Fresno Pacific College

COLLEGE CATALOG 1988-89

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### UNDERGRADUATE COLLEGE CALENDAR

#### Fall Semester 1988

**AUGUST**
- 25-27 Thur-Sat: Orientation and walk-through registration
- 29: Monday Classes begin
- Sep 2 Mon-Fri: Late registration period ($30 late fee applicable)

**SEPTEMBER**
- 2 Friday: Last day to register
- Last day to pay fees or make payment arrangements
- 5 Monday: Labor Day—no classes—offices closed
- 9 Friday: Last day to add a class
- Last day for Credit/No Credit grade option

**OCTOBER**
- 20-21 Thur,Fri: Mid-semester break—no classes
- 26 Wednesday: Midterm grades due from faculty

**NOVEMBER**
- 4 Friday: Last day to withdraw from a class
- Last day to change from Audit to Credit or from Credit to Audit registration
- 24-25 Thur-Fri: Thanksgiving recess—no classes—offices closed

**DECEMBER**
- 9 Friday: Classes end
- Last day to request an Incomplete grade
- Last day to completely withdraw from the college
- 12-16 Mon-Fri: Final examinations
- 21 Wednesday: Grades due from faculty

#### Spring Semester 1989

**JANUARY**
- 9 Monday: Orientation and walk-through registration
- 10 Tuesday: Classes begin
- 10-13 Tue-Fri: Late registration period ($30 late fee applicable)
- 13 Friday: Last day to register and Last day to pay fees or make payment arrangements
- 16 Monday: Martin Luther King Day—no classes—offices closed
- 20 Friday: Last day to add a class
- Last day for Credit/No Credit grade option

**FEBRUARY**
- 20 Monday: President’s Day—no classes—offices closed
- 21 Tuesday: Classes will follow Monday schedule

**MARCH**
- 6-10 Mon-Fri: Spring break—no classes
- 8 Wednesday: Midterm grades due from faculty
- 10 Friday: Last day to apply for participation in commencement
- 23 Thursday: Last day to withdraw from a class and Last day to change from Audit to Credit or from Credit to Audit registration
- 24 Friday: Good Friday—no classes—offices closed

**APRIL**
- 28 Friday: Classes end

**MAY**
- 1-5 Mon-Fri: Final examinations
- 6 Saturday: Commencement
- 10 Wednesday: Grades due from faculty

#### Summer Session 1988

**MAY**
- 8 Monday: First session classes begin
- 10 Wednesday: Last day to register for first session

**JUNE**
- 16 Friday: First session classes end
- 19 Monday: Second session classes begin
- 21 Wednesday: Last day to register for second session

**JULY**
- 28 Friday: Second session classes end

**AUGUST**
- 3 Thursday: Grades due from faculty
INTRODUCTION

Fresno Pacific College provides an alternative. As a small, private Christian college in the fine tradition of liberal arts education, Fresno Pacific College offers a distinctive form of value-oriented, quality higher education. This catalog is designed to describe the major features of the institution and the programs which are available at Fresno Pacific College.

A Distinctive Institution

Identity
Fresno Pacific College is the only fully accredited, Christian liberal arts senior college in the southern part of California's great Central Valley. Sponsored by the Mennonite Brethren Churches, Fresno Pacific College serves not only members of that denomination but also persons from the larger church and public.

Mission
The college embraces the world and its peoples as the creation of God and therefore as the proper province of its exploration and service. Through the pursuit of the knowledge of God and His creation, using the tools of theology, science, and the arts, the college seeks to shape the thought, character, and lifestyles of its students and prepare them for meaningful vocations and service in the world.

Location
The college is located on a 39-acre campus in Fresno, California, between the high Sierra Nevada mountains, one hour to the east, and the beaches of the Pacific Ocean, two hours to the west. The campus is in the southeastern section of Fresno, a growing metropolitan community with a population of more than 260,000. The area presents an unusually rich mosaic of ethnic peoples. The campus thus provides access to a varied environment with abundant opportunity for educational and recreational activities.

History
The college began as Pacific Bible Institute in 1944. A transitional junior college phase preceded the senior college program. Fresno Pacific College received Western Association of Schools and Colleges accreditation in 1965, the same year in which the first Bachelor of Arts degrees were granted. A fully accredited graduate program in Education was initiated in 1976.

Campus
The campus provides residential and educational facilities for our student body of approximately 400 undergraduate and 550 graduate students. The attractive campus includes a unique outdoor amphitheater, prayer chapel (shared with the adjacent Mennonite Brethren Biblical Seminary), recently completed Special Events Center-Gymnasium, newly expanded Hiebert Library (also shared with Mennonite Brethren Biblical Seminary), and a well-supplied Bookshop. Extended campus programs in Biblical and Religious Studies are available in Modesto, 100 miles to the north. The campus provides convenient access for handicapped persons.

Programs
Given the liberal arts and Christian value orientation of the college, professional programs are concentrated in areas which offer preparation for service in church and society. Strong and growing programs are available in Teacher Education, Social Services, Business Administration, and Christian Ministries. Programs lead to the Associate of Arts (AA), Bachelor of Arts (BA), and Master of Arts in Education (MA) degrees. Courses taken at Fresno Pacific College are transferable for credit at other accredited colleges and universities.

A Unique Educational Mission

Fresno Pacific College makes available an alternative form of Christian liberal arts education. The college does not seek to duplicate the types of education which are available in public institutions nor does the college pattern itself after a specific model of church-related higher education. Fresno Pacific College is, rather, a deliberate attempt to realize a certain idea through theory and experience. The components of the unique educational vision of the college are expressed in The Fresno Pacific College Idea. This mission statement which follows was revised and adopted by the Board of Directors of the College in 1982.

THE FRESNO PACIFIC COLLEGE IDEA
The Fresno Pacific College Idea is a guide for the future; it is also a process of the present and an outgrowth of the past.
As the college seeks to accomplish its educational mission, it affirms the significance of knowledge which leads to wisdom, encourages virtue, establishes harmony, and creates balance and perspective.

As a Christian liberal arts college, Fresno Pacific College is an integral part of the mission of the church. Through the liberal arts, the college provides knowledge and experience which lead toward a more perceptive and creative relationship with God, humanity, and the world. On this foundation of Christian perspectives and liberal arts education, the college provides preparation for service to church and society through vocational and professional development. The college is a community in which interpersonal relationships play a vital role in the process of education.

Fresno Pacific College as a Christian College

As a Christian college, Fresno Pacific College considers a primary goal to be the integration of faith and learning. In pursuing this goal it accepts the unity of all knowledge under God; it perceives no ultimate contradiction between the truth of revelation and of scholarly investigation.

With others in the Believers’ Church tradition the college encourages voluntary acknowledgement of the sovereignty of God and the triumph of his kingdom, the presence of his Spirit in the life of the church, and the lordship of Jesus Christ over all of life.

As an extension of the educational mission of the Mennonite Brethren Church, the college affirms the authority of Scripture over all matters of faith and life, the church as a community of redeemed people, the life of discipleship which leads to holiness, witness, and service, the call to serve Christ by proclaiming the Gospel, ministering to human need, and alleviating suffering; the practice of reconciliation and love in settings of violence, oppression, and injustice; and the development of spiritual maturity through the disciplines of prayer, study and meditation.

Believing that the Gospel transcends the limitations of all cultures and ideologies, the college encourages persons to serve throughout the world as compassionate Christian disciples and constructive members of society.

Fresno Pacific College as a Liberal Arts College

As a liberal arts college, Fresno Pacific College provides an education which leads to an examined understanding of God, humanity, and the world through the disciplines of theology, philosophy, the humanities, and the social and natural sciences.

Education is a comprehensive process; the college is concerned with the whole person and seeks to nurture every phase of development — spiritual, mental, intellectual, cultural, social, physical.

Education includes a training process; preparing persons for leadership, ministry, and service in a variety of vocations and professions is an important aspect of education. However, the college considers vocational preparation to be more than the acquisition of information and skills; it is also the formation of values which enrich the meaning and enhance the quality of work. Professional programs therefore emphasize the integration of Christian faith and the liberal arts with career development.

Education is a life-long process in which analytical thinking and creative reflection lead to spiritual, personal, and professional maturity. The college therefore extends its educational boundaries to include older as well as younger adults in a variety of settings; its mission includes post-baccalaureate programs which provide for personal enrichment and professional growth. It invites persons from various cultural, national, ethnic, and religious settings and backgrounds to participate in the educational experience.

Fresno Pacific College as a Community

As an educational community, Fresno Pacific College recognizes the value of interpersonal relationships in the process of education. It assumes that learning is the result of interaction between people and ideas; as individuals are more responsible, and accountable to, one another, they are more able to understand themselves and to make perceptive commitments to God, the church, and the world. While the college affirms that community which is formed as its members relate to God, it does not discriminate against those who cannot freely and honestly make such a commitment.

The college accepts each member as a unique person with purpose and value, it seeks to provide settings in which each individual can gain new insights and experiences; develop new relationships, and make meaningful commitments.

While acknowledging and respecting individual differences, the college affirms the Believers’ Church expression of community as a body which transcends individualism as well as those cultural, national, and ethnic boundaries which may separate and alienate. Since worshipping, studying, working and playing together strengthen the life of both the individual and the community, residence on campus is encouraged as a means of experiencing the richness of this community.

The college fulfills its mission as it incorporates faculty who participate in church and society as role models in relating Christian faith to matters of thought and action; students who share a mutual respect for educational goals and community standards; staff who are committed to enhancing the quality of the educational experience; and a board which encourages understanding and support for the mission of the college.
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Quality Academic Programs

The academic programs which are described in detail in this catalog reflect the fundamental values of the institution. Several of the components of this orientation will be described briefly.

Integration of Faith and Learning

The college provides a variety of settings in which Christian faith is related to the academic disciplines available at the college and to the practical career activities which grow out of those disciplines. Freshmen and sophomores are encouraged to enroll in a series of interdisciplinary courses entitled “Christianity and Culture.” Each student is required to participate in a twice-weekly “College Hour” series in which the college community meets to consider a variety of matters related to Christian faith and life. Each major program includes a designated senior “capstone” course in which the implications of Christian faith for that discipline are examined. Faculty are encouraged to relate their academic work to the faith and life of the church and to be available to students for personal conversation and counseling.

Calendar

Fresno Pacific College operates on a two semester plus summer academic calendar. The academic year consists of an early fall semester which ends before the Christmas holiday and a spring semester which concludes at the beginning of May. The calendar permits the college to provide a series of innovative summer courses, most of which involve travel or other off-campus learning experiences. These courses may be used to lighten the course load during the regular academic semesters, to enrich and broaden the student’s educational experience, or to accelerate the student’s progress toward graduation. Many students take advantage of Fresno Pacific College’s calendar to achieve an early entry into the summer work force.

Career Preparation

The academic programs of the college reflect our confidence that commitment to Christian values, a quality liberal arts education, and sound professional preparation are complementary. Our alumni have successfully gained entrance into the fine graduate schools in the United States and abroad. Alumni are found in leadership positions in education, the social services, and medicine, as well as in a broad variety of church-related ministries. The curriculum includes a series of “Perspectives” courses which introduce students to the variety of academic and career preparation programs offered by the college. Many majors include internship experiences. The college offers expanding services in career testing, development, and placement: A Christian liberal arts education, complemented by practical experiences and career testing and counseling, provides a firm foundation for students who aspire to positions of leadership and responsibility in church and society.

Cross-cultural Experiences

Fresno Pacific College has a strong commitment to provide students with opportunities to move across familiar cultural boundaries into new and challenging learning environments. The college operates a study program in Mexico, which combines language and cultural studies with homestaying and community service experiences. Students may enroll in the Brethren Colleges Abroad Program for semester or year-long study in universities in Europe and Asia. Faculty-led study tours are offered periodically. Domestic programs, too, may involve a dramatic change in cultural environment. Fresno Pacific College students may arrange for periods of study in the American Studies Program in Washington, D.C., the Urban Life Institute in Chicago, as well as other urban studies programs. The college provides a strong Spanish language program on campus. Students are strongly encouraged to include language study and cross-cultural programs as part of their college experience.

Personal Planning

The college attempts in several ways to provide educational opportunities that are personal, flexible and varied. Concurrent enrollment arrangements with California State University, Fresno, and the Mennonite Brethren Biblical Seminary allow students to do course work and to complete majors which are not offered on our own campus. A concurrent enrollment agreement permits Fresno Pacific College seniors to complete the first year of law school at the San Joaquin College of Law. Small class sizes and close relationships with instructors allow for personalized educational experiences in ways that are more difficult in larger institutions.
A Developmental Student Life Program

Dean of Student Development: Gary Nachtigall

Fresno Pacific College recognizes the value of a holistic and personal approach to education. Since learning takes place in both formal academic settings and within the context of more casual interpersonal relationships, the college provides an extensive program of student life activities. Details concerning the programs which are introduced below may be found in a Community Life Handbook available through the office of the Dean of Student Development.

Residence

Because the college believes that education is most effective in a setting in which living and learning are closely interrelated, a variety of on-campus residential arrangements have been provided. All single students are required to live in college residence facilities unless they are:

1. living at home with parents,
2. 21 years of age,
3. post-baccalaureate or graduate students,
4. carrying less than 6 units.

Apartments and a variety of dormitory living arrangements are available on campus. Plans for additional living-learning options are being developed.

The Mentor-Collegium Program

At the center of the counseling program at Fresno Pacific College is the student-faculty relationship. Each student is assigned to a faculty advisor-counselor. Freshman and sophomore students will be assigned to faculty “mentors” who will establish personal relationships with individual students. Mentors will provide academic as well as other forms of counseling and advising. Each mentor will also provide leadership for a “collegium,” or small group of students which meets periodically for social and other activities. Mentors are assisted by experienced student “Mentor Assistants” who will also provide support and counsel for students who are new to the institution.

Academic Program Advising

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

Noon-Hour Encounter Program

As a further expression of the college’s belief that interpersonal relationships are essential to the total educational process, the college makes funds available to faculty for an occasional “Noon Hour Encounter” in which faculty and student travel off-campus for conversation over lunch in a local restaurant. Relationships which are developed in this informal setting are valuable to both faculty and student.

Counseling Programs

The Counseling Coordinator works to link students with appropriate counseling resources. Personal counseling is available on campus, through the counseling program of the Mennonite Brethren Biblical Seminary as well as various community resources. Other services include: tutorial assistance, career guidance and testing and a library of career and learning assistance materials.

College Hour

College Hour is a unique setting in which the college community gathers to examine faith and life issues and to experience cultural, spiritual, and social enrichment. The Christian faith becomes the context in which contemporary concerns, college activities, and personal values are considered. The series usually meets twice weekly, and includes lectures, films, and concerts, as well as a wide variety of other formats. All full-time undergraduate students are required to attend College Hour.

Spiritual Development

As a Christian institution, Fresno Pacific College encourages students to establish a personal faith in Jesus Christ and to be sensitive to the leading of the Holy Spirit in loving and understanding one another. A Campus Pastor works closely with a student Spiritual Life Committee to plan and conduct programs of prayer, study, worship, and fellowship which will lead to a growing understanding of the Lordship of Christ and the importance of the Word of God in the conduct of daily life.
Voluntary Service
The college encourages students to develop a personal lifestyle which is characterized by service to others. Each student will be encouraged to give approximately two hours per week to a service activity in a church, school, neighborhood, community, or service agency. The Campus Ministries Coordinator will assist in the location and supervision of voluntary service experiences.

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

Athletics
Fresno Pacific College is a member of the National Association of Intercollegiate Athletics. Fresno Pacific "Sunbird" teams compete at the intercollegiate level in men's cross country, track, basketball, and soccer and women's cross country, track, basketball and volleyball. These teams also compete in the Golden State Athletic Conference. Active intramural programs for both men and women are maintained under the leadership of the Chair of the P.E. Department. Recreational activities such as backpacking, bicycling, and skiing are also scheduled regularly throughout the school year.

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

Music
A variety of musical groups is available to students at Fresno Pacific. Each year the Concert Choir takes a major tour. Other groups perform in churches, schools, and other settings throughout central California. Small ensembles, both vocal and instrumental, provide for a variety of musical expression.

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, dialogue, and commitment will emerge.

Freedom and order are preserved in the community through self-discipline and the self-regulation of the community. Most of the guidelines governing community life are reflections of those traditional cultural values 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. Students of the college are expected to refrain from drinking intoxicants, smoking, or dancing on campus or at college sponsored events. Students will be expected to refrain from using illegal drugs at all times.

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

Handicapped Services
Fresno Pacific is sensitive to the special needs of handicapped individuals. Buildings constructed since 1973 are in compliance with Section 506 of the Rehabilitation Act. Buildings erected prior to 1973 have been modified for access for handicapped individuals with only minor exceptions. Special restricted parking areas and modified residence hall rooms provide convenient on-campus living arrangements.
Hiebert Library

Hiebert Library, a gift of the late Cornelius Hiebert in 1962, is located at the northern edge of the college campus. It is owned and operated jointly by the college and Mennonite Brethren Biblical Seminary. An extension and renovation of the original building was completed in 1980. The present facility is modern and functional; able to accommodate 150 readers in large study areas as well as private carrels. Utilizing open shelving for easy access, the library has a 125,000-volume capacity, in addition to microform and audio-visual resources. A student typing-computer area, audio-visual carrel, and duplicating machines are available. The H. W. Lohrenz Memorial Garden offers an attractive open-air setting for conversation and study.

The library provides information resources to support the curriculum and the independent research needs of students and faculty. At present the combined collection includes 113,000 volumes, 892 periodical subscriptions, and over 8,700 non-print items. Approximately 4,500 titles are added annually.

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

The librarians and staff of Hiebert Library assist students and faculty in research activities utilizing the library's collection and, when needed, draw upon the resources of other libraries. This is made possible through the library’s membership in OCLC, a network of over 6,000 libraries, providing more than sixteen million data records. In addition, more than 80 databases are available through EDS, allowing extensive access to periodical literature. Students may apply for special borrowing privileges at the library of California State University, Fresno.
Admission and Registration

(For post-baccalaureate and graduate admission and registration, see the graduate division section of this catalog)

ADMISSION

Director of Admission: Cary Templeton

Fresno Pacific College welcomes those students who qualify academically, who demonstrate physical and emotional capacity for college work, who accept the purposes and standards of the College, and who would benefit from a Christian college education at Fresno Pacific.

Students are admitted without discrimination as to race, color, nationality, creed, or sex.

Application for Admission

GENERAL INSTRUCTIONS FOR ALL APPLICANTS

Students interested in applying for admission should request application materials by contacting the Office of Admissions. Applications for admission will be accepted until July 24 for the fall semester and until December 4 for the spring semester. Student notification is handled on a rolling basis. Notification of acceptance will be sent as soon as all necessary documents are on file.

Applications received later than July 24 for the fall semester or December 4 for the spring semester will be considered, but acceptance and registration are not guaranteed.

Those in need of financial aid must file a Student Aid Application for California (SAAC) with the College Scholarship Service by March 2. Further information and instructions for financial aid applications may be obtained from the Office of Financial Aid. See the section on Financial Aid.

PROCEDURES FOR STUDENTS ENTERING DIRECTLY FROM HIGH SCHOOL

Application—Complete the "Application for Admission to Fresno Pacific" and send it to the Office of Admissions along with the nonrefundable $20 application fee.

High School Transcript—Provide for an official transcript of work completed to date. Applicants are responsible to submit a complete high school transcript verifying graduation before enrollment at Fresno Pacific College.

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

Entrance Examination—Either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program is required of all applicants.

High School Preparation—Fresno Pacific College requires at least one year of study in each of nine academic courses, including four years of English in which at least "C" grades have been maintained, two years of mathematics (algebra and geometry) in which at least "C" grades have been maintained, two years of social studies, and at least one laboratory science. Other courses in art, music, and a foreign language are also recommended.

Admission Standards—Acceptance for admission as a freshman student is based on an Eligibility Index score determined by a formula using the high school grade point average for the final three years of high school (excluding physical education, military science, and applied courses) and the total score from either the Scholastic Aptitude Test (SAT) or American College Test (ACT).

The SAT index is computed by multiplying the grade point average by 800 and adding the total SAT score. The minimum index requirement is 2994.

The ACT index is computed by multiplying the grade point average by 200 and adding 10 times the ACT composite score. The minimum index requirement is 722.

Students who do not qualify for regular admission will be evaluated on an individual basis by the Student Selection Committee, using criteria other than academic information. Notification of acceptance or denial may be delayed pending receipt of final transcripts following high school graduation.

EARLY ADMISSION PROGRAM

Outstanding high school juniors may begin the freshman year in college simultaneously with the senior year in high school through our Early Admission Program. We welcome highly motivated, academically superior high school juniors into the freshman class. Criteria for admission are as follows:

- SAT eligibility index of 3400 or ACT eligibility index of 830
- Sufficient background in college preparatory courses
- Apparent maturity necessary to function well in a college setting
STUDENTS ENTERING FROM ACCREDITED COLLEGES AND UNIVERSITIES

Students transferring to Fresno Pacific College will receive advanced standing credit based on the accreditation of the institution previously attended and the official transcripts submitted by the student. Fresno Pacific will grant a maximum of 70 semester units of credit from a community or junior college. Courses taken at community or junior colleges in which "D" grades have been earned will not be granted credit. A minimum of 24 semester units must be completed at Fresno Pacific during the last year prior to graduation.

To be considered for admission, a transfer applicant must:
1. Complete the "Application for Admission to Fresno Pacific" and send it to the Office of Admissions along with the non-refundable $20 application fee.
2. Provide an official transcript from high school verifying graduation.
3. Provide one official transcript from each college attended.
4. Provide SAT or ACT test scores. Although these are not required for granting admission to transfer students with more than 24 academic units, they are highly recommended.

Admission Standards—Acceptance for admission as a transfer student is determined by evaluation of the above documents. To be granted admission solely on college level academic work, a minimum of 24 academic units must be completed with a 2.4 G.P.A. or higher. If less than 24 transferrable academic units have been completed, admission will be granted in accordance with freshman eligibility standards.

STUDENTS ENTERING FROM BIBLE COLLEGES, UNACCREDITED LIBERAL ARTS COLLEGES, AND UNACCREDITED BIBLE INSTITUTES

Fresno Pacific welcomes transfer students from all institutions. Every effort is made to correlate course work completed previously with requirements for a degree at Fresno Pacific College. There is a limitation of units acceptable from unaccredited liberal arts colleges and Bible institutes.

Course work in which a grade of "D" was earned is not accepted from unaccredited institutions.

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

PROCEDURES FOR INTERNATIONAL STUDENTS

International students need good English skills in order to be successful in their studies. Although TOEFL and SAT scores are not required, both are strongly recommended. Students whose native language is not English, and who submit a TOEFL score of 500 with minimum part scores of 50 in each skill area tested, are eligible for the regular undergraduate curriculum upon admission to the college. International students meeting our academic requirements but without TOEFL scores, or with a score of less than 500, will be required to improve their English language proficiency in our ESL program. Students with intermediate level English ability will be permitted to take one or two academic courses upon approval of the director of the ESL program. Students may also earn eight units of credit in their ESL courses and apply them as electives to the B.A. degree at Fresno Pacific College.

Documents needed for admission
1. An application for admission and a $20 non-refundable application fee. A photo is recommended.
2. Transcripts from all secondary schools and from any coursework taken beyond secondary level. All transcripts must be official and accompanied by a certified English translation. All documents must show coursework and examinations taken, grades received, identify passing and maximum marks, and show evidence of secondary graduation. International students must be qualified to meet university entrance requirements in their own countries.
3. A completed Financial certification form that certifies the student has the funds to stay in the United States must be on file prior to acceptance and the sending of the I-20.
4. Autobiography

Requirements for admission
1. All international students must meet regular undergraduate requirements for admission and be eligible for entrance into universities in their own countries.
2. Transfer students must have completed satisfactory course work with a 2.4 grade point average in 24 or more transferrable academic units. If they have not met the above minimum their admission will be based on their secondary school course work.
3. International students must verify financial support and be willing to live within the rules of the college. Although being a Christian is not a requirement for admission to Fresno Pacific College, international students should not be antagonistic to the Christian heritage of the college.
4. International students must subscribe to the Fresno Pacific College international student health insurance policy and maintain coverage throughout their entire stay at F.P.C.
5. International students are required to attend the international student orientation program prior to initial enrollment.

Filing deadlines for International students

International students are encouraged to submit all application materials, transcripts, and recommendations at least three
months prior to the first semester of enrollment at Fresno Pacific College. Only after all necessary application forms and records have been received by the office of admissions, will acceptance be determined.

Upon acceptance for admission, a Certificate of Eligibility (I-20), necessary for obtaining a student visa to enter the United States, will be sent.

**APPLICATION FOR RE-ADMISSION**

Former Fresno Pacific College students who have not been enrolled within the current year may re-apply for admission by filing a readmission application form with the Office of Admissions. Students who have attended another educational institution during the intervening year(s) since the last attendance at Fresno Pacific must have a transcript of their record at that school sent to Fresno Pacific College. Acceptance for re-enrollment will be governed by the policies regulating the admission of transfer students.

**ADMISSION TO POST-BACCALAUREATE OR GRADUATE STANDING**

Students who have completed requirements for a bachelor's degree from an accredited college or university may be admitted as post-baccalaureate (5th year or second major) or graduate students upon submitting a special application form provided by the College. For further information, see the Graduate section of this catalog.

