school. Students must have a "B" average and have completed the Core requirements to be eligible for concurrent enrollment in the law school.

The Mennonite Brethren Biblical Seminary is conveniently located adjacent to the college campus. California State University, Fresno, is located seven miles from the college campus. Details pertaining to arrangements for concurrent enrollment are available from the Registrar of the college.

Because of the more complex procedures required to enroll concurrently with the California State University, Fresno, students should consult with the Registrar of the college well ahead of the time they plan actually to take courses at the University.

In agriculture, Dr. Wilbur Ball, professor of international agriculture at California State University, Fresno, is available as an advisor to Fresno Pacific students wishing to take concurrent course work in the university's school of agriculture. Dr. Ball has a long record of involvement in international missions and agriculture, and is particularly interested in helping students prepare for international service in agricultural missions.

**INTERNATIONAL STUDY PROGRAMS**

Students are encouraged to consider spending a period of time studying abroad during their college years. The traditionally recommended time for such study has been the junior year, though students may wish to explore other alternatives. Study programs are available for a summer, an academic year term, or an entire academic year.

International study programs are available at Fresno Pacific through its association with the Brethren Colleges Abroad, and the American Institute of Holy Land Studies. Programs with other institutions may also be arranged.
being a personalized major must find a professional advisor as the program advisor and must study under the Academic Affairs. A major should concentrate their studies in areas that are organized around the single theme.

STUDENT OF STUDY

- San Joaquin College of Law
- Saint Mary's College
- California State University, Fresno

Enrollment agreements with the above institutions enable students to take courses in these institutions as a part of their degree at Fresno Pacific. Students attending here. Courses available in their respective catalogs, on file in the library. Fresno Pacific University conducts its courses on the Fresno campus. Students may complete the first year of law school, receive full-time enrollment in the law school, and have completed the Core requirements prior to enrollment in the law school.

The Seminary is conveniently located adjacent to California State University, Fresno, is located on a 24-acre campus. Details pertaining to arrangements for admission are available from the Registrar of the college. Procedures required to enroll concurrent enrollment in the university, Fresno, students should consult the Office of the Dean of Students in advance of the time they plan actually to enroll.

Dr. John A. Thompson, professor of international agriculture and director of the Pacific Center, is available as an advisor to Fresno Pacific students. Current course work in the university's agricultural disciplines, programs, and facilities is particularly interested in helping students plan their coursework and service in agricultural missions.

PROGRAMS

Consider spending a period of time studying abroad. The traditionally recommended time for students to study abroad is one year, though students may wish to explore other options. Programs are available for a summer, an academic term, or a full academic year. Fresno Pacific University's programs are available at Fresno Pacific through various study abroad programs Abroad, and the American Institute for Foreign Study. Courses with other institutions may also be selected.

While abroad, the student remains officially a student at Fresno Pacific but studying in a foreign country, thus remaining eligible for state and federal student financial aid programs.

Students interested in studying abroad usually must develop prior facility in the language of the country in which they plan to study. Programs are offered in English in some non-English speaking countries.

Information about international programs of study is available from the Coordinator of Counseling.

PRE-PROFESSIONAL PROGRAMS

Preparatory programs are available for students who plan to enter a professional program at another institution after completing bachelor degree requirements at Fresno Pacific. Students interested in transferring to a professional school may find it advantageous to consult with an advisor early in their college career. Certain courses given at Fresno Pacific may be used in preparation for admission to professional institutions throughout the country, especially in the areas of medicine, dentistry, nursing, medical technology, veterinary medicine, pharmacy, physical therapy, law, and theology. The advisor will help the student select suitable pre-professional courses and will assist the student in his application to be admitted to the professional school.

Some of the more popular programs are described below.

Pre-Graduate Programs

Students planning to work for advanced Master’s or Doctoral degrees should build a solid undergraduate major, usually in the area in which they plan to engage in advanced work. In most cases single-subject rather than divisional majors provide the best preparation for graduate study.

Students planning graduate study should consider strengthening their undergraduate background through independent reading programs. In addition, students should be aware that many programs at the doctoral level require demonstrated competency in one or two foreign languages. Undergraduate preparation in a foreign language is usually advantageous.

Because conceptions of what constitutes an ideal undergraduate background for graduate study differ among academic areas, students contemplating graduate study are counseled early to seek the guidance of a program advisor in their particular area of interest.

Pre-Ministerial Program

Program Advisor: John Fast

Students planning to enter pastoral or related church ministries (Christian Education, Youth, etc.) have the option of pursuing either of two majors: Biblical Studies or Contemporary Christian Ministries. Both are pre-seminary in nature. Students who may wish to continue in seminary studies are generally required to maintain a B average in their undergraduate work. Included in the pre-seminary course of study should be evidence of a thorough grounding in English, philosophy, social sciences, and communications. Most accredited seminaries require scores on the GRE-appliance section as well as a Biblical Knowledge Entrance Exam. Those planning on a Master of Divinity or Theology program in seminary should plan to take introductory Greek prior to seminary enrollment.
Fresno Pacific maintains concurrent enrollment with the adjoining Biblical Seminary and students may begin their seminary training while still in college. Additionally, students in the Contemporary Christian Ministries major may continue in a two-year M.A. program in Christian Education at the Biblical Seminary with an emphasis in Youth Ministry. Based upon individual transcript evaluation, this two-year M.A. program in Christian Education may be completed in less time by the student graduating in Contemporary Christian Ministries. However, many students choose to become involved in part-time and full-time ministry directly upon completion of their B.A. program.

Pre-Law Program
Program Advisor: Richard Unruh

Students planning a career in law are advised by law schools to develop a broad cultural background through their college program. Hence, any baccalaureate major, depending on the student's interest, may be chosen. Attention should be given to the development of basic skills in writing and speaking, logic, human relations, etc.

Fresno Pacific and the San Joaquin College of Law offer a joint degree program leading to both a Bachelor of Arts degree with a minor in law, and a Juris Doctor degree. Under this arrangement, a student, after completing the junior year at Fresno Pacific, may substitute the first year law course at the San Joaquin College of Law for the senior year in college. Students who follow the combined curriculum must complete both the Core requirements and requirements for a major with a B or better average before beginning the first year law course. Permission will then be granted to use the first year of the law curriculum for the senior year in college. Upon successful completion of the first year in Law School, the student may apply for and receive a Bachelor of Arts degree at Fresno Pacific, and continue at the Law School as a second year student.

Pre-Medical Studies
Program Advisor: Daniel Isaak or Donald Braun

Students who intend to apply for admission to a medical school and who wish to complete requirements for a bachelor's degree before such admission should select a natural science or mathematics major at Fresno Pacific. In addition to fulfilling the requirements of the chosen major, the student is advised to ascertain and satisfy the specific requirements for medical schools to which he expects to apply.

Most medical school applicants complete a baccalaureate degree program prior to beginning their medical training. However, applications to medical school are normally processed at the termination of the junior year. The medical college admission test, required of all medical school applicants, is normally taken during the spring term of the junior year. The prospective medical school applicant should therefore plan to begin the natural science sequence early in his college career.

Admission to a medical school is based on results in four areas: (1) academic preparation including GPA, (2) scores on the Medical College Admissions Test (MCAT), (3) letters of recommendation, and (4) personal interview.
Although no specific bachelor’s degree programs are available in the professional areas of medical training, academic preparatory courses for these professions are given in the science departments. Students should indicate their specific interest to the chairman of the natural science division since early planning is important.

**Pre-Medical Technology**  
**Program Advisor:** Daniel Isaak or Donald Braun  
Students intending to apply to schools of medical technology which require four years of college study for admission may select a natural science major at Fresno Pacific and include additional courses in hematology and microbiology available through concurrent enrollment arrangement with California State University, Fresno.

**Pre-Veterinary Medicine**  
**Program Advisor:** Daniel Isaak or Donald Braun  
Entrance to this professional training program includes an academic preparation in the sciences (Natural Science major at Fresno Pacific), a demonstrated interest in the care of animals, and a mature disposition as reflected in personal communications and via letters of recommendation. The competition is very demanding.

**Pre-Dental Program**  
**Program Advisor:** Daniel Isaak or Donald Braun  
The academic prerequisites for admission to Dental Colleges are satisfied via the Natural Science major. The ability to carve or sculpt are additional necessary skills and are enhanced by taking ceramics and drawing courses. A high GPA, satisfactory test scores on the Dental College Admission Test, personal interviews, and strong letters of recommendation are all ingredients of a successful pre-dental program.

**Pre-Nursing**  
**Program Advisor:** Daniel Isaak  
Fresno Pacific offers a one-year pre-nursing program which includes the following science courses: Principles of Biology, Human Anatomy and Physiology (two quarters), and Chemistry (two quarters).

**Additional Para-Medical and Health Related Programs**  
**Program Advisor:** Daniel Isaak  
Students with interest in various para-medical and other health related programs are encouraged to discuss this orientation with the faculty of the science division. The faculty will assist the student in obtaining catalogs of various programs and interpreting the prerequisites for admission to these programs.

### CO-CURRICULAR PROGRAMS

Intensive involvement in a small group performance or service oriented activity should be considered by all students as an important opportunity for growth, and thus an integral part of the learning experience at Fresno Pacific. Opportunity for such involvement is provided in several areas at Fresno Pacific.
**Service Ministries** — The Student Ministry Coordinator helps students to become familiar with opportunities for involvement in various types of service ministries to the elderly, the young, and others in the Fresno community. Service ministries allow students to give reality to their witness.

**Drama** — A variety of dramatic and interpretive reading productions is offered each year. Participation in productions is generally open to all students on the basis of tryouts. The program in drama includes a traveling church drama group, which performs in churches throughout the Valley area and beyond.

**Music** — A variety of musical groups is available to students at Fresno Pacific. The Concert Choir each year takes a major tour. Other performing groups in the contemporary idiom sing in many churches in central California. Small ensembles, both vocal and instrumental, provide for a variety of musical expression.

Local churches and social organizations frequently request smaller vocal and instrumental groups to participate in their programs. Students find this to be an enjoyable way of becoming familiar with church and community work.

**Athletics** — Fresno Pacific participates in intercollegiate competition in basketball, soccer, and tennis for men. Women's competition is offered in volleyball and tennis. Cross-country and track are offered for both men and women on a club basis.

A member of the National Association of Intercollegiate Athletics and the National Christian College Athletic Association, Fresno Pacific plays a conference schedule in both associations in these sports.

**Clubs** — Various interest clubs have been organized on campus. Clubs are formed on the basis of student initiative. Financial support for the clubs is provided by the student association.
Undergraduate Major
Programs of Study

DIVISION OF BIBLICAL AND RELIGIOUS STUDIES

Chairman: Devon Wiens

Two majors are offered in the division: Biblical and Religious Studies, and Contemporary Christian Ministries.

Biblical and Religious Studies Major — Program Director: Devon Wiens

Purposes for studying this major may include furthering one’s Christian maturity; increasing one’s understanding and appreciation of the biblical record, the Christian faith, and the church; integrating Christianity and liberal arts learning; and clarifying theological and religious options.

For specific career purposes, the major in Biblical and Religious Studies may be considered as pre-seminary preparation for those intending to prepare themselves for ministerial training or as pre-graduate preparation for eventual teaching in the field of biblical and religious studies.

Fresno Pacific students often find a double major in biblical studies and another major useful. For students intending a career in a religious field, such double majoring is helpful in broadening one’s understanding of God’s working in the social or physical spheres of creation. For students intending a career based on study in other majors, such double majoring is helpful in relating such a chosen career to the Lordship of Christ and the principles of Scriptures.

Forty units of advanced course work in Biblical and Religious Studies are required, of which two courses must be in theology.

Biblical and Religious Studies Minor — Twenty units of advanced courses in Biblical and Religious Studies are required.

Contemporary Christian Ministries Major — Program Director: John Fast

The Contemporary Christian Ministries major prepares students for ministry on high school and college campuses; for inner-city work; for para-church organizations such as Youth for Christ, World Impact, Campus Crusade; denominational home and foreign missions; as well as for youth and Christian education work within the church itself.

The major is (a) a professional program training college students for specific forms of traditional and new church and/or para-church ministries, (b) a pre-professional major providing the academic and experiential background for further seminary and other graduate training, and (c) a program assisting college students in developing a “theology of ministry” that is biblically rooted and lifetime oriented.

The major is practical, offering on-the-job training through supervised practicums and internships; personal, providing faculty guidance in an ongoing relationship as the student develops specific interests and expertise; academic, providing rigorous classroom and research requirements.
grounding the student’s commitment upon biblical principles; and contemporary, focusing on creativity in developing new forms of ministry that meet today’s needs as well as continuing to dialogue and interact with present forms of ministry. The major provides the opportunity to put precept into practice and to match performance with principle.

The student entering the Contemporary Christian Ministries major does so by submitting a request to the program director. This request should include reasons for the student’s choice of the major, academic and experiential background, goals, and qualifications.

Upon the approval of the Biblical and Religious Studies faculty, the student, in consultation with the program director, will tailor a program that meets the student’s individual needs and objectives within the following structural guidelines of the major.

Requirements for the Major — Forty units of coursework within the Biblical and Religious Studies division are required for the major. To provide the student with an inter-disciplinary foundation for ministry, most of the Core Program should be completed before starting practicum experiences. All Contemporary Christian Ministries majors are strongly advised to take a double major.

Prerequisites for the Major — (a) Bib 50 Perspectives on Contemporary Ministries. (b) Majors may select only Biblical literature courses to meet the Biblical Studies Core Program requirement under “Languages of Knowledge.” (c) Approval of admission into the program by the Biblical and Religious Studies division.

<table>
<thead>
<tr>
<th>BIBLICAL AND RELIGIOUS STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bible</strong></td>
</tr>
<tr>
<td>71 Origins of Christianity</td>
</tr>
<tr>
<td>102 Biblical Literature</td>
</tr>
<tr>
<td>106 Introductory Greek</td>
</tr>
<tr>
<td>107 Introductory Greek</td>
</tr>
<tr>
<td>108 Greek Reading</td>
</tr>
<tr>
<td>110 Advanced Greek</td>
</tr>
<tr>
<td>119 Jesus and His Teachings</td>
</tr>
<tr>
<td>120 Paul and His Teachings</td>
</tr>
<tr>
<td>134 Patterns of Biblical</td>
</tr>
<tr>
<td>Thought</td>
</tr>
<tr>
<td>103 Bible as History &amp; Lit.</td>
</tr>
<tr>
<td>104 Geog. of Bible Lands</td>
</tr>
<tr>
<td><strong>Theology</strong></td>
</tr>
<tr>
<td>60 Introduction to Theology</td>
</tr>
<tr>
<td>182 Israel in Ancient and</td>
</tr>
<tr>
<td>Modern Perspective</td>
</tr>
<tr>
<td>168 History of Christianity</td>
</tr>
<tr>
<td>170 The Early Church</td>
</tr>
<tr>
<td>169 Hist. of the Reformation</td>
</tr>
<tr>
<td>183 American Religious Hist.</td>
</tr>
<tr>
<td>160 Contemporary Theology</td>
</tr>
<tr>
<td>175 Expansion of the Christian</td>
</tr>
<tr>
<td>Faith</td>
</tr>
<tr>
<td>166 Christianity and Other</td>
</tr>
<tr>
<td>Faiths</td>
</tr>
<tr>
<td>184 Religions of the World</td>
</tr>
<tr>
<td>165 History and Interpretation</td>
</tr>
<tr>
<td>of Scripture</td>
</tr>
<tr>
<td>164 Theological and Popular</td>
</tr>
<tr>
<td>Understandings of Jesus</td>
</tr>
<tr>
<td>163 The Role of the Holy</td>
</tr>
<tr>
<td>Spirit</td>
</tr>
<tr>
<td>161 Studies and Interpretations</td>
</tr>
<tr>
<td>of the End Times</td>
</tr>
<tr>
<td>172 History of the Radical</td>
</tr>
<tr>
<td>Reformation</td>
</tr>
<tr>
<td>162 Anabaptist Theology of the</td>
</tr>
<tr>
<td>Reformation</td>
</tr>
<tr>
<td>178 Introduction to Mennonite</td>
</tr>
<tr>
<td>Church</td>
</tr>
<tr>
<td>173 The Historical-Theological</td>
</tr>
<tr>
<td>History of the Mennonite</td>
</tr>
<tr>
<td>Brethren</td>
</tr>
</tbody>
</table>
Recommended Sequencing of Courses — Bib 136, 102, 146 or 139, 191 (Supervised Leadership Training) or 191 (Practice Teaching—Christian Education), 160 or 162 or 164 or 165, 140, 141, 191 (Urban Practicum) or 191 (Counseling Practicum), 189.

Contemporary Christian Ministries Minor
Prerequisites: (a) Bib 50 Perspectives on Contemporary Christian Ministries and (b) the equivalent of 10 units of practicum or previous ministry experience (to be determined and approved by the program director).
Requirements (20 units): Bib 139 or 140 or 141 or 146, 136, 160 or 162 or 164 or 165, 189.

DIVISION OF EDUCATION
Chairman: Elias Wiebe

The Division of Education offers credential programs at the elementary and secondary levels; an In-Service Education program designed to provide instructional and consultative service to schools of Central California and beyond; and a Graduate program leading to advanced credentials and/or a Master of Arts in Education degree.

Information regarding the In-Service and Graduate programs is found in the Post-baccalaureate and Graduate section of this catalog.

Teacher Education at Fresno Pacific College

Fresno Pacific College is approved by the Commission for Teacher Preparation and Licensing to recommend for the Multiple Subject Credential (elementary); the Multiple Subject Credential with a Bilingual/Cross-cultural (Mexican-American) Emphasis; the Single-Subject Credential (secondary) in English, Music, Life Science (Biology), Physical Science (Chemistry and Physics), Mathematics, History, Social Science, Psychology, and Physical Education; the Administrative Services Credential; the Special Education Credential: Learning Handicapped; and the Reading Specialist Credential.

MULTIPLE-SUBJECT CREDENTIAL — This credential authorizes the holder to teach all subjects in a self-contained classroom, grades K-12. Multiple-subject instruction is the common practice in California elementary schools and in early childhood education.

The Multiple-Subject Credential requires a Liberal Arts major which, at Fresno Pacific College, includes a total of 130 quarter units divided among: English, 31 units; mathematics and science, 30 units; social science, 35 units; humanities, 30-35 units; and electives.

MULTIPLE-SUBJECT CREDENTIAL WITH BILINGUAL CROSS-CULTURAL EMPHASIS: SPANISH — This credential authorizes the holder to teach all subjects in a self-contained classroom, as well as in bilingual education programs, grades K-12. Bilingual instruction is a legislative mandate in California schools.

The Multiple-Subject Credential with Bilingual Cross-Cultural Emphasis requires a Liberal Arts major with Mexican-American Studies emphasis at Fresno Pacific College. This major includes a total of 130 quarter units of coursework, divided between English, Social Science, Math and Science, and the Humanities, plus one 5-unit elective course.

Admission to the Liberal Arts/Mexican-American Studies major and to the Bilingual Emphasis Credential program requires adequate proficiency in,
and awareness of the target language and culture. Proficiency is assessed at time of entry and at exit level.

CERTIFICATE OF COMPETENCE — The Certificate of Competence authorizes the holder to teach in a bilingual program, grades K–12. Credentialled teachers may acquire such certification by passing an examination in language, culture, and methodology. This assessment is available to credentialled teachers in the fall and spring of every year.

SINGLE-SUBJECT CREDENTIAL — This credential authorizes the holder to teach in grades K–12 in the major and subjects normally a part of that major. Single-subject instruction is the usual practice in California high schools. Requirements for the Single-Subject Credential majors are available in departmental offices and in the Education Office.

Professional Education Requirements — The course and unit requirement for both the Multiple-Subject Credential and the Single-Subject Credential are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Initial Directed Teaching; one quarter, 2–3 hours per day</td>
<td>5</td>
</tr>
<tr>
<td>105</td>
<td>Foundations of Education</td>
<td>5</td>
</tr>
<tr>
<td>107</td>
<td>Curriculum and Instructional Materials and Procedures: Planning</td>
<td>4</td>
</tr>
<tr>
<td>108</td>
<td>Curriculum and Instructional Materials and Procedures: Reading</td>
<td>5</td>
</tr>
<tr>
<td>109M</td>
<td>Curriculum and Instructional Materials and Procedures: Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>109S</td>
<td>Curriculum and Instructional Materials and Procedures: Single-Subject</td>
<td>4</td>
</tr>
<tr>
<td>132</td>
<td>Directed Teaching—Multiple Subject, one quarter, full day</td>
<td>18</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>133</td>
<td>Directed Teaching—Single Subject, one quarter, full day</td>
<td>18</td>
</tr>
</tbody>
</table>

Admission to Teacher Education — Admission to Fresno Pacific College does not guarantee admission to the Teacher Education Program. Admission to the Teacher Education Program does not automatically lead to admission to the final quarter of Student Teaching.

Freshmen who would like to become teachers should so indicate to their mentors. Core Program courses of the first two years of study meet many of the requirements of the Liberal Arts major. This major is described in detail in the catalog. In the winter or spring of the second year the candidate should complete the Application for Admission to Teacher Education.

Transfer students who wish to teach should so indicate in their initial contact with the college and complete the Application for Admission to Teacher Education at the same time they apply for admission to the college.

Fifth Year — The requirements listed above authorize recommendation for a preliminary credential. The full credential requires a fifth year of study. Each candidate for the credential must complete an approved program of courses. The Fresno Pacific College Fifth Year is planned for teachers who are teaching on a Partial Fulfillment Credential and for individuals who wish to complete a fifth year immediately upon graduation. Courses offered will also be helpful to teachers wishing to update learning theory, teaching content, and methodology.
Several unique features are a part of the program. Careful assessment of past experiences, performance, strengths and weaknesses, and of projected aspirations form the basis of the fifth year program. Completion of an approved program must be verified by the Fresno Pacific College Education Department before application for the Clear Credential. Health Education and verification of knowledge and skills in Special Education are requirements for the Clear Credential. The approved program at Fresno Pacific College offers several alternatives which must be completed within five years of the issuance of the Partial Credential.

ALTERNATIVE 1 — CONTINUING STUDENT

Alternative 1 is a suggested program for the person who wishes to continue the completion of the fifth year without a break in the continuity of the credential requirements. The program requires verification of each of the categories described below.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis and Assessment of Past Experiences and Courses, and Persona, Professional Goals (required)</td>
<td>2</td>
</tr>
<tr>
<td>Selected from the following courses*</td>
<td>5–10</td>
</tr>
<tr>
<td>Values in School and Society</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>Methods</td>
<td>5</td>
</tr>
<tr>
<td>*Not to exceed 1/5 of 5 years total program.</td>
<td></td>
</tr>
<tr>
<td>Courses in candidate’s major (Multiple-Subject—one course must be “Independent Study: Readings”)</td>
<td>10</td>
</tr>
<tr>
<td>In-Service Courses</td>
<td>as mutually agreed</td>
</tr>
<tr>
<td>Electives</td>
<td>to complete total of 45 units</td>
</tr>
</tbody>
</table>

ALTERNATIVE 2 — ADDITIONAL MAJOR

Alternative 2 is designed for the candidate who wishes to complete another major or prepare for the necessary examination, opening other employment possibilities.

Analysis and Assessment (required) | 2 |

Courses in the candidate’s major, or courses in the candidate’s minor to complete a second major | to complete total of 45 units |

ALTERNATIVE 3 — MASTER OF ARTS DEGREE

Alternative 3 permits the candidate, upon admission to the program (which includes the required Analysis and Assessment), to complete the Master of Arts in Education: Reading or Mathematics option. This program requires the equivalent of an academic year and a total of 54 quarter units.

EDUCATION

Undergraduate Courses

<table>
<thead>
<tr>
<th>Procedures: Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>108 Curriculum and Instructional Materials and Procedures: Reading</td>
</tr>
<tr>
<td>109 Curriculum &amp; Instructional Materials and Procedures: Mathematics</td>
</tr>
<tr>
<td>110 Curriculum &amp; instruc.</td>
</tr>
</tbody>
</table>

Materials & Procedures:

Single Subject Major

111 Health Education
132 Directed Teaching
—Multiple Subject
133 Directed Teaching
—Single Subject
190 Independent Study
### ALTERNATIVE 4 — APPROVED PROGRAM

Alternative 4 is the basic approved Fresno Pacific College Teacher Education Program. A post-baccalaureate student wishing to apply for the Clear Multiple-Subject Credential or Single-Subject Credential may complete the Liberal Arts major and/or the Single-Subject major and the approved teacher education program to meet fifth year requirements.

### ALTERNATIVE 5 — STUDENT-DESIGNED PROGRAM

Though great flexibility is allowed, as indicated in alternatives 1, 2, and 3, other variations are available if mutually agreed upon by the advisor and the candidate after the required careful analysis, assessment, and projection of goals.

Upon submission of the Application for the Clear Multiple-Subject Credential or the Clear Single-Subject Credential, the advisor will evaluate transcripts submitted to ascertain the fulfillment of all requirements of the alternative chosen. If the candidate has taught during this period of time, verification of successful teaching experience will be made and considered by the Teacher Education Committee of the college, which will act on the application.

Candidates from other states must present transcripts verifying equivalent courses or competencies. If adequate, informal approval will be given. In questionable cases, the direct appeal process will be recommended.

**Liberal Arts Major** — Program Director: Elias Wiebe

The Liberal Arts major is an interdisciplinary major which has been established specifically to meet the requirements of the Multiple-Subject

### 1. ENGLISH: 31 units

- Oral Communication
- Written Communication
- Modern English Grammar
- Literature for Children and Adults
- One of the following:
  - Group Dynamics
  - Interpersonal Communication
- Two of the following:
  - American Literature
  - American Novel
  - British Novel
  - British and American Poetry
  - Oral Interpretation of Literature
  - Science Fiction/Fantasy Literature

### 2. MATHEMATICS AND SCIENCE: 30 units

**MATHEMATICS:** 10 units
- Arithmetic and Algebra of the Rational Number System
- One of the following:
  - Principles of Mathematics
  - Statistics

**PHYSICAL SCIENCE:** 10 units
- General Chemistry I
- General Chemistry II
- Studies in Chemistry
- Studies in Physical Science
- Readings in Physical Science
- Readings in Earth Science

**LIFE SCIENCE:** 10 units
- Principles of Biology
- One of the following:
  - The Plant World
  - Topics in Biology
  - Ecology
  - Human Anatomy/Human Physiology
  - Genetics
  - Invertebrate Biology

### 3. HUMANITIES: 30–35 units

- Introduction to Music and Art
- Introduction to Literature
- Introduction to Philosophy
- Stories of Faith (15–20 units)

### 4. SOCIAL SCIENCE: 35 units

- Introduction to Psychology
- Introduction to Sociology
- Child Development
- One of the following:
  - World Geography
  - Economic Geography
  - Cultural Geography
  - Afro-American History
  - American Ethnicity, Pluralism, and Racism
  - Chicano Literature and Culture

### V. ELECTIVE COURSES

Enough units to complete the 130 units for the program
CREDENTIAL PROGRAM
An approved Fresno Pacific College Teacher Laureate student wishing to apply for the Liberal Arts major or Single-Subject Credential may complete the liberal arts or the Single-Subject major and the program to meet fifth year requirements.

CREDENTIALED PROGRAM
followed, as indicated in alternatives 1, 2, applicable if mutually agreed upon by the advisor, required careful analysis, assessment, and application for the Clear Multiple-Subject Credential. The advisor will evaluate transcripts to determine fulfillment of all requirements of the alternative during this period. Verifications will be made and considered by the Teacher College, which will act on the application.

Students must present transcripts verifying minimum equal, informal approval will be given. In general, the process will be recommended.

Director: Elias Wiebe

The Liberal Arts Major: Mexican-American Studies
Program Director: Berta Gonzalez

I. ENGLISH: 31 units
- Oral Communication
- Written Communication
- Modern English Grammar
- Literature for Children and Adults
- Chicano Literature
- Idea and Practice of Interpersonal Communication (or Group Dynamics)

One of the following:
- American Literature
- American Novel
- British Novel
- British and American Poetry
- Oral Interpretation of Literature
- World Literature
- Science Fiction/Fantasy Literature

III. HUMANITIES: 35 units
- Introduction to Music and Art
- Introduction to Literature
- Introduction to Philosophy
- Cross-cultural Communication

Three of the following:
- Spanish Composition & Communication
- Twentieth Century Latin American Novel
- English as a Second Language
- History of the Spanish Language

IV. SOCIAL SCIENCE: 30 units
- History of Civilization: U.S.
- Politics and Society (Amer. Gov’t.)
- Introduction to Sociology
- Child Development

One of the following:
- World Geography
- Economic Geography
- Cultural Geography
- Africano-American History
- American Ethnicity, Pluralism, and Racism
- Chicano Literature and Culture

V. ELECTIVE COURSES
Enough units to complete the 130 units for the program

The Liberal Arts Major: Mexican-American Studies
Program Director: Berta Gonzalez

I. ENGLISH: 31 units
- Oral Communication
- Written Communication
- Modern English Grammar
- Literature for Children and Adults
- Chicano Literature
- Idea and Practice of Interpersonal Communication (or Group Dynamics)

One of the following:
- American Literature
- American Novel
- British Novel
- British and American Poetry
- Oral Interpretation of Literature
- World Literature
- Science Fiction/Fantasy Literature

III. HUMANITIES: 35 units
- Introduction to Music and Art
- Introduction to Literature
- Introduction to Philosophy
- Cross-cultural Communication

Three of the following:
- Spanish Composition & Communication
- Twentieth Century Latin American Novel
- English as a Second Language
- History of the Spanish Language

IV. SOCIAL SCIENCE: 30 units
- History of Civilization: U.S.
- Politics and Society (Amer. Gov’t.)
- Introduction to Sociology
- Child Development

One of the following:
- World Geography
- Economic Geography
- Cultural Geography
- Africano-American History
- American Ethnicity, Pluralism, and Racism
- Chicano Literature and Culture

V. ELECTIVE COURSES
Enough units to complete the 130 units for the program

Physical Education Major — Program Director: Faculty

Study in physical education is designed to provide the student with training in the area of physical education and sports coaching. In addition, an introduction to recreation is offered. An understanding of physical education on the academic, the practical, and interpersonal relationship level is provided for. The course of study will prepare the student for work
in physical education and coaching as well as providing him with the necessary ingredients for graduate work.

The major requires forty advanced units including P.E. 105, 106, 125, 152, 155, 156, 160, Psychology 118 or 103. Also required are Biology 65 and 66, and the following eight units of P.E. activity courses: 1 Beginning Tennis, 5 Beginning Swimming, 6 Advanced Swimming, 10 or 11 Volleyball, 15 Archery, 21 or 22 Soccer, 27 Recreational Activity, 28 or 29 Basketball.

Physical Education Minor — Twenty units (15 advanced) including P.E. 60, 106, 125, 155, and four units of prescribed activity courses.