**NOTIFICATION OF ADMISSION**

Students who have applied for admission will receive a letter notifying them of their eligibility soon after all relevant information and documents—application form and fee, transcripts, test scores—are on file in the Admissions Office. After the student has been notified of his or her acceptance, the following steps should be taken:

1. **Confirmation Deposit.** Submit a $50 tuition deposit as an acknowledgment of acceptance. This deposit will assure the applicant of registration and is applied to the tuition costs. It is refundable until June 15 for the fall semester, and until October 15 for the spring semester.
2. **Students who plan to live in campus residence halls will also need to submit a $35 room reservation deposit. This deposit also serves as a damage deposit and is refundable at the time a student leaves, providing there is no damage requiring repair.**
3. A health certificate (form provided by the Admissions Office) filled out by the applicant is required before registration.
4. Final transcripts of work completed subsequent to the time of application need to be sent to the Admissions Office.

**REGISTRATION**

**ORIENTATION OF NEW STUDENTS**

In order to help make the transition to college a happy and effective one, the Fresno Pacific College office of Student Affairs organizes several days of orientation activities. These activities, which are held prior to the beginning of classes, are designed to help new students become better acquainted with the College, their mentors and advisors, programs of study, and classmates. Since the orientation program is part of the registration process, participation is expected. Students who do not attend the orientation session will need to negotiate with their mentors or the Registrar.

**ENROLLMENT**

Advising and registration take place during the week prior to the beginning of classes in the fall semester, and prior to the beginning of the spring semester. After the student schedule has been approved by the advisor or mentor, registration is completed by presenting the completed registration form to the Registrar and paying the appropriate fees in the Business Office.

**LATE REGISTRATION**

Students who are not able to complete registration prior to the beginning of classes may register during the "late registration" period which ends on Friday of the first week of classes. Any enrollment after the late registration period is permitted only under unusual circumstances and is subject to a $30 late fee.

**CHANGE IN REGISTRATION**

Students are officially enrolled in all courses listed on their registration form. If a change in registration becomes necessary, forms for requesting the change may be obtained from the Office of the Registrar. Courses may be added during the first two weeks only; they may be dropped through the tenth week of each semester. Complete withdrawal must be cleared through the Registrar, Counseling Office, Business Office, and Financial Aid Office, and must have approval of parents if the student is under eighteen years of age. The last day for complete withdrawal is the Friday before the final examinations. See the Financial Information section of this catalog for refund policies.

**CONCURRENT ENROLLMENT**

Fresno Pacific College has concurrent enrollment agreements with California State University, Fresno, the Mennonite Brethren Biblical Seminary, and the San Joaquin College of Law. Students
who wish to enroll at one of these institutions under concurrent enrollment arrangements must also make application to those institutions. Upon acceptance, and prior to registration, arrangements for concurrent enrollment must be made with the Registrar at Fresno Pacific College.

1. a. Fresno Pacific College students who wish to major in an area not offered at Fresno Pacific may complete a major through California State University, Fresno. The in-state fees at CSUF will be reimbursed to the student by Fresno Pacific under the following conditions:
   (1) the student is a full-time student at Fresno Pacific College;
   (2) the courses which are to be taken at CSUF are not offered by FPC;
   (3) and the major is approved by the department program director and the Registrar at Fresno Pacific.

b. On occasion, a Fresno Pacific College student may find it necessary to take classes at CSUF which are to be applied to a major at Fresno Pacific. The in-state fees at CSUF will be reimbursed to the student by Fresno Pacific under the following conditions:
   (1) the student is a full-time student at Fresno Pacific College;
   (2) the course to be taken at CSUF is required for the student’s major and is not offered at Fresno Pacific College;
   (3) the course is approved by the department program director and the Registrar at Fresno Pacific.

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

3. Full-time Fresno Pacific students may take one course per semester for credit at the Mennonite Brethren Biblical Seminary without paying additional tuition charges.

INDEPENDENT STUDIES
The aim of independent study is to provide breadth and enrichment to a student’s curriculum. Emphasis is placed on the student’s initiative in the design and execution of the program of study. For this reason, independent study may not be used to replace or duplicate any regularly scheduled course.

Students may receive permission to enroll for independent study credit subject to the following conditions:
1. The student is a junior or senior.
2. The student has a cumulative grade point average at Fresno Pacific College of 3.0 or higher.
3. The proposed subject of study is not one of the regular college offerings.
4. A faculty member is available with the necessary expertise to provide guidance and evaluation.
5. The student presents and has accepted by a faculty member a proposal which outlines:
   a. The topic and reasons for wishing to study it.
   b. A summary of resources available to complete the study.
   c. The proposed mode of reporting.
   d. The standards of evaluation to be applied for grading.
   e. The amount of credit proposed.
   f. A time table for completion of the work.
6. The faculty member is satisfied that the proposal is acceptable and that the student has the qualities and background to complete the work satisfactorily with a minimum of direct supervision and help. (One of the goals of this type of study is to teach independent learning.)
7. The proposal approved by the faculty member is reviewed and approved by the Academic Vice President.
8. There should be at least an initial consultation and a final interview with the supervising faculty member.
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   (1) the student is a full-time student at Fresno Pacific College;
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3. The proposed subject of study is not one of the regular college offerings.
4. A faculty member is available with the necessary expertise to provide guidance and evaluation.
5. The student presents and has accepted by a faculty member a proposal which outlines:
   a. The topic and reasons for wishing to study it.
   b. A summary of resources available to complete the study.
   c. The proposed mode of reporting.
   d. The standards of evaluation to be applied for grading.
   e. The amount of credit proposed.
   f. A time table for completion of the work.

6. The faculty member is satisfied that the proposal is acceptable and that the student has the qualities and background to complete the work satisfactorily with a minimum of direct supervision and help. (One of the goals of this type of study is to teach independent learning.)

7. The proposal approved by the faculty member is reviewed and approved by the Academic Vice President.

8. There should be at least an initial consultation and a final interview with the supervising faculty member.
DIRECTED STUDIES

Directed Studies are generally to be used to permit a student to study subjects not offered in the curriculum under the direction of a faculty member. The faculty member assumes the primary responsibility for its content and design.

Directed Studies as a replacement for regularly offered courses are to be avoided whenever possible since they are demanding of faculty time and deprive the student of the benefit of classroom interaction. Directed Studies may be approved only to meet the specific program requirements that cannot be met in other ways. They are not to be employed for mere convenience.

On occasions, it may be impossible for a student to take a required course at Fresno Pacific College, making it necessary to make special arrangements. Before permission is granted to meet the requirement by means of a DIRECTED STUDY, the following options must have been explored and found to be unfeasible.

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

Approved directed studies must meet the following criteria:
1. The amount of work required must be equivalent to that required in the regular course. (A rule of thumb suggests that a regular course requires 2 hours of preparation for each hour in class.)
2. The student is held to the same measures of quality as in the regular class.
3. There should be at least three hours of consultation between professor and student for each unit of credit granted.
4. The request must be approved by the program director and by the Academic Vice President.
ACADEMIC INFORMATION

Academic Policies

STUDENT STATUS
To be classified as a full-time undergraduate student at Fresno Pacific College requires enrollment in a program of 12 or more units each term. A normal course load consists of 12-16 units. International students, athletes competing in intercollegiate athletics, and financial aid recipients must be enrolled in 12 or more units each semester. Enrollment in more than 18 units per semester is subject to additional tuition fees and requires permission from the Vice President or Registrar.

Full-time status in the graduate program requires enrollment in 8 or more units each semester.

UNCLASSIFIED SPECIAL (NON-MATRICULATED) STUDENTS
Students who wish to take courses for personal enrichment without filing application to a degree, credential, or certificate program, may enroll as Special Students. Full academic credit will be granted for course work successfully completed. Should a Special Student later apply for matriculated status, the standard admissions requirements must be completed at that time. A maximum of 15 semester units of course work taken as a Special Student may be used to apply toward a degree program.

CLASS STANDING
Undergraduates—Students are classified at the beginning of each semester according to the following classification:

- Freshmen — students who have completed fewer than 30 units of credit.
- Sophomores — students having at least 30, but fewer than 60 units.
- Juniors — students having at least 60, but fewer than 90 units.
- Seniors — students having completed at least 90 units of credit.

Post-Baccalaureate and Graduate Students—Students who have received a bachelor's degree from an accredited institution are classified according to the program they are pursuing. See the special section on Graduate Studies.

Senior Citizen (Fee Waiver)—Students who are at least 60 years of age may enroll as auditors (non-credit) in academic courses in which there is space available, without paying tuition fees. A Special Student application form should be filed with the Admissions Office at the time of enrollment.

ADVANCED PLACEMENT AND CLEP
Fresno Pacific College participates in the Advanced Placement Testing Program (AP) and the College Level Examination Program (CLEP) offered by the College Entrance Examination Board. Students may be granted 3 semester units of credit at entrance for subjects in which they have submitted scores of 3 or higher on the Advanced Placement Tests.

A maximum of 30 semester units may be granted for successful completion of the College Level Examination Program (CLEP) General Examinations with scores in the top 50th percentile. Such credit will be awarded only in those areas where a general education requirement has not been met by previous college course work, and only up to the amount needed to complete the requirement. No credit is given for CLEP Subject examinations.

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 higher grade. No record will be placed on the transcript for examinations not passed with a "C" or better. A fee of $10 per unit of credit will be charged for these special examinations in addition to tuition.

MAJOR PROGRAMS
Each student must select a major, chosen from those available in the various divisions and departments, no later than the second semester of the sophomore year. If the student is accepted into the program, the designated advisor must approve the student's program each term. Advisors will be available to assist students during the registration period, and are also available on an ongoing basis during each semester. Forms for declaring a major are available in the Registrar's office.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act outlines certain rights students have concerning access to and release of their educational records. Briefly, the act ensures that the college will not release their records to anyone who is not designated by the student to receive them except as provided in the law itself. The law authorizes the release of directory information in the absence of student objection.

COURSE NUMBERING SYSTEM

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

1 - 99 Lower division or foundation courses designed primarily for freshmen and sophomores, but open to others as well.

100 - 199 Upper division or advanced courses designed primarily for juniors, seniors, and fifth year students. Open to freshmen and sophomores with consent of instructor, and provided prerequisites have been met.

200 - 299 Graduate courses open to holders of a baccalaureate degree and seniors with superior preparation.

300 - 399 In-Service Education courses

Special courses in various departments are available on demand under the following listings:

87, 187 - Topics
88, 188 - Directed Studies
190, 290 - Independent Studies
191, 291 - Practicum or Field Work
195 - Convocation Seminar

Grades Included In the Grade-Point Average:

A Superior Scholarship .......................... 4 points
Superior performance in meeting course objectives; demonstrated mastery of the subject matter; initiative and self-direction displayed beyond that required by instructor.

B Good Scholarship .............................. 3 points
Above average performance in meeting course objectives; considerable mastery of the subject matter; initiative and self-direction beyond that required by instructor.

C Satisfactory Scholarship ....................... 2 points
Average performance in meeting course objectives; adequate understanding of the subject matter; cooperative attitude toward course work.

D Poor Scholarship .............................. 1 point
Minimal performance in meeting course objectives; inadequate understanding of the subject matter; neutral attitude toward course work.

F Unsatisfactory Scholarship .................. 0 points
Failure to meet minimum course objectives; limited understanding of the subject matter; negative attitude toward course work.

Grades Not Included in the Grade-Point Average:

CR ............................................. Credit
Completion of the course with a performance of "C" or better.

NC ........................................... No Credit
Completion of the course with a performance below "C"; failure to complete all the course requirements.

AU ............................................. Audit

W .............................................. Withdrawal

I .............................................. Incomplete

IP ............................................. In Progress

S ............................................. (Satisfactory Participation) no credit granted

U ............................................. (Unsatisfactory Participation) no credit granted

NR ........................................... No Report

WITHDRAWAL

Students may withdraw from individual courses without a fee beginning on Thursday of the first week of classes and through the tenth week of each semester. Complete withdrawal is permitted only through Friday prior to the final examination period. A grade of "W" will be entered on the student's record for any withdrawal after the second week of classes.
CREDIT/NO CREDIT (CR/NC)

Under certain circumstances students may take courses under the Credit/No Credit (CR/NC) option rather than for a regular grade. This option is intended to encourage students to undertake elective studies at advanced levels outside their major field, and is therefore not available in courses being used to fulfill the General Education requirements, requirements of the major or in courses leading to a teaching credential. Applications for the CR/NC option may be made in the Registrar's Office within the first two weeks of the semester or the first week of a summer course. Professors will submit normal grades; the Registrar will record grades of A, B or C as Credit; and grades of D or F as No Credit. Courses taken under this option are not calculated into the grade point average. A maximum of 15 units may be taken under this option.

IN PROGRESS

In Progress is used to designate courses which by design span two or more terms. When students enroll in "In Progress" courses, the credits and grades are deferred until the final term of the course. The maximum time allowable for an In-Progress course is one calendar year.

INCOMPLETES

A grade of "Incomplete" may be assigned if illness, accident or death in the immediate family or other similar, unavoidable circumstance make it impossible to complete all course requirements as scheduled. A student must have the approval of the instructor, and complete the requirements before the end of the following term. The instructor will report to the Registrar the grade which has been earned on the basis of work completed at that time and which is to be recorded if the course work is not completed by the end of the time extension. Forms for requesting a grade of Incomplete are available from the Registrar. They must be submitted to the instructor no later than Friday before the final examination period. A $10 service fee is required at the time of the request.

AUDIT

Students wishing to take a course without receiving credit may audit the course. The student is not required to complete assignments or write examinations.

GRADE-REPORTS

A midterm report is sent to each student, both as a verification of the student's official program and as a report of satisfactory or unsatisfactory progress.

Final grade reports will be issued to students at the close of each semester.

GRADE CHANGE

Grades submitted to the Registrar from instructors are official. Changes in grades can be made only by the instructor on the basis of clerical error or grade change appeal. To appeal requires a petition form available from the Registrar.

REPEAT COURSES

Students may repeat courses if they wish to earn a higher grade in courses in which they received a grade of "C" or lower. Repeat courses must be declared at the time of registration. Units of credit for courses which students repeat (for a better grade or otherwise) will be charged full tuition. If units of credit were earned in the first attempt, units in subsequent attempts will not be granted toward a degree. The units in subsequent attempts will however be counted in the student's course load for enrollment and for financial aid purposes.

Satisfactory Academic Progress

Students at Fresno Pacific College are expected to make satisfactory progress toward completion of their program by maintaining a cumulative grade point average of 2.0 or higher on a four-point scale. Students whose cumulative grade point average falls below 2.0 will be placed on probation until the cumulative grade point average is raised to 2.0 or higher. In addition, students who earn a grade point average of less than 2.0, but above 1.0 in any given term will be placed on probation. The work of all students on probation will be monitored by the Counseling Office.

Students whose grade point average is 1.0 or less in any term or below 2.0 for two consecutive terms will be disqualified from readmission until the cumulative grade point average is raised to 2.0 or higher through study at another institution. Students who have been disqualified may appeal to the Academic Vice-President.

Academic Honors

SCHOLASTIC HONORS

Students who demonstrate academic excellence are named to the Fresno Pacific Honor Roll. Eligibility for the Honor Roll is determined on the basis of the courses for which the student has registered and the grades earned in those courses. The Honor
Roll is published after the termination of each semester. Students are named to the Honor Roll on the following basis:

**Dean's Honor Roll** — Completion of a minimum of twelve units, with a 4.0 average in a minimum of six letter-graded units.

**Honor Roll** — Completion of a minimum of twelve units, with a 3.5 average or higher in a minimum of six letter-graded units.

Students named to the Honor Roll consistently since matriculation at Fresno Pacific will be recognized at the annual Awards Convocation at the close of the spring semester. Awards designated as Highest Honors and Honors are presented to the outstanding juniors and seniors in each division at the Awards Convocation. These awards are based on the student's academic achievement, academic contribution to the division, and future promise.

**GRADUATION HONORS**

Students who have earned at least 60 units at Fresno Pacific are eligible for graduation honors. Eligibility for graduation honors is determined on the basis of the courses 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.

**Graduation Requirements**

**DEGREE REQUIREMENTS**

A student who expects to complete requirements for one of the following degrees must file an application for graduation during the term preceding the one in which the student will complete requirements. If work is not completed by the projected date, a new application will need to be filed.

1. An **Associate of Arts Degree** is available in the following areas:
   - General Education Concentration
   - General Education with disciplinary emphasis
   - Requirements for the degree are as follows:
     a. A total of 60 semester units
     b. A grade point average of 2.0 in all course work, including work at Fresno Pacific College.
     c. A minimum of 24 units must be taken in residence at Fresno Pacific.
     d. No more than 4 units of practicum courses in drama, music, and athletics may be counted toward the 60 units required for the degree.

   For requirements of the various concentrations or emphases, see the Registrar.

2. Requirements for a **Bachelor of Arts Degree** are listed below:
   a. A total of 124 semester units, of which at least 45 units must be upper division.
   b. Included in the 124 units are General Education requirements consisting of approximately 50 units, and a major chosen from one of the programs available.
   c. A grade point average of 2.0 or better in all work attempted, including work at Fresno Pacific and in the major.
   d. A minimum of 24 units of satisfactory upper division work must be taken at Fresno Pacific during the final year, with a minimum of 10 units during each of the last two terms.
   e. No more than 8 total units of practicum courses in drama, music, and athletics with a maximum of 4 units in a single area, may be counted toward the 124 units required for graduation.
   f. Students may complete graduation requirements as stated in the catalog of the year of entrance at Fresno Pacific, or the catalog at the time of graduation.

3. A **Master of Arts in Education Degree** is available with emphasis in reading, mathematics, administrative services, pupil personnel, special education, and bilingual education. Completion of a Core Curriculum is required in addition to the courses comprising the area of emphasis. For detailed information, see the Graduate section in the catalog.
CERTIFICATE IN BIBLICAL AND RELIGIOUS STUDIES

This program consists of one year of full-time study (or equivalent). Ten courses or 30 units, 24 units of which must be in Biblical and Religious Studies, are required. 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 eligible for admission to this program.

TRANSCRIPTS

Transcripts may be requested from the Registrar's Office. Requests may be made in person using a form provided in the office or by letter. In order to protect the confidentiality of the transcript, requests will not be accepted by telephone or through third parties. The current fee is $3.00 per transcript payable at the time of the request.

COMMENCEMENT

Degrees are formally conferred at the spring commencement ceremonies. However, diplomas are mailed to graduates after all grades have been posted and a final graduation evaluation is completed. The date of graduation indicated on the diploma and transcript is the last day of the semester during which degree requirements were completed. Undergraduate students may participate in the spring commencement ceremonies if requirements are completed during any term of that academic year, including the summer term immediately following the spring commencement. A $25 graduation fee must be paid prior to completion of degree requirements.
FINANCIAL INFORMATION

EXPENSES

Controller: Peggy McAlister

Fresno Pacific College seeks to provide a high quality education at a reasonable cost for its students. Listed below is the schedule of basic tuition charges, fees, and financial policies. The tuition charges reflect only a portion of the actual cost of the student's education; the remainder is subsidized by contributions from churches, alumni, and other friends of the college. The college reserves the right at any time to change its student charges if the Board of Trustees deems it necessary to do so.

Tuition

UNDERGRADUATE PROGRAM
12-18 units (full-time), per semester .................. $3,050.00
Less than 12 units or more than 18 units, per unit ........ 220.00
Audit, per unit (no charge for full-time students) ........... 85.00
Summer sessions, 1988, per unit ................................ 105.00
Summer sessions, 1989, per unit ................................ 105.00
Internship Program, per unit .................................. 220.00
Modesto Center for Biblical Studies, per unit ............... 105.00

GRADUATE PROGRAM
For graduate tuition and fees, see the graduate division of this catalog.

IN-SERVICE PROGRAM
For In-Service tuition and fees, contact the In-Service Office.

Fees

UNDERGRADUATE FEES
Application fee ........................................... $ 20.00
Tuition deposit ........................................... 50.00
Student Association fee:
  Full-time student, per semester .................. 65.00
  Part-time student (4-11 units) .................. 37.00

Health insurance—required of undergraduate students:
  One-year coverage (estimated cost) .............. $150.00
  Exemption from the health insurance fee is available to those students filing an exemption request which guarantees alternative insurance coverage. Exemption forms must be filed by the Friday of the second week of classes; forms are available from the Business Office.

Intercollegiate athlete insurance
  Students participating on intercollegiate athletic teams must pay this insurance in addition to the health insurance and health fee. Athletes who have been granted exemption from health insurance must still pay the athletic insurance.

Private music instruction, per semester ............... 120.00
Special course activity fee .............................. see course schedule
  A fee is assessed for students enrolled in certain classes to cover additional costs or materials, facilities, trips, equipment, etc.

Credit by examination, per semester unit of credit, in addition to regular tuition for the course ........ 10.00

SERVICE FEES
Course withdrawal fee (after 10th week) .............. 10.00
Incomplete grade fee .................................. 10.00
Transcript fee (per copy) .................................. 3.00
Placement Service fee (set up and five sets) ........ 40.00
  Additional sets, each ................................ 5.00

One-year subscription to Education Job Bulletin .... 25.00
Late Payment fee .................................... 30.00
  Interest of 10% is assessed on all student balances which are unpaid for more than 30 days.
Late registration fee .................................. 30.00
Reinstatement fee ................................... 35.00
ROOM AND BOARD
Residence hall room, per semester ...................... $ 640.00
Dorm room deposit ........................................ 50.00
Apartment occupied by two students:
  Per student, per month ................................ 170.00
  Per student, per semester .............................. 730.00
  Apartment deposit, per student ...................... 75.00
Board charges, per semester:
  19 meals per week ...................................... 920.00
  14 meals per week ...................................... 600.00
Students living in residence halls must purchase a board plan.

Payment of Accounts

PAYMENT OF TUITION AND FEES
Payment for each semester's expenses (tuition, fees, health insurance, room and board, etc.) is due and payable in full at the time of registration unless arrangements for a payment schedule are made with the Business Office before the end of the first week of classes. Payment must be made in U.S. funds and may be made by cash, check, Mastercard or Visa. Statements of account are sent directly to the student unless the Business Office is instructed otherwise in writing by the student.

PAYMENT SCHEDULE
A written payment arrangement may be made between the student and the college through the Business Office. A new arrangement must be made for each semester.
Arrangements:
- must be made on or before Friday of the first week of classes
- must be paid in full before the end of the semester
- will be subject to interest at the rate of 10% per year

LATE PAYMENT
For any payment received more than 10 days later than scheduled, the $30 late payment fee may be assessed.

NON-PAYMENT OF ACCOUNT
Students who have not completed payment of their account or have not made alternative arrangements for a payment schedule by Friday of the first 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.

Reinstatement Fee—A student who has withdrawn or has been removed from enrollment due to non-payment of account, and then desires to be reinstated during any semester may file a request for reinstatement with the Registrar. Reinstatement will be on approval only and subject to the payment of a $35 reinstatement fee and completion of arrangements for payment of the student's account.

Any unpaid balance at the end of a semester will continue to be subject to the finance charge of 10% per annum. Transcripts and diplomas will be withheld if a student has such a financial obligation to the College.

A student may not enroll for a semester if there is an unpaid balance already on account.

Payments scheduled to be made on the payment arrangement, but unpaid by the student, may be withheld from work-study checks earned by the student. Aid scheduled to be used as partial payment not remitted to the College can result in a loss of College financial aid to the student.

Undergraduate Refunds

Refunds are based upon the week during which the official withdrawal form, signed by staff members from Financial Aids, Counseling, and Business Office, is completed and submitted to the Registrar's office. REFUNDS ARE NOT BASED ON THE DATE THE STUDENT CEASES TO ATTEND CLASSES.

Students choosing to withdraw from the College, and who present an authorized withdrawal form, will be eligible for a refund according to the following schedule:

TUITION
Withdrawal authorized by Friday of the first week of classes:
100% tuition refund.
Withdrawal authorized by Friday of the second week of classes: 90% of the tuition.
Withdrawal authorized by the third through the seventh week of classes: refund decreases 10% for each week.
NO REFUND is provided if withdrawal is after the Friday of the seventh week of classes.

BOARD
Prorated on a weekly basis to the time of authorized withdrawal (based on meal plan).

ROOM
Any student withdrawing from school or moving off campus before Friday of the first week of classes will receive an 80% refund. No refund is given after the first week unless the room is reoccupied by a student previously living off campus.

A student vacating a room after the first week, which is reoccupied by a student from off campus, will receive a prorated
refund. The entering student’s room cost will also be prorated.

Room deposits will not be refunded unless the Director of Residence Life has been notified prior to August 1 for the fall semester and January 1 for the spring semester.

FEES

After Friday of the second week of classes, student association, health insurance, class and activity fees are not refundable.

MUSIC FEES

Private music lesson fees will be refunded based on the number of lessons not taken.

DISMISSAL

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

REFUNDS FOR STUDENTS ON FINANCIAL AID

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

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

If the student received financial aid in excess of direct costs, a percentage of this aid may be required to be repaid, the amount depending upon how many days the student was enrolled and the amount of aid received.

REPAYMENT POLICY. Some programs have specific repayment provisions for students who withdraw. If the refund is insufficient to cover the required repayment, it will be the responsibility of the student to make the necessary repayment.

A student owing a repayment to any federally-sponsored student aid program cannot receive any type of federally-supported student aid disbursement for future enrollment periods unless repayment arrangements have been made with the Financial Aid Office.

FINANCIAL AID

Director of Financial Aid: Bonnie Brown

GENERAL INFORMATION

Fresno Pacific College considers education to be a family project and as such the family has primary responsibility to provide for educational expenses. Persons of ability and character who find the educational expenses at Fresno Pacific beyond their ability to pay are encouraged to apply for financial aid. Financial aid is awarded without discrimination as to sex, race, color, national or ethnic origin, age, or handicap.

Fresno Pacific College offers three basic types of financial aid: scholarships and grants, which do not have to be repaid; loans, which must be repaid; and employment, which must be earned. Most loans, grants, and employment opportunities are awarded on the basis of demonstrated financial need. Most scholarships are awarded on the basis of a combination of scholastic or other achievement and demonstrated financial need. A limited number of scholarships are awarded on the basis of merit only.

APPLICATION PROCEDURES

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

Step 1: All financial aid applicants must be accepted for admission to Fresno Pacific as a precondition for financial aid eligibility.

Step 2: California residents must complete a Student Aid Application for California (SAAC) in order to be considered for the Cal Grant program. Completed applications should be sent via certified mail to the College Scholarship Service before the March 2 deadline.

Step 3: Non-California residents, although ineligible for the Cal Grant program, are also required to submit a Student Aid Application for California (SAAC). Persons unable to obtain a SAAC may substitute a Financial Aid Form (FAF).

Step 4: All applicants are required to submit appropriate previous year federal tax forms. For dependent students, this includes both your and your parents’ 1040 or 1040A forms, while for independent students only your and your spouse’s forms are required. Please note that tax forms are not required by the March 2 priority date. Original evaluation of aid eligibility will be based upon the information provided on your SAAC or FAF. Please forward all tax forms to the Financial Aid Office no later than April 15.

Step 5: Persons interested in applying for FPC Merit Awards and Scholarships must complete an FPC Financial Aid Application.
DEADLINES
March 2 has been established as the "priority date" for completed financial aid application. A "complete" application means that the student has: (1) been accepted for admission, (2) submitted a Student Aid Application for California (SSAC) or Financial Aid Form (FAF), and (3) submitted an FPC Financial Aid Application. All applications completed on or before March 2 are given first priority in the awarding process. Applications completed after March 2 will be reviewed and awarded on a "first come — first served" basis until all available funds are exhausted.

SCHOLARSHIPS
Each year Fresno Pacific offers scholarships to its finest students. Recipients are expected to provide leadership and be significantly involved in activities at FPC. Awards are available only to full-time (12 or more units) undergraduates. Those meeting the eligibility requirements may apply for and receive a combination of these awards. In some cases awards may meet the full cost of tuition. Awards are renewable based on continued involvement in FPC programs and activities (i.e. College Hour, campus events, etc.). The minimum grade point average for each category (except Academic Achievement, Valedictorian, President’s and Dean's) is 2.00. Other eligibility requirements are listed below. (Please note that in most cases financial need is considered in the award process; however, some awards are based on merit only. In all cases institutional scholarships will be awarded in coordination with state and federal funds.)

Honors Scholarships
* President’s Scholarship
Scholarships of $200 to Full-Tuition for students who demonstrate history of leadership in School, Church and Community; Christian Commitment; minimum 3.65 academic GPA required.

* Valedictorian
Award of $200 to Full Tuition for entering freshmen who have been selected Valedictorian of their high school graduating class; minimum 3.85 academic GPA required.

Applicants for the above scholarships must be entering freshmen. If applicant is from graduating class of less than 25, please contact the Financial Aid Office for further requirements.

Recipients are normally required to reside in campus dormitories; continuation of these awards is based on maintaining a minimum 3.5 academic grade point average.

* Dean’s Scholarship
Scholarships of $200 to Half-Tuition for students who demonstrate history of involvement in School, Church and Community; Christian Commitment; minimum 3.45 academic GPA required. GPA of at least 3.45 must be maintained.

* Academic
Awards ranging from $200 to Full Tuition are available to applicants who possess an academic GPA of 3.40 or higher.

Recipients of Honors Scholarships may only qualify for one of the above scholarships.

Service/Leadership—Awards ranging from $200 to $1000 are available to applicants who have demonstrated significant involvement in church, service, youth group, or community activities, and commitment to continued involvement while at FPC.

Music—Awards ranging from $200 to $1000 are available to applicants who have demonstrated excellence in past musical performances and commitment to continued participation and growth.

Drama—Awards ranging from $200 to $500 are available to participants in four sports: men’s basketball and soccer, and women’s volleyball and basketball.

FPC International Grant—A limited number of awards ranging between $200 and $2000 are available to students who are neither citizens nor permanent residents of the United States.

Divisional Scholarships—Several awards from each Division, ranging from $200 to $500. Recipients must have declared their major and be significantly involved in divisional activities.

Church-Matching—FPC will match qualifying scholarship awards between $100 and $500 to students from their home church.

Ministerial Scholarship—$200 to one-half tuition for children of practicing ministers; must demonstrate service in church and community activities, show commitment to continued involvement at FPC; must be U.S. citizen.
DEADLINES
March 2 has been established as the “priority date” for completed financial aid application. A “complete” application means that the student has: (1) been accepted for admission, (2) submitted a Student Aid Application for California (SAAC) or Financial Aid Form (FAF), and (3) submitted an FPC Financial Aid Application. All applications completed on or before March 2 are given first priority in the awarding process. Applications completed after March 2 will be reviewed and awarded on a “first come — first served” basis until all available funds are exhausted.

SCHOLARSHIPS
Each year Fresno Pacific offers scholarships to its finest students. Recipients are expected to provide leadership and be significantly involved in activities at FPC. Awards are available only to full-time (12 or more units) undergraduates. Those meeting the eligibility requirements may apply for and receive a combination of these awards. In some cases awards may meet the full cost of tuition. Awards are renewable based on continued involvement in FPC programs and activities (i.e. College Hour, campus events, etc.). The minimum grade point average for each category (except Academic Achievement, Valedictorian, President’s and Dean’s) is 2.00. Other eligibility requirements are listed below. (Please note that in most cases financial need is considered in the award process; however, some awards are based on merit only. In all cases institutional scholarships will be awarded in coordination with state and federal funds.)

Honors Scholarships
- **President’s Scholarship**
  Scholarships of $200 to Full-Tuition for students who demonstrate history of leadership in School, Church and Community; Christian Commitment; minimum 3.65 academic GPA required.

- **Valedictorian**
  Award of $200 to Full Tuition for entering freshmen who have been selected Valedictorian of their high school graduating class; minimum 3.85 academic GPA required.

  Applicants for the above scholarships must be entering Freshmen. If applicant is from graduating class of less than 25, please contact the Financial Aid Office for further requirements.

  Recipients are normally required to reside in campus dormitories; continuation of these awards is based on maintaining a minimum 3.5 academic grade point average.

- **Dean’s Scholarship**
  Scholarships of $200 to Half-Tuition for students who demonstrate history of involvement in School, Church and Community; Christian Commitment; minimum 3.45 academic GPA required. GPA of at least 3.45 must be maintained.

- **Academic**
  Awards ranging from $200 to Full Tuition are available to applicants who possess an academic GPA of 3.40 or higher.

  Recipients of Honors Scholarships may only qualify for one of the above scholarships.

- **Service/Leadership** Awards ranging from $200 to $1000 are available to applicants who have demonstrated significant involvement in church, service, youth group, or community activities, and commitment to continued involvement while at FPC.

- **Music** Awards ranging from $200 to $1000 are available to applicants who have demonstrated excellence in past musical performances and commitment to continued participation and growth.

- **Drama** Awards ranging from $200 to $500 are available to applicants who have been and will continue to be significantly involved in various aspects of drama productions.

- **Athletics** Awards ranging from $200 to full tuition are available to participants in four sports: men’s basketball and soccer, and women’s volleyball and basketball.

- **FPC International Grant** A limited number of awards ranging between $200 and $2000 are available to students who are neither citizens nor permanent residents of the United States.

- **Divisional Scholarships** Several awards from each Division, ranging from $200 to $500. Recipients must have declared their major and be significantly involved in divisional activities.

- **Church-Matching** FPC will match qualifying scholarship awards between $100 and $500 to students from their home church.

- **Ministerial Scholarship** $200 to one-half tuition for children of practicing ministers; must demonstrate service in church and community activities, show commitment to continued involvement at FPC; must be U.S. citizen.
Fifth Year Grant—(Teacher Credential Candidates only) Eligibility based on need and consecutive years of attendance at FPC. Grant maximums are:
25% for two years of consecutive attendance
35% for three years of consecutive attendance
50% for four years of consecutive attendance
Recipients must have completed their B.A. degree, be active in the FPC Student Educators Club, and be enrolled in undergraduate courses.

Other Scholarships—In addition to these awards, several scholarships have been established at Fresno Pacific College through private donations by friends of the College. These awards include:

- Sam and Anna Funk Scholarship $650
- Ladies Aid to Retarded Citizens Scholarship $400
- Don & Connie Isaac Business Scholarship $200
- Leon S. Peters Business Scholarship $1000
- Harold Coles Memorial Scholarship $50
- Chevron Merit Award $1800
- Connie Piepergrass Memorial Scholarship $1400
- I. G. Neufeld Scholarship $200
- Frank Rodriguez Memorial Scholarship $300
- Heinrich A. and Helena Toews Scholarship $250
- J. J. Hiebert Memorial Scholarship $900
- Lois Penner Gerbrandt Music Scholarship $950
- Pacific District MBY Scholarship 2 awards of $750
- Alumni Association Scholarship 3 awards of $750
- Alvin Peters Scholarship several of $1000
- Pacific District Women’s Scholarship several awards between $250 and $1000
- James L. Stamps Foundation Scholarship several awards between $250 and $1000
- Goossen Family Scholarships several awards between $400 and $1000
- Henry Kroeker Memorial Scholarship several awards between $250 and $1000
- Margaretha Bergman Scholarship $110
- Collins Scholarship $500
- Firman Staib Memorial Scholarship $500
- Steinert-Kruger Memorial Scholarship $250
- Malinda Epp Scholarship $450
- Harder Sisters Scholarship $500
- Pacific Telesis Foundation Scholarship $2000
- B.J. Brown Memorial Scholarship $600
- History Scholarship $500
- Curriculum Services Association Loan $250 to $1000
- Kathleen Sue Agee Memorial Scholarship $500

GRANTS

Cal Grant A—This state-sponsored program helps low and middle income families meet tuition and general fee expenses. Awards range between $330 and $4370*, and recipients are selected by the California Student Aid Commission on the basis of need and academic ability. Students with a GPA of 2.50 or higher are encouraged to apply.

Cal Grant B—Similar to Cal Grant A, this program is intended for students from low income families who would be unable to attend college without this grant. Generally, students with family income in excess of $30,000 are unlikely to qualify. Cal Grant B provides a living allowance of $1340 for first year students and up to $5460* ($1340* for living expenses and $4120* for tuition) for sophomore, junior, and senior years.

California State Fellowship—Graduate fellowships are offered by the California Student Aid Commission to full-time graduate or professional students. These awards are based on need and academic ability. Awards may be used only for the payment of tuition and fees.

Pell Grant—Formerly Basic Educational Opportunity Grant (BEOG), Pell Grant is a federal program intended to assist low and middle income students gain access to higher education. Awards range between $200 and $2100*, are based on financial need, and may be used only for a course of study which culminates in a first undergraduate degree.

Supplemental Educational Opportunity Grant (SEOG)—The SEOG program is a federally sponsored program also designed to assist students pursuing their first undergraduate degree. Awards are based on financial need and range between $200 and $2000 annually. This program is administered through the Financial Aid Office at Fresno Pacific College.

FPC Grant in Aid—Similar to the SEOG program, awards from this FPC-sponsored program provides between $200 and $2000 to needy students.

*Dollar amounts based on 1987–88 figures
LOANS

Perkins Loan (formerly NDSL)—This is a 5% simple interest loan made to undergraduate and graduate students with financial need. Students must be enrolled at least half time and achieve satisfactory academic progress. An eligible student may borrow up to a total of $9,000 at the undergraduate level and $18,000 for graduate study (this total includes any amount borrowed as an undergraduate). Repayment begins six months after graduation or withdrawal from school. New borrowers will have nine months before payment begins. A student may be allowed up to ten years to repay, based on the amount he has borrowed. During the repayment period, 5% interest will be charged on the unpaid balance of the loan principal. Loan repayment can be deferred under certain circumstances. The Perkins loan has cancellation provisions for borrowers who enter the field of teaching in designated schools. This loan is administered through the Financial Aid Office of Fresno Pacific College.

California Guaranteed Student Loan (CGSL)—This loan is available to both graduate and undergraduate students and is based on need. The interest rate is 8% for the first four years of repayment and 10% thereafter. The loan is obtained from a bank working in cooperation with the Financial Aid Office at Fresno Pacific College. Yearly loan maximums are $2625 for freshman and sophomore students, $<000 for all other undergraduate students, and $7500 for graduate students, with aggregate maximums of $17,500 and $54,750 respectively. An origination fee of 5% of the full value of the loan, in addition to a 1% insurance premium is deducted from the student’s loan check by the lender in order to help defray the costs of the program. These are mandated by federal regulations.

The California Loans to Assist Students (CLAS) Program—Loan funds are available to parents of dependent students and independent undergraduate and graduate students. Parents may borrow up to $4000 per academic year with an aggregate limit of $20,000. This program is not based on financial need; however, all borrowers must meet credit analysis standards set by the lending institution. The interest rate is variable between 9% and 12% and repayment begins 60 days following disbursement of the loan check. The borrower is generally allowed at least five years to repay the loan with a minimum $600 annual repayment.

Short Term/Emergency Loans—No-interest, short term loans ranging between $100 and $300 are available to students in order to assist them in responding to emergencies or unexpected circumstances. These loans must be repaid within 60 days or at the end of the semester during which the loan is made.

EMPLOYMENT

College Work Study (CWS)—College Work Study is a federally sponsored employment program which enables students to gain employment experience while earning a portion of their financial aid. The Student Placement Office is responsible for coordinating on-campus jobs. Eligibility is based primarily upon financial need. Students may work no more than 20 hours per week during regular school sessions and no more than 40 hours per week during vacation periods. College Work Study funds are available only to students who demonstrate financial need. (Please note that a work study award is not a guarantee of employment. Every effort will be made to place all awarded students. Scheduling conflicts and other problems may, however, make employment an impractical alternative. In this event students may be able to replace a work study award with loan funds.)

Institutional Work Study (IWS)—Institutional Work Study is similar to CWS but is funded totally by Fresno Pacific. Opportunity is given to students who are unable to qualify for CWS and/or off-campus employment.

COORDINATION OF RESOURCES

It is the responsibility of the Financial Aid Office to coordinate all aid resources awarded to each student. When “need based” funds are a component of the student’s financial aid award package, care must be taken to ensure that total aid awarded does not exceed each student’s need. When total “aid” exceeds “need” an “overaward” exists. In these situations the aid package will be reviewed and appropriate reductions will be made. This “coordination” process therefore eliminates the overaward situation. Care is always taken to retain as much of the original aid package as possible.

SATISFACTORY PROGRESS

Financial Aid recipients at Fresno Pacific College are expected to make satisfactory progress toward a degree or credential. Students must earn and maintain a minimum 2.00 grade point average on a 4-point scale (some aid programs require a higher GPA). Students who earn the following will be automatically disqualified from receiving future financial aid funds:

1. A GPA of 1.00 or less in any given term at Fresno Pacific College.
2. A GPA of less than 2.00 in two consecutive terms at Fresno Pacific College.
3. Failure to complete 24 units in two successive terms as a full-time student at Fresno Pacific College.
Students who have been disqualified due to failure to maintain satisfactory progress have a right to appeal their disqualification through the Financial Aid Committee.

AWARDS
During the 1988–89 academic year financial aid funds disbursed to Fresno Pacific students will exceed $2 million. The award potential is high, since over 80% of FPC students receive some form of financial aid. Contact the Financial Aid Office for further information.

SELECTIVE SERVICE REQUIREMENT
Federal regulation requires all aid recipients to provide documentation in order to verify their registration for Selective Service as a condition for financial aid eligibility. If you have not registered for Selective Service, or are unwilling to provide documentation to verify your compliance, you are not eligible to receive financial aid from federally funded programs.
ACADEMIC PROGRAMS

Undergraduate Curriculum

DIVISION OF BIBLICAL AND RELIGIOUS STUDIES

Majors:
- Biblical and Religious Studies
- Contemporary Ministries
- Missions

Minors:
- Biblical Studies
- Missions
- Conflict and Peacemaking

DIVISION OF HUMANITIES

Majors:
- English
  - Literature emphasis
  - Writing emphasis
  - Drama emphasis
  - Communication emphasis
  - Single Subject Teaching Credential emphasis
- Spanish Language and Culture
- Music
  - Performance/Composition emphasis
  - Church Music emphasis
  - Single Subject Teaching Credential emphasis

Minors:
- Art
- English
- Career/Church Communication
- Spanish
- Music
- Philosophy

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Majors:
- Mathematics
  - Computer Science emphasis
  - Single Subject Teaching Credential emphasis
- Natural Science
  - Pre-Health emphasis
  - Life Science Single Subject Teaching Credential emphasis

Divisions of the Social Sciences

Majors:
- Accounting
- Business
  - Management Information Systems emphasis
    - Accounting emphasis
    - Finance emphasis
  - Intellectual History
  - Psychology
  - Social Science
    - Child Development emphasis
    - Pre-Law emphasis
    - Single Subject Teaching Credential emphasis
  - Social Work

Minors:
- Business
- History
- Political Science
- Psychology
- International Studies
- Conflict & Peacemaking
- Social Work
- Sociology

DIVISION OF EDUCATION

Majors
- Physical Education
  - Single Subject Teaching Credential emphasis
  - Athletic Training emphasis

Multiple Subject Credential programs:
- Liberal Studies
  - Bilingual emphasis
The General Education Program

Each student at Fresno Pacific College is expected to obtain a general understanding of the major skills and perspectives which constitute the liberal arts approach to learning. The General Education Program at Fresno Pacific combines a series of courses which survey "Christianity and Culture" with a "distribution" requirement.

THE CHRISTIANITY AND CULTURE SERIES
Program Director: Debert Wiens

The "Christianity and Culture" program is a unique series of three team-taught interdisciplinary courses which integrate study of the Bible and Christian faith within the context of the historic and cultural development of Western civilization. Freshmen are strongly encouraged to enroll in the first course in the "Christianity and Culture" series and to give serious consideration to completing the entire series. Transfer students may select appropriate courses in the series in consultation with their program advisors. Courses in the "Christianity and Culture" series may be used to satisfy divisional distribution requirements as outlined below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lit 20</td>
<td>Literature of the Ancient World (4)</td>
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</tr>
<tr>
<td>Bib 21</td>
<td>Creating a Christian Civilization (4)</td>
<td></td>
</tr>
<tr>
<td>Hist 131</td>
<td>Renaissance and Reformation (3)</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL EDUCATION DISTRIBUTION REQUIREMENTS (46–53 units or 16 courses)

In order to assure the student exposure to each of the major academic disciplines, students will be required to complete course work in each of the four academic divisions of the college. This "distribution" requirement is outlined below.

Biblical and Religious Studies: (one course per year while in attendance at FPC)

Freshman Year (select one)
- Bib 21 Creating a Christian Civilization (4)
- Bib 71 Origins of Christianity (3)

Sophomore Year
- Bib 102 or Bib 103 Biblical Literature (3)

Junior Year
- Theology or Christian Life and Church elective (3)

Senior Year
- An elective course from the Biblical and Religious Studies Division
Humanities: (four courses from three areas)
  Com 11 Written Communication (required) (3)*
  Com 12 Oral Communication (required) (3)*
  *These requirements must be met during the first year of enrollment at Fresno Pacific College.

Select two from two areas:
  Lit 20 Literature of the Ancient World (recommended) (4)
  Lit 62 Introduction to Literature (3)
  Mus 61 Introduction to Music and Art (3)
or
  Art 61 Introduction to Music and Art (3)
  Phil 63 Introduction to Philosophy (3)

Natural Science and Mathematics: (three courses from three areas including one lab course)
  Mathematics
  Math 1 Principles of Mathematics (4)
  Life Science (select one)
  Biol 1 Principles of Biology (lab course) (4)
  Biol 2 Botany (lab course) (4)
  Biol 3 Zoology (lab course) (4)
  Physical Science (select one)
  Chem 1 General Chemistry (lab course) (4)
  Phys 5 Studies in Physical Science (3)
  Phys 12 Studies in Earth Science (3)

Social Science: (four courses from three areas)
  Hist 33 American Civilization (4)
  Hist 131 Renaissance and Reformation (recommended) (3)
  PS 5 Politics and Society in America (required for all teaching credential candidates) (4)
  Psy 42 Introduction to Psychology (3)
  Soc 41 Introduction to Sociology (3)
  Soc 102 Cultural Anthropology (3)
  Geog 4 World Geography (3)
  Bus 1 Principles of Economics—Macro (required of all business majors) (3)
  Bus 10 Consumer Economics (3)

Physical Education: (one course for each four semesters of attendance at Fresno Pacific)

Special Programs

Fresno Pacific College offers a series of academic programs which transcend the boundary between the General Education Program and the majors. Those special programs are described below.

Perspective Courses

Exploration of possible major and career directions is an important part of the educational process. The college provides a series of one-unit “Perspectives” courses which permit the student to undertake this exploration. Each “Perspectives” course includes a weekly classroom session which introduces both academic approaches and career options in a particular field. Several forms of contact with the practical realities which characterize careers in each field are also included.

Students who enter the college with a specific career objective will be encouraged to enroll in the appropriate “Perspectives” course early in their college program. Students who do not have specific career objectives may use the “Perspectives” courses to investigate possible career options or to enrich their understanding of relationships between the academic disciplines and the world of work in American society. No more than four units of “Perspectives” courses may be counted toward graduation.

Internship Programs

Practical “internship” experiences are required components of several major programs (Christian ministries, teacher education, church music, social work). Such experiences are available as options in other programs. Consult the major programs as outlined in this catalog or contact program directors for information concerning internship opportunities.

Cross-Cultural Study Programs

Students at Fresno Pacific College are encouraged to consider the world as their campus. Study experiences outside of familiar cultural contexts are strongly recommended. Major program advisors should be consulted concerning the relationship between academic major requirements and off-campus learning programs.

Mexico. Fresno Pacific College organizes and provides staff for a study program in Mexico. The program includes language and cultural studies, residential experiences with Mexican families, and service opportunities. The program is highly recommended for students who are interested in possible missionary or other cross-cultural service careers. The Mexico program also provides excellent background for understanding the language, history, and culture of the peoples of the American Southwest. Contact Les Mark for further information.
Brethren Colleges Abroad Program. Fresno Pacific College students may enroll for course work in universities in France, Germany, Spain, and several other countries through the Brethren Colleges Abroad Program. Brethren Colleges Abroad programs include year-long as well as shorter periods of study abroad. Contact the Counseling Office for further information.

Israel Study Program. Fresno Pacific College maintains relationships with the Institute of Holy Land Studies. The college also periodically organizes study tours to the Middle East. Contact Dr. Devon Wiens for further information.

European Study Tours. Fresno Pacific College faculty occasionally organize and lead study tours to Europe. Contact Gary Nachtigall for further information.

American Studies Program, Washington, D.C. As a member of the Christian College Coalition, Fresno Pacific College participates in the American Studies Program in Washington, D.C. This program provides for semester-long and shorter periods of study in the city which houses the central institutions of the United States Government. The American Studies Program offers living arrangements, internship opportunities, seminars, lectures, etc. for students of political and social institutions in the Washington, D.C. area. Contact Richard Unruh for further detail.

Urban Studies Program. Fresno Pacific College students may choose to participate in a variety of other domestic urban studies programs, including the Urban Life Center in Chicago. This program, too, includes lectures, a group living situation, tours, internships, etc. Contact Dr. Robert Enns for further information.

Japan. There are several options for study in Japan, including a summer missions program organized by the Language Institute for Evangelism. Contact Dr. Robert Enns for further information.

INTENSIVE ENGLISH LANGUAGE PROGRAM
Under the direction of Mary Dueck, this program is designed for international students preparing for academic studies who do not possess sufficient English proficiency to pursue college work in an English speaking setting.

Instruction is offered in the following language skill areas:
Eng 1A,B Writing and Grammar (4)
Eng 5A,B Reading and Vocabulary (3)
Eng 12A,B Listening Comprehension and Conversation (1)
TOEFL Test of English as a Foreign Language

For admission to Fresno Pacific College, an international student must be a high school graduate and must fulfill all entrance requirements for admission to a degree program. Students who do not have the required English proficiency, but otherwise meet the academic requirements of Fresno Pacific College, may, upon acceptance, be issued the Certificate of Eligibility (Form I-20) indicating that language study is needed.

Applicants must submit a completed application form, a translated copy of official high school transcripts, a statement of financial support, and a nonrefundable application fee of $20.00 (U.S. currency).

Units earned in the Intensive English Language Program may be applied toward an undergraduate degree at Fresno Pacific College up to a maximum of eight units per semester for a total of sixteen units.

Small class size ensures personal supervision and attention. Students are encouraged to participate in a variety of campus activities.

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 should consult 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. Advisors will help students select suitable pre-professional courses and will assist students in their applications to the professional schools.
BIBLICAL AND RELIGIOUS STUDIES

Chair: Devon Wiens

As a Christian college, Fresno Pacific is committed to the biblical record as a primary source of direction for personal Christian experience and corporate life. The Biblical and Religious Studies program is a focal part of the curriculum of the institution. Every student is required to take a minimum of one course in this division during each year of attendance at Fresno Pacific College. Many students will choose to take further elective course work in the division for purposes of personal spiritual growth and intellectual development. Some students will select a Biblical and Religious Studies major as a complement to another major because of personal interest, or as preparation for seminary or graduate study in religious studies or some other discipline. Students who intend to enter some form of Christian ministry immediately after graduation will be encouraged to select the Contemporary Ministries major. Students who intend to pursue graduate study will be encouraged to do additional work in biblical language, literature, theology and religious studies. Biblical and Religious Studies majors will be encouraged to consider completing a second major.