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>Activity Courses</th>
<th>-</th>
<th>22 Women’s Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Introduction &amp; Philosophies of Physical Educ.</td>
<td>1 Beginning Tennis</td>
<td>-</td>
<td>23 Bowling</td>
</tr>
<tr>
<td>105 Sports and Society</td>
<td>2 Advanced Tennis</td>
<td>-</td>
<td>25 Track and Field—Men</td>
</tr>
<tr>
<td>106 Prevention and Care of Injuries in Sports</td>
<td>5 Beginning Swimming</td>
<td>-</td>
<td>26 Track and Field—Women</td>
</tr>
<tr>
<td>125 Basketball-Track Coaching</td>
<td>6 Advanced Swimming</td>
<td>-</td>
<td>27 Recreational Activities</td>
</tr>
<tr>
<td>152 The Elementary and Secondary Physical Education Programs</td>
<td>7 Body Mechanics</td>
<td>-</td>
<td>28 Women’s Basketball</td>
</tr>
<tr>
<td>155 Tests and Measurements in Physical Education</td>
<td>9 Creative Rhythmic Movements</td>
<td>-</td>
<td>29 Men’s Basketball</td>
</tr>
<tr>
<td>156 Kinesiology</td>
<td>10 Men’s Volleyball</td>
<td>-</td>
<td>30 Men’s Softball</td>
</tr>
<tr>
<td>160 Recreational Leadership</td>
<td>11 Women’s Volleyball</td>
<td>-</td>
<td>31 Men’s Softball</td>
</tr>
<tr>
<td>187 Topics in Physical Educ.</td>
<td>12 Golf</td>
<td>-</td>
<td>Intercollegiate Athletics</td>
</tr>
<tr>
<td>189 Physical Educ. Seminar</td>
<td>14 Weight Training</td>
<td>-</td>
<td>S0, 150 Basketball</td>
</tr>
<tr>
<td>190 Independent Study</td>
<td>15 Archery</td>
<td>-</td>
<td>52, 152 Soccer</td>
</tr>
<tr>
<td></td>
<td>16 Intramural Activities</td>
<td>-</td>
<td>54, 154 Track</td>
</tr>
<tr>
<td></td>
<td>18 Women’s Exercise</td>
<td>-</td>
<td>56, 155 Cross-Country</td>
</tr>
<tr>
<td></td>
<td>19 Flag Football</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21 Men’s Soccer</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

DIVISION OF THE HUMANITIES

Chairman: Wilfred Martens

Those areas of human learning which deal with the perceptive expression of feelings and ideas are included in the humanities: literature (American, English, and world literature in translation), communication, drama, music, art, modern languages, and philosophy.

The two-fold purpose of study in the humanities is:

1. To expose students to the technical concepts which provide the basis for understanding and appreciating philosophical and artistic expressions; and,

2. To develop the skills of creative expression in the various areas of the humanities.

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

Two career possibilities are common to all areas of the humanities. The first is Christian service and church-related work. Each area of the humanities can enrich understanding and provide unique skills in the pastoral
ministry, youth work, evangelism, church music, Christian literature, and mass media. Students specifically interested in these career areas may wish to coordinate their studies with the Contemporary Christian Ministries program.

The second career possibility common to the various areas of the humanities is teaching. Each area may become a part of the training for elementary school teachers (see the description of the Liberal Arts major). Also the specific areas of English, music, and foreign language may become the basis for teaching at the secondary level (see the description of the Single-Subject Credential requirements). Finally, the humanities may serve as the foundation for further studies in graduate school and eventual teaching in higher education.

The following partial list of careers available to students in the humanities includes those most frequently chosen by our graduates:

- English, Communication, and Drama: teaching, church work, writing for books and periodicals, journalism, writing and speaking skills for careers in politics and public service, radio and T.V. writers and announcers, editing and publishing, drama and film acting and production.
- Music: Christian music and church-related work, teaching privately and in schools, composing and publishing work, performing of popular, folk and classical music, radio and T.V. programming, record production, music therapy.
- Modern Languages: teaching, domestic and foreign evangelism, translators for international businesses, preparation for foreign travel and study.
- Art: teaching, art works for exhibit and sale, illustration of books and periodicals, ceramics production.

Students should consult with the subject area program directors to explore the sources of study that lead to their intended career goal.

**Humanities Major — Program Director: Wilfred Martens**

The purpose of the major is that stated for the division of humanities above. The major provides a broad exposure to the humanities.

The major requires the completion of one year (or equivalent) of satisfactory collegiate study of a single foreign language in addition to 60 units (40 units of advanced work) divided as follows:

a. A concentration of 30 units in one of the following areas: art, literature, communication, biblical literature (classes in theology may not be used for this purpose), music, history, or a single foreign language.

b. Thirty units divided between two or more other areas of the humanities.

**Art Minor — Program Director: Rod Harder**

Art is a kind of language, but more importantly a means of expression basic to the needs of all persons. An understanding of current art forms contributes to greater freedom in communication and expression. Students are encouraged to participate in creative new forms and expose themselves to the fine arts of both the past and present.

In the process of doing art, students become involved in a self exploring process. This process is believed to be of key importance in the development of the person, and is encouraged and cultivated through open dialogue and interaction with other persons also involved in the process of making art.
An art minor or an art emphasis in the humanities divisional major are available to students. The minor requires the completion of a minimum of 20 units, including course work in two and three dimensional art, and art history.

Students may complete an art major at Fresno Pacific by taking some course work by concurrent enrollment at California State University, Fresno.

Communication Major — Program Director: James Becker

The purposes of study in communication are (1) to foster sound understanding of the process of communication, (2) to train students to translate understanding into good communication practice, and (3) to build responsible, sensitive communicators oriented toward using their abilities for service.

Communication is a fundamental human act engaged in by all. Hence, the study of communication can be vitally important for students in all academic areas. Students in other disciplines are encouraged to take courses particularly applicable to their interests, and to consider the value of taking a minor or double major in communication. Several concentrations are available to those planning to major in communication.

A Communication major requires 40 units of advanced work in communication. A maximum of five units of practicum may be used to meet this requirement. All majors must take Communication 187 their senior year, preparing a major communication project as the culmination of their study. Three concentration options are available.

1. Speech Communication emphasis: This emphasis concentrates on the general study of the theory and practice of human communication on the interpersonal, small group, and public levels. The major serves as preparation for graduate schools in speech and communication, teaching, law, the ministry, certain fields of business, and other professions. Specialized training for fields such as speech therapy and radio and television may be received through concurrent enrollment with California State University, Fresno.

<table>
<thead>
<tr>
<th>ART</th>
<th>7 Beginning Weaving</th>
<th>120 Advanced Ceramics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Basic Ceramics</td>
<td>4 Painting</td>
<td>132 Experimental Processes</td>
</tr>
<tr>
<td>5 Basic Drawing &amp; Design</td>
<td>6 Ceramics</td>
<td>in Art</td>
</tr>
<tr>
<td>6 Ceramics</td>
<td>71 Intro. to Music and Art</td>
<td>189 Project in Art</td>
</tr>
<tr>
<td>110 Advanced Painting</td>
<td>115 Advanced Drawing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>Leadership</th>
<th>157 Creative Writing: Poetry and Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Written Communication</td>
<td>134 Introduction to Acting</td>
<td>158 Advanced Composition</td>
</tr>
<tr>
<td>12 Oral Communication</td>
<td>136 Drama Production Seminar</td>
<td>160 Language and Thought</td>
</tr>
<tr>
<td>13, 115 Drama Practicum</td>
<td>138 Drama and the Church</td>
<td>167 Communication and Change</td>
</tr>
<tr>
<td>101 Cross Cultural Communication</td>
<td>150 Communication and the Church</td>
<td>186 Projects in Communication</td>
</tr>
<tr>
<td>112 Public Speaking Seminar</td>
<td>153 Mass Media of Communication</td>
<td>187 Topics in Communication</td>
</tr>
<tr>
<td>116 Religious Drama Practicum</td>
<td>154 Mass Media and Politics</td>
<td>188 Readings in Communication</td>
</tr>
<tr>
<td>117 Reader’s Theatre Practicum</td>
<td>155 Modern English Grammar</td>
<td></td>
</tr>
<tr>
<td>122 The Oral Interpretation of Literature</td>
<td>156 The Idea and Practice of Inter-personal Communication</td>
<td>190 Independent Study</td>
</tr>
<tr>
<td>124 Reader’s Theatre; Literature and Production</td>
<td>157 Creative Writing: Poetry and Prose</td>
<td>191 Communication Practicum</td>
</tr>
<tr>
<td>128 Group Dynamics and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Dramatic Arts emphasis: This emphasis concentrates on the theory and technique of drama and its related fields. Study is available in media and oral interpretation of literature as well as theater. Students are encouraged to achieve both theoretical knowledge and personal skill in the various aspects of the dramatic arts. The major serves several purposes. It offers preparation for those who wish to enter various forms of Christian ministry where drama may be an effective means of communication. The major may prepare students for life-long artistic involvement in their community. Upon arrangement, the major may also prepare students for teaching, graduate work in drama, and professional work in the media or theater. The major is also acceptable for professions not requiring specialized bachelor degrees.

3. Personalized major: Students in communication are especially encouraged to create a personalized major in communication in consultation with the program director. Various configurations may be explored by the student who wishes to create other alternatives.

Communication Minor and Secondary Emphasis — The communication minor consists of 20 units of advanced work, of which no more than two may be practicum. Minors may be composed of any sequence of courses which fit into a meaningful pattern in the student's education. Minors should be designed in consultation with the program director.

A number of course packages are especially recommended to those who wish to minor in a particular emphasis. The following are suggested packages.

1. Communication Skills: Students wishing to develop their personal communication skills are encouraged to choose from Public Speaking Tutorial, Group Dynamics, Readings in Communication, and Interpersonal Communication. Writing courses are also applicable.

2. Contemporary Christian Ministries: Several courses are offered which apply specifically to those interested in applying the communication arts to Christian ministry. These courses are Communication and the Church, Drama and the Church, Media and the Church, The Oral Interpretation of the Bible (summer only), and Religious Drama Practicum. Other courses related to a particular interest may be clustered around these core courses.

3. Drama Skills: Those wishing to develop their abilities to use the dramatic arts in education, church, or for personal satisfaction are encouraged to take work in The Oral Interpretation of Literature, Reader's Theatre, Acting, Drama Production, and Drama Practicum.

4. Communication and Literature: Students of languages and literature may find courses in The Oral Interpretation of Literature, Reader's Theatre, etc., directly applicable to their interests.

5. Communication and Contemporary Thought: Study which gives an understanding of modern man and how he thinks and acts is available. Suggested courses are Cross Cultural Communication, Readings in Contemporary Communication Theory, Interpersonal Communication (summer only), and 20th Century Drama (Literature).

6. History of Communication Thought: The history of how man has communicated and the influence of communication on other historical developments may be studied in a series of readings courses. Such courses as Readings in Rhetoric, the History of Public Address, and Readings in the History of Drama may be structured for independent reading.
Literature Major — Program Director: Wilfred Martens

The major in literature provides primarily for the study of British and American literature; it also provides an emphasis in creative writing and composition.

The purposes of a major in literature are (1) to encourage an understanding and appreciation of literature as an illumination of life and truth; (2) to develop skills in reading, criticism, and writing; and (3) to encourage discernment between literature which is mediocre and that which is superior.

Who should pursue a literature major?

Students who are interested in writing—in expressing themselves through poetry, composition, exposition, prose, journalism.

Students who enjoy reading—biography, fiction, poetry, drama. A study of literature begins with reading; reading lifts us out of a narrow and mundane world and helps us to become aware of a larger world.

Students who are interested in the human experience, in persons, ideas, values, struggles, conflicts. Literature invites us to share and participate in the human experience and grow in our awareness of other persons, cultures, ideas, worlds.

How does a literature major relate to a vocation?

Vocational implications:

While a study of literature cannot be viewed as formal preparation for a career in business or industry or government, training in verbal skills, and particularly in written expression, is of great importance for many types of work. Persons who have such skills and are willing to learn specific techniques required by an employer can find interesting, rewarding, and challenging positions.

Nearly every type of business, from insurance and banking to manufacturing and industry, needs educated and trained persons with the ability to do research, to organize thought and ideas into clear, concise prose, and to deal effectively with other persons.

Students who have graduated from Fresno Pacific College with a literature major are found in a variety of vocations and situations: business and industry, social work, church ministries, teaching, and many other forms of service employment.

A parallel emphasis:

The student with a literature major is encouraged to develop another emphasis, in addition to literature, which might be a second major, a minor, or a group of courses with a particular focus. Many students have found a second major beneficial, particularly those interested in vocational preparation.

Several areas of emphasis relate well to the literature majors; some provide a contrasting relationship, others a complementary relationship.

 Majors with a vocational emphasis:

Business Administration, Contemporary Christian Ministries, Education, Social Work.

 Majors with a non-vocational emphasis:

Biblical Studies, History, Music, Art, Philosophy, Psychology, Sociology.
The major consists of a minimum of 40 units of upper division work:
A. Required: Communication 155 Modern English Grammar
B. Recommended:
   1. Criticism: Literature 180 Critical Approaches to Literature
   2. American Literature: two courses; one period course and one author course.
   3. British Literature: Two courses; one period course and one author course.
   4. Other Literature: A course in ethnic literature, world literature, or literature of a culture other than British or American.
   5. Composition and Writing:
      Comm 157 Creative Writing (either poetry or prose)
      Comm 158 Advanced Composition (either journalistic, narrative, or expository writing)
C. Independent Study: Students may choose to design a course (in consultation with the advisor) which is not listed in the curriculum. A maximum of two courses of independent study may be applied to the literature major.

The Single-Subject Credential with major in English — The Education Department at Fresno Pacific College and the State of California specify particular courses or emphases in which the prospective teacher of English must show proficiency: language, composition, literature, and oral communication. In response to these requirements, the Department of Literature has developed a program in cooperation with the Education Department for those students preparing for a teaching credential.

Literature Minor — A literature minor consists of 20 units of advanced work, selected with the approval of the program director or advisor.

Modern Languages Minor — A minor may be taken in a single foreign language and consists of a minimum of 20 units of course work.

LITERATURE

| 6 Improvement of Reading Techniques | 133 British and American Poetry, 20th Century | 168 Reader's Theatre: Literature and Production |
| 62 Intro. to Literature | 141 20th Century Spanish Literature | 180 Critical Approaches to Literature |
| 102 Biblical Literature | 142 Contemporary Chicano Literature | 186 Literature for Children and Young Adults |
| 105 American Literature | 166 Oral Interpretation of Literature | 187 Topics in Literature |
| 106 American Novel | 188 Readings in Literature | 190 Independent Study |

MODERN LANGUAGES

<table>
<thead>
<tr>
<th>English</th>
<th>Language and Culture</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>110 English as a Second Language</td>
<td>21 Intermediate German</td>
<td>11 Elementary Spanish</td>
</tr>
<tr>
<td>155 Modern English Grammar</td>
<td>22 Intermediate German</td>
<td>12 Elementary Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>German</th>
<th>Language and Culture</th>
<th>103 Spanish Composition and Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Elementary German</td>
<td>Language and Culture</td>
<td>121 History of the Spanish Language</td>
</tr>
<tr>
<td>12 Elementary German</td>
<td>Language and Culture</td>
<td>22 Intermediate Spanish</td>
</tr>
<tr>
<td>21 Intermediate Spanish</td>
<td>Language and Culture</td>
<td>22 Intermediate Spanish</td>
</tr>
<tr>
<td>101 Advanced German</td>
<td>Language and Culture</td>
<td>103 Spanish Composition and Conversation</td>
</tr>
</tbody>
</table>

Emphasis:
- Music, Art, Philosophy, Psychology,
Music Major — Program Director: Curtis Funk

The study of music is designed to encourage the understanding of music as a unique means of intellectual and emotional expression; to help students prepare for graduate studies, teaching, church work, or other professions; and to create within the student an awareness of the relationship of music to other areas of knowledge.

The major consists of a minimum of 42 units of advanced course work including an area of concentration.

A. Course requirements: Music 110 (prerequisite Music 10 and 11); Music 111 (prerequisite Music 110); Music 112 (prerequisite Music 61); Music 113 (prerequisite Music 61); two years of advanced participation in a performing ensemble; two years of advanced study in private vocal, keyboard, or instrumental instruction.

B. Areas of concentration (must include Music 144): Theory and Composition: Music 142 and the presentation of a major composition recital during the senior year; History and Literature: Music 143 and the presentation of a major research paper during the senior year; Conducting: Music 141 and the presentation of a recital during the senior year; Church Music 140 and presentation of a musical program with a church choir; Performance: Private instruction in the chosen instrument and a recital during the senior year.

Every student with a music major is expected to pass a piano proficiency examination during his junior year. The requirements for this examination may be obtained from the departmental chairman.

A minimum of one year of collegiate study (or equivalent) of either French or German is required in addition to the music requirements.

To help broaden the student's understanding and appreciation of music, attendance at departmental recitals and special functions is required.

Music Minor — The music minor consists of 24 units (12 advanced); participation in a performing band or choir for four quarters; and additional courses chosen with the approval of the advisor.

Philosophy Minor — A philosophy minor consists of 20 units (15 advanced), selected with the approval of the student's advisor.

<table>
<thead>
<tr>
<th>MUSIC</th>
<th>PHILOSOPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Basic Musicianship</td>
<td>63 Intro. to Philosophy</td>
</tr>
<tr>
<td>6 Sightingsing and Dictation</td>
<td>66 Introduction to Logic</td>
</tr>
<tr>
<td>10 Music Theory</td>
<td>32,132 Class Voice</td>
</tr>
<tr>
<td>11 Music Theory</td>
<td>33 Beginning Piano Class</td>
</tr>
<tr>
<td>15, 115 Music Practicum</td>
<td>34, 124 Private Instruction in Music</td>
</tr>
<tr>
<td>20, 120 Concert Choir</td>
<td>35, 135 Intermediate Piano Class</td>
</tr>
<tr>
<td>26, 126 Vocal Ensemble</td>
<td>61 Intro. to Music and Art</td>
</tr>
<tr>
<td>28, 128 Instrumental Ensemble — Brass, Woodwind, Strings</td>
<td>110 Music Theory</td>
</tr>
<tr>
<td>33 Class Voice</td>
<td>111 Music Theory</td>
</tr>
<tr>
<td>31 Beginning Guitar Class</td>
<td>112 Music History</td>
</tr>
<tr>
<td></td>
<td>113 Music History</td>
</tr>
<tr>
<td></td>
<td>114 Music History</td>
</tr>
<tr>
<td></td>
<td>130 Skills in Orchestral Instruments</td>
</tr>
<tr>
<td></td>
<td>140 Music in the Church</td>
</tr>
<tr>
<td></td>
<td>141 Conducting</td>
</tr>
<tr>
<td></td>
<td>142 Music Theory and Composition</td>
</tr>
<tr>
<td></td>
<td>143 Music Literature for Performance</td>
</tr>
<tr>
<td></td>
<td>144 Bibliography and Research Methods</td>
</tr>
<tr>
<td></td>
<td>145 Studies in Music Education</td>
</tr>
<tr>
<td></td>
<td>147 Topics in Music</td>
</tr>
<tr>
<td></td>
<td>188 Readings in Music</td>
</tr>
<tr>
<td></td>
<td>190 Independent Study</td>
</tr>
<tr>
<td></td>
<td>135 Modern Philosophy</td>
</tr>
<tr>
<td></td>
<td>152 Ethics</td>
</tr>
<tr>
<td></td>
<td>160 Philosophy of Religion</td>
</tr>
<tr>
<td></td>
<td>161 Philosophy of History</td>
</tr>
<tr>
<td></td>
<td>190 Independent Study</td>
</tr>
</tbody>
</table>
DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Chairman: Donald Braun

The Division of the Natural Sciences and Mathematics offers work in biology, chemistry, mathematics, and physics.

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

The Natural Science major is designed to provide a proper foundation in the various areas of science to serve as preparatory work for professional training in medicine, dentistry, pharmacy, medical technology, nursing, and other paramedical fields. The details of content and length of the preparatory study program is dependent on the goal of the student and ranges from one year to four years at Fresno Pacific College.

The Natural Science major is also good foundational preparation for graduate studies in biology or chemistry. Students may select the Natural Science major with an emphasis in biology, chemistry, or mathematics.

Natural Science Major
Program Director: Donald Braun
Biology Emphasis Director: Daniel Isaak
Chemistry Emphasis Director: Donald Braun

The major requires the completion of (a) sixty units (40 advanced) of natural science; (b) thirty advanced units are from one of the following: biology, chemistry, mathematics; (c) fifteen units in a secondary emphasis from the above three areas; (d) fifteen units in the remaining of the above three areas; (e) additional requirements: Physics 2, 3, and 4.

Mathematics Major — Program Director: Wilbert Reimer

Mathematics plays a vital role in the work of every science. It is the language through which many scientific ideas find expression. But mathematics may also be studied as pure thought in its own right. The mathematics major at Fresno Pacific College is designed to develop an appreciation and under-
standing of both of these roles. This dual emphasis will be particularly useful to those students who plan to continue in study, to teach, or to use mathematics in research or in application in various fields of pure and applied sciences.

The major in mathematics begins with the study of the calculus, the foundation of much mathematical study. Following the completion of a minimum of one quarter of calculus, the student may begin taking upper division courses which are offered in a variety of areas. Twenty (20) units of calculus plus 40 units of advanced work are required to complete a major in mathematics. We strongly recommend that mathematics majors also take several courses in college level physics.

A major in mathematics will prepare the student for graduate study, teaching, and a variety of positions in business and industry. Recent mathematics graduates of Fresno Pacific have also been successful in computer programming and related fields.

Mathematics Minor — A mathematics minor requires 20 units, of which at least 10 must be advanced work.

DIVISION OF THE SOCIAL SCIENCES

Chairman: Robert Enns

The Social Sciences are among the oldest and the newest fields of human knowledge. The early Greeks and Egyptians thought the proper study of man was man, and so it is in the twentieth century. Individual disciplines and approaches to the study of people have changed over time and they do so today.

The study of the various Social Sciences, the attempt to understand humankind and why we act as we do, has thus a long history and an important contemporary application.

At Fresno Pacific College studies in the Social Sciences may be approached in several ways. A student may major in one of the traditional academic disciplines (History, Political Studies, Psychology, Sociology), may select a major with a stronger professional orientation (Business Administration, Social Services), or may arrange for an interdisciplinary major which focuses upon a particular topic or theme (e.g., Urban Studies, International Studies, Pre-Law).

A wide variety of career opportunities exists for individuals with training in either the specialized programs or interdisciplinary major in the social sciences. Some of these are available to persons with the bachelor's degree, others may require graduate study. The division seeks to prepare students for both immediate post-baccalaureate careers and for graduate education. Careers in the social sciences are usually found in the following areas:

**MATHMATICS**

1 Principles of Mathematics of the Rational Number System
2 Elementary Functions 154 Probability and Statistics
3 Mathematical Analysis I 170 Computer Technology
4 Mathematical Analysis II 187 Topics in Mathematics
5 Mathematical Analysis III 190 Independent Study
6 Mathematical Analysis IV
101 Principles of Geometry
102 Principles of Algebra
103 History of Mathematics
114 Linear Algebra
116 Theory of Numbers
124 Statistics
130 Problem Solving
140 Arithmetic and Algebra
This dual emphasis will be particularly useful to continue in study, to teach, or to use application in various fields of pure and applied mathematics.

The student begins with the study of the calculus, the start of real study. Following the completion of a year of the calculus, the student may begin taking upper level courses in a variety of areas. Twenty (20) units are required to complete a major. [Editors note: It is recommended that mathematics majors also take a course in upper level physics.]

Mathematics is essential to prepare the student for graduate study, professional careers in business and industry. Recent graduates from the University of the Pacific have also been successful in commerce and government fields.

A mathematics minor requires 20 units, of which at least 12 units must be upper level courses.

SOCIAL SCIENCES

Among the oldest and the newest fields of study, people have always been curious about human nature. Ancient peoples and Egyptians thought the proper way to rule was with wisdom. The modern study of people has changed over time and place.

Social Sciences, the attempt to understand human behavior, has thus a long history and an important role in society.

Students in the Social Sciences may be appointed as majors in one of the traditional political Studies, Psychology, Sociology), or for professional orientation (Business Administration). They may arrange for an interdisciplinary major, a special topic or theme (e.g., Urban Studies, International Relations).

Opportunities exist for individuals with training or interdisciplinary major in the social sciences to be employed in the social sciences. The Division seeks to prepare students for professional careers and for graduate education. Students are usually found in the following areas:

1. Service Professions (psychologists, social workers)
2. Education (teaching, administration; three majors have been certified by the state for the single subject teaching credential)
3. Law (lawyer, corrections and rehabilitation)
4. Government (public administration, foreign service)
5. Urban Affairs (planning, administration)
6. Business (management, personnel, sales)
7. Basic Research (research foundations, government agencies)
8. Religious Organizations (service agencies, church ministries)

Disciplinary Programs — Major and minor programs are available through the following departments of the Social Science Division.

Administrative Sciences (major in Business Administration)
Program Director: Dennis Langhofer

Study in administrativescience is focused on the development of leadership capabilities and skills in managerial functions within organizations. Study in this area is designed to develop these skills and talents within a Christian framework and perspective.

Students interested in leadership assignments within organizations should consider taking elective course work in the administrative sciences, even if there may be no interest in a business administration major as such. Though specialized courses in all areas of administration are not available, the courses in this area are designed to develop basic competencies in administration in preparation for varied administrative assignments in such areas as health care administration, hospital administration, school administration, educational administration, church administration, social service administration, and business administration.

The business administration major offered within the general administrative sciences program area is designed to provide an understanding of the responsibility of enterprise to society; to foster the development of knowledge concerning the principles and basic functions necessary for organization operations; and, as needed, to provide assistance in developing particular skills applicable to the goals and aspirations of the student.

The major serves as preparation for graduate study, entry into administrative positions, and for complete operations of small organizations.

Requirements of the business administration major are: Business Administration 1, 2, 3, 4, 100, 102, 110, 118*, 133*, 169, and 189. 128, 180, 187, and 190 are optional courses.

Business Administration Minor — Requirements are Business Administration 1, 3, 10, 110, 133*, and 170.

Note: *Courses are offered in alternative years. Care should be exercised in the planning of the course schedule to allow for proper sequencing.

BUsiness Administration

1 Principles of Economics
   - Macro
2 Principles of Economics
   - Micro
3 Principles of Accounting
4 Principles of Accounting
10 Consumer Economics
89 Business Simulation
100 Principles of Marketing
101 Advertising
102 Business Statistics
110 Management Theory and Organizational Development
118 Legal Environment of Business
128 Group Dynamics and Leadership
133 Business Finance
150 Personnel Management
169 Computers for Management and Society
170 CoMPutER Technology
180 Research
187 Topics in Business
188 Readings in Business
189 Business Policy and Problems
190 Independent Study
History Major — Program Director: Paul Toews

History is a dialogue between the past and the present. Over against the confusions of the present it provides a way to locate ourselves in time and space. Over against the limitations of the present it opens us to the richly varied thoughts and experiences of other peoples in other times. Thus it can help us to understand who we are and where we came from and, at the same time, it can free us from the limited choices and special charms of the moment. The discipline makes a paradoxical, and pretentious, effort to “nail down” the past in order to “open up” the future, both for the individual and for society.

Courses are open to students generally as well as to history majors. The history major is designed to prepare students for graduate study in history, other professional studies, for students planning to teach history at varied school levels, and for any vocation in which thorough understanding of man’s heritage and interrelationship is vital.

The program focuses on the nature of Western Civilization. Its intention is to introduce students to the foundations of Western intellectual, religious, philosophical, cultural, and scientific traditions and to examine their development through time. Of particular concern is the history of religion and culture and the ways in which the two have influenced each other. Some comparative attention to Eastern and Third World cultures is provided.

The major in history should be carefully planned in consultation with one of the history faculty and should reflect a proper balance between the major eras of Western history. Programs combining history and one or more related fields may be arranged and are encouraged. The History of Civilization courses are generally considered as prerequisite for advanced courses in their respective areas. The history major requires forty course hours beyond the introductory Civilization courses.

History Minor — Twenty units (15 advanced) of history selected with the approval of the program advisor.

---

**GEOGRAPHY**

<table>
<thead>
<tr>
<th>3 Economic Geography</th>
<th>122 Cultural Geography</th>
<th>190 Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 World Geography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HISTORY**

| 30 History of Civilization — Ancient Europe | 131 The Renaissance Movement |
| 33 History of Civilization — United States | 132 History of the Reformation |
| 101 History of Christianity | 133 History of the Radical Reformation |
| 105 Introduction to Mennonite History | 144 A Hist. of Soviet Russia |
| 107 American Religious Hist. | 146 Europe in the Nineteenth Century |
| 111 Social History of Japan | 147 Twentieth Century Europe |
| 120 The Ancient World | 161 Afro-American History |
| 125 Cultural History of the Ancient World I | 162 American Ethnicity, Pluralism, and Racism |
| 126 Cultural History of the Ancient World II | 168 Family History |
| 128 The Medieval World | 174 Twentieth Century United States |
|                        | 176 History of American Thought to Mid-Nineteenth Century |
|                        | 177 History of American Thought Since Mid-Nineteenth Century |
|                        | 179 Major Interpretation of American History |
|                        | 187 Topics in History |
|                        | 188 Readings in History |
|                        | 189 Seminar in History |
|                        | 190 Independent Study |

38
Political Studies Major — Program Director: Richard Unruh

Political Studies is an interdisciplinary program which seeks to equip students with an understanding of the political world around them, and the ability to relate intelligently to it. As citizens, they become acquainted with the role of government and politics in modern society, knowledgeable about the workings of the American socio-political system, capable of analyzing political behavior and assessing public policies, and able to participate discerningly in the political process. As liberally educated persons, they become aware of the interrelationship between politics and much of the rest of life, learn to use the concepts and methods of the discipline of political science, and together with insights drawn from it and other disciplines, enrich their preparation for a meaningful and constructive personal existence. As future professionals, they receive preparation—or acquire a general background—considered desirable for a wide range of careers, from law, government service (domestic or international), politics, teaching, and research, to advertising, journalism, business, social work, and Christian ministry. Finally, as Christians, they are encouraged to examine political issues in the light of biblical principles, develop ethical values with which to appraise political behavior and governmental policies, and actively serve as a "conscience" in society and the church.

To achieve these objectives, the Political Studies program offers a varied selection of courses. They may be taken as single units of study to meet specific student interests or needs, as part of other majors in the Social Science division, or as the core of a Political Studies major or minor. In the case of the latter, courses may be so selected as to give the major or minor a particular emphasis attuned to the student's interests or career goals. This is done in close consultation with the Program Director.

Political Studies Major — Foundation courses for the major include PS 5, Hist 33, Bus 1, or equivalent. Advanced courses, selected on the basis of interest or career goals, should include a minimum of five from among PS 100, 105, 123, 150, 155, 165, 175, 180, 187; and a minimum of three from among Bus 110, 128, 151; Hist 107, 111, 144, 147, 161, 162, 174, 176, 177; and Soc 102, 109, 111, 128, 140, 175.

Pre-Law Emphasis — An emphasis may be taken within the major, designed to enhance understanding of the American legal system and its function in society, as preparation for taking the Law School Admission Test (LSAT), and as background for attending law school (see program director for suggested courses).

Other Emphases — May be developed in consultation with the program director.

| POLITICAL STUDIES | 5, 105 Politics and Society | 160 Christian and Political Issues |
| 109 Seminar in Political Studies | 155 Urban Society and the Welfare State |
| 123 America in a Global Community | 165 Urban America: Problems in Politics |
| 127 Model United Nations | 175 Criminal Justice in America |
| 150 Social Problems and | 180 Inside Bureaucracy: Position and Power in |
| Public Policy | Modern Society |
| | 186 Political Studies Practicum |
| | 187 Topics in Political Studies |
| | 188 Readings in Political Studies |
| | 190 Independent Study in Political Studies |
Political Studies Minor — Foundation course PS 5 or equivalent. Advanced courses, selected on the basis of interest or career goals, should include a minimum of three from among PS 105, 123, 130, 155, 165, 175, 180, 187; and a minimum of one from among Bus 110, 151; Hist 107, 111, 144, 147, 161, 162, 174, 176, 177; and Soc 102, 109, 111, 140.

Law Minor — The first year of law school at the San Joaquin College of Law may be substituted for the senior year in college. See page 18 or program director for details.