BIBLICAL AND RELIGIOUS STUDIES MAJOR

Program Director: Devon Wiens

The Biblical and Religious Studies major builds directly upon foundations which are established in the General Education program. Students in the major will be expected to complete the equivalent of one year of study in a second language. Participation in a cross-cultural studies experience will be strongly encouraged. Students who are interested in the Biblical and Religious Studies major or the Christian ministries major should enroll in the Perspectives on Christian Ministry course early in their college programs.

General Education Recommendations:
Christianity and Culture series
Theology (3)
Biblical Literature (3)

Required Courses (11 courses — 31 units)
Bib 50 Perspectives on Contemporary Ministry (1)
Bib 102 Biblical Literature (three courses, with at least one Old Testament course and one New Testament course) (3,3,3)

Bib 119 Jesus and His Teachings (4)
Choose six of the following:
Bib 120 Paul and His Teachings (3)
Bib 160 Contemporary Theology (3)
Bib 162 Anabaptist History and Thought (3)
Bib 165 History and Interpretation of Scripture (3)
Bib 166 Theology of the Human Person (3)
Bib 184 Religions of the World (3)
Bib 186 Biblical Theology of Conflict and Peacemaking (3)
Any one (but only one) of the interdisciplinary courses
Note: One full year of Greek is highly recommended.

Biblical and Religious Studies Minor

A minor in Biblical and Religious Studies exposes the student to a systematic study of the biblical record, which is considered the primary source of direction for personal Christian experience and corporate life. Theology courses provide examples of how the biblical record and the human condition have been and are understood. Church courses offer guidance as to how the biblical message has been, is, and could be implemented.

Required Courses (7 courses — 21 units)
Bib 21 Creating a Christian Civilization (3)
or
Bib 71 Origins of Christianity (3)
Bib 102 Biblical Literature (two courses, one in Old Testament (3) and one in the New Testament (3)
Bib 119 Jesus and His Teachings (4)

Choose two of the following:
Bib 160 Contemporary Theology (3)
Bib 165 History and Interpretation of Scripture (3)
Bib 167 Theology of Mission (3)
Bib 184 Religions of the World (3)
Bib 186 Biblical Theology of Conflict and Peacemaking (3)

Choose one of the following:
Bib 136 The Church and Its Mission (3)
Bib 140 Discipleship and Evangelism (3)
Bib 141 Worship and the Devotional Life (3)
CONTEMPORARY MINISTRIES MAJOR

Program Director: Edmund Janzen

The Contemporary Ministries major is designed for students who have an interest in practical forms of service in church and para-church ministries. The major provides preparation for Christian service in three ways: (1) it equips knowledgeable lay leaders for the church; (2) it prepares students to enter specific areas of ministry in church and para-church organizations; and (3) it provides a basis for further graduate work in seminary or other fields of study.

The distinctive of the Contemporary Ministries major is its experiential learning component. The major is composed of three basic elements: (1) 10 units of academic foundation courses in biblical studies and theology; (2) 9 units of ministry theory and skill courses; and (3) 12 units of supervised practicums, or "labs," where the students test their ministry theories and skills. Practicums are structured so that the student will be participating in a ministry for the duration of his/her academic coursework in Contemporary Ministries. This provides a constant interface of church and school, faith and learning. The extensive experience in ministry provides the major with an invaluable professional background to take into the church or para-church organization upon graduation.

Students planning to major in Contemporary Ministries should enroll in Perspectives on Contemporary Ministries early in their college careers. They should also plan to do some of their practicum studies in a cross-cultural setting. Three program options are available to the Contemporary Ministries major. In addition to the 31 unit major, the student is required to complete one of the following:

1) A second major in another field. This is a popular option intended for students who intend 1) to pursue a career in another field but desire to become informed participants in the ministry of the church, or 2) to pursue seminary training and then full-time ministry.

2) A minor in another field. This option allows the student who wants to focus on preparation for ministry to develop knowledge and skills in another area of interest.

General Education Recommendations:
Christianity and Culture Series
Theology (3)
New Testament Literature (3)
Old Testament Literature (3)

Required Courses (8 courses — 28 units)
Bib 50 Perspectives on Contemporary Ministries (1)
Bib 119 Jesus and His Teachings (4)
Bib 136 The Church and Its Mission (3)
Bib 146 Christian Youth Ministries (3)
Bib 189A The Church in the Modern World (3)
Bib 191 Contemporary Ministries Practicum (3,3,3,3)

Two of the following:
Bib 140 Discipleship and Evangelism (3)
Bib 141 Worship and the Devotional Life (3)
Bib 147 Youth Ministry Methods Seminar (3)
Bib 150 Communication and the Church (3)
Com 128 Group Dynamics and Leadership (3)
Psy 174 Counseling (3)

MISSION MAJOR

"Mission" is the Church of Jesus Christ in action. It is the demonstration of God's love for humankind in both word and deed. Mission is the means by which the Good News is proclaimed and the Kingdom of God is made manifest in this world. It is through involvement in mission that the Church is faithful to its calling and by which it extends its boundaries to persons who are outside the joyous liberation of God's love.

The primary purpose of the Mission major at Fresno Pacific College is to prepare students for short-term service in another culture, under the sponsorship of a missionary agency of the church. Missionary agencies are becoming increasingly aware of the value of the young, highly motivated short-term worker. Seminary or professional training can follow and build upon such an initial term of learning and service in another culture.

General Education Recommendations:
Christianity and Culture Series
Theology (3)
Biblical Literature (3)
Required Courses (11 courses — 40 units)
Bib 50 Perspectives on Contemporary Ministries (1)
Bib 103 Acts (3)
Bib 119 Jesus and His Teachings (4)
Bib 137 Current Perspectives on Mission (3)
Bib 138 Expansion of the Christian Faith (3)
Bib 140 Discipleship and Evangelism (3)
Bib 140 Theology of Mission (3)
Bib 184 Religions of the World (3)
Com 101 Cross-Cultural Communication (3)
Soc 102 Cultural Anthropology (3)
Bib 191 Practicum (supervised internship in a cross-cultural setting (12)

Cluster in either Humanities or International Studies (required)

HUMANITIES CLUSTER
Required Courses (7 courses — 21 units)
Mus 61 Introduction to Music and Art (3)
Lang 11 Elementary Spanish (or other appropriate language) (3)
Phil 63 Introduction to Philosophy (3)
Com 128 Group Dynamics and Leadership (3)
Mus 140 Music in the Church (3)
Com 150 Communication and the Church (3)
Phil 152 Ethics (3)

INTERNATIONAL STUDIES CLUSTER
Required Courses (7 courses — 22 units)
Bus 146 International Economics and Banking (3)
Geog 4 World Geography (3)
Geog 122 Cultural Geography (3)
Hist 111 Social History of Japan (3)

or
Soc 109 Social History of Japan (3)
Bib 133 Latin American Christianity (3)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)

Mission Minor

The mission program provides the student with an opportunity to study both the motives and methods for communicating and incarnating the Good News of the Kingdom of God. A minor in Mission is especially designed for those who are not thinking of a full-time involvement in missionary service, but who are interested in complementing their primary occupational roles with such service.

Required Courses (7 courses — 21 units)
Bib 21 Creating a Christian Civilization (3)
Bib 71 Origins of Christianity (3)
Bib 103 Acts (3)
Bib 119 Jesus and His Teachings (4)
Bib 138 Expansion of the Christian Faith (3)
Bib 140 Discipleship and Evangelism (3)
Bib 167 Theology of Mission (3)
Bib 184 Religions of the World (3)
In addition, a study of a foreign language and/or a cross-cultural experience is strongly recommended.

Conflict and Peacemaking Minor

Coordinator: Dalton Reimer

"Conflict" — within and between persons, groups, and nations — well describes the human situation. "Peacemaking" describes a bias toward exploring peaceful means of resolving conflict. Thus, this minor is intended to help students understand the nature of human conflict and hopefully move toward becoming informed and active peacemakers in interpersonal, intergroup, and international relationships.

The minor in Conflict and Peacemaking is a small program designed to complement study in another major. While all persons can benefit from this study, it is especially relevant for students preparing for careers which involve working intensely with people, such as: business, church and para-church ministries, counseling, education, public service, and social work.

The minor consists of three required core courses designed to provide an integrated understanding of conflict and peacemaking based on biblical teaching, historical insights, and contemporary understandings and practices. An additional three courses provide for exploration of conflict issues in the context of particular disciplines.
Required Courses (6 courses — 18 units)

Bib 186 Biblical Theology of Conflict and Peacemaking (3)
Hist 175 Historical Peacemaking (3)
Com 168 Conflict Management and Resolution (3)
   or
Soc 168 Conflict Management and Resolution (3)

Choose three of the following:

Bib 148 Church Leadership
or
Bib 157 Christian Faith & Political Issues
or
PS 100 Christian Faith & Political Issues
Bib 162 Anabaptist History and Thought
Bib 178 Introduction to Mennonite History
   or
Hist 105 Introduction to Mennonite History
Biol 112 Ecology
Bus 110 Management Theory
Bus 111 Organization and Human Behavior
Bus 151 Personnel Management
Com 128 Group Dynamics and Leadership
   or
Psy 128 Group Dynamics and Leadership
or
PS 123 America in a Global Community
PS 141 World Politics and Society
PS 150 Social Problems and Public Policy
   or
Soc 150 Social Problems and Public Policy
PS 165 Urban America: Problems and Politics
Psy 145 Social Psychology
   or
Soc 162 Social Psychology
Soc 165 Marriage and Family
SW 135 Working With Groups
SW 140 Becoming a Change Agent

Biblical and Religious Studies Courses

21 Creating a Christian Civilization (same as Western Heritage II) (4)
Against the background of the rise of Rome, this course surveys the convergence of Greek and Judaic–Christian cultures under the aegis of Roman political institutions. Extensive readings in original texts are used to trace the development of the Christian Church and the attempt to create a unified Christian civilization during the Middle Ages.

50 Perspectives On Contemporary Ministries
An introduction to Christian ministry, including exposure to a wide variety of ministry organizations and personnel. Graded CR/NC

60 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.

71 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.

89 Creative Spiritual Formation
A practical introduction to the classic disciplines, skills, and techniques of the spiritual life including prayer, Bible study, meditation, journaling, fasting, simplicity, small groups, service. The class will emphasize experiential learning through keeping a personal spiritual journal, involvement in small groups, and participation in community service.

155 Philosophy of Religion (Same as Phil 160)
Studies in the nature and validity of religious ideas.

BIBLE

102 Biblical Literature (Same as Lit 102)
An expository study of selected writings from the Old Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible.

103 Biblical Literature (Same as Lit 103)
An expository study of selected writings from the New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible.

106 Introductory Greek
An introductory study in Koine Greek. The course emphasizes the acquisition of vocabulary, mastery of forms, fundamental principles of Greek grammar, and practice in reading portions of the New Testament.

107 Introductory Greek
A continuation of Bible 106.

108 Greek Reading
A continuation of Bible 107.

110 Advanced Greek
Following a review of Greek forms, a thorough study is made of Greek syntax. Specific parts of biblical texts are selected for concentration on reading and exegesis.

115A Elementary Hebrew
A presentation of the elements of the language, basic vocabulary, idiomatic expressions, strong verbs. Attention is given to the tools necessary to make the language functional in exegesis.
115B Hebrew Grammar
Following a review of basic grammar, attention is given to the weak verbs. Selected Scripture portions will be read.

119 Jesus and His Teachings
Primary focus will be on the background, sources, and main epochs of the life of Jesus, as portrayed by the New Testament Gospels within the context of the first century Roman and Jewish world. His teachings (sayings, parables, discourses) will be studied with regard to form, method, and content.

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

CHRISTIAN LIFE AND CHURCH

133 Latin American Christianity
This course is designed to inform the student of the distinctive history, nature and beliefs of Latin American Christianity, as compared to the New Testament concepts of the nature, mission, and teachings of Christianity.

136 The Church and Its Mission
An analysis of the Biblical concept of church, and an evaluation of its mission in historical and contemporary movements.

137 Current Perspectives on Missions
A study of the process of introducing the Gospel of Christ to other cultures, involving a discussion of mission methodology during the colonial era, present-day strategy, the concept of “contextualization,” the “whole person” approach, and the relationship of missions to independent churches.

138 Expansion of the Christian Faith
This course is designed to study missionary movements through the centuries. Major emphasis is on biblical, theological, anthropological, sociological, and cross-cultural principles operative in the history of the Christian expansion.

139 Educational Ministries of the Church
A study of the theology, philosophy, and skills for education in a church setting, including Sunday school, worship, small groups, and discipleship as educational processes.

140 Discipleship and Evangelism
This course will develop a biblical understanding of discipleship and evangelism in order to understand more fully and to critique their modern forms.

141 Worship and the Devotional Life
A study of corporate and individual worship in its historical, biblical, and contemporary forms. Includes practical exercises for the development of worship, both private and public.

146 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.

147 Youth Ministries Methods Seminar
Design, planning, and implementation of programs for ministry with youth. A practical “how to” approach to options in curriculum, staffing, recreation, service projects, evangelism, calendar and worship program methodologies.

148 Church Leadership
A study of the interpersonal and organizational skills necessary for working efficiently in a contemporary ministry situation, including time management, decision-making, goal-setting, dealing with stress, working with group process in committees, and the concept of success in ministry.

INTERDISCIPLINARY

150 Communication and the Church (Same as Com 150)
Prerequisite: Com 11 and Com 12
A study of the special character of Christian communication. New Testament church forms of communication are studied as well as particular communication theories and issues present in the contemporary church. Skills in communicating Christian faith are developed through practical exercises.

152 Ethics
An exploration of how we make moral decisions in all areas of human relations on the basis of our Christian faith. Themes considered include: the nature and task of Christian Ethics, the problem of philosophical ethics, Hebrew morality and the Ten Commandments, and the ethics of Jesus and Paul.

154 Music in the Church (Same as Mus 140)
A study of the philosophy of music as seen from the perspective of the church. Included is a study of hymnody and church liturgies of major faiths in the past and present, and an analysis of issues in church music from the vantage points of administration, clergy, congregation, and the music profession.

155 Philosophy of Religion (Same as Phil 160)
Studies in the nature and validity of religious ideas.

156 Psychology of Religion (Same as Psy 150)
Prerequisite: Psy 42, Soc 41, or consent of instructor
A study of the religious experience from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry.

157 Religion and Politics in America (Same as PS 100)
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.

159 Sociology of Religion (Same as Soc 159)
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.

Note: Interdisciplinary courses may not be taken to fulfill general education requirements for Biblical and Religious Studies unless one Bible and one Theology course have already been taken.
THEOLOGY

160 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.

162 Anabaptist History and Thought
A study of the restitution movements within the matrix of Orthodox and Reformation history of sixteenth century Europe.

165 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.

166 Theology of the Human Person
A study of the Hebrew-Christian understanding of being in the image of God and in covenant. Basic biblical and theological texts on human nature and destiny are examined. Themes include: creation, sin, freedom, soul and body, masculine and feminine, problem of evil, death and hell, incarnation, and wholeness.

167 Theology of Mission
The course investigates the crucial biblical texts forming the foundation for the missionary mandate of the Christian Church. Special focus is given to an understanding of the Old Testament expectation, the Great Commission, the purpose of the church, the motivation for mission, and one's personal response to God's call in the contemporary world.

178 Introduction to Mennonite History (Same as Hist 105)
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.

183 American Religious History (Same as Hist 107)
A survey of the way in which the American religious tradition has contributed to the shaping of American political, social, and cultural life, and the way in which the American experience has in turn shaped the religious tradition.

184 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.

186 Biblical Theology of Conflict and Peacemaking
A study of the biblical teaching on conflict, peace and justice, including questions raised on historical and theological levels. Crucial aspects of the study will include the Old and New Testament teachings on covenant and peace, justice and war, Jesus as exemplar of peacemaking, and the church's responsibility in conflict and peacemaking arenas.

187 Topics in Biblical Studies
Courses which cover subject matter not included in regular Bible courses may be given credit as special topics in Bible.

188 Directed Studies
Individually designed readings for advanced students.

189A The Church In the Modern World
Prerequisite: Senior standing
A seminar which provides the student with an opportunity to reflect upon the way their major and intended vocation fit into their larger religious and philosophical commitments.

190 Independent Study
Independent study is available to pursue a topic of interest through individually oriented research. Principles and methods of research in biblical studies and religion; preparation of a research paper on a specific 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.

191 Contemporary Ministries Practicum
A supervised work experience in Christian ministry, either in a church or parachurch organization. Practicums provide students a place to develop ministry skills, to grow in their understanding of ministry, to grow in self-awareness and to discern their readiness for ministry. Contemporary Ministries majors are required to take four 3 unit practicums in at least two different ministry settings (arranged in consultation with the program director).

191A Mission Practicum
Practical experience in evangelism and church planting is necessary to round out the classroom experience. After proper orientation, the student will participate in cross-cultural opportunities under appropriate supervision. The Fresno area, San Francisco and Los Angeles offer experience for shorter (3-4 weeks) or longer (5 months) training periods through cultural immersion. Some weekly opportunities may be arranged locally during a regular semester.

195 Convocation Seminar
Participation in special seminar/workshop series associated with the College Hour program. These intensive learning encounters help to enrich existing areas of study by taking advantage of national and international resource persons.
HUMANITIES

Chair: Larry Warkentin

Those areas of human learning which deal with the perceptive expression of feelings and ideas are included in the humanities: English, literature, 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.

Art Program

Program Director: Charlotte Nickel-Garrett

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

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

The Art minor provides the advantage of classes on campus, as well as a low teacher–student ratio.

Art Minor

Required Courses (8 courses — 24 units)

Art 2 Painting I (3)
Art 102 Painting II (3)
Art 5 Drawing and Design I (3)
Art 105 Drawing and Design II (3)
Art 6 Ceramics I (3)
Art 106 Ceramic Sculpture and Advanced Pottery (3)
Art 61 Intro. to Music and Art (3)
Art 9 Printmaking
or
Art 107 Topics in Art (Lecture-study course) (3)

Art Courses

2 Painting I
An introduction to painting processes through studio problems and critiques. This class is designed to foster an understanding of color harmony and compositional balance in a painting.

5 Drawing and Design I
Several principles will cover the principles of design. Exposure to the basic forms of drawing and an understanding of composition will be primary goals of the class.

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

9 Printmaking
Prerequisite: Drawing I (May be taken concurrently.)
Techniques of woodblock and linoleum block printing.

102 Painting II
An extension of what has been learned in Painting I. The student will be encouraged to rely on intuition for creative ideas and directions.

105 Drawing and Design II
An extension of the principles developed in Drawing I. Competent handling of the drawing medium will be fostered as well as creativity and expression.

106 Ceramic Sculpture and Advanced Pottery
Higher levels of creative expression through clay. Large, non-functional pieces, such as wall hangings and sculptures will be encouraged. A more competent handling of the potter's wheel will be required.

187 Topics in Art
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular art courses may be given credit as special topics in art.

188 Directed Studies
Prerequisite: Consent of instructor
Individually designed readings in art for advanced students.
HUMANITIES

Chair: Larry Warkentin

Those areas of human learning which deal with the perceptive expression of feelings and ideas are included in the humanities: English, literature, 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.

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Art Program

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

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

Art Minor

Required Courses (6 courses — 24 units)
Art 2 Painting I (3)
Art 102 Painting II (3)
Art 5 Drawing and Design I (3)
Art 105 Drawing and Design II (3)

Art Courses

2 Painting I
An introduction to painting processes through studio problems and critiques.
This class is designed to foster an understanding of color harmony and compositional balance in a painting.

5 Drawing and Design I
Several principles will cover the principles of design. Exposure to the basic forms of drawing and an understanding of composition will be primary goals of the class.

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

9 Printmaking
Prerequisites: Drawing I (May be taken concurrently.)
Techniques of woodblock and linoleum block printing.

102 Painting II
An extension of what has been learned in Painting I. The student will be encouraged to rely on intuition for creative ideas and directions.

105 Drawing and Design II
An extension of the principles developed in Drawing I. Competent handling of the drawing medium will be fostered as well as creativity and expression.

106 Ceramic Sculpture and Advanced Pottery
Higher levels of creative expression through clay. Large, non-functional pieces, such as wall hangings and sculptures will be encouraged. A more complex handling of the potter's wheel will be required.

187 Topics in Art
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular art courses may be given credit as special topics in art.

188 Directed Studies
Prerequisite: Consent of instructor
Individually designed readings in art for advanced students.
ENGLISH MAJOR

Program Director: Wilfred Martens

The English major at Fresno Pacific College is designed to provide students with background in literature, writing, drama, and communication. The major will be valuable for the student who is interested in exposure to the significant literature of the Western world as well as serving as an introduction to the more technical aspects of language, criticism, and communication. The major will also prepare students for work at the graduate level. The program places considerable emphasis upon understanding the relationship between Christian faith and literary expression of the significant issues of human existence.

Students who major in English will select one of several areas of specialization: literature (generally designed for students who intend to do graduate work in literature), writing, drama, and communication. A program in journalism may also be arranged through concurrent enrollment in selected courses at California State University, Fresno. The Contemporary Ministries major includes an emphasis option for students who desire to combine coursework in Christian ministry and various aspects of the English, drama, and communication program.

English majors will be expected to complete the equivalent of one year of study in a second language. Participation in a cross-cultural learning experience is encouraged.
General Education Requirements:
Com 11 Written Communication (3)
Com 12 Oral Communication (3)
Lit 62 Introduction to Literature (3)

One of the following:
Mus 61 Introduction to Music and Art (3)
Phil 63 Introduction to Philosophy (3)

Required Courses (13 courses — 39 units)

Literature
Lit 105 American Literature (2 courses) (6)
Lit 130 English Literature (3)
Lit 132 Shakespeare (4)
Lit 180 Critical Approaches to Literature (3)

One of the following:
Lit 141 Spanish Literature (3)
Lit 142 Chicano Literature (3)

Language and Composition
Com 155 Modern English Grammar (3)
Com 157 Creative Writing (either poetry or fiction) (3)
Com 158 Advanced Composition (3)

Communication
Com 122 Oral Interpretation of Literature (3)
Com 101 Cross-cultural Communication (3)
Com 128 Group Dynamics and Leadership (3)

One of the following:
Com 150 Communication and the Church (3)
Com 153 Media and Society (3)

English Minor

The English minor is designed for students who wish to augment other majors with a study of literature. In addition to the development of the skills of reading, literary analysis, and writing, it offers students the opportunity to explore a variety of experiences in English, American, Spanish, or Chicano literature.

Required Courses (7 courses — 21 units)

Lit 62 Introduction to Literature (3)
Lit 105 American Literature (3)
Lit 130 English Literature (3)
Lit 132 Shakespeare (4)
Lit 180 Critical Approaches to Literature (3)

Lit 141 Spanish Literature (3)
or
Lit 142 Chicano Literature (3)
Com 157 Creative Writing (3)
or
Com 158 Advanced Composition (3)

Career/Church Communication Minor

Program Director: Dalton Reimer

Communication is a generic skill critical to most roles people fill in both the workplace and the church. Honors students who wish to maximize their influence and impact in these places should seriously consider further study in communication.

The Career/Church Communication minor has been designed as a small program to complement study in another major program. Students in career-oriented majors or who plan to be involved in career and/or church service should find this cluster of courses to be helpful in their preparation.

Purpose. The purpose of the Career/Church Communication minor is to develop an understanding of communication processes and to develop basic communication skills required in working with people in the workplace and in the church.

Required Courses (5 courses — 15 units)
Com 158 Advanced Composition (3)
Com 128 Group Dynamics and Leadership (3)
Com 101 Cross-cultural Communication (3)
Com 168 Conflict Management and Resolution (3)
Com 150 Communication and the Church (3)
or
Com 153 Media and Society (3)

Communication Courses

1 Basic Composition
A composition course for those students whose test scores are low or whose writing skills do not meet the requirements of Com 11. Does not satisfy composition requirements for graduation. Credit not counted toward graduation requirements.

3 Reading/Study Skills Development
This course will help the student in need of better skills to build basic reading efficiency and study skills including: time management, note-taking, test-taking, and essay and research paper preparation. Graded CH/NC. Credit not counted toward graduation requirements.
4 Composition Workshop (1–3)
Course emphasizes basic composition skills with application to the short essay, the research paper, and the essay exam. Each of the following segments may be taken separately as a 1-unit mini-course; or all segments may be taken for 3 units: Segment 1 — expository writing; Segment 2 — the research paper; Segment 3 — the essay exam. Cannot be used as a substitute for Communication 11.

5 Rapid Reading (2)
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. Graded CR/NC.

11 Written Communication (3)
Emphasis is given to the study and practice of composition using the 500-word essay. Writing units include personal, descriptive, expository, persuasive, and other forms of written communication.

12 Oral Communication (3)
An introduction to communication in its oral form. The course consists of general sessions which deal with communication theory and principles, and speech labs which develop skills in research, development, organization, and delivery.

15, 115 Drama Practicum (1–2)
Prerequisite: Consent of Instructor
Credit in Drama Practicum is given for participation in major college productions. Students may receive credit on permission of the instructor in both acting and production capacities. Students should register for Practicum only after they have been cast in a role, or have received permission. Credit may be received in 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. Graded CR/NC.

101 Cross-Cultural Communication (Same as Soc 101) (3)
Prerequisite: Com 11 & Com 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.

116 Religious Drama Practicum (1–2)
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. Graded CR/NC.

122 The Oral Interpretation of Literature (Same as Lit 166) (3)
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.

128 Group Dynamics and Leadership (Same as Psy 128) (3)
Prerequisite: Psy 42
A study of the nature of group tasks, inter-personal 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.

128B Parliamentary Procedure (1)
A study of the rules which govern decision-making in more formal and larger democratic groups. Recommended to be taken in conjunction with Group Dynamics and Leadership.

134A,B Dramatic Arts and Performance (3)
A basic course dealing with the philosophy, theory, and technique of method acting. Students are encouraged to coordinate this course with participation in a major college drama.

136 Drama Production Seminar (2–4)
A two semester theory and lab course which emphasizes the creation of pleasing design for play production and methods for translating those designs unto the stage. The spring production is used as the basic lab experience. Students may choose various configurations of the course, but the basic choices are costuming and makeup, set design and stage lighting.

150 Communication and the Church (Same as Bib 150) (3)
Prerequisite: Com 11 & Com 12
A study of the special character of Christian communication. New Testament church forms of communication are studied as well as particular communication theories and issues present in the contemporary church. Skills in communicating Christian faith are developed through practical exercises.

152A,B Introduction to Journalism (2)
Practical experience for students interested in writing for student newspaper, yearbook, or other campus publications.

153 Media and Society (Same as Soc 153) (3)
Prerequisite: Com 12 or consent of instructor
A study of mass media (television, radio, newspapers, etc.) as a social communication force in American culture. Attention is also given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media.

155 Modern English Grammar (Same as Eng 155) (3)
Prerequisite: Com 11 & Com 12
A structural analysis of modern English using a transformational model; comparison with traditional grammar; application of grammar to various modes of writing. Satisfies the state credential requirement.

157A Creative Writing: Poetry (3)
Prerequisite: Com 11
Exploration and practice of various imaginative writing modes. Open to beginning writers.

157B Creative Writing: Fiction (3)
Prerequisite: Com 11
Exploration and practice of various imaginative writing modes. Open to beginning writers.

158 Advanced Composition (3)
Prerequisite: Com 11
Emphasis on the expository mode of writing. Open to writers who have demonstrated a proficiency in the basic writing skills.
Language Courses

ENGLISH LANGUAGE

110 Teaching a Second Language
This course will provide insights into how we learn a second language and demonstrate the kind of classroom activities that best facilitate second language acquisition. An overview of traditional methods with special focus on current language teaching practice will give students some understanding of how to cope in the multicultural classroom of today.

Bilingual students and students who anticipate teaching ESL at home or abroad at some time will find that this course reviews the theoretical and practical aspects of teaching ESL.

155 Modern English Grammar (Same as Com 155)
A structural analysis of Modern English using a transformational model; comparison with traditional grammar; application of grammar to various modes of writing. Satisfies the state credential requirement.

INTENSIVE ENGLISH LANGUAGE

The courses in the Intensive English Language Program are courses for international students who have not met the minimum English proficiency requirement.

In addition to the following courses, a non-credit course meeting three hours per week will focus on each skill area tested in the TOEFL (Test of English as a Foreign Language), both written and aural. Practice TOEFL tests as well as the Institutional TOEFL are administered each semester.

6A_B Writing and Grammar
This course teaches students the basic developmental and organizational skills needed for effective writing. Through intensive writing assignments, not only are correct usage and form emphasized, but also various sentence structures are stressed for variety of expression. Library research and term papers writing will also be introduced.

7A_B Reading and Vocabulary
Learning to read, for a college student, requires specific reading skills, e.g., skimming, scanning, generalizing, interpreting, and concluding. This course emphasizes these reading and critical skills necessary for understanding academic texts. Through word study, the student will expand his vocabulary and learn some of the ways English words and word families are formed.

8A_B Listening Comprehension and Conversation
The purpose of this course is to develop effective listening and speaking skills to enable students to understand lectures and participate in discussions. Graded CR/NC

SPANISH LANGUAGE AND CULTURE MAJOR

Program Director: Les Mark

The Spanish Language program offers two types of majors. Those students wishing to major in Spanish but not planning to teach language should consult the program director for requirements. Those students wishing to earn a single subject teaching credential in Spanish Language and Culture must follow the program outlined below.

Required Courses

10 courses — 30 units

- Com 101 Cross-cultural Communication (3)
- Eng 110 Teaching a Second Language (3)
- Hist 160 History of Mexico (3)
- Lit 141 Spanish Literature (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lit 142</td>
<td>Chicano Literature</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 103</td>
<td>Spanish Composition and Conversation</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 112</td>
<td>Advanced Spanish</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 121</td>
<td>History of the Spanish Language</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 123</td>
<td>Spanish for Bilinguals</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 188</td>
<td>Readings in Spanish</td>
<td>(3)</td>
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### Spanish Minor

**Required Courses** (7 courses — 23 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Span 11</td>
<td>Elementary Spanish</td>
<td>(4)</td>
</tr>
<tr>
<td>Span 21</td>
<td>Intermediate Spanish</td>
<td>(4)</td>
</tr>
<tr>
<td>Span 103</td>
<td>Spanish Composition and Conversation</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 112</td>
<td>Advanced Spanish</td>
<td>(3)</td>
</tr>
<tr>
<td>or</td>
<td>Span 123</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish for Bilinguals</td>
<td>(3)</td>
</tr>
<tr>
<td>or</td>
<td>Lit 141</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish Literature</td>
<td>(3)</td>
</tr>
<tr>
<td>or</td>
<td>Lit 142</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary Chicano Literature</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 188</td>
<td>Readings in Spanish</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 110</td>
<td>English as a Second Language</td>
<td>(3)</td>
</tr>
<tr>
<td>Span 121</td>
<td>History of the Spanish Language</td>
<td>(3)</td>
</tr>
<tr>
<td>Hist 180</td>
<td>History of Latin America</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### Spanish Courses

#### 11 Elementary Spanish

Beginning course of lessons acquainting the student with the basic structure and pronunciation of Spanish through practice in speaking, reading, and writing. (4)

#### 21 Intermediate Spanish

Prerequisite: Span 11

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 programmed to increase the student’s ability to understand the culture and speak the language fluently. (4)

#### 103 Spanish Composition and Conversation

Prerequisite: Span 112

This course is designed for the student who possesses the skills normally required in two years of college Spanish. The student will focus on developing vocabulary, comprehension, style, translation, and free composition. (3)

### Literature Courses

#### 112 Advanced Spanish

Prerequisite: Span 21 or 2 years of Spanish

A course designed for students interested in developing reading, vocabulary, comprehension, and composition. Emphasis placed upon Spanish grammatical structure. (3)

#### 121 History of the Spanish Language

Prerequisite: Span 21

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 relationship in terms of structural similarities and differences to the English language. Taught in English or Spanish, according to demand. (3)

#### 188 Directed Studies

Prerequisite: Approval of Program Chairman

An individually designed course of readings for those students who are interested in acquiring knowledge of literature, or who desire greater fluency in the language. (3)

### Literature Courses

#### 20 Literature of the Ancient World (same as Western Heritage II)

A survey of the Ancient Near Eastern and Mediterranean world to the rise of the Hellenistic Empires. Extensive readings in ancient texts are used to illustrate the social, political, intellectual, and religious forms of the Bronze Age kingdoms of Mesopotamia and Egypt, and the transformation of these forms by the Hebrews and Greeks during the early Iron Age. (4)

#### 82 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. (3)

#### 102 Biblical Literature (Same as Bib 102)

An expository study of selected writings from the Old Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible. (May not be used to satisfy Literatures or English requirements in the major, minor, or general studies.) (3)

#### 103 Biblical Literature (Same as Bib 103)

An expository study of selected writings from the New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible. (May not be used to satisfy Literatures or English requirements in the major, minor, or general studies.) (3)

#### 108A American Literature: 19th Century

Prerequisite: Lit 62

A study of significant poetry and fiction of this period of American literature including Dickinson, Cooper, Crane, Hawthorne, Irving, James, Melville, Twain, Whitman, and others. Emphases may vary. (3)
105B American Literature: Steinbeck
Prerequisite: Lit 62
A study of the major California novels of John Steinbeck including Grapes of Wrath, Cannery Row, The Long Valley, Pastures of Heaven, and others.

105C American Literature: Faulkner
Prerequisite: Lit 62
Intensive reading of the fiction of Faulkner. Course includes study and analysis of the Southern literary context as well as the impact of the author on contemporary literature.

105D American Literature: California Literature
Prerequisite: Lit 62
This course includes the early California writings of Mark Twain, John Steinbeck, and William Saroyan.

105E American Literature: 20th Century Poetry
Prerequisite: Lit 62
Study and analysis of selected American poets with equal emphasis on poetic form and thematic concerns. Includes Frost, Cummings, Eliot, and others.

105G American Literature: The Novel
Prerequisite: Lit 62
Reading, discussion, and written analyses of major American novels, usually selected to reflect a significant trend in American literature. May include Dreiser, Fitzgerald, Hemingway, Faulkner, Penn Warren, Cather, Ellison, and others.

107 Drama, 20th Century
Prerequisite: Lit 62
A study of major contemporary drama literature.

130A English Literature: Chaucer
Prerequisite: Lit 62
A study of the Canterbury Tales and Troilus and Cressida along with the historical-cultural context of these works.

130B English Literature: 20th Century Literature
Prerequisite: Lit 62
A study of selected works of poetry and fiction up to the 1960's, including Conrad, T.S. Eliot, Joyce, D.H. Lawrence, Katherine Mansfield, V. Woolf, Dylan Thomas, Yeats, and others.

130C English Literature: Romantic and Victorian Literature
Prerequisite: Lit 62
A study of selected poetry and fiction from these two periods. Course includes the major Romantic poets and major poets and novelists of the Victorian period.

132 Shakespeare
Prerequisite: Lit 62
A study of major history plays, comedies, and tragedies. Course covers from 9 to 12 plays and includes video viewing and analysis as part of the study.

141 Spanish Literature
Prerequisite: Lit 62
A study of major Spanish, Latin American and Chicano literary works and authors along with their corresponding historical periods. Material will change from year to year in order to study writers such as Cervantes, Lope de Vega, Góngora, Quevedo, Miguel de Unamuno, José Ortega y Gasset, Federico García Lorca, Jorge Luis Borges, Octavio Paz, Mariano Azuela, Gabriel García Márquez, Pablo Neruda, and others. This course will be taught in the English language during the Spring semesters that fall in odd numbered calendar years and in the Spanish language during the Spring semesters that fall in even numbered calendar years. Spanish speaking students who pursue this course must have completed Spanish 112 or its equivalent as well as the Literature prerequisite mentioned above.

166 Oral Interpretation of Literature (Same as Com 122)
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.

189 Critical Approaches to Literature
Prerequisite: Lit 62 and one other literature course
An examination of several methods for evaluating and analyzing literature; an introduction to literary criticism with application of techniques to various literary genre.

186 Literature For Children and Young Adults
Readings in literature for the elementary and secondary schools and a study of its relevance in the curriculum.

187 Topics in Literature
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular literature courses may be given credit as special topics in literature.

188 Directed Studies
Prerequisite: Consent of instructor
Individually designed readings for advanced students.

190 Independent Study
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.
MUSIC

Program Director: Roy Klassen

The Music major at Fresno Pacific College provides students with preparation for life-long appreciation of and participation in a rich variety of musical forms of expression. The major combines theory with practical participation in a variety of types of musical activity. The major provides two emphases. One emphasis is designed to increase student competence in performance and composition and the other satisfies California state requirements for the single subject teaching credential in music. Students who are interested in music as a form of Christian ministry may consider a program in music in the church, which is available in cooperation with the Contemporary Ministries major.

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

MUSIC MAJOR

The Music Major consists of the following courses plus one of the emphases below:

General Education Prerequisites:
Mus 5 Basic Musicianship (3)
Mus 61 Introduction to Music and Art (3)

Required Courses
Mus 10 Music Theory I (3)
Mus 11 Music Theory II (3)
Mus 110 Music Theory III (3)
Mus 111 Music Theory IV (3)
Mus 112 Music History — Vocal (3)
Mus 113 Music History — Instrumental (3)
Mus 140 Music in the Church (3)
Mus 144 Materials in Music Literature (3)
Mus 199 Senior Project (1-3)

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

Ensemble:
Four semesters of participating in a performing ensemble at the advanced level (4-8)

Additional Requirements:
A piano proficiency test must be passed before the end of the junior year. Attendance at departmental recitals and concerts is required.

PERFORMANCE/COMPOSITION EMPHASIS
Choose two of the following with the consent of advisor:
Mus 116 Vocal Teaching Skills (2)
Mus 117 Piano Teaching Skills (2)
Mus 141A Conducting I (3)
Mus 141B Conducting II (3)
Mus 142 Music Theory and Composition (3)

CHURCH MUSIC EMPHASIS
Mus 116 Vocal Teaching Skills (2)
Mus 141A Conducting I (3)
Mus 141B Conducting II (3)
Mus 191 Practicum in Church Music (2-4)

SINGLE SUBJECT TEACHING CREDENTIAL EMPHASIS
Mus 116 Vocal Teaching Skills (2)
Mus 130A Skills in Orchestral Instruments—Brass (2)
Mus 130B Skills in Orchestral Instruments—Woodwinds (2)
Mus 130C Skills in Orchestral Instruments—Percussion (2)
Mus 130D Skills in Orchestral Instruments—Strings (2)
Mus 141A Conducting I (3)
Mus 141B Conducting II (3)
Mus 145 Studies in Music Education (3)

Elective in Music (3)

Students with an instrumental music emphasis must have at least two semesters in a larger ensemble. This is available through concurrent enrollment with local public colleges. Contact your program director for details on how this can be arranged.

Music Minor

Music exists to express those non-verbal emotions and thoughts which cannot be communicated in other art forms. The music program exists to teach students the skills and concepts of music so that they may effectively communicate its meaning in their writing and performing. The music minor serves to give students the necessary basic skills for understanding and appreciating music.
Required Courses (20 units)
Mus 5 Basic Musicianship (3)
Mus 10 Music Theory I (3)
Mus 11 Music Theory II (3)
Mus 61 Introduction to Music and Art (3)
Mus 112 Music History (3)
  or
Mus 113 Music History (3)
Mus 140 Music and the Church (3)
Four semesters of participation in a performing ensemble (4–6)

Music Courses

5 Basic Musicianship (3)
This class introduces students to the fundamentals of music. 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. Students with demonstrable skills equal to this course will enroll directly in Theory I.

10 Music Theory I (3)
Prerequisite: Mus 5 or equivalent
Basic principles of musicianship with emphasis on beginning counterpoint and harmony, and extensive experience in ear training and sight singing.

11 Music Theory II (3)
Prerequisite: Mus 10
Continued study in sight reading, dictation, and harmony. Elementary practice in conducting and keyboard performance.

15, 115 Music Practicum (1–2 or 4 per year)
Prerequisite: Consent of instructor
Credit in music practicum is given for participation in major college performances. Students should register for practicum only after having been chosen by audition or having received permission. Credit may be received in the areas of vocal and instrumental performance. Year-long participation may achieve four units of credit in special cases. The course may be repeated. Graded CR/NC

18, 118 Women's Chorale (1)
Choral literature performed by women's voices. This group is open without audition and will perform on campus and in churches. Graded CR/NC

20, 120 Concert Choir (2)
Prerequisite: Audition
A selected group of vocalists representing the college in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year. Graded CR/NC

22, 122 Oratorio Choir (1)
Performance of larger works for choir and orchestra. Participation of singers from the college and the community is encouraged. Graded CR/NC

24, 124 Chamber Singers (2)
A select group of singers that will perform classical literature.

26, 126 Vocal Ensemble (1)
Performance of vocal music in groups, organized under the auspices of the college faculty. Graded CR/NC

28, 128 Instrumental Ensemble — Brass, Woodwind, Strings (1)
Prerequisite: Audition
Performance of instrumental music in small groups. Graded CR/NC

28A, 128A Jazz Ensemble (1)
Prerequisite: Audition
Study and performance of compositions for jazz band or combo. Graded CR/NC

28B, 128B Concert Wind Ensemble (1)
Prerequisite: Audition
Study and performance of compositions for larger wind ensembles. Graded CR/NC

32 Class Voice (1)
Vocal instruction offered in small groups.

33 Beginning Piano Class (2)
This class offers group instruction for persons with little or no keyboard experience. The class meets twice weekly throughout the year. No extra fee.

34, 134 Private Instruction in Music (1)
Private instruction in piano, organ, harpsichord, voice, brass instruments, woodwinds, string instruments, guitar, and percussion is available with an additional fee. Contact the program director for information about individual instructors available in these areas. May not be audited.

61 Introduction to Music and Art (Same as Art 61) (3)
An integrated study of music and art designed to create an understanding and appreciation of varied types of human artistic expression.

110 Music Theory III (3)
Prerequisite: Mus 11
Continued study of harmony with emphasis on analytical skills.

111 Music Theory IV (3)
Prerequisite: Mus 110
Continued study of harmony, with emphasis on creative application in music composition.

112 Music History (3)
Prerequisite: Mus 61
A study of vocal music in the history of Western music from antiquity to the present.

113 Music History (3)
Prerequisite: Mus 61
A study of instrumental music in the history of Western music from antiquity to the present.
116 Vocal Teaching Skills
Methods of vocal instruction and solutions to various vocal problems are explored. The class is designed for those who plan to teach singing or work with choirs. Each class member will work with a private voice student as part of the course subject matter.

117 Piano Teaching Skills
Methods of piano instruction for beginners as well as more advanced students will be reviewed. Selection of teaching material and the practical aspects of operating a teaching studio will be discussed. Each class member will work with a private piano student as part of the course subject matter.

130A Skills in Orchestral Instruments — Brass
Basic performance techniques and teaching methodology in brass instruments.

130B Skills in Orchestral Instruments — Woodwind
Basic performance techniques and teaching methodology in woodwinds.

130C Skills in Orchestral Instruments — Percussion
Basic performance techniques and teaching methodology in percussion.

130D Skills in Orchestral Instruments — Strings
Basic performance techniques and teaching methodology in strings.

140 Music in the Church (Same as Bib 154)
A study of the philosophy of music as seen from the perspective of the church. Included is a study of hymnody and church liturgies of major faiths in the past and present, and an analysis of issues in church music from the vantage points of administration, clergy, congregation, and the music profession.

141A Conducting I
This course assumes the basic skills a student has acquired in Theory II. In addition to conducting skills the student will be instructed in rehearsal techniques, simple arranging, orchestration and program construction.

141B Conducting II
This course is a continuation of material covered in Mus 141A. Particular attention will be given to those larger musical forms that involve both vocal and instrumental performers.

142 Music Theory and Composition
Prerequisite: Consent of faculty
Creative exercises in writing music for a variety of vocal and instrumental combinations.

144 Materials in Music Literature
Practical experience in library research with projects based on the interest areas of students in the class. Time is spent on both bibliographic sources and music scores.

145 Studies in Music Education
Prerequisite: Consent of instructor
A general discussion of the field of public school music education, focusing on historical and philosophical developments, current issues in the professions, and principles of curriculum development. The instructor of this course serves as one of the supervisors of the prospective music teacher during initial classroom observation and during student teaching.

147 Electronic Music
Prerequisite: Mus 5 or consent of instructor
Practical and theoretical experience in creating music on a digital electronic music instrument.

187 Topics in Music
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular music courses may be given credit as special topics in music.

188 Directed Studies
Prerequisite: Consent of instructor
Individually designed readings for advanced students.

190 Independent Study
Prerequisite: Consent of faculty
Available to those students who would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major fields.

191 Practicum in Church Music
Students will be placed in positions of musical responsibility in church settings where their work will be observed by professional church musicians and evaluated by college music faculty members.

199 Senior Project
All music majors are required to complete a project in their senior year. This project is usually a solo recital in the area of their applied instrument. In some cases alternative projects are arranged, such as composition recitals, research, or conducting recitals. Students should make arrangements with the program director.
Philosophy Program

Program Director: Delbert Wiens

Fresno Pacific College offers a basic curriculum in the history of thought and introductions to several major topics in philosophy. Integrative courses are designed to supplement other programs, and some of the courses can be used as part of other majors. Persons interested in a Philosophy major should consult with the program director regarding either a personalized major or concurrent enrollment at California State University, Fresno.

Philosophy Minor

Required Courses (6 courses — 19 units)

Phil 63 Introduction to Philosophy (3)
Phil 66 Introduction to Logic (3)
Phil 152 Ethics

Two of the following:
Phil 130 Ancient Philosophy (3)
Phil 135 Modern Philosophy (3)
Phil 137 Contemporary Philosophy (4)

One of the following:
Phil 160 Philosophy of Religion (3)
Phil 161 Philosophy of History (3)

Philosophy Courses

63 Introduction to Philosophy
An introduction to the fundamental problems and methods of philosophy.

66 Introduction to Logic
A beginning study of the principles of logical reasoning.

130 Ancient Philosophy
Studies in the history of Western philosophy to the Middle Ages.

133 Medieval Philosophy (Same as Hist 129)

135 Modern Philosophy
Prerequisite: Phi 130
Continues the history of Western philosophy up to the nineteenth century.

137 Contemporary Philosophy (Same as Hist 148)
Examines major trends in European thought during the nineteenth and twentieth centuries.

152 Ethics
A philosophic and theological exploration of moral values.

160 Philosophy of Religion (Same as Bib 155)
Studies in the nature and validity of religious ideas.

161 Philosophy of History (Same as Hist 180)
An examination of pattern and meaning in history and of historical method.

187 Topics In Philosophy
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular philosophy courses may be given credit as special topics in philosophy.

188 Directed Studies
Prerequisite: Consent of instructor
Individually designed readings for advanced students.

190 Independent Study
Prerequisite: Consent of instructor
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.
NATURAL SCIENCES AND MATHEMATICS

Chair: Donald Braun

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

MATHEMATICS MAJOR

Program Director: Wilbert Reimer

The Mathematics major at Fresno Pacific College offers interdisciplinary emphases in computer science and mathematics for the single subject teaching credential. Each emphasis builds upon a foundation of basic work in mathematics. The computer science emphasis is designed for students who plan to enter careers in the growing field of computer programming. The emphasis reflects the important relationship between mathematics and computer science.

Students who plan careers in teaching mathematics may do coursework to satisfy California state requirements for the single subject teaching credential in mathematics. Courses are designed to give students a solid mathematical background as well as experience in communicating mathematical thought to others. Students who are interested in careers in teaching should enroll in the Perspectives on Education course early in their college program.

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<th>Single Subject Teaching Credential Emphasis</th>
</tr>
</thead>
</table>

**General Education Prerequisite:**
Math 1 Principles of Mathematics (4)

**Required Courses (15 courses — 50 units)**
- Math 3 Calculus I (4)
- Math 4 Calculus II (4)
- Math 5 Calculus III (4)
- Math 101 Principles of Geometry (3)
- Math 103 History of Mathematics (3)
- Math 120 Algebra and Number Theory (4)
- Math 130 Problem Solving (3)
- Math 141 The Real Number System (4)
- Math 154 Probability and Statistics (4)
- Math 170 BASIC Programming I (3)
- Math 173 LOGO Programming I (3)
- Math 191 Practicum in Mathematics (2)
- CS 171 PASCAL Programming I (3)

Choose two of the following:
- CS 170A BASIC Programming II (3)
- CS 173A LOGO Programming II (3)
- CS 171A PASCAL Programming II (3)
- Bus 1 Principles of Economics (3)
- Chem 1 General Chemistry (3)
- Phil 66 Introduction to Logic (3)

**Note:** Additional requirements for the single subject teaching credential are listed in the Education section of this catalog.

SUPPLEMENTARY AUTHORIZATION TO TEACH INTRODUCTORY MATHEMATICS

Teachers holding a valid credential may add to their credential the Introductory Mathematics Authorization, which authorizes the teacher to teach mathematics in grades 9 and below. The requirements for this added authorization in mathematics are:
- Math 105 Principles of Mathematics for Teachers (4)
- Math 108 Calculus for Teachers (4)
- Math 141 The Real Number System (4)
- Math 173 LOGO Programming I (3)
Computer Science Emphasis

General Education Prerequisite:
Math 1 Principles of Mathematics (4)

Required Courses (17 Courses — 55-59 units)
Math 3 Calculus I (4)
Math 4 Calculus II (4)
Math 5 Calculus III (4)
Math 120 Algebra and Number Theory (4)
Math 130 Problem Solving (3)
Math 154 Probability and Statistics (4)
Math 170 BASIC Programming I (3)
CS 170A BASIC Programming II (3)
CS 171 PASCAL Programming I (3)
CS 171A PASCAL Programming II (3)
CS 171B PASCAL Programming III (3)
CS 173 LOGO Programming I (3)
CS 173A LOGO Programming II (3)
CS 177 Introduction to Data Base Systems (3)
CS 177B Electronic Spreadsheets (3)
CS 177F Practicum in Data Base/Spreadsheets (2-6)
Choose one of the following:
CS 172A Fortran Programming (3)
CS 172B Cobol Programming (3)

Mathematics Minor

The mathematics minor is designed to provide students with a focused program in mathematics as a complement to other majors or as a fulfillment of personal interest.

Required Courses (5 Courses — 18-20 units)
Math 1 Principles of Mathematics (4)
Math 3 Calculus I (4)
Math 4 Calculus II (4)
Math 124 Statistics (3)
or
Math 154 Probability and Statistics (4)
Choose one of the following:
Math 5 Calculus III (4)
Math 101 Principles of Geometry (3)
Math 120 Algebra and Number Theory (4)
Math 130 Problem Solving (3)

Mathematics Courses

1 Principles of Mathematics
3 hours lecture; 1 hour lab
Prerequisite: Geometry and two years high school algebra or consent of instructor
Exposure to a wide spectrum of mathematics. Rigorous problem solving utilizing inductive and deductive reasoning. Topics include finite differences, Pascal's triangle, permutations, combinations, probability, statistics, number theory and topology.
Lab includes problem solving experiences using computers.