Psychology Major — Program Director: Orrin Berg

Psychology has as its aim the understanding of human behavior and experience through the use of the scientific method of inquiry. At Fresno Pacific, an effort is made to integrate psychology with other approaches to understanding man, especially with the Christian view of the individual.

Interest in psychology may range broadly from a more limited interest in self understanding to preparation for graduate study. The program provides the opportunity for students to become involved at the level of their interest.

The career outlook in psychology and psychology-related areas is more optimistic than most. Careers related to the study of psychology cover a broad area ranging from the professional psychologist in such areas as clinical psychology, counseling, educational and school psychology, to those careers where training in psychology can be of great assistance such as Christian service and church ministries, social work and welfare services, teaching, recreation, business and industry, probation and correction, and early childhood education.

The requirements of the psychology major are as follows.

Psychology Requirements:
1. Forty units of upper division courses in psychology. At least twenty units should be taken at Fresno Pacific College.
2. The following core courses are required:
   Group A: two required; all four are recommended for those planning graduate study in psychology. Psy 101, 110, 115, 124.

   Group B: three required; all five are recommended for those planning graduate study in psychology. Psy 103, 118, 145, 152, 163. Psy 150 Psychology of Religion is strongly recommended for psychology majors as either a psychology or biblical studies course.

Social Science: Psychology Emphasis — The following is required for the psychology emphasis:
1. Thirty units of upper division courses in psychology.
2. Core courses: at least one course from Group A and two courses from Group B, above.

PSYCHOLOGY
42 Intro. to Psychology
101 Experimental Psychology
103 Psychology of Personality
110 History and Systems of Psychology
115 Psychology of Learning
118 Child Development
120 Adolescent Development
124 Statistics
125 Physiological Psychology
128 Group Dynamics and Leadership
345 Social Psychology
150 Psychology of Religion
152 Abnormal Psychology
163 Psychological Assessment
174 Counseling
175 Psychological Practicum
187 Topics in Psychology
188 Readings in Psychology
190 Independent Study
Psychology Minor — Twenty units of psychology, of which fifteen must be upper division and containing at least two core courses. Introduction to Psychology is a prerequisite for the minor and may not be used towards meeting the twenty unit requirement.

Social Service Major — Program Director: John Franz

What is Social Service? — Social work is a helping profession concerned with service to our fellow man. Its methods, using relationship and planned change, are directed toward helping people solve problems at individual, family, group, and community levels. Social service is not pushing people around, indulging them, or being a do-gooder; it is helping people help themselves.

The Social Service Program — The Social Service Program at Fresno Pacific College provides opportunity for the student to develop an understanding of people and the kinds of problems they experience. It also provides the opportunity for students to develop helping skills through practical experience in social service.

The program offers a continuum of practical experiences and observances in the community ranging from volunteer work to supervised field instruction. Methods courses emphasize skills in building relationships and in problem solving. Senior students are placed in a local social agency for one term of full-time practical work. These placements are planned to coordinate with the student’s interest in various fields of social service and with the courses they have completed in the Social Service curriculum.

The Social Service Program at Fresno Pacific College views man, his basic worth, dignity, and potential from a Christian perspective. The Social Service major is thus encouraged to see his/her responsibility toward man-in-need as a ministry to the whole person, a positive response to the biblical injunctions toward caring and helping our fellow man.

Career Opportunities — Career opportunities in the social service field are available in a wide range of public and private agencies and programs: Public Welfare, Mental Health, Child Care, Corrections, Aging, Rehabilitation, Community Services, Family Services, Medical Social Services, Mental Retardation, Schools, Recreation, Christian Service and Relief Agencies. Social Service majors may wish to pursue further professional level training toward a master in social work degree, or they may see the major as lending itself well to further training in related occupational fields such as psychology, counseling, teaching, church work, missions, etc.

Social Service Curriculum — The Social Service major requires the completion of 61 units, including eight core courses plus four additional courses in the area of human behavior. Since a minor is not required, students are encouraged to take additional course electives in an area of special interest such as child welfare, youth work, aging, corrections, mental health, family, counseling theory, social organizations, etc. 1. Social Service Core Courses — 41 units: SW 60, 120, 121, 130, 135, 140, 175, 191. 2. Human Behavior Courses — 20 units: Soc 111, 165; Psy 103, 118 (or 120).

Sequence — Students are advised to take background or general studies courses during their freshman and sophomore years, including introductory courses in biology, psychology, sociology and Perspectives on Social Service (SW 50). SW 60, SW 120, and SW 121 may be taken during the
sophomore year, as may one or more of the human behavior courses. Students should plan to take their remaining human behavior courses plus SW 130 and SW 175 during their junior year. The senior sequence begins with SW 135 and SW 140 Fall quarter, and the block field placement (SW 191) Winter quarter to complete the major. This sequence permits ample opportunity for the students to select additional course electives in their area of special interest and leaves open Spring quarter of the senior year for off-campus experiences.

Social Service Minor — Twenty quarter units of upper division social services courses are required, including SW 120. If a 5 unit practicum is included, SW 130 must also be taken. SW 140 and SW 191 may not be used for the minor.

Sociology Major — Program Director: Robert Enns

Sociology is an academic discipline which focuses upon human social relationships. Sociology at Fresno Pacific College emphasizes a comparative and historical perspective, includes an examination of the application of a scientific approach to the study of social behavior, and has as its goals both the understanding and improvement of patterns of life together. Since professional opportunities in sociology are limited, most students who select a major in sociology will do so because of a personal interest in this approach to a Christian liberal arts education.

Soc 41 Introduction to Sociology is a prerequisite to the major. The major consists of 40 units and must include at least one course each in sociological research methods and sociological theory. An integrative senior seminar is also required.

Sociology Minor — Twenty units of upper division course work in sociology, arranged in consultation with the program director, may constitute a minor in sociology.

Interdisciplinary Programs

The Social Science Division offers several 40 unit interdisciplinary majors which are organized around specific topics or themes. Each of these programs is directed by a member of the faculty in the division. Students are encouraged to consider these topical programs as second majors. Interdisciplinary divisional majors will be arranged in consultation with members of the faculty. Urban Studies, International Studies, and Pre-law are examples of programs which are available.

SOCIAL SERVICE

| 50 Perspectives on Social Service |
| 60 Participation in Volunteer Services |
| 120 Introduction to Social Service |
| 121 Social Welfare and Urban Society |
| 130 The Helping Relationship |
| 135 Group Work and Community Service |
| 140 Social Service Methods |
| 150 Social Problems and Public Policy |
| 152 Criminal Justice in America |
| 154 Inside Bureaucracy: Position and Power in |

Modern Society

175 Social Research
187 Topics in Social Service
188 Readings in Social Service
190 Independent Study
191 Field Instruction in Social Service
Robert Enns

Sociology, which focuses upon human social behavior, is a College emphasis. The Department emphasizes a comparative and cross-cultural examination of the application of social science to human behavior, and has as its goals the understanding of social patterns of life together. Since this is a College requirement, most students who major in sociology have a personal interest in this field of concentration.

Sociology is a core prerequisite to the major. The student is required to take at least one course each in general sociological theory. An integrative course is strongly recommended.

Students who are majoring in upper division course work in this department, with the program director, may complete a second major.

The Department offers a standard 40 unit interdisciplinary major. This major is in two topics or themes. Each of these topics is a College requirement in the division. Students are required to complete a special program as a second major. These programs are arranged in consultation with the department, in International Studies, and Pre-law Studies, as recommended.

SOCILOGY

101 Intro. to Sociology
102 Cultural Anthropology
103 Social Science Research Methods
104 Social History of Japan
111 American Ethnicity, Pluralism, and Racism
121 Social Welfare and Urban Society
128 Group Dynamics and Leadership
129 Urban Society and the Welfare State
140 Culture of the Chicano
143 Criminal Justice in America
144 Social Problems and Public Policy
145 Inside Bureaucracy: Position and Power in Modern Society
159 Sociology of Religion
160 America in a Global Community
162 Social Psychology
163 Man in the City
165 Marriage and the Family
175 Social Science Research Methods
186 The Family in Modern America
187 Topics in Sociology
188 Readings in Sociology
190 Independent Study
191 Field Instruction in Social Service
Post-baccalaureate and Graduate Programs

Fresno Pacific College is dedicated to service and excellence. Especially planned to serve graduate students in a fifty-mile radius from the college, it offers Master of Arts in Education degrees in reading, mathematics, administrative services, and clinical reading. Advanced programs have been approved by the Commission for Teacher Preparation and Licensing in Administrative Services, Special Education: Learning Handicapped, and Reading Specialist Credentials. In-Service courses are carefully planned in cooperation with teachers and school districts in the service area of the college.

MASTER OF ARTS IN EDUCATION
Master's Degree Program Director: Elias Wiebe
  Reading Emphasis Director: Elias Wiebe
  Mathematics Emphasis Director: Arthur Wiebe
  Administrative Services Director: Silas Bartsch

The Master of Arts in Education degree program is available with emphases in reading, mathematics, administrative services, and clinical reading. The focus of the program is on research and curriculum development. The schools, during their program of study, facilitate continuous classroom application. The degree program must be completed within five years of admission.

The intent of the program is to prepare persons to serve as administrators, resource teachers, and curriculum specialists or supervisors in the areas of reading and mathematics.

ADMISSION. A personal interview is a significant part of the admission process. A program of studies will be mutually agreed upon, based on careful needs assessment of the candidate and reflecting past experience, anticipated goals, and a statement of values.

Admission Sequence: 1. Completion of application for admission, including (a) verification of current and past successful teaching experience; (b) two letters of recommendation, from an administrator and a peer teacher, evaluating commitment, competence, and potential for leadership in the teaching of reading or of mathematics; (c) statement of concern for values. 2. Verification of a satisfactory score on the Miller Analogies Test or the Graduate Record Examination. 3. Interview. 4. Completion of core courses (minimum GPA 3.0). 5. Submission of a tentative program of courses, experiences, and a possible project or thesis proposal based upon a cooperative needs assessment by the candidate, the graduate advisor, and the employing administrator or designee.

THE CORE CURRICULUM. Education 212 and 215 are required of all students in the degree program. In addition, Education 218 is required of all students in the Administrative Services degree program.
CREATE

Programs

Service and excellence. Especially those in reading, mathematics, and
Advanced programs have been
Preparation and Licensing in Advanced
Learning Handicapped, and Reading.
Carefully planned in cooperation
in the service area of the college.

ADMISSION

S. Wiebe

Bartsch

A degree program is available with emphasis
on teaching services, and clinical readiness.
In addition, continuous classroom work is completed within five years of
The persons to serve as administrators,
specialists or supervisors in the

significant part of the admission process is mutually agreed upon, based on a
review, and reflecting past experience,

The form of application for admission, includes but is not limited to teaching experience;
position; strengths and weaknesses, and potential for leadership
(a) statement of concern for or interest in teaching at the university;
(b) evidence of professional achievement and potential.
(c) statement of concern for or interest in teaching at the
Miller Analogies Test taken within the last two years.
(d) two letters of reference from current or former college, faculty
(e) interview.

Completion of core courses, in addition to a tentative program of
Ed 212 is required of all students.
Ed 215 is required of all degree program.

EDUCATION 212 Values in School and Society 4
EDUCATION 215 Leadership and Change 4
EDUCATION 218 Advanced Program Assessment, Research, and Evaluation 4

MATHEMATICS EMPHASIS. The Mathematics Emphasis concentrates on
subject matter competence, development of mathematics curricula, experimenta-

tion with instruction modalities, and the study of diagnostic and

Each principal topic in the K-9 mathematics curriculum is studied in

Continuous seminars in learning theory and curriculum provide both
continuity of program and the opportunity for maximum interaction
among candidates, faculty, and visiting scholars.

The permanent faculty is augmented by a minimum of four nationally
recognized visiting scholars. Intensive, small group interaction is envisioned
in which candidates will have the opportunity to pursue questions in

The fieldwork in mathematics is directed toward teaching other teach-
ers, sharing the innovations developed during the program.

Graduates will become permanent members of the Curriculum Semi-
nars which are held at least once each year for the purpose of sharing the
results of research and development efforts through this program.

The experience is best characterized as a coordinated, cooperative pro-
gram of research and development engaged in jointly by candidates, fac-
ulty, research personnel, and visiting scholars, with the purpose of improv-
ing student achievement in mathematics.

Courses required in the Mathematics Emphasis:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 272A</td>
<td>2</td>
</tr>
<tr>
<td>Ed. 272B</td>
<td>2</td>
</tr>
<tr>
<td>Ed. 272C</td>
<td>2</td>
</tr>
<tr>
<td>Ed. 272D</td>
<td>2</td>
</tr>
<tr>
<td>Ed. 272E</td>
<td>2</td>
</tr>
<tr>
<td>Ed. 272F</td>
<td>2</td>
</tr>
<tr>
<td>Ed. 275</td>
<td>4</td>
</tr>
<tr>
<td>Ed. 280</td>
<td>6</td>
</tr>
<tr>
<td>Ed. 281</td>
<td>4</td>
</tr>
<tr>
<td>Ed. 282</td>
<td>4</td>
</tr>
<tr>
<td>Ed. 283</td>
<td>4</td>
</tr>
<tr>
<td>Ed. 287</td>
<td>8</td>
</tr>
<tr>
<td>Ed. 289</td>
<td>4-8</td>
</tr>
</tbody>
</table>

Reading Electives
The Mathematics Emphasis requires a total of 54 quarter units, including Educ. 212 Values in School and Society, and Educ. 215 Leadership and Change. The Mathematics Emphasis will be offered in a two-year sequence of courses.

READING EMPHASIS. The Reading Emphasis of the Fresno Pacific Master of Arts in Education provides a program of preparation which emphasizes knowledge of the reading process, diagnostic and remedial techniques, and the development and supervision of reading programs. Continuous seminars in reading and learning theory are required and provide opportunities for the exchange of ideas and information and for the pursuit of individual research.

Courses in the Reading Emphasis:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 220</td>
<td>Teaching Reading in the Elementary School</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 221</td>
<td>Teaching Reading in the Junior and Senior High School</td>
<td>2-5</td>
</tr>
<tr>
<td>Educ. 222</td>
<td>Advanced Methods in Teaching Decoding Skills</td>
<td>4-5</td>
</tr>
<tr>
<td>Educ. 223</td>
<td>Advanced Methods in Teaching Comprehension Skills</td>
<td>4-5</td>
</tr>
<tr>
<td>Educ. 224</td>
<td>Diagnosis and Treatment of Reading Disabilities</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 228</td>
<td>Clinical Experiences in Reading</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 242</td>
<td>Linguistics for Reading Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Educ. 246</td>
<td>Development of Reading Programs</td>
<td>2-5</td>
</tr>
<tr>
<td>Educ. 247</td>
<td>Supervision of Reading Programs</td>
<td>5</td>
</tr>
<tr>
<td>Educ. 249</td>
<td>Seminar in Reading (a minimum of four required)</td>
<td>1, 1, 1, 1</td>
</tr>
<tr>
<td>Educ. 287</td>
<td>Project or Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Educ. 289</td>
<td>Seminar in Learning Theory</td>
<td>4</td>
</tr>
</tbody>
</table>

The Reading Emphasis requires a total of 54 quarter units, including Educ. 212 Values in School and Society, and Educ. 215 Leadership and Change; 249 Seminars and 287 Project or Thesis; and 36 quarter units selected, from those listed, on the basis of experience, needs, and goals assessment.

Field-based experiences are a vital and continual part of the program, including diagnosis and remediation of children in the Fresno Pacific College Reading Clinic.

A final project or thesis, planned and completed with the faculty and resource persons, will add to the improvement of reading programs and to the improvement of reading ability of students in the schools.

Needs and goals assessment, followed by a cooperatively developed program based on practical field-based experience and research in interaction with faculty and resource persons, distinguish this degree program. The Reading Emphasis will be offered in a two- or three-year sequence of courses.

Reading Emphasis: Clinical Specialty. Persons completing the requirements for the Special Education: Learning Handicapped credential may apply for admission to the Reading Emphasis masters degree program. Upon careful assessment of past courses and experiences in reading by the advisor and the determination of courses and experiences necessary to complete the Reading Emphasis, persons are admitted to the program. Candidates are required to complete Education 212 and 215, 249 Reading Seminars, and 287 Project or Thesis.
ADMINISTRATIVE SERVICES EMPHASIS. A minimum of 48 quarter units of course work is required for a Master of Arts in Education degree with a specialization in Administrative Services. Course work scope and sequence is developed to provide an acceptable balance between theory and practice. The practicum (independent field studies) experiences interface and relate directly to the cluster of concepts taught in a particular course.

Courses required in the Administrative Services Emphasis:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

ADVANCED CREDENTIALS

Administrative Services
Special Education: Learning Handicapped Reading Specialist

Requirements for admission to advanced credentials:
1. Verification of an overall 2.75 G.P.A. in pre-baccalaureate course work.
2. Verification of applicant’s holding a bachelor’s degree and a valid basic teaching credential.
3. Verification of two years successful teaching experience. (Three years of successful teaching experience is necessary for the credential.)
4. A letter from the applicant’s immediate supervisor and/or member of the Program Advisory Committee evaluating the applicant’s leadership potential and recommending acceptance into the training program.
5. Verification of 3.0 G.P.A. or higher on previous graduate work.
6. Verification of an acceptable score on the Miller Analogies Test or the Graduate Record Examination or its equivalent.

ADMINISTRATIVE SERVICES CREDENTIAL. The forty-nine program competencies of the credential are clustered into a series of four six-quarter-unit courses and four three-quarter-unit practicum experiences.

The course work scope and sequence is developed to provide an acceptable balance between theory and practice.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
The practicum experiences interface and relate directly to the cluster of concepts appropriate to a particular course. The projects will deal with real, actual, on-site problems of the administrator at a specific school.

A minimum of 36 quarter units of course work is required for the credential. Acceptance of transfer credit, up to a maximum of 12 quarter units from approved program courses, is subject to meeting course competency requirements as determined by the instructor and the program director. Consult the director regarding transfer and waiver credit.

**SPECIAL EDUCATION: LEARNING HANDICAPPED CREDENTIAL.**

Provision is made for multiple entry into the Advanced Specialization Program in Learning Handicapped by application and documentation of basic generic and advanced competencies. Requirements for admission into the generic courses are the same as those for admission to teacher education.

Formal acceptance into the program occurs after (1) the applicant satisfactorily completes the first course in the training program sequence with a 3.0 G.P.A. or higher and (2) is recommended for continuance in the program by the program director, assuming that all program entry and legal requirements have been met.

General competencies are met by upper division courses offered by the departments of Education and Psychology or by graduate courses offered by the division.

<table>
<thead>
<tr>
<th>Units</th>
<th>Educ. 107 Curriculum and Instructional Materials and Procedures: Planning</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psych. 205 Group Dynamics and Leadership</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Psych. 163 Psychological Assessment and Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>Psych. 124 Statistics</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>Educ. 203 Psychological Assessment</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Educ. 208 Psychology of the Exceptional Child</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Educ. 268 Field Study—Directed Teaching: Learning Handicapped</td>
<td>12-16</td>
</tr>
</tbody>
</table>

At least one-half of the 23-unit student teaching requirement for the basic credential must be with the learning handicapped. In exceptional cases this may be a total of 16 units. Admission requirements for advanced specialization include holding a basic teaching credential.

The requirements for the advanced specialization are 36 quarter units. Four graduate level courses — Educ. 260, 261, 264, and 267 — are required, plus a practicum of six to nine units. Electives chosen with the advice of the director complete the 36 units.

The courses offered for the advanced specialization in Learning Handicapped are:

<table>
<thead>
<tr>
<th>Units</th>
<th>Educ. 260 Adapting Instruction to Learning Patterns of Pupils</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educ. 261 Educational Diagnosis and Prescription</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Educ. 262 Central Language Disorders and Development</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Educ. 263 Sensory Motor Development and Training</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Educ. 264 Adapting Behavior for Learning and Interpersonal Effectiveness</td>
<td>5</td>
</tr>
</tbody>
</table>
interface and relate directly to the cluster of familiar course. The projects will deal with the administrator at a specific school.

Units of course work is required for the credit, up to a maximum of 12 quarter units is subject to meeting course competency on the instructor and the program director. Transfer and waiver credit.

READING HANDICAPPED CREDENTIAL. Entry into the Advanced specialization Program requires application and documentation of basic abilities. Requirements for admission into the program include a course in social service and preparation in consumer, teaching, and legal implications. The program is described by upper division courses offered by the psychology or by graduate courses offered

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Field experiences required:
1. At least two years of successful teaching experience and recommenda-
tion from school administrators prior to acceptance into the Reading Specialist program.
2. At least one quarter of supervised work as a clinician diagnosing reading strengths and weaknesses.
3. At least one quarter of supervised work as a clinician tutoring disabled readers in the Reading Clinic.
4. At least one quarter of supervised work as a supervisor in the Reading Clinic. Such field work is to include diagnosis, planning, and evaluating tutors' plans; conducting in-service programs designed to assist other teachers; demonstrating superior teaching of reading in a classroom situation; and planning and conducting a parent education program.
5. Candidates should consult the director for transfer and waiver policies.

IN-SERVICE EDUCATION
Program Director: Silas Bartsch

In-Service Education at Fresno Pacific College is designed to provide continuing Staff Development Programs for adults residing in the college service area. The underlying philosophy of the program is to work closely with the institutions served in determining the nature of the educational experience. Hence, courses arise out of the assessment of needs of those institutions. School districts and/or other community agencies assist the college in (1) completing a needs assessment, (2) identifying course goals and descriptions, (3) preparing course objectives, (4) recommending appropriate instructional and evaluation procedures, and (5) selecting instructional materials.
In-Service Education courses, workshops, seminars, and independent studies may be offered on campus or at off-campus locations. Standards of scholarship and fiscal management procedures are the same as those established for regular campus programs. Credit in these programs is offered in semester units and may apply toward degree programs and selected credentials, subject to matriculation and meeting college requirements.

The In-Service programs are designed primarily as staff development renewal experiences. Course content, learning theory, teaching methodology, and development of instructional materials are maintained on high levels of scholarship. Instructors are specialists in their field. Courses offered are in Education, with methodology in the areas of Math/Science, Reading/Language Arts, Social Sciences, Arts, Multi-Cultural Education, Special Education, and Public School Administration.
Courses of Instruction

COURSE NUMBERING

Foundation courses .................................. numbered from 1-99
Advanced courses .................................... numbered from 100-199
Graduate courses ..................................... numbered from 200-299
In-service education courses ....................... numbered from 300-399

The following numbers identify special courses (they may be repeated):

Topics ..................... 87, 187, 287  Independent study .... 190, 290
Readings .................... 88, 188, 288

The undergraduate and graduate program operates on the quarter system. The In-service Education program operates on the semester system.

COURSE LISTING

Courses in this catalog section are listed by program area in alphabetical order following the Core Program below.

CORE PROGRAM

CORE 1
1 unit
Required of all new students

PASSAGE TO COLLEGE

Passage is an orientation to college life and planning. Students are also introduced to the distinctive and resources of Fresno Pacific College. The freshman component of this experience is taught by a team of faculty mentors, each of whom serves as mentor to a collegium (small group) of from 15 to 20 students. A different experience is provided for transfer students.

CORE 2

Required each quarter

THE COLLEGE HOUR

The College Hour focuses on fundamental life issues within the context of Christian faith. It features examinations of contemporary personal and social issues, opportunities for worship and aesthetic expression, and discussion of college concerns through community forums. The series each quarter includes campus presentations by distinguished persons and visiting panellists. Special emphasis weeks provide for more intensive examinations of selected issues.

CORE 5
1 unit
Prerequisite: none

STUDY SKILLS DEVELOPMENT

The class focuses on the development of essential study skills for college success. It includes topics such as test taking, note taking, and time management. Time will be given for personal evaluation of study skills and goal setting for college.
Symbols of Understanding

COMMUNICATION 11
5 units
Prerequisite: none

WRITTEN COMMUNICATION
Emphasis is given to the study and practice of the principles and techniques of expository writing. In addition to a composition lab, the course consists of weekly general sessions in which basic communication principles are examined. Primary consideration is given to a dialogical model. All students are expected to achieve a minimal level of proficiency; those who do not will be expected to continue the course for an additional quarter.

COMMUNICATION 12
2 units
Prerequisite: none

ORAL COMMUNICATION
Emphasis is given to the research, development, organization, and effective delivery of oral presentations. In addition to a speech lab, the course consists of weekly general sessions in which basic communication principles are examined. Primary consideration is given to a dialogical model.

MATHEMATICS 1
5 units
Prerequisite: none

PRINCIPLES OF MATHEMATICS
This course features a fresh approach to mathematics. Considerable emphasis is placed on mathematical discovery and problem solving. Topics studied include Pascal’s triangle, probability, statistics, number theory, topology, and logic. A minimum amount of high school mathematics is required to successfully complete this course.

Languages of Knowledge

Course descriptions for this division of the Core Program are found in the appropriate departmental listing.

Stories of Faith

*Faith and Culture in the Ancient World
Each generation writes its own story. Because the questions are the same ("Where do I come from?", "Why am I here?", "How should I live?") and because each story grows out of earlier stories, the answers given at the beginning of history remain basic for understanding our own.

CORE 20
5 units
Prerequisite: none

THE WORLD OF PATRIARCH AND KING
In this course we will look at the beginning shapes of the family and the tribe as these emerge in history. The social and religious consequences of the birth of the first civilizations will be studied, paying careful attention to the rise of democracy in Greece and a new form of the rule of God in Israel.

CORE 21
5 units
Prerequisite: Core 20 or consent of instructor

THE WORLD OF SAGE AND MESSIAH
Out of the crumbling Greek city-state and the captive Hebrew nation came new visions of the shape of the world and new hopes for the individual and for society. We will watch the Greek thinkers form the sciences of nature, theology, man, and society; and we will study carefully the life and meaning of Jesus as he retold the visions of the Hebrew prophets, defining a new kind of Kingdom of God and incarnating a new revelation of the relations of individuals with each other and with God.

*For those who may wish to translate the "Faith and Culture..." series into more traditional categories, it should be noted that the two sequences integrate religious studies with the social sciences and the humanities. Up to ten units of each sequence may be credited to either history or religious studies. Five units of the first sequence may receive credit in the classics (especially classical literature); five units of the second sequence may receive credit in the history and theory of the social sciences. Both sequences also constitute substantial introductions to the disciplines of philosophy, literature, and political theory.
THE WORLD OF PRIEST AND EMPORER

In this course we will see how the Church which grew out of the circle of disciples around Jesus discovered its nature and ministry in the context of Hellenistic culture and a sometimes hostile "Roman Peace." In time, the Church, Greek culture, and the Roman state cooperated to form the religious cultures of the Middle Ages.

"Faith and Culture in the Modern World"

Renewed interest in classical culture and early Christianity helped to shape the forces which shattered the religious unity of medieval Europe. When early moderns determined to remake the world, their story began with a rediscovery of the meaning and spirit of Socrates and Jesus.

THE WORLD OF REFORMER AND RULER

In this course we will study the Renaissance and the Reformation, the two Movements unleashed spiritual and material forces which shattered the religious unity of Europe but also gave to the West a renewed vision of hope. Special attention will be given to the Radicals of The Reformation and the beginning of the Anabaptist movement.

THE WORLD OF SCIENTIST AND MISSIONARY

The new hopes and visions springing out of the Renaissance and Reformation released great energies which resulted in the expansion of the Christian faith, the development of modern science, and the growth of industrial economies. These successes, ironically, led to a new modern faith in science, which gave birth to the belief in a never-ending progress toward human perfection. For many, hope shifted from God to science and progress.

THE WORLD OF SKEPTIC AND BELIEVER

Modern faiths have collapsed amidst the political and technological crisis of the last century. But the collapse of other faiths also frees those who believe that God is the ultimate bearer of the entire story to gain wisdom from its perennial lessons and to move confidently into dialogue with our own times and with God. Here the way of Biblical faith is explored as the way to live with confidence in an age of despair and skepticism.

ART

ART 3
2 units
Prerequisite: None

ART 4
5 units
Prerequisite: None

ART 5
5 units
Prerequisite: None

ART 6
5 units
Prerequisite: Consent of instructor

BASIC CERAMICS
A course which deals with fundamentals of forming clay, both hand construction and use of potter's wheel; basic techniques of surface embellishment; and methods of glaze application. Course designed for non-art majors.

PAINTING
An introduction to painting processes through studio problems and critiques. Other mediums will be explored as well as paint. The class is designed also to familiarize the student with new concepts of art emerging in the past ten years.

BASIC DRAWING AND DESIGN
Using various mediums and subject matter to explore the function of drawing as an art form.

CERAMICS
The class will deal with the fundamentals of forming clay, both hand construction and utilizing the potter's wheel; basic techniques of surface embellishment; and methods of glaze application. Non-functional, as well as functional, form will be encouraged.
ART 7
3 units
Prerequisite: none

BEGINNING WEAVING
A study of the techniques of weaving. Small looms will be built by each student. Emphasis will be on non-functional wall pieces, exploring design and the nature of color and materials.

ART 61
5 units
Prerequisite: none

INTRODUCTION TO MUSIC AND ART
An integrated study of art and music designed to create an understanding and appreciation of varied types of man's artistic expression.

ART 110
5 units
Prerequisite: Art 4

ADVANCED PAINTING
Designed for students with experience in painting. Attention will be given to advanced techniques and aesthetic concepts in painting.

ART 115
5 units
Prerequisite: Art 5

ADVANCED DRAWING
Designed for students with experience in drawing. Attention will be given to advanced techniques and aesthetic concepts in drawing.

ART 120
5 units
Prerequisite: Art 6

ADVANCED CERAMICS
A course which deals with techniques of creating large forms on the potter's wheel as well as the process of firing a kiln. For experienced students interested in professional application of skills; emphasis placed on a variety of forms of functional pottery.

ART 132
5 units
Prerequisite:
Consent of instructor

EXPERIMENTAL PROCESSES IN ART
This class will explore different materials and concepts in 20th century art. Collage, object art, environmental art, and art events or happenings.

ART 187
1-5 units
Prerequisite:
Consent of instructor

TOPICS IN ART
Courses which cover subject matter not included in regular art courses may be given credit as special topics in art.

ART 188
1-5 units
Prerequisite:
Consent of instructor

READINGS IN ART
Individually designed readings in art for advanced students.

ART 189
5 units
Prerequisite:
Senior standing and consent of instructor

PROJECT IN ART
For advanced students with art major; course is seen as the final project before completion of major. Involves a public presentation of work from production to exhibit.

ART 190
1-5 units
Prerequisite:
Consent of instructor

INDEPENDENT STUDY
Independent study is available for particular emphases not included in the art department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the art department.

BIBLICAL AND RELIGIOUS STUDIES

BIBLE 50
1 unit
Prerequisite: none

PERSPECTIVES ON CONTEMPORARY MINISTRIES
An orientation to the Contemporary Christian Ministries major at Fresno Pacific; an introduction to the various Christian agencies involved in service ministries and their representatives.

BIBLE 60
5 units
Prerequisite: none

INTRODUCTION TO THEOLOGY
This course seeks to familiarize the student with the basic doctrinal affirmations of the historic Christian faith and to explore the biblical basis of these doctrines.

BIBLE 71
5 units
Prerequisite: none

ORIGINS OF CHRISTIANITY
A brief look at the major epochs of Hebrew history, such as the creation, exodus event, conquest of Canaan, rise of the monarchy, and the prophetic movement. A more detailed survey of the Christian movement from the coming of Christ through the formation of the canon.
WEAVING
Techniques of weaving. Small looms will be built by the student. Emphasis will be on non-functional wall pieces, exploring the nature of color and materials.