3 Calculus I
Prerequisites: Geometry, two years high school algebra, Math 1
Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation.

4 Calculus II
Prerequisite: Math 3
Integration, applications of integration, logarithmic and exponential functions, trigonometric functions, techniques of integration.

5 Calculus III
Prerequisite: Math 4
Vectors, polar coordinates, solid analytic geometry, multivariate functions, partial differentiation, multiple integrals, infinite series.

101 Principles of Geometry
Prerequisite: Math 3
Fundamental concepts of Euclidean geometry from the modern point of view: axioms of collinearity, order, congruence, theorems of Ceva, Menelaus, Desargues; loci, transformations of the plane, selected topics from geometry of the circle and triangle.

103 History of Mathematics
Prerequisite: Math 3 or consent of instructor
A historical survey of mathematical development from earliest times to the 20th century.

105 Principles of Mathematics for Teachers
Prerequisites: Teaching credential and teaching experience
This course provides a study of significant mathematical topics including algebra, geometry, and probability. Mathematical discovery, inductive and deductive reasoning, and problem solving receive emphasis.

108 Calculus for Teachers
Prerequisites: Teaching credential and teaching experience
This course deals with algebra, analytic geometry, relations and functions, limits and continuity, differentiation and the definite integral. Extensive applications of calculus are included.

120 Algebra and Number Theory
Prerequisite: Math 3 or consent of instructor
Groups, rings, integral domains, ordered fields, isomorphisms, rational, real, and complex numbers; divisibility, prime numbers, greatest common divisor, Euler's function, continued fractions, congruences, Diophantine equations.
124 Statistics (Same as Bus 102, Psy 124)
Prerequisite: Math 1
Organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods.

130 Problem Solving
Prerequisite: Math 1
An investigation of the process of problem solving in mathematics. Topics studied include specialization, generalization, analogy, induction, recursion, etc. Practice in applying these ideas to a variety of nonroutine problems.

140 Arithmetic and Algebra of the Rational Number System
Prerequisite: Math 1
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. Prepares teachers for K-9 mathematics.

141 The Real Number System
Prerequisite: Math 1
Development of the real number system; study of relations, functions, maxima, minima, number theory; extensive experience in deriving generalizations; problem solving strategies in advanced problems; applications to science.

154 Probability and Statistics
Prerequisite: Math 1
Includes the course content of Math 124 in addition to a more intensive study of the laws of probability.

170 BASIC Programming I (Same as CS 170)
2 hours lecture, 3 hours on computer
Introduction to computer programming using BASIC language. Includes problem solving experience using the computer.

173 LOGO Programming I (Same as CS 173)
Prerequisite: Math 1
Introduction to LOGO programming; graphics commands, editing commands, filling and managing workspace, operators, and conditionals; creation of an original program; applications to mathematics, especially geometric problem solving using recursions, trigonometric functions, law of sines, law of cosines, etc.

187 Topics in Mathematics
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular mathematics courses may be given credit as special topics in mathematics.

190 Independent Study
Prerequisite: Consent of instructor
Independent study is available to pursue a topic of interest through individually oriented research. Enrollment limited to those 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.

191 Practicum in Mathematics
Prerequisite: Consent of instructor
An experience designed for those students working towards a single subject teaching credential in mathematics. Students will work as tutors and/or instructional aides. Also open to selected non-math majors who would like the experience of serving as math tutors.

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**Computer Studies Program**

Program Director: Ted Ostrander

Computer and information science is the science of information, its representation, its storage, its structures, its display and the processes by which it is transformed. Computer Studies will overview the use of computer systems in various areas. The computer's essence is its universality, its power to simulate. Because it can take on a thousand forms and can serve a thousand functions, it can appeal to a thousand tastes.

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**Computer Studies Minor**

Students majoring in other programs may wish to minor in Computer Studies since a basic knowledge of the theory and practice of computing is useful in a wide variety of other fields. Students who are interested in the fundamental relationship between mathematics and computer programming may refer to the computer science emphasis in the mathematics major. Students who are interested in the utilization of computer skills and technologies in the business context will be interested in the Management Information Systems emphasis in the business major.

**Required Courses** (8 Course — 24 units)

Choose at least one of the following:

- CS 77 Data Base Systems (3)
- CS 77B Electronic Spreadsheets (3)

All four required:

- CS 77F Practicum in Database/Spreadsheets (3)
- CS 171 PASCAL Programming I (3)
- CS 171A PASCAL Programming II (3)
- CS 177D Integrated Systems (3)

Choose 9 units from the following:

- CS 70A BASIC Programming II (3)
- CS 73A LOGO Programming II (3)
- CS 77E Word Processing (3)
- CS 172A FORTRAN Programming (3)
- CS 172B COBOL Programming (3)
- CS 175 Topics in Computer Programming (3)
- CS 179 Assembly Language (3)
- CS 191 Project (3)
**Computer Science Courses**

6 Introduction to Systems Analysis
   This course will be an overview of general systems analysis applicable in many disciplines.

7 Introduction to Word Processing
   **Prerequisite:** CS 6 or concurrently
   Familiarization with word processing and application to the area of student interest.

8 Introduction to Spreadsheets
   **Prerequisite:** CS 6 or concurrently
   Familiarization with spreadsheets and application to the area of student interest.

9 Introduction to Database Management
   **Prerequisite:** CS 6 or concurrently
   Familiarization with database systems and application to the area of student interest.

70 BASIC Programming I
   Introduction to computer programming using BASIC language. Includes core commands, variables, algorithms, tracing, modifying, and comparing programs; and problem solving experiences.

70A BASIC Programming II
   **Prerequisite:** CS 70
   Advanced statements, commands, and operators, 2 and 3 dimensional arrays; sequential and random access files; sorting algorithms; writing of major original programs; and applications.

71 PASCAL Programming I
   Introduction to computer programming in PASCAL; basic commands, top-down programming structure; flow-charting, graphics, sound, word processing and values in using computers. Creation of a functional original program.

73 LOGO Programming I (Same as Math 173)
   **Prerequisite:** Math 1
   Introduction to LOGO programming; graphics commands, editing commands, filing and managing workspace, operators, and conditionals; creation of an original program; applications to mathematics, especially geometric problem solving using recursions, trigonometric functions, law of sines, law of cosines, etc.

73A LOGO Programming II
   **Prerequisite:** CS 73
   Advanced graphics commands; filing and managing workspace commands; input/output commands; word/list operations; operators, and conditionals; advanced applications to mathematics; creation of a major original program.

77 Introduction to Data Base Systems (Same as Bus 177)
   Comprehensive study of selected data base systems in widespread use; applications to areas of student interest.

77B Electronic Spreadsheets (Same as Bus 177B)
   This course will explore several electronic spreadsheets from simple to advanced. Mastery in one advanced spreadsheet is required together with extensive application.

77D Integrated Systems
   This course will focus on the integration of word processing, spreadsheets, database, reports and graphic presentations.

77E Word Processing
   Several word processing programs will be explored with mastery in at least one major word processing program. Application will occur in many disciplines.

77F Practicum in Database/Spreadsheet
   **Prerequisites:** CS 77, CS 77B, CS 77D
   This course will be a utilization of applications programs in real-world situations.

171 PASCAL Programming II
   **Prerequisite:** CS 71
   Emphasis on arrays, records, files, and a variety of operations to search, sort, and manipulate content; word processing, chaining, testing, verifying, and debugging programs; creation of a major functional program.

172A Fortran Programming
   A high level scientific and engineer-oriented compiled language designed for problems involving mathematical computations and manipulation of numeric data. Deals with competence in handling data statements for control, arithmetic, specifications.

172B Cobol Programming
   A language designed to handle business problems. Deals with the development and application of the four divisions of the language: identification, environment, data, and procedure. High level compiled language with an English-like syntax.

174 Systems Analysis (Same as Bus 174)
   **Prerequisites:** CS 171A, CS 77F
   This course will overview computer systems and the implementation and design of hardware and software systems. Topics will include process communication, cooperating sequential processes, resource protection, recoverability, and systems programming language.

175 Topics in Computer Programming
   **Prerequisite:** Completion of the language involved through the intermediate level
   This individualized course is designed to solve complex problems using advanced applications of programming. Includes system analysis and design. The environment created will be that of the professional service center or software development organization.

178A Simulations
   This course presents simulation and model building as tools to be used in the analysis of complex, real-world phenomena.

179 Assembly Language
   **Prerequisite:** One of the following: CS 70, 71, 172A, 172B
   Introduction to programming in assembly and machine language and including screen graphics, images, and integration of assembly language with high level languages.

190 Independent Study
   **Prerequisite:** Consent of instructor
   Independent study is available to pursue a topic of interest through individually oriented research.

191 Project / Project
   **Prerequisite:** CS 175
   Designed to allow students to engage in practical, life-like projects utilizing computer techniques.
NATURAL SCIENCE MAJOR

Program Directors: Donald Braun and Michael Kunz

The Natural Science major at Fresno Pacific College is designed to provide students with a broad, interdisciplinary foundation in the sciences. The major allows students to select emphases programs in pre-health sciences (medicine, dentistry, pharmacy, nursing, medical technology, etc.) and life-science education (single subject teaching credential). Students who are interested in specialized majors in biology, chemistry, mathematics, or physics will be expected to complete supplementary coursework through concurrent enrollment at California State University, Fresno. The Natural Science program also provides foundational course work for students who are interested in careers in agricultural sciences, home economics, nutrition, etc.

Students who are interested in working in health sciences or education will be encouraged to become familiar with Hispanic language and culture. A cross-cultural learning experience will also be encouraged. Students who are interested in a career in education should enroll in Perspectives on Education early in their college program.

Pre-Health Sciences Emphasis

General Education Prerequisites:
Biol 1 Principles of Biology (4)
Chem 1 General Chemistry (4)
Math 1 Principles of Mathematics (4)

Required Courses (14 Courses, 53-54 units)
Biol 65 Human Anatomy (4)
Biol 66 Human Physiology (4)
Biol 3 Zoology (4)
Biol 120 Genetics (4)
Chem 2 General Chemistry (4)
Chem 110 Organic Chemistry (4)
Chem 111 Organic Chemistry (4)
Chem 151 Quantitative Analysis (4)
CS 170A BASIC Programming II (3)

or

CS 171 PASCAL Programming I (3)
Math 3 Calculus I (4)
Math 124 Statistics (3)

Three of the following:
Biol 2 Botany (4)
Biol 112 Ecology (4)
Math 4 Calculus II (4)
Math 5 Calculus III (4)
Psy 125 Physiological Psychology (3)

Eight units of Physics is also required for pre-medical students.

Life-Science Single Subject Teaching Credential Emphasis

General Education Prerequisites:
Biol 1 Principles of Biology (4)
Chem 1 General Chemistry (4)
Math 1 Principles of Mathematics (4)

Required Courses (13 Courses — 42 units)
Biol 2 Botany (4)
Biol 65 Human Anatomy (4)
Biol 66 Human Physiology (4)
Biol 3 Zoology (4)
Biol 112 Ecology (4)
Biol 120 Genetics (4)
Biol 187 Topics in Biology (1)

or

Biol 188 Readings in Biology (1)
Biol 191 Practicum in Biology (1)
CS 170A BASIC Programming II (3)

or

CS 171 PASCAL Programming I (3)
Math 124 Statistics (3)
Psy 125 Physiological Psychology (3)

One of the following:
Chem 5 Bio-organic Chemistry (4)
Chem 110 Organic Chemistry (4)
Chem 151 Quantitative Analysis (4)

One of the following:
Phys 5 Studies in Physical Science (3)
Phys 12 Earth Science (3)

Recommended — Marine Biology
Biology Minor

This program of study will increase the student's understanding of the world of living organisms. Man is studied as a part of the living order, including his relationship to the rest of life. This program would be helpful for those majoring in contemporary ministries, education, psychology, missions, allied health fields, agriculture, and physical education.

**Required Courses** (5-6 Courses — 20 units)

- Biol 1 Principles of Biology (4)
- Biol 2 Botany (4)
- Biol 3 Zoology (4)

Select 8 units from the following:

- Biol 65 Human Anatomy (4)
- Biol 66 Human Physiology (4)
- Biol 112 Ecology (4)
- Biol 120 Genetics (4)
- Biol 180 History and Philosophy of Biology (3)

Chemistry Minor

An introduction to the various areas of chemistry and its impact on the modern world. Desirable as supplemental preparation for those seeking careers in the teaching, nutrition, agriculture, home economy, environmental, and medical and health-related occupations.

**Required Courses** (5-6 Courses — 20 units)

- Chem 1 General Chemistry (4)
- Chem 2 General Chemistry (4)

or

- Chem 5 Bio-organic Chemistry (4)
- Chem 110 Organic Chemistry (4)
- Chem 151 Quantitative Chemistry (4)

Select 4 or more units from the following:

- Chem 111 Organic Chemistry (4)
- Chem 187 Topics in Chemistry (1–3)
- Chem 188 Readings in Chemistry (1–3)

**SUPPLEMENTARY AUTHORIZATION TO TEACH GENERAL SCIENCE, BIOLOGY, AND CHEMISTRY**

The Division of Natural Sciences and Mathematics at Fresno Pacific College has developed a series of courses to meet the state's requirements for supplementary authorizations to teach General Science, Biology and Chemistry. The supplementary authorization to teach these subjects can be added to any valid teaching credential.

- The General Science series permits teaching courses with content up through grade 9. The Biology and Chemistry series permit teaching these courses through grade 12.

A candidate for this program MUST apply for admission to the College and to the Teacher Education program, presenting transcripts of former college work. A course in teaching reading may be required. Contact the College credentials office for further information.

Requirements include a valid teaching credential (or instructor's consent) and the completion of the following courses.

**General Science**

- Biol 101 Biology Concepts for Teachers (3)
- Chem 101 Chemistry Concepts for Teachers (3)
- Phys 102 Physics Concepts for Teachers (3)
- Biol 112 Earth Science Concepts for Teachers (3)

**Biology**

- Biol 101 Biology Concepts for Teachers (3)
- Biol 104 Zoology and Human Being for Teachers (3)
- Biol 115 Botany and Ecology for Teachers (3)
- Biol 125 Cell Biology and Genetics for Teachers (3)

**Chemistry**

- Chem 101 Chemistry Concepts for Teachers (3)
- Chem 115 Organic Chemistry for Teachers (3)
- Chem 125 Inorganic Chemistry for Teachers (3)
- Chem 135 Environmental Chemistry for Teachers (3)

**Biology Courses**

1. **Principles of Biology**
   - 3 hours lecture, 2 hours lab
   - Emphasizes the principles of life of all living organisms, including the cell, reproduction, heredity, and development. Includes ecological concepts and present day issues. Recommended for Liberal Arts major.

2. **Botany**
   - 3 hours lecture, 2 hours lab
   - Prerequisite: Biol 1 or consent of instructor
   - An introduction to the fundamental principles of plant classification, morphology, physiology, life histories, and environmental relationships.

3. **Zoology**
   - 3 hours lecture, 2 hours lab
   - Prerequisite: Biol 1 or consent of instructor
   - A survey of the animal kingdom emphasizing the adaptive nature of taxonomic diversity in structure, function, life history, and behavior.

45. **Human Anatomy**
   - 3 hours lecture, 2 hours lab
   - Prerequisite: Biol 1 or equivalent
   - An introductory systems approach to gross and microscopic structure of the human body.
66 Human Physiology
3 hours lecture; 2 hours lab. Prerequisite: Bio 65 or Chem 1 or consent of instructor
Homeostasis in the human body, an introductory course for study of principles, integrated function, and fine structure of the human body.

101 Biology Concepts for Teachers
Prerequisite: Teaching credential and teaching experience
A survey of the fundamental biological concepts, especially as they relate to the human organism. Topics include: the cell, human physiology, genetics, evolution, ecology, and bioethics. A variety of activities will be explored for appropriately presenting these fundamental biological concepts.

104 Zoology and Human Beings for Teachers
Prerequisite: Teaching credential and teaching experience
A study of the diversity, structure, and function of selected animals, with special emphasis and detail given to man.

112 Ecology
3 hours lecture; 2 hours lab. Prerequisite: Bio 1 or consent of instructor
A study of the interrelationships between organisms and their environment and an analysis of the principle factors contributing to the distribution and abundance of living organisms. Participation in field trips is required.

115 Botany and Ecology for Teachers
Prerequisite: Teaching credential and teaching experience
An introduction to ecological principles and methods including the study of biological populations and communities. Emphasis on plants: their role in ecosystems as well as studying their broader structure and function.

120 Genetics
3 hours lecture; 2 hours lab. Prerequisite: Bio 1
Physical basis of heredity, including Mendelian inheritance, chromosomal genetics, biochemical genetics, population genetics and genetic engineering, with an emphasis on human applications.

125 Cell Biology and Genetics for Teachers
Prerequisite: Teaching credential and teaching experience
The structure and function of prokaryotic and eukaryotic cells are examined at the molecular, subcellular, and cellular levels. Fundamental concepts of genetics are studied including Mendelian genetics and some molecular genetics.

180 History and Philosophy of Biology
Prerequisite: Consent of instructor
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.

187 Topics in Biology
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular biology courses may be given credit as special topics in biology.

188 Directed Studies
Prerequisite: Consent of instructor
Individually designed readings in biology for advanced students.

190 Independent Study
Prerequisite: Consent of instructor
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.

191 Practicum in Biology
Prerequisite: Consent of instructor
An experience designed for those students majoring in the Natural Sciences program. Students will work as tutors and/or instructional or lab aides. Graded CR/NC

Chemistry Courses

1 General Chemistry
3 hours lecture; 2 hours lab. Prerequisite: High school chemistry or algebra
Basic principles of chemistry, including structure, bonding, reactions, and properties of matter.

2 General Chemistry
3 hours lecture; 2 hours lab. Prerequisite: Chem 1
A study of equilibria, acids and bases, electrochemistry, nuclear chemistry, and molecular orbital theory with applications to transition metals.

5 Bio-organic Chemistry
3 hours lecture; 2 hours lab. Prerequisite: Chem 1
Survey of organic chemistry with biochemical applications to living organisms. For students in health related areas including nursing.

101 Chemistry Concepts for Teachers
Prerequisite: Teaching credential and teaching experience
This course is designed to present those chemical concepts which form the basis for teaching general science and chemistry. Topics included are matter and its properties, atomic and kinetic theory, chemical reactions, radioactivity, applications and environmental concerns. Hands-on lab experiments are emphasized.

110 Organic Chemistry
3 hours lecture; 2 hours lab. Prerequisite: Chem 1
A study of aliphatic and aromatic organic compounds with emphasis on reaction theory and mechanisms.

111 Organic Chemistry
3 hours lecture; 2 hours lab. Prerequisite: Chem 110
A continuation of Chem 110 including qualitative analysis in lab.

115 Organic Chemistry for Teachers
Prerequisite: Teaching credential and teaching experience
A study of the principles of organic chemistry including functional group properties and reactions, and reaction theory and mechanisms. Demonstrations and lab exercises are included.

125 Inorganic Chemistry for Teachers
Prerequisite: Teaching credential and teaching experience
A study of principles governing chemical processes, metals, non-metals, coordination compounds, and qualitative analysis. Demonstrations and lab exercises are included.

135 Environmental Chemistry for Teachers
Prerequisite: Teaching credential and teaching experience
A study of the interaction of chemical processes with mankind. Topics to be included are food additives, air and water pollution, hazardous wastes, and the problems of using nuclear energy.
151  Quantitative Analysis
2 hours lecture; 6 hours lab
A study of the principles of gravimetric and volumetric analysis, including instrumental analysis.

187  Topics in Chemistry
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular chemistry courses may be given credit as special topics in chemistry.

188  Directed Studies
Prerequisite: Consent of instructor
Individually designed readings in chemistry for advanced students.

190  Independent Study
Prerequisite: Consent of instructor
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.

191  Practicum in Chemistry
Prerequisite: Consent of instructor
An experience designed for those students majoring in the Natural Sciences program. Students will work as tutors and/or instructional or lab aides.
Graded CR/NC

Physical Science Courses

5  Studies in the Physical Sciences
3 hours lecture and demonstrations
A study of the methods used in the physical sciences, using original research papers with applications to ecological and energy issues. Recommended for Liberal Arts major.

12  Studies in the Earth Sciences
A programmed independent course with topics in geological processes and the relationship of earth sciences to mankind. Recommended for Liberal Arts major.

102  Physics Concepts for Teachers
Prerequisite: Teaching credential and teaching experience
This course is designed to present those physical concepts which form the basis for teaching physics and general science. Topics include energy forms, atomic nature of matter, and the relationship of physical science to life. Lab exercises and demonstrations are included.

112  Earth Science Concepts for Teachers
Prerequisite: Teaching credential and teaching experience
This course is designed to present the concepts which form the basis for teaching earth science. Topics included are the geological processes, astronomy, and the relationship of earth science to mankind. Lab exercises and demonstrations are included.
SOCIAL SCIENCES

Chair: Richard Unruh

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

A wide variety of career opportunities exist for individuals with an education in either the specialized or interdisciplinary majors offered by the Division. Some of these are available to persons with a bachelor's degree, others may require graduate study. The Division seeks to prepare students for both immediate post-baccalaureate careers and for graduate education.

BUSINESS

Program Director: Ruth Funk

The Business program offers courses in accounting, economics, finance, management, and marketing. It prepares students for careers in business and the professional world through majors in Accounting and Business, and a minor in Business. In so doing, it seeks to develop an understanding of the relationships between business and Christian faith and discipleship.

Students who are interested in either major should take the Perspectives on Business course early in their college experience. Each major offers a practical internship, and an opportunity to deal with ethical questions that pertain to the business world. Students in both majors are encouraged to demonstrate familiarity with a second language and to participate in a cross-cultural learning experience.

ACCOUNTING MAJOR

The Accounting major emphasizes the organizational leadership implications of accounting operations. Students develop analytical abilities and skills in managerial functions in addition to the more specific technical information which is expected of the entry level accountant.

General Education Prerequisites:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>Bus 1</td>
<td>Principles of Economics — Macro</td>
<td>3</td>
</tr>
<tr>
<td>Bus 2</td>
<td>Principles of Economics — Micro</td>
<td>3</td>
</tr>
<tr>
<td>Math 1</td>
<td>Principles of Mathematics</td>
<td>4</td>
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Required Courses: (18 Courses — 55 units)

<table>
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<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>Bus 50</td>
<td>Perspectives on Business</td>
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<tr>
<td>Bus 2*</td>
<td>Principles of Economics — Micro</td>
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<tr>
<td>Bus 3</td>
<td>Principles of Accounting</td>
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<td>Bus 4</td>
<td>Principles of Accounting</td>
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<tr>
<td>Bus 100</td>
<td>Principles of Marketing</td>
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<td>Bus 102</td>
<td>Business Statistics</td>
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<td>Bus 110</td>
<td>Management Theory</td>
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<td>Bus 111</td>
<td>Organization and Human Behavior</td>
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<td>Legal Environment of Business</td>
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<td>Bus 120A</td>
<td>Intermediate Accounting</td>
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<td>Bus 120B</td>
<td>Intermediate Accounting</td>
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<td>Bus 132</td>
<td>Cost Accounting</td>
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<td>Bus 133</td>
<td>Business Finance</td>
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<td>Bus 144</td>
<td>Tax Accounting</td>
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<td>Bus 162</td>
<td>Auditing</td>
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<td>Bus 170</td>
<td>BASIC Programming I</td>
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<td>Bus 189</td>
<td>Business Ethics</td>
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<tr>
<td>Bus 191A</td>
<td>Practicum in Accounting</td>
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</table>
BUSINESS MAJOR

The Business major is designed for students who aspire to positions of leadership and responsibility in a variety of organizational settings. It introduces them to the organizational, interpersonal, technical, and value aspects of business operations. The major also permits them to specialize in Management Information Systems, Accounting, or Finance. Other emphases can be arranged through concurrent enrollment at California State University, Fresno. Graduates will be prepared for entry level administrative positions, for participation in the operation of small business organizations, and for graduate study in business or related areas.

Management Information Systems Emphasis

General Education Prerequisites:
Bus 1 Principles of Economics — Macro (3)
Math 1 Principles of Mathematics (4)

Required Courses (17 courses — 49-50 units)
Bus 50 Perspectives on Business (1)
Bus 2 Principles of Economics — Micro (3)
Bus 3 Principles of Accounting (3)
Bus 4 Principles of Accounting (3)
Bus 100 Principles of Marketing (3)
Bus 102 Business Statistics (3)
Bus 110 Management Theory (3)
Bus 111 Organization and Human Behavior (3)
Bus 118 Legal Environment of Business (3)
Bus 133 Business Finance (3)
Bus 170 BASIC Programming I (3)
Bus 169 Business Ethics (3)
Bus 191 Practicum in Business (3)

Choose two of the following:
Bus 151 Personnel Management (3)
Bus 158 Business Communication (3)
Bus 157 Topics in Business (3)
Psy 128 Group Dynamics and Leadership (3)
Psy 174 Counseling (4)
Soc 168 Conflict Management and Resolution (3)
Soc 109 Social History of Japan (3)

Choose two of the following:
CS 171 PASCAL Programming I (3)
Bus 174 Systems Analysis (3)
Bus 177 Introduction to Database Systems (3)
Bus 177B Electronic Spreadsheets (3)

Accounting Emphasis

General Education Prerequisites:
Bus 1 Principles of Economics — Macro (3)
Math 1 Principles of Mathematics (4)

Required Courses (17 courses — 51–52 units)
Bus 50 Perspectives on Business (1)
Bus 2 Principles of Economics — Micro (3)
Bus 3 Principles of Accounting (3)
Bus 4 Principles of Accounting (3)
Bus 100 Principles of Marketing (3)
Bus 102 Business Statistics (3)
Bus 110 Management Theory (3)
Bus 111 Organization and Human Behavior (3)
Bus 118 Legal Environment of Business (3)
Bus 133 Business Finance (3)
Bus 170 BASIC Programming I (3)
Bus 169 Business Ethics (3)
Bus 191A Practicum in Accounting (3)
Bus 120A Intermediate Accounting (4)
Bus 120B Intermediate Accounting (4)
Bus 132 Cost Accounting (4)
Bus 144 Tax Accounting (4)
Bus 162 Auditing (3)
Finance Emphasis

General Education Prerequisites:
Bus  1 Principles of Economics — Macro (3)
Math 1 Principles of Mathematics (4)

Required Courses (17 courses — 49 units)
Bus  50 Perspectives on Business (1)
Bus  2 Principles of Economics — Micro (3)
Bus  3 Principles of Accounting (3)
Bus  4 Principles of Accounting (3)
Bus 100 Principles of Marketing (3)
Bus 102 Business Statistics (3)
Bus 110 Management Theory (3)
Bus 111 Organization and Human Behavior (3)
Bus 118 Legal Environment of Business (3)
Bus 130 Personal Finance (3)
Bus 133 Business Finance (3)
Bus 135 Investments (3)
Bus 137 Financial Decision Models (3)
Bus 139 Risk Management (3)
Bus 146 International Economics and Banking (3)
Bus 170 BASIC Programming I (3)
Bus 189 Business Ethics (3)

Business Courses

1 Principles of Economics — Macro
Introduction to macroeconomics, national income analysis, economic role of government, study of banking system. (3)

2 Principles of Economics — Micro
Introduction to microeconomics—theory of the business firm, effects of market competition, study of international economic relationships. (3)

3 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. (3)

4 Principles of Accounting
Prerequisite: Bus 3
Principles of accounting—corporate accounting, partnerships, cost accounting, and financial statement analysis. (3)

10 Consumer Economics
General budgeting rules, checks and credit instruments, use of consumer credit, investing, insurance, real estate, negotiations, careers, planning of estates and taxes. (3)

50 Perspectives on Business
An introduction to the variety of professions in business available to students; how the profession is practiced and an introduction to representatives. Graded CR/NC (1)

100 Principles of Marketing
Prerequisite: Junior standing or consent of instructor
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. (3)

102 Business Statistics (Same as Math 124, Psy 124)
Prerequisite: Math 1 or consent of instructor (3)

Business Minor

An introduction to the world of work through the study of accounting, finance, and management. Desirable as a background for a variety of career choices in which one may eventually assume a position of responsibility or leadership.

Required Courses (9 courses — 25 units)
Bus  1 Principles of Economics — Macro (3)
Bus  3 Principles of Accounting (3)
Bus 10 Consumer Economics (3)
Bus 50 Perspectives on Business (1)
Bus 100 Principles of Marketing (3)
Bus 110 Management Theory (3)
Bus 170 BASIC Programming I (3)
110 Management Theory
Prerequisites: Junior standing or consent of instructor and declaration of major
Analysis of basic administrative functions, developing forms of organizations, dynamics of organization, implementation of change, leadership, power and authority.

111 Organization and Human Behavior
Prerequisite: Bus 110
Organizational theory, structure and forms of organization, group dynamics, conflict resolution, organizational control, theory of work and motivation, individual differences, cross-cultural analyses of managerial processes, management of human resources.

118 Legal Environment of Business
Function of law in implementing solutions to human problems through examination of legal theories, principles and formulas; general overview of constitutional law, civil procedure and the federal and state court systems; relation of the legal system to business through the examination of law with emphasis in the fields of contracts, agency, property and business organizations; case studies; research; analysis.

120A Intermediate Accounting
Prerequisite: Bus 4
Preparation, use, and analysis of balance sheets and income statements; theory of accounting as well as handling of investments, assets, liabilities, reserves (as well as other funds), and ethical factors and implications for use of various accounting procedures.

120B Intermediate Accounting
Prerequisite: Bus 120A
Continuation of Business 120A.

130 Personal Finance
Purpose of course is to provide a framework for consumer decisions in our economic environment. Covers budgeting, investments, risk management, purchasing, estate planning and tax planning.

132 Cost Accounting
Prerequisite: Bus 4, Math 1
Industrial Accounting, including standard methods of job costing as well as use of computers and statistical applications.

133 Business Finance
Prerequisite: Bus 1, 3, 4
Financial management of the firm, financial instruments, securities markets, cost of capital and present value analysis.

135 Investments
Prerequisite: Bus 133

137 Financial Decision Models
Prerequisite: Bus 133
Quantitative methods for financial management decision-making regarding investment decisions, tax decisions, and other financial management responsibilities.

139 Risk Management
Prerequisite: Bus 3, 118
Analysis of insurance contracts and policies, determination of risk vulnerability, risk control methods for business and industry, personal insurance programs including property-casualty, disability and life.

144 Tax Accounting
Prerequisite: Bus 120A
Effect of federal and California income tax laws on individual tax returns and tax planning.

146 International Economics and Banking
Prerequisite: Bus 1
Study of the importance of the international banking system and its interrelationship with economics; the role of major financial institutions, such as the International Monetary Fund and the World Bank; banking operations, loans and money creation.

151 Personnel Management
Prerequisite: Bus 110 or consent of instructor
Recruitment, selection, and employment procedures, performance appraisal and labor relations.

158 Business Communication (Same as Com 155)
Prerequisites: Com 11, Com 12
Business communication theory; analysis of communication alternatives; effective business writing and speaking.

162 Auditing
Prerequisite: Bus 120B (may be taken concurrently)
Methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor. Generally accepted techniques for evaluation of internal control procedures as well as auditing of computer accounting systems will be utilized.

167A Advanced Accounting
Prerequisite: Bus 120B
Partnership and corporation accounting.

167B Advanced Accounting
Governmental and institutional accounting.

170 BASIC Programming I (Same as CS 170)

174 Systems Analysis (Same as CS 174)
Prerequisites: CS 171A, CS 171F

177 Introduction to Database Systems (Same as CS 177)
177B Electronic Spreadsheets (Same as CS 177B) (3)

187 Topics in Business (1-3)
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular business courses may be given credit as special topics in business.

188 Directed Studies (1-3)
Prerequisite: Consent of instructor
Individually designed readings in business.

189 Business Ethics (3)
Prerequisite: Senior standing
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.

190 Independent Study (1-3)
Prerequisite: Consent of instructor
Available to those students who would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major fields.

191 Practicum in Business (3)
Prerequisite: Senior standing, completion of required business classes or taken concurrently, consent of instructor
Senior students work with a local business in their senior semester to acquire skills in business through supervised practice. Periodic seminars and individual supervisory sessions focus on the use of classroom skills applied to particular issues in the students' practice setting. Graded CR/NC

191A Practicum in Accounting (3)
Prerequisite: Senior standing, completion of required business classes or taken concurrently, consent of instructor
Senior students work with a local accounting firm in their senior semester to acquire skills in accounting through supervised practice. Periodic seminars and individual supervisory sessions focus on the use of classroom skills applied to particular issues in the students' practice setting. Graded CR/NC

GEOGRAPHY

Program Director: Gary Nachtigall

The geography program offers selected courses designed to enrich a variety of other programs by increasing students' sensitivity to relationships between human social and natural systems and physical environment. Students interested in a major in geography may consult with the program director concerning concurrent enrollment at California State University, Fresno.

Geography Courses

4 World Geography (3)
A systematic survey of the world's physical features. The emphasis is on cultural features, economic development, resources, and land-use 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.

122 Cultural Geography (3)
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.

190 Independent Study (1-4)
Prerequisite: Consent of instructor
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.
HISTORY

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 "freeze" the past in order to "open up" the future, both for the individual and for society.

The History program offers courses in American and European history, and in Western intellectual and cultural history. It prepares students for graduate or professional study and secondary teaching through majors in Intellectual History and Social Science (Single Subject Teaching Credential Emphasis). Since almost every imaginable kind of present thought and action is related to the past, many students also find through history courses an enhanced understanding of themselves and the modern world. It is a way to prepare for enlightened participation in the public issues of our times.

INTELLECTUAL HISTORY MAJOR

The Intellectual History major is an interdisciplinary course of study in the Humanities and Social Sciences. It is concerned with understanding the ideas that have shaped the culture of Western civilization. The major focuses on the history of ideas, philosophy, theology and literature, with secondary consideration to the history of politics and art. It is designed to prepare students for graduate study in the disciplines of history, theology, and philosophy; and professional study in fields such as law, library science, archival management, and public history.

General Education Prerequisites:
Hist 1 Western Heritage I (4)
Hist 2 Western Heritage II (4)
Hist 33 American Civilization (4)
Art 61 Introduction to Music and Art (3)
Lit 62 Introduction to Literature (3)
Phil 63 Introduction to Philosophy (3)

Required Courses: (10 courses — 39-40 units)

The major can be tailored to student interests, though the following courses are generally recommended for inclusion:
Hist 125 Cultural History of Greece (4)
Hist 126 Cultural History of Rome (4)
Hist 129 Intellectual History of Medieval Europe (4)
Hist 130 Renaissance and Reformation (4)
Hist 134 Cultural History of Europe, 1500–1800 (4)
Hist 148 Modern European Intellectual History (4)
Hist 169 American Intellectual History (4)
Hist 180 Philosophy of History (4)
Hist 185A Senior Seminar (2)
Hist 185B Senior Seminar (2)

Choose one of the following:
Hist 105 Introduction to Mennonite History (3)
Hist 107 American Religious History (3)
Hist 187 Topics in History (3-4)
Bib 160 Contemporary Theology (3)
Bib 162 Anabaptist History and Thought (3)
Bib 165 History and Interpretation of Scripture (3)
Lit 105 American Literature (3)
Lit 130 English Literature (3)
Lit 132 Shakespeare (4)
Lit 187 Topics in Literature (3-4)
Phil 130 Ancient Philosophy (3)
Phil 135 Modern Philosophy (3)

History Minor

The training, discipline, and insight derived from historical studies provide supplemental preparation for careers in journalism, management, public relations, publishing, banking, and government service.

Required Courses (6 courses — 23-24 units)
Hist 33 American Civilization (4)
Hist 125 Cultural History of Greece (4)
or
Hist 126 Cultural History of Rome (4)
Hist 131 Renaissance and Reformation (4)
Hist 148 Modern European Intellectual History (4)
Hist 169 American Intellectual History (4)
Hist 107 American Religious History (3)
or
Hist 165 Twentieth Century America (4)
History Courses

1. Western Heritage (Same as Lit 20 or Bib 20) (4)
   A survey of the Ancient Near Eastern and Mediterranean world to the rise of the Hellenistic Empires. Extensive readings in ancient texts are used to illustrate the social, political, intellectual, and religious forms of the Bronze Age kingdoms of Mesopotamia and Egypt, and the transformation of these forms by the Hebrews and Greeks during the early Iron Age.

2. Western Heritage II (Same as Bib 21) (4)
   Against the background of the rise of Rome, this course surveys the convergence of Greek and Judeo-Christian cultures under the aegis of Roman political institutions. Extensive readings in original texts are used to trace the development of the Christian Church and the attempt to create a unified Christian civilization during the Middle Ages.

25. California History and Politics (Same as PS 25) (3)
   Prerequisites: Bus 1, Hist 33, PS 1 recommended
   California is often viewed as the "trendsetter" for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic, and political development of California from early settlement to the present. At the same time, it familiarizes them with the state's current political system and the politics that surround it. (Meets the California history and government requirement for credential candidates.)

33. American Civilization (4)
   A survey of American history and an introduction to the major themes in the development of American culture and society from the colonial period to the present.

105. Introduction to Mennonite History (Same as Bib 178) (3)
   A survey of the Anabaptist-Mennonite tradition in Europe and North America with some special emphasis on the emergence of the Mennonite Brethren movement.

107. American Religious History (Same as Bib 138) (3)
   A survey of the way in which the American Evangelical tradition has contributed to the shaping of American political, social, and cultural life, and the way in which the American experience has in turn shaped the religious tradition.

111. Social History of Japan (Same as Soc 109) (3)
   A survey of the historical development of Japanese society. The structure of institutions such as the corporation, family, and religion will be examined. Emphasis will be placed upon the relationship between change and continuity in contemporary Japanese society.

125. Cultural History of Greece (4)
   A cultural-intellectual history of Greece to Alexander the Great.

126. Cultural History of Rome (4)
   A cultural history of Rome from its beginnings to the demise of the western Roman Empire.

129. Intellectual History of Medieval Europe (Same as Phil 133) (4)
   A study of the 1000-year tradition of intellectual aspirations which struggled to reconcile reason and faith, the scriptures and philosophy, and to define the nature of the church and society and the nature of Christian spirituality.

131. The Renaissance and Reformation (4)
   A study of the transition from medieval to modern Europe. It will include a survey of the way in which new understandings in religion, philosophy, and politics shattered the intellectual and ecclesiastical unity of Europe.

134. Cultural History of Europe, 1500-1800 (4)
   A study of the interrelationship between Absolutism, the Enlightenment, and Revolution in early modern Europe. A comparison of the Dutch, English, and French Revolutions. The impact of the Enlightenment upon both elite and popular culture will also be analyzed.

148. Modern European Intellectual History (Same as Phil 137) (4)
   A survey of European history and an examination of major trends in European thought from the Enlightenment to the present.

160. History of Latin America (3)
   A survey of Latin American history from the pre-Columbian era to the present. Focus is on the pre-Columbian civilizations, the Spanish conquest and viceregal period, the independence movements of the 19th century, and the post World War II period and religious developments in light of American interests and Vatican II.

182. American Ethnicity and Pluralism (Same as Soc 111) (3)
   A review of the history of racism as an ideology in American history. Examines the experiences of various ethnic groups, explores the rise of pluralism as the current model for structuring ethnic diversity in American institutional life.

165. Twentieth Century America (4)
   A history of the United States from the 1890's to the present. Attention to the structure of the urban and industrial order, attempts to change that structure, and overseas expansion.

169. American Intellectual History (4)
   Surveys the development of American patterns of thought from the colonial period to the present. Topics include materialism, the enlightenment, democratic social theory, philosophical naturalism, pragmatism, and modern science.

175. Historical Peacemakers (3)
   This course will survey some of the important persons and movements that have used peaceful methods to achieve substantial historical change. Included will be M.D. Gandhi, Martin Luther King, Daniel Dolci, A.J. Muste, the American Abolitionists, and the Danish Resistance Movement during World War II.

180. Philosophy of History (Same as Phil 161) (3)
   An examination of pattern and meaning in history and of historical method.

185A. Senior Seminar in History (2)
   The advanced students and faculty consider historical methodology and problems, major historical texts and their approaches, and students prepare a senior research project. The fall semester focuses on problems, methodologies, and readings.
185B  Senior Seminar in History
A continuation of 185A, focusing on the presentation of the student papers.

187  Topics in History
Prerequisite: Consent of instructor
A variety of topical courses may be offered beyond the regularly scheduled courses.

188  Directed Studies
Prerequisite: Consent of instructor
Individually designed readings for advanced students.

190  Independent Study
Prerequisite: Advanced standing in history
Independent study is available to pursue a topic of interest through individually oriented research. Course is designed to allow students to become participants in the process of historical research and writing.

POLITICAL SCIENCE

Program Director: Richard Unruh

The Political Science program offers courses in American and comparative politics, international relations, and criminal justice. It seeks to equip students with an understanding of the political world around them, and the ability to relate intelligently to it, through a minor and its course offerings in general.

Students interested in a major in political science should consult with the program director concerning concurrent enrollment at California State University, Fresno.

Political Science Minor

An introduction to the world of politics, and its important place in the functioning of modern society. Desirable as a part of one’s liberal arts education, and as a general background for intelligent citizenship.

Required Courses (24 units)
PS 5/105 American Politics and Society (4)
PS 141 World Politics and Society (4)
PS 188 Readings in Political Science (4)
Choose three of the following courses or the American Studies Program
PS 123 America in a Global Community (4)
PS 150 Social Problems and Public Policy (4)
PS 155 Urban Society and the Welfare State (4)

PS 165 Urban America: Problems and Politics (4)
PS 175 Criminal Justice in America (4)
PS 189A American Studies Program (12–16)

Political Science Courses

1A  Contemporary Issues in Politics
Politics is central to the functioning of modern society, and it affects our lives in many ways. Yet it is often difficult to understand, and to make sense of. This course acquaints students with contemporary issues in politics, and equips them to be knowledgeable about politics and able to intelligently interpret political events. It thereby seeks to encourage more responsible citizenship, and to make it possible. Graded CR/NC

1B  Contemporary Issues in Politics
This course deals with various topics not covered under PS 1A.

5,105  American Politics and Society
Prerequisites: Bus 1, Hist 33, PS 1 recommended
Politics is central to the functioning of American society. Government impacts our lives in many ways, and has become the dominant force shaping our society in the present and for the future. This course acquaints students with the nature and importance of politics in American society; increases their awareness of the structure and functioning of our political system at the national, state, and local levels; and deepens their understanding of why it functions as it does, particularly in relationship to the nation’s Constitution. The course further seeks to stimulate concern about the democratic quality of political decision-making, and the justice of governmental actions. (Meets the U.S. Constitution requirement for credential candidates.)

25  California History and Politics (Same as Hist 25)
Prerequisites: Bus 1, Hist 33, PS 1 recommended

50  Perspectives on the American Legal System
An introduction to the American legal system, and to the legal profession. Graded CR/NC

100  Religion & Politics in America
Religion influences American politics and society in many ways. Is the connection necessary and proper, or the result of mischief and evil? How should Christians view the role of religion, and should they endeavor to exert influence in politics? This course will explore answers to these questions, and aid students in deciding how to respond to issues of current concern.

123  America in a Global Community
Prerequisites: Bus 1, Bus 146, Geog 4, PS 1, PS 5 recommended
Exploding population, resource depletion, energy shortages, environmental pollution, food scarcity, maldistribution of wealth, and an increasing 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.
141 World Politics and Society (4)
Prerequisites: Bus 1, Geog 4, PS 1, PS 5 recommended
Modern communications and transportation, increasing economic interdependence, and the spread of political unrest and conflict have made Americans more aware of the impact of the world on their lives. Yet their understanding of other countries, and the forces that influence relationships with the United States, is often limited. This course acquaints students with the social, economic, and political systems of selected nations, helping them to understand why these nations function in the world community as they do, and stimulates a concern for the nature of America's relationship with these nations.

150 Social Problems and Public Policy (Same as Soc 150 & SW 145) (4)
Prerequisites: Bus 1, PS 1, PS 5, Psy 42, Soc 41 recommended

155 Urban Society and the Welfare State (Same as SW 121) (4)
Prerequisites: Bus 1, Hist 33, PS 1, PS 5, Soc 41 recommended

165 Urban America: Problems and Politics (4)
Prerequisites: Bus 1, Hist 33, PS 1, PS 5, Soc 41 recommended
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, and 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.

175 Criminal Justice in America (4)
Prerequisites: PS 1, PS 50, PS 5, PS 150, Psy 42 recommended
A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, invites them to assess the justice of its processes and decisions, and encourages a particular concern on their part for the latter.

186 Capital Campus Program (11)
This program offers a unique internship/study experience in Sacramento, California. During the spring semester, students work as interns in their intended vocational fields and study public policy issues in seminar classes.

187 Topics in Political Science (3–4)
Courses which cover subject matter not included in the regular curriculum.

188 Directed Studies (1–4)
Prerequisite: Consent of instructor
Reading of selected literature to broaden one's knowledge and understanding of the general field or specific area within it.

189 American Studies Program (12–16)
Prerequisites: PS 5 or 105, Hist 33 and Bus 1 recommended
Christians often speak of the need to recognize the Lordship of Jesus Christ over all areas of life. This program explores what that recognition means in a unique internship/study experience in Washington, D.C. During either the fall or spring semester, students work as interns in their intended vocational fields and study public policy issues from a Christian perspective in seminar classes.

190 Independent Study (1–4)
Prerequisite: Consent of instructor
Intensive study of a selected topic through individually-oriented research. Available to advanced students with at least a B average in their major, who can benefit from using their initiative and creativity to obtain greater depth in their field of study.

PSYCHOLOGY

Program Director: Orrin Berg

The psychology program offers courses in most of the major fields of psychology. It prepares students for graduate or professional study, post-baccalaureate employment, and greater self-understanding, through a major and minor, and its course offerings in general. In doing so, it seeks to integrate psychology with other approaches to understanding human behavior, particularly the Christian view of man.

PSYCHOLOGY MAJOR

The Psychology major can be tailored as a strong liberal arts education, a pre-professional degree, or as preparation for graduate study in psychology. Careers open to students with degrees in psychology range from the professional psychologist (in private, government, business, or educational employment) to those in which training in psychology can be of great assistance (Christian service, church ministries, social work, education, business, and probation/corrections).

General Education Prerequisites:
Psy 42 Introduction to Psychology (3)

Required Courses (10 courses — 32–36 units)
Choose five of the following:
Psy 101 Experimental Psychology (4)
Psy 103 Psychology of Personality (4)
Psy 110 History and Systems of Psychology (4)
Psy 115 Psychology of Learning (3)
Psy 118 Child Development (3)
Psy 124 Statistics (3)
Psy 125 Physiological Psychology (4)
Psy 145 Social Psychology (3)
Psy 152 Abnormal Psychology (4)
Psy 163 Psychological Assessment (4)
Five additional courses chosen in consultation with the program director to meet future vocational or educational goals. (Students planning graduate study in psychology should take all ten of the courses in the required listing.

Psychology Minor

An introduction to the psychological perspective on human behavior. Desirable as supplemental preparation for seminary training, Christian service, social work, physical education, and business employment.

Required Courses (6 courses — 19-23 units)
Psy 42 Introduction to Psychology (3)
Choose three of the following:
Psy 103 Psychology of Personality (4)
Psy 110 History and Systems of Psychology (4)
Psy 118 Child Development (3)
Psy 125 Physiological Psychology (4)
Psy 145 Social Psychology (3)
Psy 152 Abnormal Psychology (4)
Two additional courses from the psychology curriculum not included above.

Psychology Courses

10 Personal and Career Development
Personal and Career Development is an introduction to liberal arts education and life planning for freshmen within the context of the Anabaptist tradition. It focuses on the development of college students as liberally educated persons and as future employees in chosen occupations. Service learning, spiritual development, and developmental tasks of college students are given special emphasis. Career themes are explored through the completion of interest inventories, the festival of majors, and a personal assessment of skills. Major attention is given to the writing of an autobiography as a tool for understanding one's personal past.

42 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.

87 Peer Counseling and Leadership
The course is designed to explore areas of personal and intentional growth in conjunction with interpersonal skills and communication. A special focus will be on developing leadership skills, assessing group dynamics, and incorporating the challenge of goal setting into one's own lifestyle. Basic counseling and intervention techniques will be taught in order to assist each resident counsellor in becoming not only a friend but a skilled helper within the residence halls.

101 Experimental Psychology
Prerequisite: Psy 42 & Psy 124
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.

103 Psychology of Personality
Prerequisite: Psy 42
Major personality theories are studied together with practical application topics that emerge from the theories. Theories such as Freud, Jung, Adler, Erikson, Bandura, Rogers, and Maslow are studied. Application topics include anger management, marriage adjustment, and self-modification of behavior.

110 History and Systems of Psychology
Prerequisite: Psy 42, Senior status or consent of instructor
Two feet will be organized the material covered in this course. First, the intellectual history of contemporary psychological perspectives is reviewed. Then the various systems of psychology (behaviorism, psychoanalysis, existentialism, and postivism) are examined.

115 Psychology of Learning
Prerequisite: Psy 42
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.

118 Child Development
Prerequisite: Psy 42
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.

120 Adolescent Development
Prerequisite: Psy 42
The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied.

123 Life-Span Development (Same as SW 150)
Prerequisite: Psy 42
This course utilizes the life-span developmental perspective to integrate theory and research related to adult development and aging. Its emphasis is on life transitions and life events and the psycho-social functioning of the adult.

124 Statistics (Same as Math 124, Bus 102)
Prerequisite: Math 1 or consent of instructor
125 Physiological Psychology  
Prerequisite: Psy 42  
The study of human behavior from a physiological point of view. Topics include: the brain and nervous system, right-left brain functions, neurological disorders, biofeedback therapy, drugs, sleep, sexuality, psychophysiological measurements (EEG, EMG, skin temperature, etc.) and holistic health. Class demonstrations and experiments are emphasized in course.

128 Group Dynamics and Leadership (Same as Com 128)  
Prerequisite: Psy 42

145 Social Psychology (Same as Soc 162)  
Prerequisite: Psy 42  
The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied.

150 Psychology of Religion (Same as Bib 156)  
Prerequisite: Psy 42, Soc 41, or consent of instructor  
A study of religious experiences from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry.

152 Abnormal Psychology  
Prerequisite: Psy 42  
A study of mental and emotional disorders with the major theories offered in the explanation and treatment of these disorders.