INTRODUCTION TO MUSIC AND ART
A study of art and music designed to create an understanding of the principles of both. Emphasis will be placed on the interplay of art and music.

PAINTING
Students with experience in painting. Attention will be given to the development of technique and aesthetic concepts in painting.

DRAWING
Students with experience in drawing. Attention will be given to the development of technique and aesthetic concepts in drawing.

CERAMICS
Ceramics deals with techniques of creating large forms on the potter's wheel as well as the process of firing a kiln. For experienced students, the course is designed to introduce them to professional application of skills; emphasis will be given to a variety of forms of functional pottery.

SPECIALIZED STUDIES IN ART
Explore different materials and concepts in 20th-century art, and develop a personal aesthetic and art practice.

ART HISTORY
This course will cover subject matter not included in regular art history surveys, and given credit as special topics in art.

ADVANCED ART
Advanced readings in art for advanced students.

INTERNSHIP IN ART
Internship in an art setting with a professional artist or art organization. The student will work as an assistant and learner under the guidance of a professional artist or art organization.

EXPERIENTIAL STUDIES ON CONTEMPORARY MINISTRIES
An opportunity to work with contemporary Christian ministry organizations, helping in the development of new strategies and programs.

RELATION TO THEOLOGY
This course explores the relationship between contemporary art and theology, emphasizing the role of art in contemporary theological discourse.

OF CHRISTIANITY
This course covers the major epochs of Hebrew and Christian history, exploring the development of the faith and its impact on contemporary culture.

BIBLE

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBLE 102</td>
<td>5</td>
<td>Prerequisite: Bib 71 or consent of instructor</td>
<td></td>
</tr>
<tr>
<td>BIBLE 103</td>
<td>15</td>
<td>Prerequisite: none</td>
<td></td>
</tr>
<tr>
<td>BIBLE 104</td>
<td>5</td>
<td>Prerequisite: none</td>
<td></td>
</tr>
<tr>
<td>BIBLE 106</td>
<td>5</td>
<td>Prerequisite: none</td>
<td></td>
</tr>
<tr>
<td>BIBLE 107</td>
<td>5</td>
<td>Prerequisite: Bib 106</td>
<td></td>
</tr>
<tr>
<td>BIBLE 108</td>
<td>5</td>
<td>Prerequisite: Bib 107</td>
<td></td>
</tr>
<tr>
<td>BIBLE 110</td>
<td>5</td>
<td>Prerequisite: Bib 108</td>
<td></td>
</tr>
<tr>
<td>BIBLE 119</td>
<td>5</td>
<td>Prerequisite: none</td>
<td></td>
</tr>
<tr>
<td>BIBLE 120</td>
<td>5</td>
<td>Prerequisite: none</td>
<td></td>
</tr>
<tr>
<td>BIBLE 134</td>
<td>5</td>
<td>Prerequisite: Bib 71</td>
<td></td>
</tr>
</tbody>
</table>

CHURCH

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBLE 135</td>
<td>5</td>
<td>Prerequisite: consent of instructor</td>
<td>Taught alternate years</td>
</tr>
</tbody>
</table>

BIBLICAL LITERATURE
An expository study of selected writings from the Old and New Testaments. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The course includes discussions of the works of key biblical figures.

BIBLE AS HISTORY AND LITERATURE
A survey of the Old and New Testaments. Completion of the course requires enrollment throughout three consecutive terms.

GEOGRAPHY OF BIBLE LANDS
This course is designed to provide the student with an understanding of the geography of Palestine during the biblical period. Attention will be given to the different settlement patterns as well as geology, climate, and communication routes. Related biblical incidents will also be integrated into the course.

INTRODUCTORY GREEK
An introductory course, focusing on the grammar and vocabulary of modern Greek, and on the development of the Christian faith in Greece.

INTRODUCTORY GREEK
A continuation of Bible 106.

GREEK READING
A continuation of Bible 107.

ADVANCED GREEK
Following a review of Greek forms, a study of Greek syntax. Specific biblical texts are selected for concentration on reading and exegesis.

Jesus and his teachings
Primary focus will be on the historical background, sources, and main epochs of the life of Jesus, as reported by the New Testament. Attention will be given to the ways in which Paul and Jesus' teachings have been understood in both antiquity and modernity.

Patterns of biblical thought
A study of a variety of biblical concepts and themes from extended sections of the Old and New Testaments, viewed against the environment of the biblical world.
THE CHURCH AND ITS MISSION
An analysis of the Biblical concept of church, and an evaluation of its mission in historical and contemporary movements.

PRINCIPLES OF CHRISTIAN EDUCATION
A course dealing with historical backgrounds as well as theological, philosophical, and behavioral principles of Christian education. Investigation and implications of current Christian education methodology used in churches today.

DISCIPLESHIP AND EVANGELISM
This course will develop a biblical understanding of discipleship and evangelism in order to more fully understand and critique their modern forms. A study of practical expressions of non-violent witness and alternative lifestyle evangelism as they address issues of today.

WORSHIP AND THE DEVOTIONAL LIFE
A study of corporate and individual worship in its historical, biblical, and contemporary forms. (Taught in conjunction with music faculty, community pastors, and other resource persons.)

CHRISTIAN YOUTH MINISTRIES
An analysis of principles and methods in contemporary Christian youth ministry; a practical study of the options in ministry available to the student today.

Interdisciplinary

COMMUNICATION AND THE CHURCH
A study of New Testament and contemporary modes of communication and their application to the communication of the Christian message.

ETHICS
A philosophic and theological exploration of moral values.

CONTEMPORARY ISSUES IN ETHICS
An examination of various current ethical issues with a view to searching out the moral and theological implications of the Christian faith, for the needs of the church and society.

MUSIC IN THE CHURCH
A study of hymnody and church liturgies of major faiths in the past and present. An analysis of issues in church music from the vantage points of administration, clergy, congregation, and the music profession.

PHILOSOPHY OF RELIGION
Studies in the nature and validity of religious ideas.

PSYCHOLOGY OF RELIGION
A study of the religious experience on the basis of psychological principles and theories. Topics such as mysticism, conversion, faith healing, evanglistic methods, mental health of Christians, problems of ministers and missionaries will be studied.

CHRISTIAN AND POLITICAL ISSUES
This course is a study of the Christian's relationship to a variety of contemporary political issues. It seeks to help students decide what their social and political responsibilities are as Christians, under what circumstances they should refuse to participate in or support violence, and whether or not they should disobey laws that violate their Christian beliefs.
BIBLE 158
5 units
Prerequisite: none

BIBLE 159
5 units
Prerequisite: one previous course in Sociology

Theology

BIBLE 160
5 units
Prerequisite: Bib 71 or consent of instructor
Taught alternate years

BIBLE 161
5 units
Prerequisite: Consent of instructor; Junior or Senior status
Taught alternate years

BIBLE 162
5 units
Prerequisite: Bib 71 or consent of instructor
Taught alternate years

BIBLE 163
5 units
Prerequisite: Bib 71 or consent of instructor
Taught alternate years

BIBLE 164
5 units
Prerequisite: Bib 71 or consent of instructor
Taught alternate years

BIBLE 165
5 units
Prerequisite: Bib 71 or consent of instructor
Taught alternate years

BIBLE 166
5 units
Prerequisite: Bib 71

BIBLE 168
5 units
Prerequisite: none

BIBLE 169
5 units
Prerequisite: none

DRAMA AND THE CHURCH
The history of drama as a religious activity, and a study of its place in the church today.

SOCIOLOGY OF RELIGION
A study of the social dimension of religious experiences, movements, and institutions. The positions of major theorists such as Durkheim, Weber, and Berger will be examined. The personal and social significance of religious phenomena will be considered in readings, lectures, and research projects.

CONTEMPORARY THEOLOGY
Survey of nineteenth century origins, followed by analysis of current trends in modern theology. Emphasis will be placed on reading works of representative theologians. While the course will be structured for survey, opportunity will be provided for in-depth study of selected topics.

STUDIES AND INTERPRETATIONS OF THE END TIMES
A survey and analysis of the various eschatological interpretations of the Scriptures including the Resurrection, the Intermediate State, Final Judgment, Tribulation, and Millennium.

ANABAPTIST THEOLOGY OF THE REFORMATION
A study of the restitution movements within the matrix of Orthodox and Reformation history of sixteenth century Europe.

THE ROLE OF THE HOLY SPIRIT
A discussion and analysis of representative views of the Holy Spirit and His role in the historical and contemporary church. A study of the biblical data provides the basis for a look at historical manifestations (e.g., outbursts of enthusiasm and the present-day Charismatic movement).

THEOLOGICAL AND POPULAR UNDERSTANDINGS OF JESUS
A survey and analysis of the various answers to Jesus' question "Who do men say that I am?" The biblical data which bear on the subject are studied along with the theological and popular uses to which the data have been put historically.

HISTORY AND INTERPRETATION OF ScripturE
A survey and analysis of canonization, manuscript evidence, and the transmission of the text, distinctive schools of interpretation, and present-day critical approaches to biblical study. The "how" and "why" of the Bible will be studied.

CHRISTIANITY AND OTHER FAITHS
This course seeks to explore the "case" for the Christian faith in the light of various other religious options that present themselves to the Christian mind.

HISTORY OF CHRISTIANITY
A survey of the Christian tradition from apostolic times to the present. The medieval Church, Reformation and post-Reformation will receive special emphasis. The Church will be reviewed in its relationship to other aspects of society

HISTORY OF THE REFORMATION
The origin and development of the Protestant movement in Europe. Special emphasis will be placed on the relations between religion and politics. The religious upheaval of the sixteenth century will be viewed in terms of the "spiritual" and the "material" forces which shattered ecclesiastical unity in Europe.
BIBLE 170
5 units
Prerequisite: Bib 71 or consent of instructor

THE EARLY CHURCH
A historical, literary, and theological survey of the early church, up to the Council of Chalcedon, as reflected by the New Testament, the apostolic fathers, the apologists, the apocryphal literature, and the heretics.

BIBLE 172
5 units
Prerequisite: none

HISTORY OF THE RADICAL REFORMATION
This is a study of the origin and development of the Anabaptist movement within the context of sixteenth-century Europe. The course will relate the Anabaptist movement to the major historical forces of the sixteenth century, especially the intense religious conflict which gave birth to Protestantism. Special attention will be given to the interaction between Anabaptism and the other movements active within Protestantism.

BIBLE 173
5 units
Prerequisite: none
Taught alternate years

THE HISTORICAL-THEOLOGICAL HERITAGE OF THE MENNONITE BRETHREN
After an introduction to the history and institutions of the Mennonite Brethren Church, each student will contribute to the recording of that history by writing a research paper on some aspect of our immediate past. Members of the Mennonite Brethren Historical Society and other informants will assist us. Non-Mennonite Brethren students may choose topics which will be applicable to the discovery of their own pasts.

BIBLE 175
5 units
Prerequisite: none

EXPANSION OF THE CHRISTIAN FAITH
The course is designed to study the missionary movements through the centuries. Major emphases focus on biblical, theological, anthropological, sociological, and cross-cultural principles operative in the history of the Christian expansion. Lectures, reading, and projects constitute the course content.

BIBLE 178
5 units
Prerequisite: none
Taught alternate years

INTRODUCTION TO MENNONITE HISTORY
A survey of the Anabaptist-Mennonite tradition in Europe and North America with some special emphasis on the emergence and development of the Mennonite Brethren Church.

BIBLE 182
5 units
Prerequisite: none

ISRAEL IN ANCIENT AND MODERN PERSPECTIVE
An intensive look at ancient Israel in its cultural environment, with particular emphasis on major institutions. Some attention is devoted to religious, political, and social developments in the wake of the modern establishment of statehood.

BIBLE 183
5 units
Prerequisite: none
Taught alternate years

AMERICAN RELIGIOUS HISTORY
A survey of religion and religious movements in American life. Emphasis is on the interplay of religion and culture and the role of religion in shaping American history.

BIBLE 184
5 units
Prerequisite: none

RELIGIONS OF THE WORLD
An analytical and comparative study of the major living religions of the world. Examples from both the Far East and the Near East are studied.

BIBLE 187
5 units
Prerequisite: Consent of instructor

TOPICS IN BIBLICAL STUDIES
Courses which cover subject matter not included in regular Bible courses may be given credit as special topics in Bible.

BIBLE 188
1-5 units
Prerequisite: Consent of instructor

READINGS IN BIBLICAL STUDIES
Individually designed readings for advanced students.

BIBLE 189
5 units
Prerequisite: Senior status

CURRENT ISSUES IN CONTEMPORARY MINISTRY
(Senior research seminar)
A course which attempts to crystallize a "theology of ministry" for the student. There will be a focus on research methodology to investigate areas of interest and need in the living church. As a capstone of the Contemporary Christian Ministries major, this course will also attempt to integrate the practical and academic studies in order to more sharply delineate future goals and opportunities.
CHURCH
History, and theological survey of the early church, up to
Apostle, as reflected by the New Testament, the apo-

tologist, the apocryphal literature, and the heretics.

THE RADICAL REFORMATION
The origin and development of the Anabaptist move-
ment of sixteenth-century Europe. The course will
focus on the major historical figures of the move-
mant, especially the intense religious conflict which gave
birth to this movement. Special attention will be given to the interac-
tion of religion and the other movements active within

HISTORICAL-THEOLOGICAL HERITAGE
of the church and its institutions. Each student will contribute to the recording of that

growth by preparing a research paper on some aspect of our immediate

ancestry. The Mennonite Brethren Historical Society and other
organizations. Non-Mennonite Brethren students may choose
the material to be applicable to the discovery of their own pasts.

OF THE CHRISTIAN FAITH
signed to study the missionary movements through
out the world. Emphasis will be placed on Biblical, theological, anthropo-
logical, and cross-cultural principles operative in the

a non-Abrahamic expansion. Lectures, gatherings, and projects

THE Mennonite Brethren Church.

ANCIENT AND MODERN PERSPECTIVE
Archaeology and the age of the earth, with an emphasis on biblical, theological, anthropo-
logical, and cross-cultural principles operative in the

RELIIGIOUS HISTORY
modern religious movements in American life, Em-

terplay of religion and culture and the role of reli-

ology and the Ancient Near East are studied.

BIBLICAL STUDIES
cover subject matter not included in regular Bible
courses given credit as special topics in Bible.

IN BIBLICAL STUDIES
signed readings for advanced students.

ISSUES IN CONTEMPORARY MINISTRY
The course will examine the problem of "theology of ministry" and the
will be a focus on research methodology to investigate

a seminar)

BIBLE 190
1-5 units
Prerequisite:
Consent of instructor

BIBLE 191
5 units
Prerequisite:
Consent of instructor

BIOLOGY
BIOLOGY 1
5 units
Prerequisite: none
4 hours lecture
1 hour laboratory

BIOLOGY 2
5 units
2 hours lecture
6 hours laboratory
Prerequisite: Bio 1
or equivalent
Taught alternate years

BIOLOGY 65
5 units
3 hours lecture
6 hours laboratory
Prerequisite: Bio 1 or equivalent

BIOLOGY 66
5 units
3 hours lecture
6 hours laboratory
Prerequisite: Bio 65
and Chem 1 or
Chem 10 or
Consent of instructor

BIOLOGY 105
5 units
3 hours lecture
6 hours laboratory
Prerequisite: Bio 1
Taught alternate years

BIOLOGY 110
5 units
3 hours lecture
6 hours laboratory
Prerequisite:
Bio 1 or equivalent
Taught alternate years

BIOLOGY 112
5 units
3 hours lecture
4 hours laboratory
Prerequisite: Bio 1
or Consent of instructor
Taught alternate years

INDEPENDENT STUDY
Independent study is available to pursue a topic of interest through indi-
vidualized research. Prerequisites and methods of research in biblical
studies and religion; preparation of a research paper on a spe-
cific area in biblical studies and religion. Enrollment limited to those
students who can use their initiative and creativity to obtain greater
depth in their major field.

CONTEMPORARY MINISTRIES PRACTICUMS
Students in the Christian Ministries major will be re-
quired to take two 5 unit practicums from two of the following areas:
(1) Supervised Leadership Training; (2) Practice Teaching (Christian
Education); (3) Urban Practicum; (4) Counseling Practicum.

PRINCIPLES OF BIOLOGY
Emphasis on the principles of life common to both plant and animal
sciences including cellular morphology and physiology, cell division,
replication, heredity, development, and evolution. Certain ecolog-
ical concepts and population dynamics are included. Course is de-
signed to utilize self-paced instructional methods in addition to group
discussion sessions.

THE PLANT WORLD
An introduction to the fundamental principles of plant classification,
morphology, physiology, life histories, and environmental rela-
tionships. The principles established at the cellular level in Biology 1 will
be extended to the organismic level.

HUMAN ANATOMY
An introductory systems approach to the gross and microscopic
structure of the human body.

HUMAN PHYSIOLOGY
Homeostasis in the human body; an introductory course for study of
principles, integrated function, and fine structure of the human body.

VERTEBRATE BIOLOGY
A comparative study of selected vertebrate types. Biological aspects
other than morphology are also stressed.

INVERTEBRATE BIOLOGY
A study of the principles of invertebrate classification, morphology,
physiology, life histories, and environmental relationships. The prin-
ciples established at the cellular level will be extended to the organ-
ismic level. Oral student reports on select topics will be an integral part
of the course.

ECOLOGY
An introduction to the principal factors contributing to the distribu-
tion and abundance of living organisms. Participation in an overnight
field trip to a major habitat is required.
BIOLOGY 118
5 units
3 hours lecture
6 hours laboratory
Prerequisite: Bio 1
Taught alternate years

BIOLOGY 120
5 units
4 hours lecture & demonstrations
Prerequisite: Bio 1
Taught alternate years

BIOLOGY 160
5 units
3 hours lecture
6 hours laboratory
Prerequisite: Bio 1
Taught alternate years

BIOLOGY 180
5 units
Two 2-hour seminars & research paper
Prerequisite: Consent of instructor
Taught alternate years

BIOLOGY 187
1-5 units
Prerequisite: Consent of instructor

BIOLOGY 188
1-5 units
Prerequisite: Consent of instructor

BIOLOGY 190
1-5 units
Prerequisite: Consent of instructor

BUSINESS ADMINISTRATION

BUSINESS 1
5 units
Prerequisites: none

BUSINESS 2
5 units
Prerequisites: none

BUSINESS 3
5 units
Prerequisites: none

BUSINESS 4
5 units
Prerequisite: Bus 3

CYTO-HISTOLOGY
A study of the complementarity of structure and function of selected cell types from plants and animals. Histology portion will be mainly vertebrate material in lecture and laboratory.

GENETICS
Principles and physical basis of heredity; biochemical patterns of gene action; the genetic hazards of radiations are also considered.

DEVELOPMENTAL BIOLOGY
Principles of development as observed in the early development of several representative vertebrate forms.

HISTORY AND PHILOSOPHY OF BIOLOGY
A study in a seminar setting of the major landmarks in the development of the discipline of biology, with the view to understand the various forces involved in these developments.

TOPICS IN BIOLOGY
Courses which cover subject matter not included in regular biology courses may be given credit as special topics in biology.

READINGS IN BIOLOGY
Individually designed readings in biology for advanced students.

INDEPENDENT STUDY
Independent study is available to pursue a topic of interest through individually oriented research. Principles and methods of research in biology; preparation of a research paper on a specific biological problem. Enrollment limited to those students who can use their initiative and creativity to obtain greater depth in their major field.

PRINCIPLES OF ECONOMICS — MACRO
Introduction to macro-economics, national income analysis, economic role of government, study of banking system.

PRINCIPLES OF ECONOMICS — MICRO
Introduction of micro-economics — theory of the business firm, effects of market competition, study of international economic relationships.

PRINCIPLES OF ACCOUNTING
Principles of accounting — theory and practice of accounting; analysis of books or original entry and relationship to general ledger; preparation of working papers, adjusting and closing entries, financial statements.

PRINCIPLES OF ACCOUNTING
BIOLOGY
The complementarity of structure and function of selected units and animals. Histology portion will be mainly in lecture and laboratory.

PHYSIOLOGICAL BIOLOGY
The physical basis of heredity; biochemical patterns of gene; hazards of radiations are also considered.

DEVELOPMENTAL BIOLOGY
Development as observed in the early development of vertebrate forms.

PHILOSOPHY OF BIOLOGY
Trendary and the major landmarks in the development of biology, with the view to understand the involved in these developments.

BIOLOGY
General subject matter not included in regular biology given credit as special topics in biology.

IN BIOLOGY
Selected readings in biology for advanced students.

ADVANCED STUDY
Any is available to pursue a topic of interest through independent research. Principles and methods of research in a specific biological problem to those students who can use their initiative and obtain greater depth in their major field.

ECONOMICS—MACRO
Macroeconomics, national income analysis, economic growth, study of a banking system.

ECONOMICS—MICRO
Micro-economics—theory of the business firm, effects of demand, study of international economic relationships.

ACCOUNTING
Accounting—theory and practice of accounting; analysis of entry and relationship to general ledger; preparation of financial papers, adjusting and closing entries, financial

BUSINESS 10
5 units
Prerequisite: none

BUSINESS 89
2 units
Prerequisite: none

BUSINESS 100
5 units
Prerequisite: Junior standing or consent of instructor

BUSINESS 101
5 units
Prerequisite: none

BUSINESS 102
5 units
Prerequisite: Math 1, Junior standing or consent of instructor

BUSINESS 110
5 units
Prerequisite: Junior standing or consent of instructor and declaration of major

BUSINESS 118
5 units
Prerequisite: Junior standing or consent of instructor

BUSINESS 128
5 units
Prerequisite: Soc 42

BUSINESS 133
5 units
Prerequisite: Business 1 & 3

BUSINESS 151
5 units
Prerequisite: Bus 110

BUSINESS 169
5 units
Prerequisite: none

CONSUMER ECONOMICS
General budgeting rules, checks and credit instruments, use of consumer credit, investments, insurance and real estate, negotiation, careers, planning of estates and taxes.

BUSINESS SIMULATION EXPERIENCES
Computer simulation of a large firm with a team of two or three in each firm. Business and non-business majors are encouraged to compete.

PRINCIPLES OF MARKETING
A survey of the major marketing methods, institutions, and practices. Analysis of market structure, environment, demand characteristics, and market strategy; product research and development; distribution alternatives; promotional programs and pricing decisions.

ADVERTISING
The use of media to communicate messages to the public. The course includes production, techniques, media selection, and evaluation as well as public relations aspects.

BUSINESS STATISTICS
Organization of data, measures of central tendency and dispersion, sampling, testing hypotheses, regression, and confidence limits.

MANAGEMENT THEORY AND ORGANIZATIONAL DEVELOPMENT
Replacement of Management Theory and Policy. Analysis of basic administrative functions, developing forms of organizations, dynamics of organization, implementation of change, leadership, power and authority.

LEGAL ENVIRONMENT OF BUSINESS
Basic legal framework within which a business operates. This includes general background on the importance of law, its nature, origins and development; the federal and court system; and the more important legal issues related business as incorporated in the Uniform Commercial Code. Special emphasis on the law of contracts, business organizations, agency, property, commercial papers, patents, and antitrust laws; and termination of a business.

GROUP DYNAMICS AND LEADERSHIP
A study of problem solving through group discussion, interpersonal relations in group setting, and group leadership. Provides a background of knowledge and experience helpful to the understanding and leadership of business and professional groups, church groups, educational groups, and small groups in society generally.

BUSINESS FINANCE
Financial management of the firm, financial instruments, securities markets, cost of capital and present value analysis.

PERSONNEL MANAGEMENT
Recruitment, selection and employment procedures, performance appraisal and labor relations.

COMPUTERS FOR MANAGEMENT AND SOCIETY
A look at the history and development of computers, applications, and possibilities for the future. A cost-benefit analysis approach will be used to evaluate computer decisions. A brief hands-on experience will be a component of the course.
### BUSINESS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS 170</td>
<td>3 units</td>
<td>Introduction to digital computer programming; Basic language programming; problem solving experience using computer.</td>
</tr>
<tr>
<td>BUSINESS 180</td>
<td>5 units</td>
<td>Methods of modern research in industry, with a project designed to encompass individual student interest.</td>
</tr>
<tr>
<td>BUSINESS 187</td>
<td>1-5 units</td>
<td>Courses which cover subject matter not included in regular business courses may be given credit as special topics in business.</td>
</tr>
<tr>
<td>BUSINESS 188</td>
<td>1-5 units</td>
<td>Individually designed readings in business.</td>
</tr>
<tr>
<td>BUSINESS 189</td>
<td>5 units</td>
<td>A look at problems and policies within organizations, particularly focusing on a Christian perspective in solving them. Major focus will also dwell on values and religion as they influence and are influenced by business and other organizations.</td>
</tr>
<tr>
<td>BUSINESS 190</td>
<td>1-5 units</td>
<td>Available to those students who would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major fields.</td>
</tr>
</tbody>
</table>

### CHEMISTRY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEMISTRY 1</td>
<td>5 units</td>
<td>Basic principles of chemistry, including structure, bonding, reactions, properties of matter.</td>
</tr>
<tr>
<td>CHEMISTRY 2</td>
<td>5 units</td>
<td>Continuation of Chemistry 1, with applications to living organisms including topics in organic and biochemistry.</td>
</tr>
<tr>
<td>CHEMISTRY 105</td>
<td>5 units</td>
<td>A study of topics in inorganic chemistry including structure, bonding, molecular orbital theory, and transition-metal chemistry.</td>
</tr>
<tr>
<td>CHEMISTRY 110</td>
<td>5 units</td>
<td>A study of aliphatic and aromatic organic compounds with emphasis on reaction theory and mechanisms.</td>
</tr>
</tbody>
</table>
TECHNOLOGY
Digital computer programming; Basic language problem solving experience using computer.

BUSINESS
Inter subject matter not included in regular business given credit as special topics in business.

BUSINESS
Special readings in business.

POLICY AND PROBLEMS
Administrative policies and procedures within organizations, particularly from a legal perspective in solving them. Major focus will be on ethics and religion as they influence and are influenced by other organizations.

GRADUATE STUDY
For students who would profit by the opportunity to pursue and develop research skills and creativity to obtain greater depth in their major fields.

DETAILS OF CHEMISTRY
Inorganic chemistry, including structure, bonding, reactions, and mechanisms.

DETAILS OF CHEMISTRY
Chemistry I, with applications to living organisms in organic and biochemistry.

CHEMISTRY
In inorganic chemistry including structure, bonding, reactions, and transition metal chemistry.

CHEMISTRY
Aromatic and aromatic organic compounds with emphasis on structure and mechanisms.

CHEMISTRY 111
Organic Chemistry
5 units
3 hours lecture
6 hours laboratory
Prerequisite:
Chem 110
Taught alternate years

CHEMISTRY 112
Organic Chemistry
5 units
3 hours lecture
6 hours laboratory
Prerequisite:
Chem 110 & 111
Taught alternate years

CHEMISTRY 150
Analytical Chemistry
A study of the principles and methods of gravimetric and titrimetric analysis, including instrumental methods.

CHEMISTRY 187
Topics in Chemistry
Courses which cover subject matter not included in regular chemistry courses may be given credit as special topics in chemistry.

CHEMISTRY 188
Readings in Chemistry
Individually designed readings in chemistry for advanced students.

CHEMISTRY 190
Independent Study
Independent study is available to pursue a topic of interest through individually oriented research. Enrollment limited to those able students who in the opinion of the department chairman would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major fields.

COMMUNICATION
COMMUNICATION 11
Written Communication
Emphasis is given to the study and practice of the principles and techniques of expository writing. In addition to a composition lab, the course consists of weekly general sessions in which basic communication principles are examined. Primary consideration is given to a dialogical model. All students are expected to achieve a minimal level of proficiency; those who do not will be expected to continue the course for an additional quarter.

COMMUNICATION 12
Oral Communication
Emphasis is given to the research, development, organization, and effective delivery of oral presentations. In addition to a speech lab, the course consists of weekly general sessions in which basic communication principles are examined. Primary consideration is given to a dialogical model.

DRAMA PRACTICUM
Credit in drama practicum is given for participation in major college productions. Students may receive credit on permission of the instructor in both acting and production capacities. Students should register for practicum only after they have been cast in a role, or have received permission. Credit may be received in the following areas: acting, costuming, set design, and make-up. Year-long participation may achieve four units of credit in special cases. The course may be repeated.
COMMUNICATION 101  CROS S CULTURAL COMMUNICATION
5 units
Prerequisite: Cor 11 & Cor 12
Study of the principles involved in communication between persons of different cultures. Emphasis is placed on the practical aspect of inter-cultural communication through cross-cultural contacts.

COMMUNICATION 112  PUBLIC SPEAKING SEMINAR
5 units
Prerequisite: Cor 12 or consent of instructor
A tutorial experience in public speaking. Students are assigned to a faculty member who works with them on a given speech until it is ready to be tested with the other members of the class. The individualized nature of the course allows for various levels of expertise and may be repeated.

COMMUNICATION 116  RELIGIOUS DRAMA PRACTICUM
1-2 units
Prerequisite: Consent of instructor
Credit is given in Religious Drama Practicum only for involvement in a major religious play, or religious drama troupe. Credit is given on permission of the instructor.

COMMUNICATION 117  READER'S THEATRE PRACTICUM
1-2 units
Prerequisite: Consent of instructor
Credit in Reader's Theatre Practicum is given for participation in college Reader's Theatre productions outside of Com 124.

COMMUNICATION 122  THE ORAL INTERPRETATION OF LITERATURE
5 units
Prerequisite: none
An approach to understanding literature by reading it aloud. Equal emphasis is given to literary analysis and effective reading techniques. Course activities include reading, analysis, and actual performance of prose, poetry, and drama.

COMMUNICATION 124  READER'S THEATRE: LITERATURE AND PRODUCTION
7 units
Prerequisite: Com 122 or consent of instructor
A study of reader's theatre as art form and means of understanding literature. The course will concentrate on a specific work of fiction to be adapted to reader's theatre. Participants will perform the work in a public production.

COMMUNICATION 128  GROUP DYNAMICS AND LEADERSHIP
5 units
Prerequisite: Psy 42
A study of problem solving through group discussion, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups, and small groups in society generally.

COMMUNICATION 134  INTRODUCTION TO ACTING
5 units
Prerequisite: none
A basic acting course dealing with the philosophies, theory, and technique of method acting. Students are encouraged to coordinate this course with participation in a major college drama.

COMMUNICATION 136  DRAMA PRODUCTION SEMINAR
3 units
Prerequisite: Consent of instructor
A two quarter continuing course which studies basic theory of play production and designs and constructs the technical aspects of the winter production. Students may choose to concentrate in either costume and makeup or set design and lighting. The course may be taken twice if the areas of concentration are alternated.

COMMUNICATION 138  DRAMA AND THE CHURCH
5 units
Prerequisite: none
An investigation of the history and rationale of drama as a religious activity, and its role in the contemporary church. A survey of selected religious dramatic literature will be included.

COMMUNICATION 150  COMMUNICATION AND THE CHURCH
5 units
Prerequisite: Cor 11 & Cor 12
A study of New Testament and contemporary modes of communication and their application to the communication of the Christian message.
COMMUNICATION 153
5 units
Prerequisite: Cor 12 or consent of instructor

COMMUNICATION 155
5 units
Prerequisite: Cor 11 & Cor 12

COMMUNICATION 156
5 units
Prerequisite: Cor 11 & Cor 12

COMMUNICATION 157
5 units
Prerequisite: Cor 11

COMMUNICATION 158
5 units
Prerequisite: Cor 11 or consent of instructor

COMMUNICATION 160
5 units
Prerequisite: Cor 12 or consent of instructor

COMMUNICATION 167
5 units
Prerequisite: Cor 12 or consent of instructor

COMMUNICATION 186
3-5 units
Prerequisite: Consent of instructor

COMMUNICATION 187
1-5 units
Prerequisite: Consent of instructor

COMMUNICATION 188
3-5 units
Prerequisite: Consent of instructor

READINGS IN COMMUNICATION
A tutorial readings course designed to give specific theoretical background for serious students of communication. Readings of basic works is available in the following areas: Classical Rhetorical Theory, the classical strain of speech from Aristotle to Plato to the present; Persuasion: approaches to changing ideas, attitudes, and behavior; Argumentation: principles of sound logic and argument; Contemporary Communication Theory: basic works in modern scientific and humanistic communication thinking; History of Public Address: investigation of form and content of important historic speeches and their effect on history. Participants in the reading course must also register for Communication 112 (Public Speaking Tutorial) for exercises in applying theoretical concepts.
COMMUNICATION 190 INDEPENDENT STUDY
1-5 units
Prerequisite: Consent of instructor

COMMUNICATION 191 COMMUNICATION PRACTICUM
1-5 units
Prerequisite: Consent of instructor

EDUCATION

EDUCATION 60
2 units
Prerequisite: Consent of instructor

EDUCATION 101
5 units
Prerequisite: Educ 105
Consent of instructor

EDUCATION 105
5 units
Prerequisite: Soc 41, Psy 42, & Psy 118

EDUCATION 107
4 units
Prerequisite: Educ 105, Psy 118, Math 140, & Com 155
Admission to Teacher Education Program

EDUCATION 108
5 units
Prerequisite: Educ 105 & Educ 107

EDUCATION 109
4 units
Prerequisite: Educ 105, Educ 107, Math 1, & Math 140

EDUCATION 110
4 units
Prerequisite: Educ 105, Educ 107, approval of single subject department chairman

CLASSROOM PARTICIPATION
In cooperation with the schools of the area a student spends a minimum of five hours per week in the classroom as a participant with the teacher in the teaching-learning process.

INITIAL DIRECTED TEACHING
A carefully arranged series of field experiences in schools and classrooms. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidate.

FOUNDATIONS OF EDUCATION
The nature of man, his relation to his environment, to social issues and problems, and to the educational process of teaching and learning. The student examines each of these issues in the college classroom and in contact with the community. Its schools and pupils in a carefully planned series of field experiences.

CURRICULUM AND INSTRUCTIONAL MATERIALS AND PROCEDURES: PLANNING
Long-range unit planning and daily lesson planning in selected curriculum areas. Includes instructional goals and objectives in cognitive, affective, and psychomotor domains. Teaching strategies and materials for teaching.

CURRICULUM AND INSTRUCTIONAL MATERIALS AND PROCEDURES: READING
The nature of reading, methods and materials for teaching reading skills to pupils of diverse abilities and ethnic and socioeconomic backgrounds. The student applies knowledge and skills of reading instruction in a school setting. This course is based upon and meets the criteria of the guidelines of the Commission on Teacher Preparation and Licensing for both the Multiple Subject Credential and Single Subject Credential.

CURRICULUM AND INSTRUCTIONAL MATERIALS AND PROCEDURES: MATHEMATICS
An analysis of current elementary mathematics curricula. Survey and demonstration of appropriate instructional methods. Study of tests, testing, test analysis and use in prescription. Classroom organization and procedures for effective mathematical experiences.

CURRICULUM AND INSTRUCTIONAL MATERIALS AND PROCEDURES: SINGLE SUBJECT MAJOR
Long-range and daily planning of scope and content and teaching strategies in a subject of the candidate’s major waiver program. Taught by Fresno Pacific College faculty and adjunct faculty from cooperating high schools.
DEPENDENT STUDY

Each candidate must complete a program of study in Health Education. This requirement, usually completed as a part of the fifth year program, provides the candidate with an understanding of methods, processes, and content of health education.

DIRECTED TEACHING — MULTIPLE SUBJECT

The prospective teacher participates in all of the life of a school in the area for a minimum of 15 weeks. This full-time, full-day experience culminates the Fresno Pacific undergraduate Teacher Education Program.

DIRECTED TEACHING — SINGLE SUBJECT

The prospective teacher participates in all of the life of a school in the area for a minimum of 15 weeks. This full-time, full-day experience culminates the Fresno Pacific undergraduate Teacher Education Program.

TOPICS IN EDUCATION

Courses which cover subject matter not included in regular education courses may be given credit as special topics in education.

READINGS IN EDUCATION

Individually designed readings in education for advanced students.

INDEPENDENT STUDY

Regularly scheduled meetings of students and faculty for reports and discussion. Enrollment limited to those able students who in the opinion of the department chairman would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major fields.

Graduate Program

EDUCATION 203

PSYCHOLOGICAL ASSESSMENT

Administration of assessment instruments and interpretation of resulting data including diagnostic tests, inventories, and scales. Field work in school required.

EDUCATION 205

GROUP DYNAMICS AND LEADERSHIP

A study of problem solving through group discussion, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of educational groups.

EDUCATION 207

CURRICULUM IN SPECIAL EDUCATION

An in-depth analysis of the curriculum areas of basic academic subjects for special education majors, school psychologists, and resource specialists.

EDUCATION 208

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

An introductory course which provides an understanding of the psychological characteristics, cognitive styles, behavior patterns, and learning problems of exceptional students. Roles of teachers and administrators, history, development, and current trends.

EDUCATION 212

VALUES IN SCHOOL AND SOCIETY

Values related to the learning and development of persons, to contemporary society, to the teaching and learning of communicative and quantitative skills, and to the process of change. Emphasis will be given to the application of humanistic and Christian value systems.
EDUCATION 215 LEADERSHIP AND CHANGE
4 units
Prerequisite: Admission to Graduate Program
The course will focus on (1) the nature of effective leadership; and strategies for change; (2) developing a personal style of effective leadership as a change agent. The case study approach will be used as a major instructional methodology.

EDUCATION 218 ADVANCED PROGRAM ASSESSMENT, RESEARCH AND EVALUATION
4 units
Prerequisite: Admission to Graduate Program
A study of the nature of scientific inquiry, a survey of methods employed in research, and an explanation of evaluation methodology. The use of research and evaluation methods in actual school situations.

EDUCATION 220 TEACHING OF READING
5 units
Prerequisite: none
The development of basic understandings and their relationship: (1) an understanding of children; (2) an understanding of the reading process; and (3) an understanding of how children learn to read.

EDUCATION 221 TEACHING OF READING IN THE JUNIOR AND SENIOR HIGH SCHOOLS
2-5 units
Prerequisite: none
Preparation of secondary teachers for a new role in teaching reading within the context of their subject area specialization. Development of the teacher's understanding of the basic learning process; study in depth the areas of motivation, comprehension, and word recognition.

EDUCATION 222 ADVANCED METHODS IN TEACHING DECODING SKILLS
4-5 units
Prerequisite: none
Development and implementation of scope and sequence of reading skills; development and organization of materials and formats; and prescription of appropriate materials to meet individual and small group needs.

EDUCATION 223 ADVANCED METHODS IN TEACHING COMPREHENSION SKILLS
4-5 units
Prerequisite: none
Techniques for teaching reading comprehension and preparation of classroom instructional materials for different levels of comprehension to meet individual and small group needs.

EDUCATION 224 DIAGNOSIS AND TREATMENT OF READING DISABILITIES
5 units
Prerequisite: Educ 220 Graduate standing
Methods of obtaining data based on assessments through diagnostic prescriptive procedures based primarily on classroom curriculum materials.

EDUCATION 228 CLINICAL EXPERIENCES IN READING
5 units
Prerequisite: Educ 220 Graduate standing
Instruction of an individual or a small group of children in remediation of reading difficulties.

EDUCATION 242 LINGUISTICS FOR READING TEACHERS
4 units
Prerequisite: Graduate standing
The nature of language; methods of analysis and description; sound patterns and grammatical structure of language including regional, social, and stylistic varieties of modern English; relationship between linguistics and reading.

EDUCATION 246 DEVELOPMENT OF READING PROGRAMS
2-5 units
Prerequisite: Educ 220 or 223 Graduate standing
Comparison and contrast of two to four current approaches to reading in relation to child development theories, learning theory, motivational theory, philosophy of education, and methods, materials, techniques, and record keeping.

EDUCATION 247 SUPERVISION OF READING PROGRAMS
5 units
Prerequisite: Educ 220, 224 or 261, & 228 or 268 Graduate standing
Instructional leaders direct and supervise classroom teachers in the reading clinic.
ADAPTED LEARNING CURRICULUM

1. Focus on the nature of effective leadership, and how change agents develop a personal style of effective change. The case study approach will be used as a methodological structure.

PROGRAM ASSESSMENT, ANALYSIS, AND EVALUATION

1. The nature of scientific inquiry, a survey of methods of research, and an explanation of evaluation methodologies and research methods in actual school settings.

TEACHING DRUGS TO CHILDREN

1. The context of teaching and learning drug education, and the role of the teacher in the drug prevention and education process.

RESEARCH METHODS IN TEACHING

1. The use and application of research methods in teaching, including the development and organization of materials and formats, and the use of appropriate materials to meet individual and small group needs.

EDUCATIONAL STRATEGIES FOR TEACHING DISABILITY

1. The use of educational strategies and methods for teaching children with disabilities, including instructional materials and strategies for different levels of comprehension.

EXPERIENCES IN READING

1. The nature of reading difficulties and responding to them, including the use of diagnostic techniques and instructional strategies.

EDUCATIONAL WRITING

1. The role of language, the development of writing skills, and the importance of language in the learning process.

LEADERSHIP IN THE CURRICULUM

1. The role of leadership in the curriculum development process, including the identification of key concepts and strategies for instruction.

EVALUATION OF READING PROGRAMS

1. The evaluation of reading programs, including the assessment of student progress and the effectiveness of teaching strategies.

EDUCATION 249

1. Reading 1-1-1 units
2. Prerequisite: Admission to the Major's Program

EDUCATION 250

1. Reading 6 units
2. Prerequisite: Graduate standing

EDUCATION 251

1. Reading 3 units
2. Prerequisite: Graduate standing

EDUCATION 252

1. Reading 6 units
2. Prerequisite: Graduate standing

EDUCATION 253

1. Reading 3 units
2. Prerequisite: Graduate standing

EDUCATION 254

1. Reading 6 units
2. Prerequisite: Graduate standing

EDUCATION 255

1. Reading 3 units
2. Prerequisite: Graduate standing

EDUCATION 256

1. Reading 6 units
2. Prerequisite: Graduate standing

EDUCATION 257

1. Reading 3 units
2. Prerequisite: Graduate standing

EDUCATION 259

1. Reading 1-1-1 units
2. Prerequisite: Graduate standing

EDUCATION 259

SEMINAR IN READING
A course offered continuously, carefully critiquing classical and contemporary professional literature including research journals and books relating to reading. Past and present theories of child development, learning, and reading applied to programs and research.

CURRICULUM LEADERSHIP
This course considers: (1) current trends in curriculum development; (2) teacher involvement in curriculum development; (3) assessment, diagnostic, and prescriptive skills in curriculum; (4) study of learning theory and teaching strategies; and (5) organization of curriculum for instruction.

PRACTICUM — CURRICULUM LEADERSHIP
An independent field assignment in curriculum development and administration.

SCHOOL AND COMMUNITY RELATIONS
The course considers: (1) the power structure; (2) school/community group relationships, human relations, and coalition building; (3) social and cultural patterns; (4) skills in written and oral communication; (5) innovation and creativity in program development; (6) identification and resolution of conflict of crucial issues in education; (7) emerging trends in organization; (8) group dynamics and interaction; and (9) conflict resolution.

PRACTICUM — SCHOOL AND COMMUNITY RELATIONS
An independent field assignment in school and community relations.

ADMINISTRATION AND PERSONNEL MANAGEMENT PROCEDURES
This course considers: (1) employer/employee relations; (2) management by objectives; (3) management procedures and skills; (4) program assessment and evaluation skills; (5) selection, assignment, and supervision of staff; (6) evaluation skills; and (7) school district organization models and patterns.

PRACTICUM — ADMINISTRATION AND PERSONNEL MANAGEMENT PROCEDURES
An independent field assignment in administration and personnel management procedures.

PUBLIC SCHOOL FINANCE AND LEGAL ASPECTS
This course considers: (1) public school governance; (2) laws relating to youth; (3) study of federal and state law and education-related court cases; (4) contract formulation; (5) collective bargaining; (6) budget building; (7) funding sources; (8) special programs; and (9) budget monitoring skills.

PRACTICUM — PUBLIC SCHOOL FINANCE AND LEGAL ASPECTS
An independent field assignment in public school finance and legal aspects.

SEMINAR IN ADMINISTRATION
A series of seminars in educational leadership rules and management performance systems. It is adapted to meet the needs of educators in improving the management of public schools. Management is defined as the work by leaders in organizations that create and maintain environments where people can accomplish goals through more efficient and effective use of staff time, financial, and material resources.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION 260</td>
<td>ADAPTING INSTRUCTION TO LEARNING PATTERNS OF CHILDREN</td>
<td>5</td>
<td></td>
<td></td>
<td>Designed to build skills in developing curriculum appropriate to the modality strengths of individual children and creating a learning environment structure suitable to children who have modality weaknesses.</td>
</tr>
<tr>
<td>EDUCATION 261</td>
<td>EDUCATIONAL DIAGNOSIS AND PRESCRIPTION</td>
<td>5</td>
<td>Educ 203, 260</td>
<td></td>
<td>Designed to develop skills in diagnosis and prescription for instruction. Topics under investigation include: (1) diagnostic teaching procedures; (2) utilization of specialized evaluation instruments; (3) academic skill sequences to meet instructional needs of exceptional pupils; (4) utilization of structural activities; (5) performance criteria to measure pupil achievement; (6) criterion-referenced testing; and (7) development of instructional tasks for exceptional pupils.</td>
</tr>
<tr>
<td>EDUCATION 262</td>
<td>CENTRAL LANGUAGE DISORDERS AND DEVELOPMENT</td>
<td>5</td>
<td></td>
<td></td>
<td>Designed to develop a basic understanding of acquisition and development sequence of language. Deviations in language, including disorders, cultural differences, and reading handicaps, are studied. Topics include acquisition, syntax, morphology, semantics, phonology, common disorders, and remediation of specific language/reading disorders. An elective course for candidates in the Learning Handicapped Credential Program.</td>
</tr>
<tr>
<td>EDUCATION 263</td>
<td>SENSORY-MOTOR DEVELOPMENT AND TRAINING</td>
<td>5</td>
<td></td>
<td></td>
<td>Designed to develop an understanding of necessary skills involved in prescriptive instruction of exceptional pupils. Competencies to be developed in the course are: (1) ability to delineate the developmental sequences of skill acquisition in the various areas of perceptual-motor functioning; (2) comparison of current techniques for remediating deficits in sensory-motor performance; (3) utilization of instruments designed to diagnose perceptual-motor capabilities and developmental levels of pupils; (4) planning diagnostic-prescriptive program; and (5) analyzing academic tasks and social behavior objectives for sensory-motor input and output requirements. An elective course for candidates in the Learning Handicapped Credential Program.</td>
</tr>
<tr>
<td>EDUCATION 264</td>
<td>ADAPTING BEHAVIOR FOR LEARNING AND INTERPERSONAL EFFECTIVENESS</td>
<td>5</td>
<td>Educ 205</td>
<td></td>
<td>Designed to study facets of affective behavior, alternative strategies of behavior management, interpersonal communicative skills, and implementation of pupils' programs to staff and parents.</td>
</tr>
<tr>
<td>EDUCATION 265</td>
<td>PHYSICAL HANDICAPS AS RELATED TO LEARNING PROBLEMS</td>
<td>5</td>
<td></td>
<td></td>
<td>Designed to develop necessary skills in pupil assessment and instructional program adaptation for physically handicapped pupils. Competencies to be developed are: (1) to define common physical exceptionalities; (2) to describe commonalities among physically handicapped and nonexceptional pupils; (3) to assess the effect of various physical handicaps upon functional performance; (4) to examine curriculum appropriate for the physically handicapped; and (5) to identify appropriate testing instruments. An elective course for candidates in the Learning Handicapped Credential Program.</td>
</tr>
<tr>
<td>EDUCATION 266</td>
<td>CAREER VOCATIONAL GUIDANCE AND EDUCATION</td>
<td>5</td>
<td></td>
<td></td>
<td>Designed to study the comparison and evaluation of various vocational/career education models at the local, state, and federal levels. Vocational development, work experience programs, and career education systems are examined. Problems in vocational counseling are analyzed. An elective course for candidates in the Learning Handicapped Credential program.</td>
</tr>
</tbody>
</table>
EDUCATION 267
5 units
Prerequisite: Educ 205
Graduate standing

EDUCATION 268
5-9 units
Prerequisite: Graduate standing

EDUCATION 272
2-2-2-2-2-2 units

EDUCATION 275
4 units

EDUCATION 279
4 units

EDUCATION 280
2-12 units

EDUCATION 281
3 units

EDUCATION 282
3 units

EDUCATION 283
3 units

EDUCATION 284
5 units

FINAL DIAGNOSIS AND PRESCRIPTION
Develop skills in diagnosis and prescription for instructional needs; investigation include: (1) diagnostic techniques; (2) identification of specialized evaluation instruments; (3) accuracy of diagnosis in instructional needs; (4) utilization of structural activities; (5) performance criteria in pupil achievement; (6) criterion-referenced testing; and implementation of instructional tasks for exceptional pupils.

LANGUAGE DISORDERS
Develop a basic understanding of acquisition and development of language. Deviations in language, including articulation difficulties, and reading handicaps, are studied. Remediation and special language programs are discussed. An elective course for candidates in the Learning Handicapped Credential Program.

VISUAL-MOTOR DEVELOPMENT
To develop an understanding of the development of sensory-motor skills involved in instruction of exceptional pupils. Competencies to be developed include: (1) ability to delineate the development of the motor skill acquisition in the various areas of perceptual-motor development; (2) utilization of instruments to diagnose sensory-motor capabilities and development of pupils; (3) planning and executing diagnostic-prescriptive programs to analyze academic tasks and social behavior objectives for motor input and output requirements. An elective course for those in the Learning Handicapped Credential Program.

BEHAVIOR FOR LEARNING AND PERSONAL EFFECTIVENESS
To study facets of affective behavior, alternative behavioral strategies for management, interpersonal communicative skills, and the manipulation of behavior programs to assist in the planning of staff and parents.

HANDICAPS AS RELATED TO LEARNING PROBLEMS
To develop necessary skills in pupil assessment and instructional adaptation for physically handicapped pupils. Components to be developed include: (1) to define common physical exceptions and nonexceptional pupils; (2) to identify appropriate testing instruments. An elective course for those in the Learning Handicapped Credential Program.

THE LABORATORY METHOD
A critical analysis of the laboratory method; developing a library of materials for use in the laboratory; study of the "Open Math" approach to managing and utilizing a mathematics laboratory. Based on viewing and analyzing the "Open Math" video-tape series and the accompanying text.

PROBLEM SOLVING
Problem solving is a basic method for improving learning in mathematics. Special attention is given to its relation to drill and practice in the mastery of basic concepts and facts. The basic materials are drawn from Robert Wirtz's "Drill and Practice at the Problem Solving Level" with taped discussion by Suchman.

BUILDING THE MATHEMATICS CURRICULUM
Especially prepared for this program, Robert Wirtz shares his view on building the curriculum.

READING AND MATHEMATICS
The study of reading problems as they relate to mathematics. Instructional techniques for helping students with these problems.
EDUCATION 287 TOPICS IN EDUCATION
Courses which cover subject matter not included in regular education courses may be given credit as special topics in education.

EDUCATION 288 READINGS AND TOPICS IN EDUCATION
Courses which cover subject matter not included in regular education courses may be taken for credit as special readings or topics in education.

EDUCATION 289 SEMINAR IN LEARNING THEORY
Recognized learning theorists are brought to the program as visiting scholars. One is an authority on the learning theories of Piaget and others deal with a variety of theories and their implications for teaching children.

EDUCATION 290 INDEPENDENT STUDY IN EDUCATION
Independent study is available to pursue a topic of interest through individually oriented research.

EDUCATION 299 PROJECT/THESIS
Throughout the program, candidates write curricular materials. For their project they select a restricted topic and develop a three-week curriculum for use at a particular grade level. It is field tested and revised as necessary and taught in its final revision by three classroom teachers.

In-Service Education
Courses are numbered 300-399
Fresno Pacific’s In-Service Education Program is based on the philosophy that the needs in the institution which the program is servicing should determine the nature of the educational experience. Hence, courses arise out of the assessment of needs of those institutions being served. No predetermined curriculum in In-Service Education, therefore, exists. Future courses will continue to arise out of a dialogue between Fresno Pacific and the off-campus institution or agency. Credit in these courses is offered in semester units.

ENGLISH (See Languages and/or Literature)

GEOGRAPHY 3
GEOGRAPHY 4
5 units
5 units
Prerequisite: none
Prerequisite: none

ECONOMIC GEOGRAPHY
A systematic survey of the world’s resources and significant commodities. The emphasis is on the systems employed by man to gain a living in the various landforms and climatic regions of the world. Particular attention will be given to the resources, agricultural and mineral, that are found in California. Field trips will be used to acquaint students with the local geography.

WORLD GEOGRAPHY
A systematic survey of the world’s physical features. The emphasis is on cultural features, economic development, resources, and man-land relationships. The basic unit of study is the political state. When appropriate, groups of states are used based on similarities of climate, culture, and landforms. This class will benefit all persons who are seeking to develop a world view.
IN EDUCATION

which cover subject matter not included in regular education may be given credit as special topics in education.

MISCELLANEOUS AND TOPICS IN EDUCATION

which cover subject matter not included in regular education may be taken for credit as special readings or topics in education.

EDUCATION FOR LEARNING THEORY

Fred learning theorists are brought to the program as visiting. One is an author on the learning theories of Piaget and he deals with a variety of theories and their implications for teaching children.

INDEPENDENT STUDY IN EDUCATION

Student study is available to pursue a topic of interest through on-campus study or a thesis. It may be taken for no credit or for 1-5 units. Credit for a thesis must be approved by the faculty. The student must demonstrate competence in the subject area in which the thesis is written.

ECONOMIC GEOGRAPHY

A systematic survey of the world's resources and significant commodities. The emphasis is on the systems employed by man to gain a living in the various landforms and climate regions of the world. Particular attention will be given to the resources, agricultural and mineral, that are found in California. Field trips will be used to acquaint students with the local geography.

WORLD GEOGRAPHY

A systematic survey of the world's physical features. The emphasis is on cultural features, economic development, resources, and man-land relationships. The basic unit of study is the political state or landform. When appropriate, groups of states are used based on similarities of climate, culture, and landforms. This class will help all persons who are seeking to develop a world view.

CULTURAL GEOGRAPHY

An investigation into the man-land relationships of the world. A systematic survey of the cultural phenomena and their distribution on the earth's surface. Cultural features such as religion, population, rural and urban settlements are studied from the vantage point of similarities and differences world-wide.

INDEPENDENT STUDY

This study makes possible individually-oriented reading, research, and special projects under faculty supervision. Enrollment is limited to those who would profit by the opportunity to use their initiative and creativity to obtain greater depth in their study of geography.

GERMAN (See Languages)

HISTORY

HISTORY OF CIVILIZATION — ANCIENT EUROPE

The great cultural tradition of the Western World. A study of the historic foundation of civilizations including Mesopotamia, Egypt, Greece, Rome, and the Orient.

HISTORY OF CIVILIZATION — UNITED STATES

A survey for the style and meaning of three and a half centuries of American life. Emphasis is on the development of a national and its alteration through time.

HISTORY OF CHRISTIANITY

A survey of the Christian tradition from apostolic times to the present. The medieval Church, Reformation, and post-Reformation will receive special emphasis. The Church will be reviewed in its relationship to other aspects of society.

INTRODUCTION TO MENNONITE HISTORY

A survey of the Anabaptist-Mennonite tradition in Europe and North America with some special emphasis on the development of the Mennonite Brethren Church.

AMERICAN RELIGIOUS HISTORY

Survey of religion and religious movements in American life. Emphasis is on the interplay of religion and culture and the role of religion in shaping American history.

SOCIAL HISTORY OF JAPAN

A historical survey of the development of Japanese society and culture. The process of change in institutions such as the economic, political, family, and religious systems will be reviewed. Particular emphasis will be placed upon the process of "modernization" and Japan's present situation in the world community.

THE ANCIENT WORLD

Studies in the roots of Western Civilization: political, social, economic, and cultural developments in the ancient Near East, Greece, and Rome.

CULTURAL HISTORY OF THE ANCIENT WORLD I

After a brief survey of the prehistoric beginning of Mediterranean peoples, the course will concentrate on the cultural-intellectual history of Greece to Alexander the Great, contrasting it with Egyptian and Near Eastern cultures.

CULTURAL HISTORY OF THE ANCIENT WORLD II

The cultural-intellectual history of the Ancient World from Alexander the Great to Justinian.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY 128</td>
<td>THE MEDIEVAL WORLD</td>
</tr>
<tr>
<td></td>
<td>A study of the religious, social, and cultural fabric of medieval</td>
</tr>
<tr>
<td></td>
<td>civilization.</td>
</tr>
<tr>
<td>HISTORY 131</td>
<td>THE RENAISSANCE MOVEMENT</td>
</tr>
<tr>
<td></td>
<td>A study of the transition from medieval to modern European</td>
</tr>
<tr>
<td></td>
<td>institutions. It will include a survey of the art, literature,</td>
</tr>
<tr>
<td></td>
<td>politics, philosophy, science, religion, and the great</td>
</tr>
<tr>
<td></td>
<td>personalities in Europe from 1300 to the death of Michelangelo.</td>
</tr>
<tr>
<td>HISTORY 132</td>
<td>HISTORY OF THE REFORMATION</td>
</tr>
<tr>
<td></td>
<td>The origin and development of the Protestant movement in Europe.</td>
</tr>
<tr>
<td></td>
<td>Special emphasis will be placed on the relations between</td>
</tr>
<tr>
<td></td>
<td>religion and politics. The religious upheaval of the sixteenth</td>
</tr>
<tr>
<td></td>
<td>century will be viewed in terms of the “spiritual” and the “</td>
</tr>
<tr>
<td></td>
<td>material” forces which shattered ecclesiastical unity in Europe.</td>
</tr>
<tr>
<td>HISTORY 133</td>
<td>HISTORY OF THE RADICAL REFORMATION</td>
</tr>
<tr>
<td></td>
<td>This is a study of the origin and development of the Anabaptist</td>
</tr>
<tr>
<td></td>
<td>movement within the context of sixteenth-century Europe. This</td>
</tr>
<tr>
<td></td>
<td>course will relate the Anabaptist movement to the major historical</td>
</tr>
<tr>
<td></td>
<td>forces of the sixteenth century, especially the intense</td>
</tr>
<tr>
<td></td>
<td>religious conflict which gave birth to Protestantism. Special</td>
</tr>
<tr>
<td></td>
<td>attention will be given to the interaction between Anabaptism and</td>
</tr>
<tr>
<td></td>
<td>the other movements active within Protestantism.</td>
</tr>
<tr>
<td>HISTORY 144</td>
<td>A HISTORY OF SOVIET RUSSIA</td>
</tr>
<tr>
<td></td>
<td>A study of the rise of political parties in Czarist Russia, the</td>
</tr>
<tr>
<td></td>
<td>course of the February and October Revolutions of 1917, and an</td>
</tr>
<tr>
<td></td>
<td>analysis of the economic, social, and political policies of the</td>
</tr>
<tr>
<td></td>
<td>Bolshevik Regime to 1960.</td>
</tr>
<tr>
<td>HISTORY 146</td>
<td>EUROPE IN THE NINETEENTH CENTURY</td>
</tr>
<tr>
<td></td>
<td>An examination of the European scene from the Congress of Vienna</td>
</tr>
<tr>
<td></td>
<td>to the beginning of the twentieth century.</td>
</tr>
<tr>
<td>HISTORY 147</td>
<td>TWENTIETH CENTURY EUROPE</td>
</tr>
<tr>
<td></td>
<td>A study of Europe from the background of the first World War to</td>
</tr>
<tr>
<td></td>
<td>the present, with special attention to the rise of the totalitarian</td>
</tr>
<tr>
<td></td>
<td>states and the relative decline of Western Europe.</td>
</tr>
<tr>
<td>HISTORY 161</td>
<td>AFRO-AMERICAN HISTORY</td>
</tr>
<tr>
<td></td>
<td>The role and position of Blacks in American society. Major topics</td>
</tr>
<tr>
<td></td>
<td>include the African heritage, slavery in the Old South,</td>
</tr>
<tr>
<td></td>
<td>emancipation and adjustment, racism, segregation, development</td>
</tr>
<tr>
<td></td>
<td>of the Black community, and dimensions of Black community life.</td>
</tr>
<tr>
<td>HISTORY 162</td>
<td>AMERICAN ETHNICITY, PLURALISM AND RACISM</td>
</tr>
<tr>
<td></td>
<td>A review of the history of racism as an ideology in American</td>
</tr>
<tr>
<td></td>
<td>history, patterns of inter-ethnic relations, and the rise of</td>
</tr>
<tr>
<td></td>
<td>pluralism as a model of American society. Surveys the</td>
</tr>
<tr>
<td></td>
<td>implications of the pluralistic model for a variety of social</td>
</tr>
<tr>
<td></td>
<td>institutions.</td>
</tr>
<tr>
<td>HISTORY 168</td>
<td>FAMILY HISTORY</td>
</tr>
<tr>
<td></td>
<td>This course, through the writing of family histories, explores</td>
</tr>
<tr>
<td></td>
<td>the interrelationship between family experiences and some of the</td>
</tr>
<tr>
<td></td>
<td>major trends and events of recent American history. It examines</td>
</tr>
<tr>
<td></td>
<td>immigration and acculturation experiences, changing religious</td>
</tr>
<tr>
<td></td>
<td>identities and ideologies, rural-urban transitions, employment-</td>
</tr>
<tr>
<td></td>
<td>educational changes, wars, depressions, affluence, and prejudice</td>
</tr>
<tr>
<td></td>
<td>as they influence familial history.</td>
</tr>
<tr>
<td>HISTORY 174</td>
<td>TWENTIETH CENTURY UNITED STATES</td>
</tr>
<tr>
<td></td>
<td>Political, cultural, economic, and intellectual patterns; rise to</td>
</tr>
<tr>
<td></td>
<td>international prominence and global commitments.</td>
</tr>
</tbody>
</table>
MIDDLE AGES
The religious, social, and cultural fabric of medieval Europe.

NAISSANCE MOVEMENT
The transition from medieval to modern European culture will include a survey of the art, literature, politics, philosophy, religion, and the great personalities in Europe from the death of Michelangelo.

HISTORY OF THE REFORMATION
The development of the Protestant movement in Europe, emphasis will be placed on the relations between religion and the transformation of the sixteenth century will be in terms of the 'spiritual' and the 'material' forces which shaped ecclesiastical unity in Europe.

HISTORY OF THE RADICAL REFORMATION
A study of the origin and development of the Anabaptist movement within the context of sixteenth-century Europe. This will relate the Anabaptist movement to the major historical events of the sixteenth century, especially the intense religious conflict which gave birth to Protestantism. Special attention will be paid to the interaction between Anabaptism and the other movements active within Protestantism.

HISTORY OF THE NINETEENTH CENTURY
Examination of the European scene from the Congress of Vienna to the beginning of the twentieth century.

SEVENTEENTH CENTURY EUROPE
Study of Europe from the background of the first World War to the present, with special attention to the rise of totalitarian states and the relative decline of Western Europe.

AFRICAN AMERICAN HISTORY
The role and position of Blacks in American society. Major topics include the African heritage, slavery in the Old South, emancipation and adjustment, racism, segregation, development of the Black community, and dimensions of Black community life.

AFRICAN AMERICAN ETHNICITY, PLURALISM AND RACISM
Review of the history of racism as an ideology in American history, patterns of inter-ethnic relations, and the rise of pluralism as a model of American society. Surveys the implications of the pluralistic model for a variety of social institutions.

FAMILY HISTORY
This course, through the writing of family histories, explores the interrelationship between family experiences and the major trends and events of recent American history. It examines migration, acculturation experiences, changing religious identities and affiliations, and the influence of urbanization and cultural and social changes on family life.

TWENTIETH CENTURY UNITED STATES
Political, cultural, economic, and intellectual patterns, rise of international prominence and global commitments.
German Language

The six courses of five units each constitute the complete sequence based on the famous Hermann Kessler *Deutsch fuer Auslaender* series. The aural-oral integrated approach makes the teaching/learning experience of listening-speaking-reading-writing as natural, easy, and rewarding as possible. All courses are open every quarter. Students at all levels meet together, enabling each to work at his own speed. The advanced help the less progressive.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERMAN 11</td>
<td>ELEMENTARY GERMAN LANGUAGE AND CULTURE</td>
<td>Intensive oral and written drills in the German language.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: none</td>
<td></td>
</tr>
<tr>
<td>GERMAN 12</td>
<td>ELEMENTARY GERMAN LANGUAGE AND CULTURE</td>
<td>A continuation of German 11. Intensive oral and written drills in the German language.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: Ger 11 or 2 years German in high school</td>
<td></td>
</tr>
<tr>
<td>GERMAN 21</td>
<td>INTERMEDIATE GERMAN LANGUAGE AND CULTURE</td>
<td>Continuation of intensive drills, including literature and compositions in the German language.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: Ger 12</td>
<td></td>
</tr>
<tr>
<td>GERMAN 22</td>
<td>INTERMEDIATE GERMAN LANGUAGE AND CULTURE</td>
<td>A continuation of German 21. Continuation of intensive drills, including literature and compositions in the German language.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: Ger 21</td>
<td></td>
</tr>
<tr>
<td>GERMAN 101</td>
<td>ADVANCED GERMAN LANGUAGE AND CULTURE</td>
<td>The emphasis is on refinement of oral and written structures of the language, contemporary literature and life in Germany.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: Ger 22</td>
<td></td>
</tr>
<tr>
<td>GERMAN 102</td>
<td>ADVANCED GERMAN LANGUAGE AND CULTURE</td>
<td>A continuation of German 101 with further refinement of oral and written structures of the language, contemporary literature and life in Germany.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: Ger 101</td>
<td></td>
</tr>
</tbody>
</table>

Spanish Language

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH 11</td>
<td>ELEMENTARY SPANISH</td>
<td>Beginning course of lessons acquainting the student with the basic structure and pronunciation of Spanish through practice in speaking, reading, and writing.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: none</td>
<td></td>
</tr>
<tr>
<td>SPANISH 12</td>
<td>ELEMENTARY SPANISH</td>
<td>A continuation of Spanish 11. Further course of basic structure and pronunciation of Spanish through practice in speaking, reading, and writing.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: Span 11 or 2 years Spanish in high school</td>
<td></td>
</tr>
<tr>
<td>SPANISH 21</td>
<td>INTERMEDIATE SPANISH</td>
<td>The course is structured for the student who has completed an introductory course, or who desires to begin at the second level only/after passing an examination in elementary Spanish. The course is a programmed approach to increase the student’s ability to understand the culture and speak the language fluently. Class time will be utilized in three areas: one-third time in the language lab, one-third time in oral and written exercises, and one-third time in class conversation and field trips.</td>
</tr>
<tr>
<td>5 units</td>
<td>Prerequisite: Span 12</td>
<td></td>
</tr>
</tbody>
</table>
intermediate Spanish
A continuation of Spanish 21. Further emphasis in the language lab, in oral and written exercises and conversation.

Spanish composition and conversation
This course is designed for the student who possesses the skills normally acquired in two years of college Spanish. The student will focus on developing vocabulary, comprehension, style, translation, and free composition.

History of the Spanish language
The course is primarily structured for those students who will teach Spanish-speaking children or the Spanish language. The course emphasizes the evolution of the Spanish language from the Pre-Roman Era to the Modern period, and its relationships in terms of structural similarities and differences to the English language. Taught in English or Spanish, according to demand.

Literature

improvement of reading techniques
The purpose of this course is to increase reading efficiency in the areas of reading rate, comprehension, and vocabulary. This course is designed for the average reader, not for those with specific reading difficulties or deficiencies.

Introduction to literature
A study of outstanding examples of the genres: epic, drama, poetry, novel, short story, and essay. Designed to introduce the student to the world of literature, to create an appreciation for it, and to give the tools for further independent study.

Biblical literature
An expository study of selected writings from the Old and New Testaments. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in Pauline Epistles (Prison Epistles, Pastoral Epistles, Corinthian Letters, etc.); Acts, Johannine Epistles; The Gospels; Wisdom Literature; The Major Prophets; The Minor Prophets; The Revelation. (May not be used to satisfy Literature or English requirements in the major, minor, or general studies.)

American literature
Intensive reading in the works of major American writers. The course may be repeated as long as the content is not duplicated.

American novel
A study of major American novels, tracing the historical roots and examining thematic trends.

Drama, 20th Century
A study of major contemporary drama literature.

Literature

English literature
A study of the works of major British writers as well as literary periods. Includes Chaucer, Milton, Romantic Poets, Victorian Poets, and others. The course may be repeated as long as the content is not duplicated.

Shakespeare
A study of major history plays, comedies, and tragedies. The course may be repeated as long as the content is not duplicated.
LITERATURE 133  
BRITISH AND AMERICAN POETRY,  
20TH CENTURY  
5 units  
Prerequisite: Lit 62  
Intensive reading of the major British and American poets; study of poetic forms and analysis of poetry.

LITERATURE 141  
20TH CENTURY SPANISH LITERATURE  
5 units  
Prerequisite: none  
Studies will be made of prominent writers such as Miguel de Unamuno, Ortega y Gasset, and Camilo Jose Cela in prose; and Ferenc Garcia Lorca in poetry. Emphasis will be given to literary style and philosophical interpretation of the author’s sample writings (taught in English).

LITERATURE 142  
CONTEMPORARY CHICANO LITERATURE  
5 units  
Prerequisite:  
Proficiency in English/Spanish  
A study of the contemporary Chicano novel, drama, prose, poetry as reflected in the works of outstanding Chicano authors. The course will focus on the understanding of the Chicano perspective through each of the stated literary forms. English and Spanish will be utilized throughout the course.

LITERATURE 166  
ORAL INTERPRETATION OF LITERATURE  
5 units  
Prerequisite: none  
An approach to understanding literature by reading it aloud. Equal emphasis is given to literary analysis and effective reading, analysis, and actual performance of prose, poetry, and drama.

LITERATURE 168  
READER'S THEATRE:  
LITERATURE AND PRODUCTION  
7 units  
Prerequisite: Lit 166 or consent of instructor  
A study of fiction literature which can be adapted to reader's theatre; the examination of reader's theatre as a dramatic form with actual performance of literature.

LITERATURE 180  
CRITICAL APPROACHES TO LITERATURE  
5 units  
Prerequisite: Lit 62 and one other literature course  
An examination of several methods for evaluation and analyzing literature; an introduction to literary criticism with application of techniques to various literary genre.

LITERATURE 186  
LITERATURE FOR CHILDREN  
AND YOUNG ADULTS  
5 units  
Prerequisite: Consent of instructor  
Readings in literature in the elementary and secondary schools and a study of its relevance in the curriculum.

LITERATURE 187  
TOPICS IN LITERATURE  
1-5 units  
Prerequisite: Consent of instructor  
Courses which cover subject matter not included in regular literature courses may be given credit as special topics in literature.

LITERATURE 188  
READINGS IN LITERATURE  
1-5 units  
Prerequisite: Consent of instructor  
Individually designed readings for advanced students.

LITERATURE 190  
INDEPENDENT STUDY  
1-5 units  
Prerequisite: Consent of instructor  
Independent study is available for particular emphases not included in the literature department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the department.

MATHEMATICS  
MATHEMATICS 1  
5 units  
Prerequisite: none  
This course features a fresh approach to mathematics. Considerable emphasis is placed on mathematical discovery and problem solving. Topics studied include Pascal's triangle, probability, statistics, number theory, topology, and logic. A minimum amount of high school mathematics is required to successfully complete this course.
CHICANO LITERATURE

Spanish novel, drama, prose, poetry outstanding Chicano authors. The course reading of the Chicano perspective through forms. English and Spanish will be utilized.

THEORETICAL LITERATURE

Reading literature by reading it aloud. Equal literary analysis and effective reading, analysis, of prose, poetry, and drama.

THEATER PRODUCTION

Production which can be adapted to reader's theatre: reader's theatre as a dramatic form with actual written materials.

APPROACHES TO LITERATURE

Critical methods for evaluation and analyzing literary criticism with application to various literary genres.

CHILDREN'S LITERATURE

The elementary and secondary schools and their curriculum.

LITERATURE

Subject matter not included in regular literature credit as special topics in literature.

READING LITERATURE

Readings for advanced students.

STUDY

Available for particular emphasis not included in regular offerings. Independent study must be authorized by a specific faculty member and approved by the chair of the department.

OF MATHEMATICS

A fresh approach to mathematics. Considered as one of the main parts of mathematics, this course is designed to develop a strong foundation in mathematical thinking. The course covers such topics as set theory, logic, and the nature of mathematical proof. The emphasis is on understanding the concepts rather than on memorizing formulas. The course is intended for students who have had some exposure to algebra and geometry.

MATH 101

Prerequisite: Math 3 or consent of instructor

MATH 102

Prerequisite: Math 3 or consent of instructor

MATH 103

Prerequisite: Math 3 or consent of instructor

MATH 114

Prerequisite: Math 3 or consent of instructor

MATH 116

Prerequisite: Math 3 or consent of instructor

MATH 124

Prerequisite: Math 1 or consent of instructor

MATH 130

Prerequisite: Math 3 or consent of instructor

MATH 2

Prerequisite: High school algebra

MATH 3

Prerequisite: Math 2 or equivalent

MATH 4

Prerequisite: Math 3

MATH 5

Prerequisite: Math 4

MATH 6

Prerequisite: Math 5

MATH 101

Prerequisite: Math 3 or consent of instructor

MATH 102

Prerequisite: Math 3 or consent of instructor

MATH 103

Prerequisite: Math 3 or consent of instructor

MATH 114

Prerequisite: Math 3 or consent of instructor

MATH 116

Prerequisite: Math 3 or consent of instructor

MATH 124

Prerequisite: Math 1 or consent of instructor

MATH 130

Prerequisite: Math 3 or consent of instructor

MATH 2

Prerequisite: High school algebra

MATH 3

Prerequisite: Math 2 or equivalent

MATH 4

Prerequisite: Math 3

MATH 5

Prerequisite: Math 4

MATH 6

Prerequisite: Math 5

MATH 101

Prerequisite: Math 3 or consent of instructor

MATH 102

Prerequisite: Math 3 or consent of instructor

MATH 103

Prerequisite: Math 3 or consent of instructor

MATH 114

Prerequisite: Math 3 or consent of instructor

MATH 116

Prerequisite: Math 3 or consent of instructor

MATH 124

Prerequisite: Math 1 or consent of instructor

MATH 130

Prerequisite: Math 3 or consent of instructor

ELEMENTARY FUNCTIONS

A study of polynomial, exponential, logarithmic, and trigonometric functions. This course is primarily designed to prepare those students with adequate mathematics background for Mathematical Analysis I.

MATHEMATICAL ANALYSIS I

Analytic geometry, relations and functions, limits and continuity, derivatives, applications of the derivative, anti-derivatives.

MATHEMATICAL ANALYSIS II

The definite integral, transcendental functions, techniques of integration, applications of differentiation and integration.

MATHEMATICAL ANALYSIS III

Vectors, polar coordinates, solid analytic geometry, multivariate functions, partial differentiation.

MATHEMATICAL ANALYSIS IV

Multiple integrals, generalized integrals, infinite sequences and series, approximations, differential equations.

PRINCIPLES OF GEOMETRY

Fundamental concepts of Euclidian geometry from the viewpoint of the modern point of view: axioms of collinearity, order, congruence; theorems of Ceva, Menelaus, Desargues; projections of the plane; selected topics from the geometry of the circle and triangle. This course may be taken by non-math majors with strong background in high school mathematics.

PRINCIPLES OF ALGEBRA

Groups, rings, integral domains, ordered fields, isomorphisms: rational, real, and complex numbers; polynomials and theory of equations. This course may be taken by non-math majors with strong background in high school mathematics.

LINEAR ALGEBRA

Real vector spaces, systems of linear equations, linear transformations, matrices, and quadratic forms.

THEORY OF NUMBERS

Divisibility, greatest common divisor, Euler's function, continued fractions, congruences, quadratic residues, Diophantine equations.

STATISTICS

Organization of data, measures of central tendency and dispersion, sampling, testing hypotheses, regression, and confidence limits.

PROBLEM SOLVING

An investigation of the process of problem solving in mathematics designed especially for prospective teachers.
MATHMATICS 140
5 units
Prerequisite: Math 1 or equivalent or consent of instructor

MATHMATICS 154
5 units
Prerequisite: Math 3 or consent of instructor

MATHMATICS 170
5 units
Prerequisite: Math 1 or consent of instructor

MATHMATICS 187
1-5 units
Prerequisite: Consent of instructor

MATHMATICS 190
1-5 units
Prerequisite: Consent of instructor

ARITHMETIC AND ALGEBRA OF THE RATIONAL NUMBER SYSTEM
Development of the rational number system and its sub-systems from the informal point of view; sets relations, operations, and equivalence classes; definitions of number systems, isomorphisms; algorithms for operations with numbers; prime numbers; applications.

PROBABILITY AND STATISTICS
Description of probability laws and their use in sampling, measuring central tendency and dispersion, testing hypotheses, regression, and confidence limits.

COMPUTER TECHNOLOGY
Introduction of digital computer programming; Basic language programming; problem solving experience using computer.

TOPICS IN MATHEMATICS
Courses which cover subject matter not included in regular mathematics courses may be given credit as special topics in mathematics.

INDEPENDENT STUDY
Independent study is available to pursue a topic of interest through individually oriented research. Enrollment limited to those able students who in the opinion of the department chairman would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major field.

MUSIC

MUSIC 5
5 units
Prerequisite: none

MUSIC 6
2 units
Prerequisite: none

MUSIC 10
5 units
Prerequisite: Music 5 & 6 or equivalent

MUSIC 11
5 units
Prerequisite: Music 10

MUSIC 15, 115
1-2 units or 4 per year
Prerequisite: Consent of instructor

BASIC MUSICIANSHIP
This class is designed for the student who desires a basic understanding of music. The class will center around experiments with sound, simple styles of notation, and creative use of simple musical instruments. Prospective elementary school teachers will find it useful in learning to work with sound from a non-technical point of view. Persons with an interest in a music major, but with limited musical experience, will find it a good introduction to the major.

SIGHTSINGING AND DICTATION
This class will usually be taken concurrently with Music 5. Students who can demonstrate competence in basic musicianship may take Music 6 alone. This is essentially a sight-singing and ear-training skills class and is required for the music major. Through the use of class exercises students will develop the skills of sight-reading and dictation of music.

MUSIC THEORY
Basic principles of musicianship with emphasis on beginning counterpoint and harmony.

MUSIC THEORY
Continued study in sight reading, dictation, and harmony. Elementary practice in conducting and keyboard performance.

MUSIC PRACTICUM
Credit in music practicum is given for participation in major college performances. Students should register for practicums only after having been chosen by audition or having received permission. Credit may be received in the areas of vocal and instrumental performance. Year-long participation may achieve four units of credit in special cases. The course may be repeated.
MUSC 20, 120
5 units per year
Prerequisite: Audition

MUSIC 26, 126
1 unit
Prerequisite: None

MUSIC 28, 128
5 units per year
Prerequisite: Audition

MUSIC 31
3 units per year
Prerequisite: none

MUSIC 32, 132
5 units per year
Prerequisite: none

MUSIC 33
5 units per year
Prerequisite: none

MUSIC 34, 134
1 unit
Prerequisite: none

MUSIC 35, 135
5 units per year
Prerequisite:
Consent of instructor

MUSIC 61
5 units
Prerequisite: none

MUSIC 110
5 units
Prerequisite: Mus 11

MUSIC 111
5 units
Prerequisite: Mus 10

MUSIC 112
5 units
Prerequisite: Mus 61

MUSIC 113
5 units
Prerequisite: Mus 61

MUSIC 114
5 units
Prerequisite: Mus 61

MUSIC 130
1-5 units
Prerequisite: Consent of faculty

CONCERT CHOIR
A selected group of vocalists representing the college in churches and
society. In addition to a series of spring concerts, the choir takes an
extended tour each spring.

VOCAL ENSEMBLE
Performance of vocal music in groups, organized under the auspices
of the college faculty.

INSTRUMENTAL ENSEMBLE — BRASS, WOODWIND, STRINGS
Performance of instrumental music in small groups.

BEGINNING GUITAR CLASS
Guitar instruction offered in small groups.

CLASS VOICE
Vocal instruction offered in small groups.

BEGINNING PIANO CLASS
This class offers group instruction for persons with little or no
keyboard experience. The class meets twice weekly throughout the
year. No extra fee.

PRIVATE INSTRUCTION IN MUSIC
Private instruction in piano, organ, voice, brass instruments, woodwinds,
and other areas by consent of instructor.

MUSC 35, 135
5 units per year
Prerequisite:
Consent of instructor

MUSC 61
5 units
Prerequisite: none

MUSC 110
5 units
Prerequisite: Mus 11

MUSC 111
5 units
Prerequisite: Mus 10

MUSC 112
5 units
Prerequisite: Mus 61

MUSC 113
5 units
Prerequisite: Mus 61

MUSC 114
5 units
Prerequisite: Mus 61

MUSC 130
1-5 units
Prerequisite: Consent of faculty

MUSC 20, 120
5 units per year
Prerequisite: Audition

MUSC 26, 126
1 unit
Prerequisite: None

MUSC 28, 128
5 units per year
Prerequisite: Audition

MUSC 31
3 units per year
Prerequisite: none

MUSC 32, 132
5 units per year
Prerequisite: none

MUSC 33
5 units per year
Prerequisite: none

MUSC 34, 134
1 unit
Prerequisite: none

MUSC 35, 135
5 units per year
Prerequisite:
Consent of instructor

MUSC 61
5 units
Prerequisite: none

MUSC 110
5 units
Prerequisite: Mus 11

MUSC 111
5 units
Prerequisite: Mus 10

MUSC 112
5 units
Prerequisite: Mus 61

MUSC 113
5 units
Prerequisite: Mus 61

MUSC 114
5 units
Prerequisite: Mus 61

MUSC 130
1-5 units
Prerequisite: Consent of faculty

VOCAL ENSEMBLE
Performance of vocal music in groups, organized under the auspices
of the college faculty.

INSTRUMENTAL ENSEMBLE — BRASS, WOODWIND, STRINGS
Performance of instrumental music in small groups.

BEGINNING GUITAR CLASS
Guitar instruction offered in small groups.

CLASS VOICE
Vocal instruction offered in small groups.

BEGINNING PIANO CLASS
This class offers group instruction for persons with little or no
keyboard experience. The class meets twice weekly throughout the
year. No extra fee.

PRIVATE INSTRUCTION IN MUSIC
Private instruction in piano, organ, voice, brass instruments, woodwinds,
and other areas by consent of instructor.

MUSC 35, 135
5 units per year
Prerequisite:
Consent of instructor

MUSC 61
5 units
Prerequisite: none

MUSC 110
5 units
Prerequisite: Mus 11

MUSC 111
5 units
Prerequisite: Mus 10

MUSC 112
5 units
Prerequisite: Mus 61

MUSC 113
5 units
Prerequisite: Mus 61

MUSC 114
5 units
Prerequisite: Mus 61

MUSC 130
1-5 units
Prerequisite: Consent of faculty

MUSC 20, 120
5 units per year
Prerequisite: Audition

MUSC 26, 126
1 unit
Prerequisite: None

MUSC 28, 128
5 units per year
Prerequisite: Audition

MUSC 31
3 units per year
Prerequisite: none

MUSC 32, 132
5 units per year
Prerequisite: none

MUSC 33
5 units per year
Prerequisite: none

MUSC 34, 134
1 unit
Prerequisite: none

MUSC 35, 135
5 units per year
Prerequisite:
Consent of instructor

MUSC 61
5 units
Prerequisite: none

MUSC 110
5 units
Prerequisite: Mus 11

MUSC 111
5 units
Prerequisite: Mus 10

MUSC 112
5 units
Prerequisite: Mus 61

MUSC 113
5 units
Prerequisite: Mus 61

MUSC 114
5 units
Prerequisite: Mus 61

MUSC 130
1-5 units
Prerequisite: Consent of faculty

MUSC 20, 120
5 units per year
Prerequisite: Audition

MUSC 26, 126
1 unit
Prerequisite: None

MUSC 28, 128
5 units per year
Prerequisite: Audition

MUSC 31
3 units per year
Prerequisite: none

MUSC 32, 132
5 units per year
Prerequisite: none

MUSC 33
5 units per year
Prerequisite: none

MUSC 34, 134
1 unit
Prerequisite: none

MUSC 35, 135
5 units per year
Prerequisite:
Consent of instructor

MUSC 61
5 units
Prerequisite: none

MUSC 110
5 units
Prerequisite: Mus 11

MUSC 111
5 units
Prerequisite: Mus 10

MUSC 112
5 units
Prerequisite: Mus 61

MUSC 113
5 units
Prerequisite: Mus 61

MUSC 114
5 units
Prerequisite: Mus 61

MUSC 130
1-5 units
Prerequisite: Consent of faculty

MUSC 20, 120
5 units per year
Prerequisite: Audition

MUSC 26, 126
1 unit
Prerequisite: None

MUSC 28, 128
5 units per year
Prerequisite: Audition

MUSC 31
3 units per year
Prerequisite: none

MUSC 32, 132
5 units per year
Prerequisite: none

MUSC 33
5 units per year
Prerequisite: none

MUSC 34, 134
1 unit
Prerequisite: none

MUSC 35, 135
5 units per year
Prerequisite:
Consent of instructor

MUSC 61
5 units
Prerequisite: none

MUSC 110
5 units
Prerequisite: Mus 11

MUSC 111
5 units
Prerequisite: Mus 10

MUSC 112
5 units
Prerequisite: Mus 61

MUSC 113
5 units
Prerequisite: Mus 61

MUSC 114
5 units
Prerequisite: Mus 61

MUSC 130
1-5 units
Prerequisite: Consent of faculty
### MUSIC

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 140</td>
<td>5</td>
<td></td>
<td>3 units; Prerequisite: none</td>
</tr>
</tbody>
</table>
|             |       |              | MUSIC IN THE CHURCH  
A study of hymnody and church liturgies of major faiths in the past and present. An analysis of issues in church music from the vantage points of administration, clergy, congregation, and the music profession. |
| MUSIC 141   | 3     | Consent of faculty | CONDUCTING  
In choral music, a study of conducting and rehearsal techniques, choral styles, and literature. In instrumental music, a study of orchestration, simple arranging, conducting, and rehearsal techniques. |
| MUSIC 142   | 3     | Consent of faculty | MUSIC THEORY AND COMPOSITION  
Creative exercises in writing music for a variety of vocal and instrumental combination. |
| MUSIC 143   | 5     | Consent of instructor | MUSIC LITERATURE FOR PERFORMANCE  
Singers and instrumentalists are introduced to the broad range of music literature in their respective branches of music. |
| MUSIC 144   | 5     | Consent of instructor | BIBLIOGRAPHY AND RESEARCH METHODS  
Practical experience in library research and writing of a research paper. |
| MUSIC 145   | 5     | Consent of instructor | STUDIES IN MUSIC EDUCATION  
A general discussion of the field of public school music education, focusing on historical and philosophical developments, current issues in the professions, and principles of curriculum development. |
| MUSIC 187   | 1-5   | Consent of instructor | TOPICS IN MUSIC  
Courses which cover subject matter not included in regular music courses may be given credit as special topics in music. |
| MUSIC 188   | 1-5   | Consent of instructor | READINGS IN MUSIC  
Individually designed readings for advanced students. |
| MUSIC 190   | 1-5   | Consent of faculty | INDEPENDENT STUDY  
Available to those students who would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major fields. |

### PHILOSOPHY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
</table>
| PHILOSOPHY 63 | 5     |              | INTRODUCTION TO PHILOSOPHY  
An introduction to the fundamental problems and methods of philosophy. |
| PHILOSOPHY 66 | 5     |              | INTRODUCTION TO LOGIC  
A beginning study of the principles of logical reasoning. |
| PHILOSOPHY 130 | 5     |              | ANCIENT PHILOSOPHY  
Studies in the history of western philosophy to the Middle Ages. |
| PHILOSOPHY 135 | 5     | Phi 130     | MODERN PHILOSOPHY  
Continues the history of western philosophy up to the twentieth century. |
| PHILOSOPHY 152 | 5     |              | ETHICS  
A philosophic and theological exploration of moral values. |
CHURCH

And church liturgies of major faiths in the past and of issues in church music from the vantage points of liturgy, congregation, and the music profession.

MUSIC EDUCATION

A study of conducting and rehearsal techniques, literature. In instrumental music, a study of orchestration, conducting, and rehearsal techniques.

MUSIC EDUCATION III

Elective for performance majors. Students are introduced to the broad range of their respective branches of music.

MUSIC EDUCATION IV

Research in library research and writing a research paper.

MUSIC EDUCATION V

Survey of the field of public school music education, philosophical and practical developments, current issues, and principles of curriculum development.

MUSIC

Credit in major subject matter not included in regular music may be taken for credit as special topics in music.

MUSICAL MUSIC

Advanced readings for advanced students.

MUSICAL STUDY

Students who would profit by the opportunity to continue their study and creativity to obtain greater depth in their major field.

PHILOSOPHY

An introduction to philosophy to the fundamental problems and methods of philosophy.

PHILOSOPHY

History of western philosophy to the Middle Ages.

PHILOSOPHY

History of western philosophy up to the twentieth century and theological exploration of moral values.

PHILOSOPHY 160

5 units
Prerequisite: none

PHILOSOPHY OF RELIGION

Studies in the nature and validity of religious ideas.

PHILOSOPHY 161

5 units
Prerequisite: none

PHILOSOPHY OF HISTORY

An examination of pattern and meaning in history and of historical method.

PHILOSOPHY 190

1-5 units
Prerequisite:
Consent of instructor

INDEPENDENT STUDY

Independent study is available to pursue a topic of interest through individually oriented research. Enrollment is limited to those able students who in the opinion of the division chairman would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major field.

PHYSICAL EDUCATION

PHYSICAL EDUC. 60

5 units
Prerequisite: none

INTRODUCTION AND PHILOSOPHIES OF PHYSICAL EDUCATION

Lecture and discussion course designed to introduce students to the profession of physical education. An introduction to philosophy. Includes principles and philosophies which serve as a foundation for this subject. Acquaints students with professional organizations and literature; reviews career possibilities and qualifications for work in this field.

PHYSICAL EDUC. 105

5 units
Prerequisite: PE 60

SPORTS AND SOCIETY

Designed to examine the effects of athletics, social issues in this and other countries, with particular emphasis on social stratification, race relations, women, finances, and personality tendencies of athletes and coaches. These areas, along with many related issues, are studied in this course to their relationship to society.

PHYSICAL EDUC. 106

5 units
Prerequisite: PE 60 or consent of instructor

PREVENTION AND CARE OF INJURIES IN SPORTS

Prevention and correction of accidents in athletic activities; the use of proper personal and field equipment, support methods, conditioning exercises, the medical examination, and therapeutic aids; also different athlete types will be studied. In addition, basic first aid will be taught.

PHYSICAL EDUC. 125

5 units
Prerequisite: PE 60 or consent of instructor

BASKETBALL-TRACK COACHING

Emphasis on the methods of teaching, coaching, and observing basketball: specific offense and defense presented; psychological aspects of handling players is outlined. Selection of candidates, training, conditioning, diet, organization and promotion of track will be covered; psychology of coaching emphasized; actual coaching experience on the field with analysis of the form and technique of the various events.

PHYSICAL EDUC. 152

5 units
Prerequisite: PE 60

THE ELEMENTARY AND SECONDARY PHYSICAL EDUCATION PROGRAMS

Planning the physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods. School visitsations; techniques for evaluation of the elementary physical education program. Analysis of the program of physical education in secondary schools: criteria for the selection and grade placement of activities; consideration of methods and teaching techniques; problems relating to program planning, time allotment, and program evaluation. Field work is included.
PHYSICAL EDUC. 155  
5 units  
Prerequisite: PE 60

TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION  
This course begins with a basic introduction to statistics. It is continued with lectures, laboratory and field experience, and tests pertinent to evaluation in physical education. Use of these elementary statistical techniques with application to educational and health and physical education research is stressed.

PHYSICAL EDUC. 156  
5 units  
Prerequisite: Bio 65

KINESIOLOGY  
Bio-mechanics of human movement and the mechanical and muscular analysis of movement patterns.

PHYSICAL EDUC. 160  
5 units  
Prerequisite: PE 60

RECREATIONAL LEADERSHIP  
Development of a personal philosophy of recreation through educational information and stimulation. Social dynamics of participation in recreational activities; includes practical leadership experience in supervised recreation situations. Attempt to cover the basics of recreation.

PHYSICAL EDUC. 187  
1-5 units  
Prerequisite: PE 60

TOPICS IN PHYSICAL EDUCATION  
Various current developments and problems in the field of physical education and recreation are studied in depth.

PHYSICAL EDUC. 188  
1-5 units  
Prerequisite: Consent of instructor

READINGS IN PHYSICAL EDUCATION  
Individually designed readings in physical education for advanced students.

PHYSICAL EDUC. 189  
2-5 units  
Prerequisite: Consent of instructor

PHYSICAL EDUCATION SEMINAR  
A study of the current issues in the field of physical education.

PHYSICAL EDUC. 190  
1-5 units  
Prerequisite: PE 60

INDEPENDENT STUDY  
Independent study is available for particular emphasis not included in the physical education department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the physical education area.

Activity Courses

PHYSICAL EDUC. 1  
1 unit

BEGINNING TENNIS

PHYSICAL EDUC. 2  
1 unit

ADVANCED TENNIS

PHYSICAL EDUC. 5  
1 unit

BEGINNING SWIMMING

PHYSICAL EDUC. 6  
1 unit

ADVANCED SWIMMING

PHYSICAL EDUC. 7  
1 unit

BODY MECHANICS

PHYSICAL EDUC. 9  
1 unit

CREATIVE RHYTHMIC MOVEMENTS

PHYSICAL EDUC. 10  
1 unit

MEN'S VOLLEYBALL

PHYSICAL EDUC. 11  
1 unit

WOMEN'S VOLLEYBALL
PHYSICAL EDUC. 12  GOLF
 1 unit
PHYSICAL EDUC. 14  WEIGHT TRAINING
 1 unit
PHYSICAL EDUC. 15  ARCHERY
 1 unit
PHYSICAL EDUC. 16  INTRAMURAL ACTIVITIES
 1 unit
PHYSICAL EDUC. 18  WOMEN'S EXERCISE
 1 unit
PHYSICAL EDUC. 19  FLAG FOOTBALL
 1 unit
PHYSICAL EDUC. 21  MEN'S SOCCER
 1 unit
PHYSICAL EDUC. 22  WOMEN'S SOCCER
 1 unit
PHYSICAL EDUC. 23  BOWLING
 1 unit
PHYSICAL EDUC. 25  TRACK AND FIELD — MEN
 1 unit
PHYSICAL EDUC. 26  TRACK AND FIELD — WOMEN
 1 unit
PHYSICAL EDUC. 27  RECREATIONAL ACTIVITIES
 1 unit
  Bowling, backpacking, snow skiing, bicycling, water skiing, jogging, table tennis.
PHYSICAL EDUC. 28  WOMEN'S BASKETBALL
 1 unit
PHYSICAL EDUC. 29  MEN'S BASKETBALL
 1 unit
PHYSICAL EDUC. 30  MEN'S SOFTBALL
 1 unit
PHYSICAL EDUC. 31  WOMEN'S SOFTBALL
 1 unit

Intercollegiate Athletics

ATHLETICS 50, 150  BASKETBALL
 2 units
ATHLETICS 52, 152  SOCCER
 2 units
ATHLETICS 54, 154  TRACK
 2 units
  Men and women.
ATHLETICS 56, 156  CROSS-COUNTRY
 2 units
  Men and women.
PHYSICAL SCIENCE

PHYSICS 2  GENERAL PHYSICS
4 units  An introductory, general course in physics which includes mechanics and wave motion.
Prerequisite: High school algebra & geometry

PHYSICS 3  GENERAL PHYSICS
4 units  A continuation of Physics 2 including heat and electricity magnetism.
Prerequisite: Phys 2

PHYSICS 4  GENERAL PHYSICS
4 units  A continuation of Physics 3 including optics and modern theory.
Prerequisite: Phys 3

PHYSICS 5  STUDIES IN THE PHYSICAL SCIENCES
5 units  A study of the methods used in the physical sciences, using original research papers with applications to ecological and energy problems.
Prerequisite: none

PHYSICS 10  READINGS IN THE PHYSICAL SCIENCES
5 units  A readings course including topics such as the role of the scientist, policy making in science, science and religion, energy, environmental pollution, and nuclear energy.
Prerequisite: none

PHYSICS 12  STUDIES IN THE EARTH SCIENCES
5 units  A programmed course with topics in geological processes and the relationship of earth sciences to mankind.
Prerequisite: none

POLITICAL SCIENCE

POLITICAL SCIENCE 5, 105  POLITICS AND SOCIETY
5 units  Politics is central to the functioning of modern society, and public policies impact our lives in many ways. This course acquaints students with the nature and importance of these relationships, equips them to be knowledgeable about politics and able to intelligently interpret political events, and encourages a concern about the justice of societal actions on their part. It does so in the context of the American sociopolitical system. (Advanced students may take for advanced credit.)
Prerequisite: none

POLITICAL SCIENCE 100  CHRISTIAN AND POLITICAL ISSUES
5 units  While Christians are not to be of the world, they are nevertheless in the world—and expected to exercise a positive influence there. This course seeks to awaken students to their social and political responsibilities as Christians, challenge them to take those responsibilities seriously, and aid them in deciding how to respond to issues of current concern.
Prerequisite: none

POLITICAL SCIENCE 109  SEMINAR IN POLITICAL STUDIES
1 unit  One-unit seminars offered periodically on selected topics of interest that may involve special speakers or off-campus field experiences.
Prerequisite: none

POLITICAL SCIENCE 123  AMERICA IN A GLOBAL COMMUNITY
5 units  Exploding population, resource depletion, energy shortages, environmental pollution, food scarcity, maldistribution of wealth, and an unending arms race are among the problems threatening our global community. They are increasingly affecting our lives in America, and we are simultaneously contributing to the severity of some of them. This course acquaints students with the nature of this paradox, helps them to understand why it exists and what its impact is, invites them to explore ways in which America can relieve rather than aggravate it, and attempts to instill a concern about the justness of our nation's actions on their part.
Prerequisite: none
MECHANICS
A general course in physics which includes mechanics

PHYSICS
Physics 2 including heat and electricity magnetism.

PHYSICS
Physics 3 including optics and modern theory.

PHYSICAL SCIENCES
As used in the physical sciences, using original applications to ecological and energy problems.

THE PHYSICAL SCIENCES
Including topics such as the role of the scientist, science and religion, energy, environmental science and energy.

EARTH SCIENCES
With topics in geological processes and the relation to mankind.

SOCIETY
The functioning of modern society, and public issues in many ways. This course acquaints students with the importance of these relationships, equips them to understand politics and able to intelligently interpret the functioning of modern society, and public issues in many ways. This course acquaints students with the importance of these relationships, equips them to understand politics and able to intelligently interpret them to take those responsibilities seriously, and to respond to issues of current concern.

POLITICAL STUDIES
Presented periodically on selected topics of interest to local speakers or off-campus field experiences.

GLOBAL COMMUNITY
Resource depletion, energy shortages, environmental scarcity, maldistribution of wealth, and an unmanageable problem threatening our global community's ability to prevent or mitigate the effects of these problems. This course acquaints students with the nature of this paradox, helps them to understand the problem, and its impact, and to discuss the role of individuals in addressing these issues.

MODEL UNITED NATIONS
The United Nations was created to provide a forum for the peaceful settlement of conflict, and to serve as an instrument for maintaining peaceful relations among the countries of the world. This course acquaints students with the functioning of the United Nations, gives them insight to the reasons success and failures, and allows them to experience the operation of the U.N. "firsthand" through participation in a four-day model session during the spring quarter. (Fall and winter quarter registration are a prerequisite to such participation.)

SOCIAL PROBLEMS AND PUBLIC POLICY
Our government's responsibility to deal with major social problems in society has become widely accepted. It does so by making public policies designed to alleviate or remedy these social problems. This course acquaints students with the major social policies that have evolved in recent years—those problems in society.

URBAN SOCIETY AND THE WELFARE STATE
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of the current social welfare institutions and activities, and an understanding of the political milieu which has shaped them over time, develops an awareness of the impact they have had on their recipients, and stimulates a concern for the justice and equity of their impact on individuals and groups in society.

URBAN AMERICA: PROBLEMS AND POLITICS
Urbanism is a phenomenon that has far reaching consequences for individuals, societies, and the world. It is at the same time creative and destructive, liberating and imprisoning. This course acquaints students with the causes of urbanization, helps them understand the nature of the process, and makes them aware of the impact on people, and familiarizes them with the political institutions and processes through which the problems it spawns are dealt with in America.

CRIMINAL JUSTICE IN AMERICA
A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, and encourages a particular concern for the latter.

INSIDE BUREAUCRACY: POSITION AND POWER IN MODERN SOCIETY
Organizations are a phenomenon of modern society which daily affect our lives, and upon which we have come to depend. This course acquaints students with the nature of the process, and allows them to experience the organization's position, and gives them an understanding of an environment in which they may well spend a good part of their lives.
POLITICAL SCIENCE 186
1-5 units
Prerequisite: Consent of instructor

POLITICAL STUDIES PRACTICUM
A supervised internship providing work experience and the opportunity for practical observation of the political process. Available by permission and with a program designed in advance.

TOPICS IN POLITICAL STUDIES
Courses which cover subject matter not included in the regular curriculum.

READINGS IN POLITICAL STUDIES
Reading of selected literature to broaden one’s knowledge and understanding of the general field or specific areas within it.

INDEPENDENT STUDY IN POLITICAL STUDIES
Intensive study of a selected topic through individually-oriented research. Available to advanced students with at least a B average in their major or minor, who can benefit from using their initiative and creativity to obtain greater depth in their field of study.

PSYCHOLOGY

PSYCHOLOGY 42
5 units
Prerequisite: none

INTRODUCTION TO PSYCHOLOGY
The objectives of this course are to present the student with an overview of the facts and issues of the discipline, to examine the relationship of psychology to religion, and to explore the implications of the subject matter for how we live. Such topics as perception, learning, biofeedback, stress, normality, therapy, and community are discussed. This course is prerequisite for all other psychology courses offered.

PSYCHOLOGY 101
5 units
Prerequisite: Psy 42 & Psy 124

EXPERIMENTAL PSYCHOLOGY
An introduction to the experimental methodology used in psychological research. Techniques used by the psychologist in the study of such topics as learning, psychophysics, and social psychology. Weekly laboratory periods.

PSYCHOLOGY 103
5 units
Prerequisite: Psy 42

PSYCHOLOGY OF PERSONALITY
Hereditary, physiological, cultural, and psychological factors in the development of personality. Problems of adjustment of the person to society. Major theories of personality.

PSYCHOLOGY 110
5 units
Prerequisite: Psy 42
Senior status or consent of instructor

HISTORY AND SYSTEMS OF PSYCHOLOGY
Two hours will be organized in the material covered in this course. First, the intellectual history of contemporary psychological perspectives is reviewed. Then the various systems of psychology (behaviorism, phenomenology, psychoanalysis, existentialism, and positivism) are examined. Students will be expected to critically evaluate one system and to write a paper which relates a topic in psychology to their own religious perspective.

PSYCHOLOGY 115
5 units
Prerequisite: Psy 42

PSYCHOLOGY OF LEARNING
A study of the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification, and psychotherapy will be studied.

PSYCHOLOGY 118
5 units
Prerequisite: Psy 42

CHILD DEVELOPMENT
A study of the development of the child from conception to adolescence. Topics of development such as physical, intellectual, social, emotional, and moral are studied.

PSYCHOLOGY 120
5 units
Prerequisite: Psy 42

ADOLESCENT DEVELOPMENT
The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied.
INDUSTRIES PRACTICUM
A program designed in advance.

POLITICAL STUDIES
Subject matter not included in the regular curriculum.

POLITICAL STUDIES
Literature to broaden one’s knowledge and understanding of specific areas within the field.

STUDY IN POLITICAL STUDIES
A selected topic through individually-oriented study designed for advanced students with at least a B average who can benefit from using their initiative and deeper understanding of their field of study.

INTRODUCTION TO PSYCHOLOGY
The purpose of this course is to present the student with an understanding of the discipline, to examine the relationship of psychology to religion, and to explore the implications of this relationship for our lives. Such topics as perception, stress, normality, therapy, and community are discussed. This course is prerequisite for all other psychology courses.

PSYCHOLOGY
The experimental methodology used in psychology and the techniques used by the psychologist in the study of learning, psychophysiology, and social psychology.

PSYCHOLOGY OF PERSONALITY
An understanding of the psychological factors in the personality. Problems of adjustment of the person in the world of personal relationships.

SYSTEMS OF PSYCHOLOGY
An understanding of the various systems of psychology, behaviorism, psychoanalysis, existentialism, and other theories. Students will be expected to critically evaluate the evidence and write a paper which relates a topic in psychology to its own religious perspective.

FOCUS OF LEARNING
A study of the principles and theories of learning. The practical aspects of educational, behavior modification, and psychotherapy will be studied.

COUNSELING
A study of the principles and practices of the counseling and guidance of the individual toward life goals.

PSYCHOLOGICAL PRACTICUM
Supervised work in an approved organization that would include education, behavior modification, and psychotherapy.

TOPICS IN PSYCHOLOGY
A variety of experimental courses may be offered to meet demand. Courses to be arranged with the instructor.

READINGS IN PSYCHOLOGY
Individually arranged readings in selected areas of psychology for advanced students.

INDEPENDENT STUDY
Independent study is available for particular emphasis not included in the psychology department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the psychology area.

PSYCHOLOGY 124
5 units
Prerequisite: Math 1 or consent of instructor

PSYCHOLOGY 125
5 units
Prerequisite: Psy 42

PSYCHOLOGY 128
5 units
Prerequisite: Psy 42

PSYCHOLOGY 145
5 units
Prerequisite: Psy 42

PSYCHOLOGY 150
5 units
Prerequisite: Psy 42, Soc 42, or consent of instructor

PSYCHOLOGY 152
5 units
Prerequisite: Psy 42

PSYCHOLOGY 153
5 units
Prerequisite: Psy 42

PSYCHOLOGY 174
5 units
Prerequisite: Psy 42

PSYCHOLOGY 175
5 units
Prerequisite: Psy 42

PSYCHOLOGY 187
5 units
Prerequisite: Psy 42

PSYCHOLOGY 188
1-5 units
Prerequisite: Consent of instructor

PSYCHOLOGY 190
1-5 units
Prerequisite: Consent of instructor

STATISTICS
Organization of data, measures of central tendency and dispersion, sampling, testing hypotheses, regression, and confidence limits.

PHILOSOPHY
The study of the relationship of the brain and nervous system to behavior, including the following: the brain and higher mental processes, brain disorders, biofeedback therapy, drugs, sleep, and sexual behavior.

GROUP DYNAMICS AND LEADERSHIP
A study of problem solving through group discussion, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding and leadership of church groups, business and professional groups, educational groups, and small groups in society generally.

SOCIAL PSYCHOLOGY
The question which structures this course is the relationship between the individual and society. The different ways this question has been answered are critically examined. Topics such as violence, prejudice, socialization, work, and therapy are discussed with the individual-community question in mind.

ABNORMAL PSYCHOLOGY
A study of mental and emotional disorders with the major theories offered in the explanation and treatment of these disorders.

PSYCHOLOGICAL ASSESSMENT
A study of theory and practice of psychological assessment methods as used primarily by the psychologist and educator. The course will include practice in the construction, giving, scoring, and interpreting of tests and evaluation devices.

INDEPENDENT STUDY
Independent study is available for particular emphasis not included in the psychology department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the psychology area.
SOCIAL SERVICE

SOCIAL WORK 50
1 unit
Prerequisite: none

SOCIAL WORK 60
1-2 units
Prerequisite: none

SOCIAL WORK 120
5 units
Prerequisite: Sophomore standing or Soc 41 or Psy 42

INTRODUCTION TO SOCIAL SERVICE
A survey of the knowledge base, values, purpose, methods, and fields of practice in the social services. Opportunities for observation and interaction with local service professionals supplement class material introducing the nature of the human service professions.

SOCIAL WORK 121
5 units
Prerequisite: Soc 41 or Psy 42

SOCIAL WELFARE AND URBAN SOCIETY
An exploration of the how and why of societies’ provision for meeting people’s needs associated with such issues as urban living as poverty, inequality, and insecurity. The course looks at the concepts and values of social welfare programs and their impact on people. Different models and strategies for dealing with urban problems are considered and contemporary programs observed through field trips to local institutions.

SOCIAL WORK 130
5 units
Prerequisite: Soc 41, Psy 42, or SW 60

THE HELPING RELATIONSHIP
An introduction to helping skills used in one-to-one or small group relationships. The focus includes developing the helper’s self-awareness and beginning skills in helping such as interviewing and problem solving. Laboratory components include role playing, case studies, and other simulation experiences.

SOCIAL WORK 135
5 units
Prerequisite: SW 136

GROUP WORK AND COMMUNITY SERVICE
The second in a series of social service methods courses (follows SW 130), focusing on the development of understanding and social service skills in working with groups and organizations (large systems intervention). The focus is on the appropriate use of self in a leadership role in groups and in planned change in agency and community settings. Laboratory components include simulations, experience in leading a small group, and a joint class project in planned change.

SOCIAL WORK 140
3 units
Prerequisite: SW 130, Senior standing and consent of instructor

SOCIAL SERVICE METHODS
A series of workshops dealing with practice values, process, and social service methods for majors entering their senior year field placements. Included are generalist training in interviewing, resource mobilization, making referrals, plan development, and large systems interventions. Laboratory experiences are adapted to help prepare students for their specific social agency placement.

SOCIAL WORK 150
5 units
Prerequisite: none

SOCIAL PROBLEMS AND PUBLIC POLICY
Our government’s responsibility to deal with major social problems in society has become widely expected. It does so by making public policies designed to alleviate or remedy those social problems. This course acquaints students with the major social policies that have evolved in recent years—in education, housing, medical care, social welfare, etc.—familiarizes them with the process through which such policies are made, helps them to understand the social, economic, and political forces that shape their content, and stimulates a concern for the justice and equity of their impact on individuals and groups in society.
SOCIAL WORK 152
5 units
Prerequisite: none

Criminal Justice in America
A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, invites them to assess the justice of its processes and decisions, and encourages a particular concern on their part for the latter.

SOCIAL WORK 154
5 units
Prerequisite: none

Inside Bureaucracy: Position and Power in Modern Society
Organizations are a phenomenon of modern society which daily affect our lives, and upon which we have come to depend. We learn in them, work in them, serve through them, are governed by them, and acquire the necessities of life from them. They are the structures essential to the functioning of a modern society, and a source of power and influence for those "in charge." This course acquaints students with how organizations operate, familiarizes them with the problems they experience, makes them aware of the power that inheres in organizational position, and gives them an understanding of an environment in which they may well spend a good part of their lives.

SOCIAL WORK 175
5 units
Prerequisite: Junior standing

Social Research
A survey of key concepts and methods of conducting social research. Class assignments and a research project apply social research methods to the knowledge-guided practice of social service.

SOCIAL WORK 187
1 unit
Prerequisite: none

Social Work 188
1-5 units
Prerequisite: Consent of instructor

Social Work 190
1-5 units
Prerequisite: Consent of instructor

Social Work 191
12 units
Prerequisite: SW 140 and consent of instructor

Social Work 152

SOCIOLOGY

SOCIETY 41
5 units
Prerequisite: none

Introduction to Sociology
An introductory survey of major concepts, principles, and problems in sociology. Social change and contemporary problems from the sociological perspective.

SOCIETY 102
5 units
Prerequisite: none

Cultural Anthropology
A study of the nature of culture. Introduces the technological, social, religious, and linguistic aspects of a variety of cultures and subcultures, and considers the process of cultural change.
SOCIOLOGY 109  
SOCIAL HISTORY OF JAPAN  
5 units  
Prerequisite: none  
A survey of the historical development of Japanese society and culture. The structure of institutions such as the economic, political, religious, and family systems will be examined. Emphasis will be placed upon the nature and process of "modernization" and Japan's present situation in the world community.

SOCIOLOGY 111  
AMERICAN ETHNICITY, PLURALISM, & RACISM  
5 units  
Prerequisite: Hist 33  
A review of the history of racism as an ideology in American history, patterns of inter-ethnic relations, and the rise of pluralism as a model of American society. Surveys the implications of the pluralist model for a variety of social institutions.

SOCIOLOGY 121  
SOCIAL WELFARE AND URBAN SOCIETY  
5 units  
Prerequisite: Soc 41 or Psy 42  
An exploration of the how and why of societies' provisions for meeting people's needs associated with such issues of urban living as poverty, inequality, and insecurity. The course looks at the concepts and values of social welfare programs and their impact on people. Different models and strategies for dealing with urban problems are considered, and contemporary programs observed through field trips to local institutions.

SOCIOLOGY 128  
GROUP DYNAMICS AND LEADERSHIP  
5 units  
Prerequisite: Psy 42  
A study of problem solving through group discussion, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups, and small groups in society generally.

SOCIOLOGY 129  
URBAN SOCIETY AND THE WELFARE STATE  
5 units  
Prerequisite: none  
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu which has shaped them over time, develops an awareness of the impact they have had on their recipients, and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issues of social justice and planned change.

SOCIOLOGY 140  
CULTURE OF THE CHICANO  
5 units  
Prerequisite: none  
This course will deal primarily with the history of Mexican folklore, culture, and myths. The processes, effects, and possible causes of the social and cultural alienation of the Mexican Americans.

SOCIOLOGY 143  
CRIMINAL JUSTICE IN AMERICA  
5 units  
Prerequisite: none  
A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, invites them to assess the justice of its processes and decisions, and encourages a particular concern on their part for the latter.

SOCIOLOGY 144  
SOCIAL PROBLEMS AND PUBLIC POLICY  
5 units  
Prerequisite: none  
Our government's responsibility to deal with major social problems in society has become widely expected. It does so by making public policies designed to alleviate or remedy those social problems. This course acquaints students with the major social policies that have evolved in recent years—in education, housing, medical care, social welfare, etc.—familiarizes them with the process through which such policies are made, helps them to understand the social, economic, and political forces that shape their content, and stimulates a concern for the justice and equity of their impact on individuals and groups in society.
SOCIETY AND URBAN SOCIETY
The how and why of societies' provisions for food and housing are associated with such issues of urban living as poverty and insecurity. The course looks at the concepts that underlie welfare programs and their impact on people's strategies for dealing with urban problems by examining contemporary programs observed through field trips.

CHARACTERISTICS AND LEADERSHIP
Surviving through group discussion, interpersonal interactions, and group leadership. Provides a background experience helpful to understanding of business and professional groups, educational groups, and groups in society generally.

SOCIETY AND THE WELFARE STATE
As an increasingly urbanized society, growing numbers of people have become dependent upon governmental programs to meet basic human needs. This result has been the growth of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current programs and activities, provides an understanding of what has shaped them over time, develops an appreciation for what they have had on their recipients, and stimulates a value-based personal perspective regarding how we should respond to the issues of social justice and welfare.

THE CHICANO
Primarily with history of Mexican folklore, the processes, effects, and possible causes of the incorporation of the Mexican Americans.

INSTITUTE OF JAPAN
Historical development of Japanese society and cultural institutions such as the economic, political, and educational systems will be examined. Emphasis will be on the process of "modernization" and Japan's place in the world community.

UNITY, PLURALISM, & RACISM
The history of racism as an ideology in American history, its causes, and the rise of pluralism as a model for society. Surveys the implications of the pluralist model for business and government institutions.

INSIDE BUREAUCRACY: POSITION AND POWER IN MODERN SOCIETY
Organizations are a phenomenon of modern society which daily affect our lives, and upon which we have come to depend. We learn in them, work in them, serve through them, are governed by them, and acquire the necessities of life from them. They are the structures essential to the functioning of a modern society, and a source of power and influence for those "in charge." This course acquaints students with how organizations operate, familiarizes them with the problems they experience, makes them aware of the power that inheres in organizational position, and gives them an understanding of an environment in which they may well spend a good part of their lives.

SOCIOLGY 159
SOCIETY OF RELIGION
A study of the social dimension of religious experiences, movements, and institutions. The positions of major theorists such as Durkheim, Weber, and Berger will be examined. The personal and social significance of religious phenomena will be considered in readings, lectures, and research projects.

SOCIOLGY 160
AMERICA IN A GLOBAL COMMUNITY
Exposing population, resource depletion, energy shortages, environmental pollution, food scarcity, maldistribution of wealth, and an unwieldy arms race are among the problems threatening our global community. They are increasingly affecting our lives in America, and we are simultaneously contributing to the severity of some of them. This course acquaints students with the nature of this paradox, helps them to understand why it exists and what its impact is, teaches them to explore ways in which America can relieve rather than aggravate it, and attempts to instill a concern about the justness of our nation's actions on their part.

SOCIOLGY 162
SOCIAL PSYCHOLOGY
The question which structures this course is the relationship between individual and society. The different ways this question has been answered are critically examined. Topics such as violence, prejudice, socialization, work, and therapy are discussed with individual and group issues.

SOCIOLGY 163
MAN IN THE CITY
Urbanization is a phenomenon that has far reaching consequences for individuals, societies, and the world. It is at the same time creative and disruptive, liberating and imprisoning. This course acquaints students with the causes of urbanization, helps them to understand the nature of the process, makes them aware of its effects on people (including themselves), and familiarizes them with the political institutions and processes through which the problems it spawns are dealt with in America.

SOCIOLGY 165
MARRIAGE AND THE FAMILY
An introduction to marriage and family as social institutions, with particular emphasis on the American system of mate selection, marital adjustment, and changing patterns of family life.

SOCIOLGY 175
SOCIAL SCIENCE RESEARCH METHODS
A survey of the research process in the social sciences, with exercises in data collection, measurement, sampling and analysis.

SOCIOLGY 186
THE FAMILY IN MODERN AMERICA
This course, through the writing of family histories, explores the interrelationships between family experiences and some of the major trends and events of recent American history. It examines immigration and acculturation experiences, changing religious identities and ideologies, rural-urban transitions, employment-educational changes, wars, depressions, affluence, and prejudice as they influence family history.
**SOCIOLOGY 187**  
1-5 units  
Prerequisite:  
Consent of instructor

**TOPICS IN SOCIOLOGY**  
Courses which cover subject matter not included in regular sociology courses may be given credit as special topics in sociology.

**SOCIOLOGY 188**  
1-5 units  
Prerequisite:  
Consent of instructor

**READINGS IN SOCIOLOGY**  
Individually arranged readings in selected areas of sociology for advanced students.

**SOCIOLOGY 190**  
1-5 units  
Prerequisite:  
Consent of instructor

**INDEPENDENT STUDY**  
Independent study is available to pursue a topic of interest through individually oriented research. Enrollment limited to those able students who in the opinion of the instructor would profit by the opportunity to do work in areas not included in regular course offerings.

**SPANISH**  (See Languages)
Academic Regulations

REQUIREMENTS FOR GRADUATION

To graduate, a student must have completed the core program requirements, a major, a minor if required, and 186 quarter units, with a minimum grade-point average of 2.0 in all college work attempted, all work at Fresno Pacific, and work in the major. A minimum of 70 units must be from advanced courses. A minimum of 35 units of satisfactory advanced work must be completed in residence at Fresno Pacific. The student must be in residence with a minimum course load of 10 quarter units during each of the last three quarters before graduation. Exceptions are made by the Academic Program Council when this requirement creates a hardship.

A maximum of 12 total units in practicum courses in communication, music, and athletics, with a maximum of 6 units in a single area may be counted toward the 186 quarter units required for graduation.

Candidates who have completed degree requirements since the previous commencement ceremony, as well as those completing in June, may participate in the spring exercises.

ACADEMIC STANDING

Class Status — Students are placed in the appropriate class on the basis of the number of quarter units of work completed as follows:

- Freshmen ........... students who have completed fewer than 45 units
- Sophomores ........... students who have completed 45 units
- Juniors ............... students who have completed 90 units
- Seniors ............... students who have completed 135 units

Academic Disqualification — The progress of students below a 2.00 GPA or who compile a high percentage of NC’s will be reviewed each quarter. Students who are not making satisfactory progress may be disqualified by a counseling committee.

THE GRADING SYSTEM

The following is the basic grading system used at Fresno Pacific:

Grades included in the grade-point average: A Excellent ............. 4 points
Grades not included in the grade-point average: CR ......................... Credit
B Good .................. 3 points 
NC ........................ No Credit
C Satisfactory ........... 2 points V ......................... Audit
D Poor ................... 1 point W ......................... Withdrawal
I ......................... Incomplete
IP ....................... In Progress

Midterm Deficiencies — Students doing below average work at the end of the initial five-week period of the quarter will receive deficiency notices for the appropriate courses.

Withdrawal — The withdrawal option may be exercised through the seventh week of the quarter.
Incomplete — Incompletes may be given upon petition from the student and approval by the instructor. Incompletes received from the instructor without properly submitted petitions will be recorded as "NC" on the transcript.

Credit/No Credit Options — A maximum of twenty units outside of the major may be taken for Credit rather than for a grade. The intention of taking a course for Credit must be indicated at the time of registration. Students may elect to take a course for No Credit at any time before the end of the final examination week. Arrangements to substitute No Credit for a "D" or other grade in a course must be made with the instructor.

Credit by Examination — Students may take a course for credit by examination for which they have not had equivalent high school credit, by enrolling for this course during the regular registration period. A grade of Credit will be given if the student earns a "C" or better. No record will be placed on the transcript for examinations not passed with a "C" or better. A fee of $5.00 per quarter unit of credit shall be charged for these special examinations.

Audit — Students wishing to take a course without receiving credit may audit the course. One-fourth of regular tuition fees apply. The student is not required to complete assignments or write examinations.

ACADEMIC HONORS

Scholastic Honors — Students (full-time) who demonstrate academic excellence during the academic year are named to the Fresno Pacific Honor Roll. Eligibility for the Honor Roll is determined on the basis of the courses (Credit courses omitted) for which the student has registered during the year. The Honor Roll is published once each year after the termination of the third quarter. Students are named to the Honor Roll on the following basis:

Highest Honors .............................. 3.85 - 4.00 GPA
High Honors .................................. 3.65 - 3.84 GPA
Honors ..................................... 3.40 - 3.64 GPA

Awards designated as Highest Honors and Honors are presented to the outstanding juniors and seniors in each division at the annual Awards Convocation at the close of the spring quarter. These awards are based on the student's academic achievement, academic contribution to the division, and future promise.

Who's Who — Each year several Fresno Pacific students are selected to appear in the national publication Who's Who Among American College and University Students. This annual publication features the outstanding students in American institutions of higher education.

Graduation Honors — Students who have earned at least 90 units at Fresno Pacific are eligible for graduation honors. Eligibility for graduation honors is determined on the basis of the courses (Credit courses omitted) for which a student has registered. Honors are granted on the following basis:

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

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

A special award is given to the graduating student with the highest grade-point average.
ACADEMIC PROCEDURES

Registration — All students are expected to register at the scheduled time. Students are admitted only to classes for which they have formally enrolled.

Students may take upper division courses beginning with their sophomore year with the approval of the instructor and provided prerequisites have been met.

The normal student load is fifteen units per quarter. If a student carries 10 units or more, he is classified as a full-time student. A student wishing to take more than eighteen units must receive approval from his advisor and from the Dean of Academic Affairs. Ordinarily, such approval will be given only when the student has an unusually good academic background.

Changes in Schedule — Courses may be added or dropped during the first week of the quarter without charge. No courses may be added after the first week. Forms needed to make course changes are available from the Registrar. Such changes require the approval of the instructor and the advisor.

A student permanently leaving school must complete a “Withdrawal” form and submit the same to the office of the Registrar.

Placement in Advanced Courses — Placement in advanced courses is open to students who feel that they already have a sufficient background in an area to do advanced work. Eligibility for placement in advanced courses may be based on informal discussion with the chairman of the department or a formal examination testing the student’s competence in the area. No credit will be given as a result of a placement test except under unusual circumstances and then only by action of the Academic Program Council of the College.

Advanced Placement Credit — Freshmen may be granted credit at the time of entrance for subjects in which they have completed the College Examination Board Advanced Placement examinations with scores of 5, 4, or 3.

CLEP — College Level Examination Program credit may be granted up to a maximum of 45 units for successful completion of the General Examinations with a score in the top 50 percentile. No credit is given for the Subject Examinations.

Independent Study — A student or group of students who pursue subject matter which they have personally chosen and organized, for which they have established modes of reporting and standards of evaluation and concem in which they have consulted a faculty member and received that instructor’s approval, may enroll for independent study credit.

The aim of the Independent Study program is to provide breadth and innovation in the curriculum. For this reason, Independent Study may not be used to replace or duplicate any regularly scheduled course.

A cassette tape entitled AN INTRODUCTION TO INDEPENDENT STUDY is available in the library. All students intending to submit an independent study proposal must be familiar with this material prior to the formal submission of the proposal.

Directed Readings — Students may enlarge their knowledge of a particular subject area by arranging for a directed readings program with a faculty member. The faculty member will provide a list of readings pertinent to the particular topic or theme the student is interested in pursuing. Students will arrange with the faculty member the number of units of credit they wish to earn. The faculty member will indicate a method of evaluation, which might include oral reports, seminar discussions, extended written essays, or other methods.
PERSONNEL

FRESNO PACIFIC COLLEGE BOARD OF DIRECTORS

ARTHUR JOST, Reedley, California ........................................... Chairman
President, Kings View (Health Agency)

HAROLD J. ENNS, Reedley, California ........................................ Vice Chairman
President, Enns Pontiac-Buick & GMC

PETER J. KLASSEN, Fresno, California .................................... Secretary
Dean, School of Social Sciences, California State University Fresno

MARVIN E. STEINERT, Bakersfield, California ...................... Treasurer
Agribusiness, Investments, Real Estate

RON DECKER, Fresno, California .............................................. Assistant Treasurer
President, Decker Auto Supply, Inc.

WESLEY J. BRAUN, Fresno, California ..................................... Member
Civil Engineer

WERNER H. EPP, Bakersfield, California .................................. Member
Educational Psychologist, Public School and Private Practice

ROY F. FAST, Bakersfield, California ...................................... Member
Owner, Roy Fast Farms and BFB Farm Supply

JEANETTE FLAMING, Dallas, Oregon ....................................... Member
Homemaker

WALTER H. FRIESEN, Lodi, California ..................................... Member
Parole Agent II, California Youth Authority

EDWARD H. JANZEN, Visalia, California ................................ Member
Superintendent—Principal, Immanuel High School

DAVID KARBER, Bothell, Washington ................................. Member
Instructor, Everett Community College

DAVID J. KARBER, Long Beach, California .......................... Member
Vice President, California State University Dominguez Hills

ALVIN L. NICKEL, San Jose, California ................................. Member
Physician

ARTHUR J. PENNER, Shafter, California ............................... Member
Agribusiness

ALVIN PETERS, Reedley, California ....................................... Member
Agribusiness

ALVIN E. WARKENTINE, Clovis, California .......................... Member
Dentist

JAMES HOLM, Lodi, California ........................................... Member
Pastor, Mennonite Brethren Church

NICK I. ENNS, Dinuba, California ...................................... Member
Farmer and Fruit Packer

DONALD I. NACHTIGALL, Clovis, California ......................... Member
Dentist

STUDENT REPRESENTATIVE ........................................... Ex officio Member
Moderator, Pacific District Conference of Mennonite Brethren Churches

WERNER HEIDEBRECHT, San Jose, California ...................... Ex officio Member

THE ADMINISTRATION

EDMUND JANZEN ............................................................. President

OLIVE HIEBERT ............................................................. Assistant to the President

98
BOARD OF DIRECTORS

Chairman

Vice Chairman

Secretary

Treasurer

Assistant Treasurer

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Member

Ex officio Member

Ex officio Member

President

Assistant to the President

DALTON REIMER ........................................ Dean
LOUISE QUIRING ................................ Assistant to the Dean / Student Services
RENE KLAASSEN ................................ Business Manager
ELLA WEGE ........................................ Accountant
KENNETH ISAAC ................................ Director of Financial Aids
GARY NACHTIGALL ................................. Student Life Coordinator
HAROLD SMITH .................................. Director of Athletics
MILDRED LINDBERG ............................ Director of Women's Residence
(Corning) ........................................... Director of Men's Residence
CAROL ENNS .................................. Counseling Coordinator
BERTA GONZALEZ ......................... College Counselor, Mexican-American Students
CHERYL STEGMAIER ...................... Director of Placement

JOHN FAST ........................................ Student Ministry Coordinator

ADINA SCHMIDT ......................... Associate Registrar, In-Service Education
SHERYL ELDER .................................. Director of College Advancement
LOWELL EWERT .................................... Director of College Advancement Officer
DONALD ISAAC .................................. College Advancement Officer
LEO WIENS ........................................ College Advancement Officer

ALDEN EWERT ................................ Director of Information Services
DEBORAH JANZEN .................................. Assistant in College Relations
LUETTA REIMER ................................. Director of Alumni Relations

ADORNIJAH PAULS ...................... Librarian
STEVEN BRANDT ....................... Acquisition Librarian
RACHEL HIEBERT .............................. Archivist

MERV BOSCHMAN ................................. Director of Admissions
JOAN MARTENS .................................. Admissions Counselor
DAVID ANDERSON ......................... Admissions Counselor

RICHARD WIEBE ......................... Bookshop Manager
MICHAEL VOGT .................................. Superintendent of Buildings and Grounds
FRANCES MOORE .............................. Director of Food Services

EDDIE SIVERTSEN ...................... Director, Modesto Extended Campus Center
(Pending) ........................................... Director, Bakersfield Extended Campus Center

THE FACULTY

BIBLICAL AND RELIGIOUS STUDIES

DEVON WIENS, Biblical Studies
Chairman of Division of Biblical and Religious Studies

JOHN FAST, Biblical Studies
Student Ministry Coordinator
EDMUND JANZEN, Biblical Studies
President

EDUCATION

ELIAS WIEBE, Education
Chairman of Division of Education
Director of Teacher Education
Director of M.A. in Education

SILAS BARTSCH, Education
Director of In-Service Education
B.A., Social Science, 1951, Chapman College; M.A., Public School Administration, 1960, Fresno State College; Graduate studies, 1962, Berkeley Baptist Divinity School.

LAWRENCE ECKLUND, Mathematics Education
B.A., Social Science, Speech, 1947, California State University, Fresno; M.A., Mathematics Education, 1967, California State University, Fresno; N.S.F. Institute, 1965, Bowling Green State University.

BERTA GONZALEZ, Education
College Counselor, Mexican-American Students

ADINA SCHMIDT, Education
Registrar
B.S., Elementary Education, 1960, University of Omaha, M.S., Elementary Education, 1974, University of Omaha.

HAROLD SMITH, Physical Education

ARTHUR J. WIEBE, Mathematics Education
President Emeritus

THE HUMANITIES

WILFRED MARTENS, English
Chairman of Division of Humanities
B.A., English, 1936, Tabor College; M.A., English, 1964, California State University at Los Angeles.

JAMES E. BECKER, Drama, Communication

DIETRICH FRIESEN, Emeritus Music

CURTIS FUNK, Music
RODNEY HARDER, Art  
B.A., Art, 1972, Fresno Pacific College; M.A., Art, 1975, California State University, Fresno.

ROY KLASSEN, Music  

DALTON REIMER, Communication  
Dean of the College  

LUETTA REIMER, English  
Director of Alumni Relations  

LARRY WARKENTIN, Music  

DELBERT WIENS, Humanities, Philosophy  
B.A., English, 1953, Fresno State College; B.D., 1961, Yale Divinity School; Ph.D., History of Culture, 1971, University of Southern California.

GIOVANNA WRIGHT, Spanish  
B.A., Linguistics, 1977, California State University, Fresno; M.A., Spanish, 1979, California State University, Fresno.

THE NATURAL SCIENCES AND MATHEMATICS

DONALD E. BRAUN, Chemistry  
Chairman of Division of Natural Sciences and Mathematics  

 DANIEL ISAIAK, Biology  
B.A., Biology, 1954, Tabor College; M.A., Zoology, 1957, University of Minnesota; Ph.D., Zoology, 1961, University of Minnesota; Post-doctoral study, Bowman Gray School of Medicine.

WILBERT REIMER, Mathematics  

THE SOCIAL SCIENCES

ROBERT ENNS, Sociology  
Chairman of Division of Social Sciences  
B.A., Sociology, 1959, University of California, Santa Barbara; B.D., Theology, 1962, Fuller Theological Seminary; M.A., Sociology, 1967, University of California, Santa Barbara; Ph.D., Sociology, 1979, University of California, Santa Barbara.

Orrin Berg, Psychology  

Alvin Dueck, Psychology  
CAROL ENNS, Social Services
Counseling Coordinator

JOHN FRANZ, Social Services
B.S., General Science, 1966, University of Oregon; M.S.W., Social Work, 1971, University of Kansas.

BERTA GONZALEZ, Mexican-American Studies
Miss Gonzalez’ professional vita is listed under the Division of Education.

DONALD ISAAC, Business Administration
College Advancement Officer

DENNIS LANGHOFER, Business Administration
B.A., Sociology, 1970, California State University, Fresno; M.B.A., Business Administration, 1973, California State University, Fresno.

GARY NACHTIGALL, Geography
Student Life Coordinator

PAUL TOEWS, History

RICHARD UNRUH, Political Science

ADJUNCT FACULTY

JOAN BECKER .................................................... Communication
BEATRICE FLEMINING ........................................ Piano, Organ, Flute
WAYNE HUBER .................................................. Brass
BETTY IACOVETTI .............................................. Violin
PETER KLASSEN ............................................... History
PHYLLIS MARTENS ............................................. English
FRED SCOTT .................................................... Physics
JANN SKINNER ................................................ Education—Reading
PAUL WAGNER ................................................ Philosophy
RICHARD WIEBE ............................................... Philosophy
GARY WILLEMNS .............................................. Guitar

MODESTO CENTER FACULTY

Raymond Barber, Th.M.
Ronald Blanc, Th.M.
Charles Smallery, M.A.
Eddie Sivertsen, Th.D.
Jon Venema, M.Div.
William Yaeger, D.D.
Admission and Financial Information

ADMISSION

Admission Requirements — Fresno Pacific accepts those students who qualify academically, who demonstrate physical and emotional capacity for college work, who accept the purposes and standards of the College, and who might benefit from a Christian college education at Fresno Pacific. The College admits students of any race, color, and national or ethnic origin. The academic requirements for admission are as follows:

For Freshman Standing:
1. A high school diploma, or equivalent.
2. At least 15 units of standard high school work, of which 9 must be in college preparatory subjects.
3. A grade of C+ or better in college preparatory subjects. Most students find a 2.50 high school grade point average necessary for successful work at Fresno Pacific College.
4. Highly recommended are 4 units of English, 2 units of mathematics, 2 units of social science, a laboratory science, and additional units in a foreign language.
5. Satisfactory scores on the Scholastic Aptitude Test (SAT), or American College Test (ACT).

For Advanced Standing:
1. A high school diploma, or equivalent.
2. Honorable dismissal from the last college attended.
3. An average of “C” in college work taken.

A student who does not meet the admission requirements, but who demonstrates potential for successful college work, may be admitted upon special action of the Admissions Committee.

Admission Procedure — Students interested in attending Fresno Pacific should apply for admission as early as possible. The following forms need to be completed and returned to the Office of Admissions before admission will be granted:
1. Application for Admission together with $20 non-refundable application fee.
2. An official transcript from the student’s high school to be sent directly to the Admissions Office.
3. Two official transcripts from each school attended since high school to be sent directly to the Admissions Office.
4. Scores on either the Scholastic Aptitude Test (SAT) or American College Test (ACT). The Fresno Pacific testing numbers are: SAT — 4616, and ACT — 0357. Information regarding testing dates and registration forms may be obtained from the local high school counseling office or
by writing to: College Entrance Examination Board, Box 1025, Berkeley, California 94701; or American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

5. Upon notification of admissibility, the applicant has thirty days in which to submit a $50 deposit which will assure him of registration; if he is a dormitory resident, it will assure him of a room. This deposit is applied to his tuition costs and is refundable till July 1.

6. Recommendations from the applicant's pastor and a former high school or college teacher or counselor. These will be requested by the Admissions Office.

7. A health certificate (on form provided), filled out by the applicant is required before registration. A recent chest X-ray or a negative skin test is required within the calendar year. If not done before, it will be required at time of registration.

**Foreign Student Requirements** — Before admission of a foreign student can be considered, the following must be submitted:

1. The results of testing scores in the Test of English as a Foreign Language (TOEFL) and the Scholastic Aptitude Test (SAT). The minimum TOEFL score of 500 is required, and the minimum SAT, verbal and mathematical of 400 each, with a composite of at least 900.

2. Transcripts, in English, of all previous academic work equivalent to American secondary school and higher educational institutions.

3. A completed application including autobiography. Included must be three names for reference purposes, including one from someone associated with a Christian church in the applicant's area.

**Early Decision** — Students who are certain that Fresno Pacific is their first choice college may apply under the early decision plan. The student is informed immediately upon completion of the application procedure whether he has been accepted for study at Fresno Pacific. The student agrees that he will attend Fresno Pacific. Early admission will be granted to those qualified students who apply before January 1 of the year in which they will enter the College. Early decision candidates need only submit high school transcripts complete through the junior year to be accepted under the early decision plan. A final transcript showing graduation must be submitted after completion of high school requirements.
TUITION AND FEES

Tuition

Undergraduate Program

<table>
<thead>
<tr>
<th>Units per quarter</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-18 units</td>
<td>1,027.00</td>
</tr>
<tr>
<td>9 units</td>
<td>882.00</td>
</tr>
<tr>
<td>8 units</td>
<td>728.00</td>
</tr>
<tr>
<td>7 units</td>
<td>588.00</td>
</tr>
<tr>
<td>6 units</td>
<td>462.00</td>
</tr>
<tr>
<td>5 units</td>
<td>350.00</td>
</tr>
<tr>
<td>4 units</td>
<td>280.00</td>
</tr>
<tr>
<td>3 units</td>
<td>210.00</td>
</tr>
<tr>
<td>2 units</td>
<td>140.00</td>
</tr>
<tr>
<td>1 unit</td>
<td>70.00</td>
</tr>
<tr>
<td>19 or more units</td>
<td>70.00</td>
</tr>
</tbody>
</table>

A maximum of 36 units during two successive quarters of full-time enrollment in the college, or 54 units during three successive quarters of full-time enrollment in a single academic year (September-June), may be taken without an additional tuition charge.

Audit, per unit (no charge to full-time students)................. 25.50
Senior Citizen Audit.................................................. No Charge

Graduate Program

Per (quarter) unit .................................................... 32.00
Master of Arts in Education fee.................................... 880.00

The Master of Arts in Education fee covers additional costs of seminar experiences, program guidance, supervision of projects and thesis, credential evaluation, etc. The fee is payable in two installments of $440.00; the first installment is due when a person is admitted to the degree program; the second installment is due when application for graduation has been approved.

In-Service Education Program

Per (semester) unit .................................................... 43.00

Fees

Undergraduate Student Fees

Student Association fee: Full-time student, per quarter ............ 30.00
Part-time student, per quarter ....................................... 20.00
Health insurance, per year ........................................... (tentative) 125.00
Private music lessons, per quarter .................................. 60.00
Organ practice fee, per quarter ..................................... 15.00
Credit by examination, per unit ..................................... 5.00
Graduation fee .......................................................... 12.00

Graduate Student Fees

Standard Credential evaluation fee (Single and Multiple Subject) . 25.00
Master of Arts/Specialist Credential application and evaluation fee 55.00

Service Fees

Course withdrawal fee (after the seventh week of classes) .......... 5.00
Incomplete course grade fee .......................................... 5.00
Transcript fee ......................................................... 2.00
Placement service fee ................................................ 50.00
Housing
Residence hall room deposit ........................................ 35.00
Residence hall room, per quarter ............................... 232.00
Apartment, per month .............................................. 195.00
Board, per quarter: Full Board .................................. 380.00
Partial Board ...................................................... 325.00

Payment of Accounts
Payment for each quarter's expenses (tuition, fees, health insurance, room and board, etc.) is due and payable in full at the time of registration. Payment may be made by cash, check, Master Charge, or Visa.

Late Payment Fee. Payment after Friday of the first week of classes is delinquent and will be charged a $25.00 or 5% Late Payment Fee, whichever is lower, unless other arrangements provided for below have been made.

Reinstatement Fee. Students not completing payment of their account, or making other arrangements provided for below, by Friday of the second week of classes will be removed from the list of registered students and will be considered to have withdrawn from the college as of that date. Students may file a request for reinstatement thereafter, but such a request will be fully processed and the student reinstated only after the payment of a $50.00 Reinstatement Fee and arrangements have been completed for the payment of the student's account.

Other Arrangements for Payment
A payment schedule, given special and unusual circumstances, may be arranged with the Business Manager of the college. A new arrangement must be made for each quarter. This arrangement:
— must be made on or before Friday of the first full week of classes,
— will be assessed a finance charge of one and one-half (1 1/2) percent of the balance due on the account at the first of each month, and
— must be fully paid on or before the last day of classes during the quarter under any arrangement made.

Late Arrangement Fee. An arrangement made after Friday of the first full week of classes is delinquent and will be charged a $25.00 or 6% Late Arrangement Fee, whichever is lower.

Reinstatement Fee. See statement above entitled "Payment of Accounts."

Refunds — Refunds are based upon the week during which the official withdrawal form, signed by the Registrar and Counseling Coordinator, is presented to the Business Office, and not the time the student ceases to attend classes. Failure to sign an official withdrawal form will result in forfeiture of any refunds.

Students who withdraw from the college will be eligible for a refund according to the following schedule:
Tuition: Withdrawal completed by Friday of the second full week of classes—90%.
Third–seventh week—decrease 10% each week.
After seventh week there is no refund.
Board: Pro-rated on a weekly basis to the time of withdrawal.
Room: Any student withdrawing from school or moving off campus will not be receiving a refund unless the room is re-occupied by an off-campus student at that time. It is the responsibility of the withdrawing student to find a replacement. The refund will be prorated for the part of the quarter remaining for the new occupant.

Fees: After Friday of the second full week of classes fees are non-refundable.

Music: Private music lessons and class voice charges will be refunded based on the number of lessons involved.

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

FINANCIAL AID

Financial assistance is available to students who may otherwise find it impossible to attend Fresno Pacific College. Students who can demonstrate the college their need for assistance may be helped from a variety of sources. However, such assistance at Fresno Pacific is considered to be supplemental to the resources of the student's family.

The extent of these family resources depends on the student's status—whether dependent or independent—but may include a parental contribution, self-help from earnings during the summer prior to the school year, and savings or assets which could reasonably be considered available to meet school costs.

The student budget used in determining financial eligibility is based on the concept of "modest but adequate" costs and includes expenses for tuition, fees, room and board, health insurance, books and supplies, personal expenses, and transportation. The typical student budget includes some allowance for discretionary expenditures, but it does not make provision for expenditures which are not directly related to the costs of attending the college.

Financial aid recipients are expected to be enrolled as full-time students at the college. Financial assistance may be terminated if the student fails to maintain satisfactory academic standing or falls below the minimum enrollment level of a particular aid program from which the student is receiving assistance.

Financial aid awards vary in amount and are made on an annual basis, with one-third of the award credited toward the recipient's account each quarter. The funds awarded to students at Fresno Pacific come from state, federal, and institutional funds. Students qualifying for financial aid will be offered a financial aids "package" which could be comprised of scholarships, employment, grants, and loans.

All applicants seeking financial assistance must complete the Fresno Pacific College Financial Aid Application and either the Financial Aid Form (FAF) or the Student Aid Application for California (SAAC). Other needs analysis systems are not accepted. Incoming students should apply for financial assistance at the time they apply for admission to the college. Currently enrolled students are required to submit applications by April 1. For further information and application forms, contact the Financial Aid Office.
The Fresno Pacific Idea

Fresno Pacific College is a deliberate and continuous attempt to realize a certain idea through theory and experience. The components of this idea are described in the following concepts:

Fresno Pacific College is a Christian College
The college accepts as the ultimate authority for life God’s self-disclosure of himself to man in Jesus Christ and in the record of Scripture. This affirmation gives purpose, meaning, and unity to knowledge and education. Because the college believes in the unity of all knowledge under God, it sees no ultimate contradiction between the truth of revelation and of scholarly investigation. It therefore enjoys both the freedom of inquiry and the freedom of commitment.

As a college committed to Christian revelation, Fresno Pacific seeks to educate the whole person, nurturing every phase of man’s free and creative development—spiritually, morally, intellectually, culturally, and physically.

Fresno Pacific College is a Community
The college strives to be a community where interpersonal relations play a vital role in the process of education. The college believes that disengagement from people is an evasion of the real task of education. It intends rather to foster an open, free, honest, and creative interrelationship among all members of the community.

While the college is not interested in forcing the student to subscribe to the teacher’s point of view, it intends the teacher to serve as a model for the student through his own life and as a catalyst for the student’s thinking through the exposition and defense of his own position on various issues. The college assumes that learning involves interaction between people and ideas and encourages learning that will result in worthwhile and intelligent commitments.

The college seeks to encourage the acceptance of every person as an individual. The college believes that everyone has individuality, value, equality, and purpose. It therefore seeks to give each member of the college community the personal courage to cope with the normal anxieties of the college learning experience and to accept new insights and new truths. It seeks through interpersonal relationships to enable each person to learn, to change, and to make new and meaningful commitments.

Therefore, the college is a resident community. It believes that the instruction of the classroom is only one aspect of learning. The continuous interaction which the life and study of the whole campus provides may be as significant as the instruction of the classroom. It is the involvement of the individual in the total community of the college that forms and modifies the ideals of the community members.
Because the college believes that it is better for men and women to meet each other daily in such a community, and in a variety of activities and situations, Fresno Pacific is a coeducational community. It believes that the estimates of one another based upon natural and varied interrelationships are likely to be more realistic, and the consequent life adjustments more soundly based.

The college believes that authentic community is found as man relates to God through faith. It therefore hopes that the members of the community are, or will become, believers in Jesus Christ who seek for a fuller understanding and experience of Him through study, sharing, meditation, prayer, and worship. It will not, however, discriminate against students who cannot freely and honestly make such a commitment.

Fresno Pacific College is a Liberal Arts College

The objective of the college is to provide a progression of experiences leading the student: (1) to a wholeness of personality characterized by personal understanding and freedom of action, (2) to a more perceptive and creative relationship with God and the world, (3) to an understanding of the interrelationship of knowledge and the methodologies unique to the areas of knowledge, and (4) to the point where he can independently and capably manage knowledge.

It is held that exposure to that liberal arts tradition which has sought to understand God, man, and the world through the disciplines of theology, philosophy, mathematics, the natural and physical sciences, the social sciences, and the fine and communicative arts is more relevant in providing the range of experiences leading to the achievement of this objective.

Training for effectiveness in the professions is considered to be an aspect of the educational program at Fresno Pacific. But, highly technical, professional training apart from the liberal arts tradition is inconsistent with the basic objectives of the institution. Consistent with the primary focus of the college, students in a professional course of training will always be required to have a significant concentration of work in the liberal arts tradition.

Fresno Pacific College is an Experimental College

The college seeks to add to existing knowledge in improved forms. Teachers at Fresno Pacific are encouraged to engage in original research in their respective disciplines as long as such research does not detract from their effectiveness as teachers. The college is continually searching for better ways to prepare its students for meaningful roles in society, the professions, the family, and the church.

Fresno Pacific College is an Anabaptist-Mennonite College

Fresno Pacific is a Mennonite Brethren educational institution. As a college in the Anabaptist-Mennonite tradition, the college seeks to recapture the faith and life of the early Christian church, placing central emphasis upon the Lordship of Jesus Christ for the totality of life, the authority of the Scriptures for all matters of faith and ethics, the Christian life as life of
discipleship, the Christian church as a fellowship of redeemed people, the voluntary nature of faith and the freedom of conscience, and the active application of love to the whole of life, including the promotion of peace and non-resistance, missions, relief, mutual aid, and voluntary service.

The college, as an institution of the church, seeks to relate to the church through conversation and leadership. It intends to educate people who will understand the church and provide perceptive and creative leadership in the church.

Fresno Pacific College is a Non-Sectarian College

Religious discrimination of a narrow sectarian nature is not imposed in the admissions policy of the college. Anyone wanting a Christian education is invited to join Fresno Pacific in a quest for meaning and wholeness of life.

Fresno Pacific College is a Prophetic College

The college views itself as a center of independent critique of all of man's endeavors. It is not simply an institution that transmits the values of the culture in which it exists. It purposes to serve as the conscience of society and the church rather than become a tool of any institution or idealism.

The Fresno Pacific idea is only a partially realized idea. But it is the idea that gives Fresno Pacific reason for existence, courage for growth, and stimulus for adventure.
ship of redeemed people, the conscience, and the active app- or the promotion of peace and and voluntary service.

Church, seeks to relate to the It intends to educate people perceptive and creative leader-

arian College

arian nature is not imposed in the wanting a Christian educa-
est for meaning and wholeness

College

independent critique of all of that transmits the values of serve as the conscience of soci- of any institution or idealism. ally realized idea. But it is theience, courage for growth, and
INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Honors</td>
<td>96</td>
</tr>
<tr>
<td>Academic Procedures</td>
<td>97</td>
</tr>
<tr>
<td>Academic Regulations</td>
<td>95</td>
</tr>
<tr>
<td>Academic Standing</td>
<td>95</td>
</tr>
<tr>
<td>Administration</td>
<td>98</td>
</tr>
<tr>
<td>Administrative Services (M.A.)</td>
<td>47</td>
</tr>
<tr>
<td>Admission</td>
<td>103</td>
</tr>
<tr>
<td>Advanced Credentials</td>
<td>47</td>
</tr>
<tr>
<td>Art</td>
<td>29, 53</td>
</tr>
<tr>
<td>Associate of Arts Degree</td>
<td>10</td>
</tr>
<tr>
<td>Athletics</td>
<td>20, 85</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>8</td>
</tr>
<tr>
<td>Biblical and Religious Studies</td>
<td>21, 54</td>
</tr>
<tr>
<td>Biblical and Religious Studies Certificate Program</td>
<td>11</td>
</tr>
<tr>
<td>Biology</td>
<td>35, 59</td>
</tr>
<tr>
<td>Board/Food Service</td>
<td>106</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>98</td>
</tr>
<tr>
<td>Business Administration</td>
<td>37, 60</td>
</tr>
<tr>
<td>Calendar of the Academic Year</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>35, 62</td>
</tr>
<tr>
<td>CLEP</td>
<td>97</td>
</tr>
<tr>
<td>Clubs</td>
<td>20</td>
</tr>
<tr>
<td>Co-curricular Programs</td>
<td>19</td>
</tr>
<tr>
<td>Communication</td>
<td>30, 63</td>
</tr>
<tr>
<td>Concurrent Programs of Study</td>
<td>26</td>
</tr>
<tr>
<td>Contemporary Christian Ministries</td>
<td>21</td>
</tr>
<tr>
<td>Core Program</td>
<td>9, 14, 51</td>
</tr>
<tr>
<td>Courses of Instruction</td>
<td>51</td>
</tr>
<tr>
<td>Degrees Offered</td>
<td>7</td>
</tr>
<tr>
<td>Directions for</td>
<td></td>
</tr>
<tr>
<td>Correspondence inside front cover</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>20</td>
</tr>
<tr>
<td>Education</td>
<td>23, 66</td>
</tr>
<tr>
<td>Employment</td>
<td>107</td>
</tr>
<tr>
<td>English</td>
<td>72, 75</td>
</tr>
<tr>
<td>Environment</td>
<td>5</td>
</tr>
<tr>
<td>Faculty</td>
<td>99</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>107</td>
</tr>
<tr>
<td>Financial Information</td>
<td>103</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>33, 75</td>
</tr>
<tr>
<td>Foreign Students</td>
<td>104</td>
</tr>
<tr>
<td>Fresno Pacific Idea</td>
<td>108</td>
</tr>
<tr>
<td>Geography</td>
<td>38, 72</td>
</tr>
<tr>
<td>German</td>
<td>33, 76</td>
</tr>
<tr>
<td>Grading System</td>
<td>95</td>
</tr>
<tr>
<td>Graduate Program (Education)</td>
<td>44, 67</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>95</td>
</tr>
<tr>
<td>Grants-in-Aid</td>
<td>107</td>
</tr>
<tr>
<td>History</td>
<td>38, 73</td>
</tr>
<tr>
<td>Housing</td>
<td>106</td>
</tr>
<tr>
<td>Humanities</td>
<td>28, 29</td>
</tr>
<tr>
<td>In-Service Education</td>
<td>49, 72</td>
</tr>
<tr>
<td>Interdisciplinary Programs</td>
<td>42</td>
</tr>
<tr>
<td>International Study</td>
<td>16</td>
</tr>
<tr>
<td>Introduction to the College</td>
<td>3</td>
</tr>
<tr>
<td>Languages</td>
<td>33, 75</td>
</tr>
<tr>
<td>Law</td>
<td>40</td>
</tr>
<tr>
<td>Liberal Arts Major</td>
<td>26</td>
</tr>
<tr>
<td>Literature</td>
<td>32, 77</td>
</tr>
<tr>
<td>Loans</td>
<td>107</td>
</tr>
<tr>
<td>Majors</td>
<td>7, 15, 21</td>
</tr>
<tr>
<td>Master of Arts in Education</td>
<td>44</td>
</tr>
<tr>
<td>Mathematics</td>
<td>35, 78</td>
</tr>
<tr>
<td>Mexican-American Studies</td>
<td>27</td>
</tr>
<tr>
<td>Music</td>
<td>20, 34, 80</td>
</tr>
<tr>
<td>Natural Science</td>
<td>35</td>
</tr>
<tr>
<td>Natural Science and Mathematics</td>
<td>35</td>
</tr>
<tr>
<td>Numbering System</td>
<td>51</td>
</tr>
<tr>
<td>Payment of Accounts</td>
<td>106</td>
</tr>
<tr>
<td>Personnel</td>
<td>98</td>
</tr>
<tr>
<td>Philosophy</td>
<td>34, 82</td>
</tr>
<tr>
<td>Physical Education</td>
<td>27, 83</td>
</tr>
<tr>
<td>Physical Science</td>
<td>35, 86</td>
</tr>
<tr>
<td>Political Studies</td>
<td>39, 86</td>
</tr>
<tr>
<td>Post-baccalaureate Study</td>
<td>44</td>
</tr>
<tr>
<td>Pre-professional Programs</td>
<td>17</td>
</tr>
<tr>
<td>Program Planning</td>
<td>13</td>
</tr>
<tr>
<td>Programs of Study</td>
<td>7</td>
</tr>
<tr>
<td>Psychology</td>
<td>40, 88</td>
</tr>
<tr>
<td>Reading Program (M.A.)</td>
<td>49</td>
</tr>
<tr>
<td>Schedule of Recommended Courses</td>
<td>12</td>
</tr>
<tr>
<td>Scholarships</td>
<td>107</td>
</tr>
<tr>
<td>Service Ministries</td>
<td>20</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>36</td>
</tr>
<tr>
<td>Social Service</td>
<td>41, 90</td>
</tr>
<tr>
<td>Sociology</td>
<td>42, 91</td>
</tr>
<tr>
<td>Spanish</td>
<td>33, 76</td>
</tr>
<tr>
<td>Special Education</td>
<td>48</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>16</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>23</td>
</tr>
<tr>
<td>Theological Orientation</td>
<td></td>
</tr>
<tr>
<td>Orientation inside back cover</td>
<td></td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>105</td>
</tr>
</tbody>
</table>
Theological Orientation of the College

Fresno Pacific College is evangelical in its theological orientation. Emphasis is given to the nature of the personal relationship between God and man through Jesus Christ, and the resulting life of discipleship. Commitment to the Lordship of Jesus Christ is encouraged; the following statements clarify this commitment:

- The Bible is the inspired and infallible Word of God, and is the supreme final authority in all matters of faith and conduct.
- There is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- Jesus Christ was begotten by the Holy Spirit, born of the virgin Mary, and is true God and true man.
- The Holy Spirit is a person, is God and is coequal with the Father and the Son; convicts the world of sin, righteousness, and judgment, regenerates and indwells the believer, is his constant guide and teacher, and the enabling power for victorious living and dedicated service.
- Man was created in the image of God, sinned, and thereby incurred for himself and the whole human race not only physical death, but also spiritual death, which is separation from God.
- The Lord Jesus Christ died for man's sins, according to the Scriptures, and all who believe in Him have forgiveness of sins through His blood.
- Christ rose bodily from the dead and ascended into heaven where He is now the believer's High Priest and Advocate.
- The imminent return of Christ from heaven will be personal and visible, and He will judge the living and the dead.
- An individual becomes a child of God by being born of the Holy Spirit by the Word of God through a personal faith in Jesus Christ.
- The church, instituted by Christ, consists of all true believers, and the Great Commission to make disciples is the supreme mission of the church of this age.
- There will be a bodily resurrection of both just and unjust, with eternal punishment for all unbelievers.
- The Christian life is separated unto God, conforming to the teachings of the Word, and dedicated to the service of Christ.