163 Psychological Assessment  
Prerequisite: Psy 42 & Psy 124  
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.

168 The Problem Child (Child Psychopathology)  
Prerequisite: Consent of instructor  
The nature and treatment of common emotional and behavioral problems of children and adolescents. Topics such as neurotic trait disturbances, psychosomatic disorders, autism, childhood schizophrenia, mental retardation, brain damage in children, and learning disabilities will be studied. Child rearing approaches, family therapy and methods of assessment of problems will also be studied.

170 Health Psychology  
Prerequisite: Consent of instructor  
Health Psychology is based on the premise that all aspects of the person must be taken into consideration in the pursuit of health and wellness. Positive well-being and prevention of disease is emphasized. Topics studied will include: Judeo-Christian views on health and wellness; new models of health and medicine; the nature of stress and stress related diseases; biofeedback-relaxation training; nutrition, weight control and health; exercise, physical fitness and health; drugs and health, dealing with aging, death, and dying.

174 Counseling (Same as SW 130 & 130A)  
Prerequisite: Psy 42 and Soc 41  
This course is a study of the principles and practices of counseling, and guiding individuals towards life’s goals. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem-solving. Laboratory components include role playing, case studies, and other simulation experiences.

175 Psychological Practicum  
Prerequisite: Psy 42  
Supervised work in an approved organization would include institutions such as juvenile detention homes, mental hospitals, schools, church youth work, etc. Limited to seniors who are majors in psychology. Offered on demand.

187 Topics in Psychology  
Prerequisite: Psy 42  
A variety of experimental courses may be offered to meet demand. Courses to be arranged with the instructor.

188 Directed Studies  
Prerequisite: Consent of instructor  
Individually arranged readings in selected areas of psychology for advanced students.

190 Independent Study  
Prerequisite: Consent of Instructor  
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.

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**SOCIAL SCIENCE MAJOR**

The Social Science Division offers an interdisciplinary major with a choice of three emphases, and an interdisciplinary minor. The major prepares students for careers in child development, secondary-level social science education, or related to law. The minor prepares students for overseas service or travel.

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**Child Development Emphasis**

*Major Adviser: Orrin Berg*

This emphasis provides coursework leading to the Instructional Children’s Center permit and the Supervisory Children’s permit issued by the State of California. Students with this major will be expected to demonstrate familiarity with Hispanic language and
culture, preferably as a result of a cross-cultural learning experience. Perspectives on Social Work or Perspectives on Education should be taken early in one’s freshman or sophomore year.

**General Education Prerequisites:**
- Psy 42 Introduction to Psychology (3)
- Soc 41 Introduction to Sociology (3)

**Required Courses** (11 courses — 32–37 units)
- SW 50 Perspectives on Social Work (1)
- or
- Educ 100 Perspectives on Education (1)
- Educ 105 Foundations of Education (3)
- Psy 118 Child Development (3)
- Psy 120 Adolescent Development (3)
- Soc 150 Social Problems and Public Policy (4)
- Soc 165 Marriage and Family (3)

Choose five of the following:
- Lit 186 Literature for Children and Young Adults (3)
- Psy 103 Psychology of Personality (4)
- Psy 115 Psychology of Learning (3)
- Psy 125 Physiological Psychology (4)
- Psy 128 Group Dynamics and Leadership (3)
- Psy 163 Psychological Assessment (4)
- Psy 168 The Problem Child (4)
- Psy 174 Counseling (4)
- Soc 102 Cultural Anthropology (3)
- Soc 111 American Ethnicity and Pluralism (3)
- or
- Soc 140 Culture of the Chicano (3)
- SW 135 Working With Groups (4)
- SW 140 Becoming a Change Agent (4)

**Permit Requirements:** (courses taken through concurrent enrollment at California State University, Fresno)
- Planning and Administration of Programs for Children
- Principles of Early Childhood Education
- Laws Related to Childhood

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**Pre-Law Emphasis**

Major Adviser: Richard Unruh

This emphasis prepares students for entrance into law school, and provides a broad background for a law-related career. Students interested in such a career are encouraged to take Perspectives on the American Legal System early in their freshman or sophomore year. Participation in the American Studies Program in Washington, D.C. or the Capital Campus Program in Sacramento, California, is strongly encouraged during the junior or senior year. Computer literacy and second language proficiency are strongly recommended. Concurrent enrollment at the San Joaquin College of Law during the senior year may be arranged through the major adviser.

**General Education Prerequisites:**
- Bus 1 Principles of Economics — Macro (3)
- Hist 33 American Civilization (4)
- Phil 63 Introduction to Philosophy (3)
- PS 5/105 American Politics and Society (4)
- Psy 42 Introduction to Psychology (3)
- Soc 41 Introduction to Sociology (3)

**Required Courses** (13 courses — 43–44 units)
- Business
  - Bus 118 Legal Environment of Business (3)
- History
  - Hist 165 Twentieth Century America (4)
  - Hist 169 American Intellectual History (4)
- Humanities
  - Corn 155 Modern English Grammar (3)
  - Corn 158 Advanced Composition (3)
  - Phil 66 Introduction to Logic (3)
- Political Science
  - PS 50 Perspectives on the American Legal System (1)
  - PS 100 Religion and Politics in America (3)
  - PS 150 Social Problems and Public Policy (4)
  - PS 155 Urban Society and the Welfare State (4)
  - or
  - PS 165 Urban America: Problems and Politics (4)
- American Studies Program (12–16 units) may be taken in place of PS 100, 150, 155, 165)
Psychology — Choose one of the following:
Psy 145 Social Psychology (3)
Psy 152 Abnormal Psychology (4)

Sociology — Choose one of the following:
Soc 111 American Ethnicity and Pluralism (3)
Soc 140 Culture of the Chicano (3)
Soc 165 Marriage and Family (3)
Soc 168 Conflict Management and Resolution (3)

Elective Courses: (recommended)
Hist 148 Modern European Intellectual History (4)
Phil 152 Ethics (3)
Psy 103 Psychology of Personality (4)
Psy 118 Child Development (3)
Psy 120 Adolescent Development (3)
Soc 175 Social Research Methods (3)
Span 11 Elementary Spanish (4)

**Single Subject Teaching Credential Emphasis**

Major Adviser: Richard Unruh

This emphasis prepares students for the single subject teaching credential in social science required for instruction at the secondary level. It provides concentrated study in history and political science, the social science areas most commonly taught in American high schools. Students interested in a teaching career are encouraged to take Perspectives on Education early in their freshman or sophomore year. Participation in an off-campus learning experience, such as the American Studies Program in Washington, D.C., the Capital Campus Program in Sacramento, California, or the Latin American Studies Program in Costa Rica, or an approved program of study in another culture, is strongly encouraged during the junior or senior year. Spanish language capability and familiarity with Hispanic history and culture are strongly recommended, as is familiarity with computer programming and utilization.

**General Education Prerequisites:**
Bus 1 Principles of Economics — Macro (3)
Geog 4 World Geography (3)
Hist 1 Western Heritage I (4)
Hist 2 Western Heritage II (4)
Hist 33 American Civilization (4)
PS 5/105 American Politics and Society (4)
Soc 41 Introduction to Sociology (3)

**Required Courses** (13 courses — 46-47 units)

**History**
Hist 25 California History and Politics (3)
or
PS 25 California History and Politics (3)
Hist 131 Renaissance and Reformation (4)
Hist 134 Cultural History of Europe, 1500-1800 (4)
Hist 148 Modern European Intellectual History (4)
Hist 165 Twentieth Century America (4)
Hist 169 American Intellectual History (4)

**Political Science**
PS 1 Contemporary Issues in Politics (1)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)
PS 150 Social Problems and Public Policy (4)

Choose one of the following:
Hist 111 Social History of Japan (3)
Hist 125 Cultural History of Greece (4)
Hist 126 Cultural History of Rome (4)
Hist 160 History of Latin America (3)
Geog 122 Cultural Geography (3)
Soc 102 Cultural Anthropology (3)

Choose one of the following:
Hist 162 American Ethnicity and Pluralism (3)
Soc 140 Culture of the Chicano (3)

**Required for Credential:**
PS 5/105 American Politics and Society (4)
Psy 120 Adolescent Development (3)

**International Studies Minor**

Minor Advisor: Richard Unruh

An introduction to the global community in which we live—its geography, diverse cultures, varied economic and political systems—and our increasing interdependence with it. Desirable as an experience in cross-cultural education, and as preparation for overseas service or travel.

**Required Courses** (7 courses — 23–24 units)
Geog 4 World Geography (3)
Geog 122 Cultural Geography (3)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)
Soc 102 Cultural Anthropology (3)
Choose two of the following:
Bib 184 Religions of the World (3)
Bib 157 Christian Faith and Political Issues (3)
or
PS 100 Christian Faith and Political Issues (3)
Bus 146 International Economics and Banking (3)
Hist 111 Social History of Japan (3)
or
Soc 109 Social History of Japan (3)
Hist 160 History of Latin America (3)
A cross-cultural experience and study of a foreign language are strongly recommended.

Conflict and Peacemaking Minor

Minor Adviser: Dalton Reimer

"Conflict" — within and between persons, groups, and nations — well describes the human situation. "Peacemaking" describes a bias toward exploring peaceful means of resolving conflict. Thus, this minor is intended to help students understand the nature of human conflict and hopefully move toward becoming informed and active peacemakers in interpersonal, intergroup, and international relationships.

The minor in Conflict and Peacemaking is designed to complement study in another major. While all persons can benefit from this study, it is especially relevant for students preparing for careers which involve working intensely with people, such as: business, church and para-church ministries, counseling, education, public service, and social work.

The minor consists of three required core courses designed to provide an integrated understanding of conflict and peacemaking based on biblical teaching, historical insights, and contemporary understandings and practices. An additional three courses provide for exploration of conflict issues in the context of particular disciplines.

Required Courses (6 courses — 18 units)
Bib 186 Biblical Theology of Conflict and Peacemaking (3)
Hist 175 Historical Peacemakers (3)
Com 168 Conflict Management and Resolution (3)
or
Soc 168 Conflict Management and Resolution (3)

Choose three of the following:
Bib 148 Church Leadership (3)
Bib 157 Christian Faith and Political Issues (3)
or
PS 100 Religion and Politics in America (3)
Bib 162 Anabaptist History and Thought (3)
Bib 178 Introduction to Mennonite History (3)
or
Hist 105 Introduction to Mennonite History (3)
Biol 112 Ecology (4)
Bus 110 Management Theory (3)
Bus 111 Organization and Human Behavior (3)
Bus 151 Personnel Management (3)
Com 128 Group Dynamics and Leadership (3)
or
Psy 128 Group Dynamics and Leadership (3)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)
PS 150 Social Problems and Public Policy (4)
or
Soc 150 Social Problems and Public Policy (4)
PS 165 Urban America: Problems and Politics (4)
Psy 145 Social Psychology (3)
or
Soc 162 Social Psychology (3)
Soc 165 Marriage and Family (3)
SW 135 Working With Groups (4)
SW 140 Becoming a Change Agent (4)

Social Work

Program Director: William Brueggemann

Social Work is a profession in which individuals seek to help people deal with the stresses of daily life, as well as the more perplexing problems of the human condition. Social workers counsel individuals and families, work with groups, facilitate change in organizations, and help communities of people overcome problems. Social Work is a unique "helping" profession, and as such, enables individuals to be of service to those in need.

The Social Work program offers courses in social welfare and social work. It prepares students for post-baccalaureate social service employment, graduate study in social work, or participation in a variety of people-oriented programs through a Social Work major and minor. Students interested in the major or minor should take the Perspectives in Social Work course early in their college experience.
SOCIAL WORK MAJOR

The Social Work major is interdisciplinary in nature, and conforms to standards of the Council on Social Work Education. It utilizes a strong internship component to integrate the psychological and social science perspectives, Christian value orientation, and personal interests of the student in a holistic and practical educational experience. The major fulfills entrance requirements to graduate schools of social work such as California State University, Fresno.

Students interested in graduate study are encouraged to take Math 124. The junior and senior Biblical Studies requirement is to be generally met by taking Bib 157 and Bib 186.

General Education Prerequisites:
Biol 1 Principles of Biology (4)
Bus 1 Principles of Economics — Macro (3)
PS 105 American Politics & Society (4)
Psy 42 Introduction to Psychology (3)
Soc 41 Introduction to Sociology (3)

Required Courses (17 courses — 52 units):
SW 50 Perspectives in Social Work (3)
SW 120 Helping People: An Introduction (3)
SW 121 Urban Society and the Welfare State (4)
SW 130 Counseling (4)
SW 135 Working With Groups (4)
SW 140 Becoming a Change Agent (4)
SW 145 Social Problems & Public Policy (4)
SW 150 Human Behavior in the Social Environment (3)
SW 175 Social Research Methods (3)
SW 189 Senior Seminar in Social Work (4)
SW 191 Field Instruction in Social Work (4)
Psy 152 Abnormal Psychology (4)
Soc 111 American Ethnicity and Pluralism (3)
Soc 165 Marriage and Family (3)

Recommended Elective Courses:
PS 175 Criminal Justice in America (4)
Psy 103 Psychology of Personality (4)
Psy 118 Child Development (3)
Psy 120 Adolescent Development (3)
Psy 125 Physiological Psychology (4)
Psy 148 The Problem Child (4)
SW 160 Participation in Volunteer Services (1)
SW 124 Social Work with the Aged (3)
Soc 140 Culture of the Chicano (3)

Soc 162 Social Psychology (3)
Soc 168 Conflict Management and Resolution (3)

Social Work Minor

An introduction to the field of social work. Desirable as supplemental preparation for those in people-oriented programs such as Contemporary Ministries, Psychology, Communication, and Education.

Required Courses (10 courses — 20–21 units):
SW 50 Perspectives in Social Work (1)
SW 60 Participation in Volunteer Services (1)
SW 120 Helping People: An Introduction (3)
SW 130 Counseling (4)
SW 135 Working With Groups (4)
Choose two of the following:
SW 140 Becoming a Change Agent (4)
SW 150 Human Behavior in the Social Environment (3)
Soc 165 Marriage and Family (3)
Psy 152 Abnormal Psychology (4)

Social Work Courses

50 Perspectives in Social Work
A series of lectures and tours designed to increase student awareness of social problems and their solutions. Exposure will be through speakers and visits to programs dealing with child abuse, violence against women, juvenile delinquency, drug abuse, developmental disabilities, medical social work, aging, etc. Interspersed with the visits will be dialogue intended to reflect on and integrate the learning students have done. Recommended for anyone contemplating a career in a helping profession. Graded CH/NC.

60 Participation in Volunteer Services
A student participates in a minimum of 3 hours per week in a voluntary service situation of his/her choice such as Big Brother/Sister Program, Foster Grandparents program, tutoring, YFC Juvenile Court Program, etc. Assigned readings and written reports supplement experiential reading.

120 Helping People: An Introduction
Prerequisite: Sophomore standing or Soc 41 or Psy 42
By means of readings, experiential exercises, videos, and discussions, students will develop a base for helping others. They will become acquainted with the history of man's efforts to cope with problems of the human condition. They will acquire a deeper awareness of how particular social problems affect them. They will learn several methods to develop a helping relationship with another person, and practice them. Finally, they will explore God's calling to be a servant, and be encouraged to ask themselves about God's call for their lives.
121 Urban Society and the Welfare State (Same as PS 155)
Prerequisite: PS 1, PS 5, Hist 33, Bus 1, and Soc 41 recommended
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu which has shaped them over time, develops an awareness of the impact they have had on their recipients, and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issue of social justice.

124 Social Work with the Aged
Prerequisite: Psy 123
This course is designed to acquaint students with the common bio-psycho-social needs of the aged in the United States, and the social services and methods appropriate to meet those needs. The various methods utilized to address these issues include field trips, guest lectures, and the use of the OASIS learning lab, as well as the usual readings and class discussion. Not offered 1987–88.

130 Counseling (Same as Psy 174)
Prerequisites: Psy 42 and Soc 41

135 Working With Groups
Prerequisite: Psy 128 recommended
Balancing group work theory with practice, students will develop skills in leading support, growth, socialization, and treatment groups. Processes of planning, assessment, intervention, and evaluation throughout the life cycle of a group will be learned through constituting the class itself as a "group."

140 Becoming a Change Agent
Prerequisite: Bus 111 or consent of instructor
Conscious and responsible use of self in bringing about an end to oppression, injustice, and a variety of other social problems is the goal of a change agent. By means of video, site visits, experiential exercises, and readings, students will learn how social planning, community development, and social action are carried out. They will be encouraged to critique various models, learn specific techniques, and place their learning in a Christian context. Finally, they will integrate their learning by developing their own stance over against community and organizational change.

145 Social Problems and Public Policy (Same as PS 155 and Soc 150)
Prerequisites: Bus 1, PS 1, PS 5, Psy 42, Soc 41 recommended

150 Human Behavior In the Social Environment (Same as Psy 123)
This course provides a basic understanding of the nature of human behavior from a life span development perspective. It enables the student to explore the interrelationship of biological, psychological, social/cultural, and spiritual systems, to discover how they affect human growth, development, and behavior throughout the life cycle. Course content is designed to help students integrate the various explanatory schemes, and consider their implications for social work practice.

175 Social Work Research Methods
Prerequisite: Junior standing
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 work.

187 Topics in Social Work
A series of one-unit courses dealing with specific areas where advanced or specialized exposure to a field, method, or area in a helping profession is desired (e.g., family counseling, group psychotherapy, encounter groups, human services administration, organizational development, drug abuse, child abuse, aging, developmental disabilities).

188 Directed Studies
Individually designed readings for students wishing advanced exposure to a particular method, field, or area in social work. Particularly helpful for students interested in exploring a career field before graduation.

189 Senior Seminar in Social Work
Limited to seniors currently engaged in field instruction. Weekly seminars and individual supervisory sessions focus on the values, process, and methods appropriate to students' practice settings. Emphasis is on integrating and deepening the use of self in developing professional competencies, relating to one's agency, managing a caseload, organizing and defining one's work, refining career goals and objectives, and preparing oneself for the world of professional social work.

190 Independent Study
Prerequisite: Consent of instructor
Independent study available for particular emphasis not included in Social Work department offerings or for in-depth consideration of a particular social problem area. Enrollment is limited to those able students who, in the opinion of the program director, would profit by the opportunity in their major field.

191 Field Instruction in Social Work
Prerequisite: Consent of instructor
Acquisition of skill in social work through supervised practice in a local social agency. Senior students are placed full time in a local social agency for an entire semester. Periodic seminars and individual supervisory sessions focus on the use of self to deal with particular issues in students' practice settings.
SOCILOGY

Program Director Robert Enns

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

Sociology Minor

Required Courses (7 courses — 22 units)

Soc 41 Introduction to Sociology (3)
Soc 150 Social Problems and Public Policy (4)
Soc 175 Social Research Methods (3)

Choose four of the following:

Soc 101 Cross-Cultural Communication (3)
Soc 102 Cultural Anthropology (3)
Soc 111 American Ethnicity and Pluralism (3)
Soc 140 Culture of the Chicano (3)
Soc 153 Media and Society (3)
Soc 159 Sociology of Religion (3)
Soc 162 Social Psychology (3)
Soc 165 Marriage and Family (3)
Soc 168 Conflict Management and Resolution (3)

Sociology Courses

41 Introduction to Sociology (3)
An introductory survey of major concepts, principles, and problems in sociology. Social change and contemporary problems from the sociological perspective.

101 Cross Cultural Communication (Same as Com 101) (3)
Prerequisite: Com 11 & Com 12

102 Cultural Anthropology (3)
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.

105 Sociology of Education (Same as Educ 105) (3)
An examination of the nature of educational institutions in American society. Readings and lectures in Educ 105 will be supplemented with directed readings in the sociology of education.

109 Social History of Japan (Same as Hist 111) (3)

111 American Ethnicity and Pluralism (Same as Hist 162) (3)

140 Culture of the Chicano (3)
An examination of Mexican folklore and culture. From this base, present social and cultural issues are presented leading to an understanding of the Hispanic in our schools and society.

150 Social Problems and Public Policy (Same as PS 150 and SW 145) (4)
Prerequisites: Bus 1, PS 1, PS 5, Psy 42, Soc 41 recommended
Poverty, sexism, racism, crime, drug abuse, mental illness, and family breakup are examples of major social problems that have increasingly come to concern our society. At the same time government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy these problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society. Not offered 1987-88

153 Media and Society (Same as Com 153) (3)
Prerequisite: Com 12 or consent of instructor

159 Sociology of Religion (Same as Bib 159) (3)
Prerequisite: One previous course in Sociology
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 considered. The personal and social significance of religious phenomena will be considered in readings, lectures, and research projects.

162 Social Psychology (Same as Psy 145) (3)
Prerequisite: Psy 42

165 Marriage and the Family (3)
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.

168 Conflict Management and Resolution (Same as Com 168) (3)
Prerequisite: Com 12 or consent of instructor

175 Social Work Research Methods
Prerequisite: Junior standing
A survey of the research process in the social sciences, with exercises in data collection, measurement, sampling, and analysis.

187 Topics in Sociology
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular sociology courses may be given credit as special topics in sociology.
188 Directed Studies 
Prerequisite: Consent of instructor
Individually arranged readings in selected areas of sociology for advanced students.

189 Independent Study 
Prerequisite: Consent of instructor
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.
EDUCATION

Chair: Sharryl Lindberg

Fresno Pacific College's undergraduate Division of Education offers programs to prepare both elementary teachers (Multiple Subject and Multiple Subject with Bilingual/Cross-Cultural Emphasis credentials) and secondary teachers (Single Subject credential). Teacher education coursework is open to undergraduate or post-baccalaureate students.

Admission to the teacher preparation program is by application. Prerequisites for admission are: a 2.75 grade point average on the overall college record, at least 90 hours experience working with school-aged children in an organized setting, passing scores on the California Basic Educational Skills Test (CBEST), and a personal interview with the Director of Teacher Education. Any candidate taking a National Teachers Examination (NTE) in lieu of completing a college waiver program must have those passing scores on file in order to be admitted.

Students planning careers in education should enroll in Educ 100, Perspectives on Education, early in their college program, and take part in the activities of the Fresno Pacific Student Educators Club. Transfer students planning on teaching careers may submit their Teacher Education application along with the College application for admission.

Elementary teaching candidates complete the Liberal Studies major. Persons already holding an acceptable bachelor of arts degree may take the National Teachers Examination, General Knowledge portion, and meet certain other requirements in lieu of the Liberal Studies major. The Multiple Subject credential authorizes teaching all subjects in self-contained classrooms, grades K–12.

Prospective secondary teachers may prepare in the fields of English, music, life science, mathematics, physical education, and social science. Specific course requirements for these waiver programs are listed under the respective departments in this catalog. The Fresno Pacific College department confers with and approves Single Subject candidates.

Persons already holding an acceptable Bachelor of Arts degree must take the NTE in the area they wish to teach.

Teaching Credential Programs

Program Director: Sharryl Lindberg

States Constitution. Political Science 5 or 105 meets the requirement. Also required of students is a course with a cross-cultural emphasis. This can be satisfied with Communication 101, Sociology 140, History 162, or equivalent. Multiple Subject candidates must include Child Development; Single Subject candidates must include Adolescent Development in their programs.

The 12-unit Directed Teaching assignment may be scheduled for either the fall or spring semester. The major, education course work, and admission to Teacher Education must be completed the semester before taking Directed Teaching.

Fresno Pacific's Internship Program, an alternate route to the Multiple Subject or Single Subject credential, is open to a select number of qualified work-experienced post-baccalaureate students. Requirements and coursework parallel the regular program.

PRELIMINARY MULTIPLE SUBJECT CREDENTIAL

Upon satisfactory completion of the following series of courses, Fresno Pacific College will recommend the issuance of a preliminary Multiple Subject credential:

Educ 100 Perspectives on Education (1)
Educ 101 Initial Directed Teaching (2)
Educ 105 Foundations of Education (3)
Educ 107 Curriculum Planning (3)
Educ 108A Teaching Elementary Reading and Writing (4)
Educ 108A Teaching Elementary Mathematics (3)
Educ 132 Directed Teaching — Multiple Subject (12)

PRELIMINARY SINGLE SUBJECT CREDENTIAL

Upon satisfactory completion of the following series of courses, Fresno Pacific College will recommend the issuance of a preliminary Single Subject credential:

Educ 100 Perspectives on Education (1)
Educ 101 Initial Directed Teaching (2)
Educ 105 Foundations of Education (3)
Educ 107 Curriculum Planning (3)
Educ 108B Teaching Secondary Reading and Writing (4)
Educ 110 Curriculum and Instructional Materials and Procedures: Single Subject Major (3)
or
Departmental equivalent (Music and Physical Education departments have courses to satisfy this requirement.)
Educ 133 Directed Teaching — Single Subject (12)
Preliminary credentials are issued for a non-renewable 5-year term. A California state credential application is filed in the Education office.

CLEAR MULTIPLE AND SINGLE SUBJECT CREDENTIALS (The "Fifth Year")

In order to convert the preliminary credential into a clear credential, the candidate must complete a total of 30 acceptable units of post-baccalaureate coursework, including state-mandated courses in drug substance abuse and nutrition (Educ 111, Health Education), mainstreaming (Educ 208, Psychology of the Exceptional Child) and Educ 271G, Intro. to Computers in the Classroom.

The basic credential program cited above totals 33–34 semester units, and is an acceptable fifth-year program. Other approved options for fifth-year coursework include completing an additional major or teaching authorization to be added onto the first credential; another credential for teaching at a different level; an advanced specialist credential; or a Master of Arts in Education program. Consult Education Division advisors regarding these options; see program and course descriptions in the Graduate Education section of this catalog.

LIBERAL STUDIES MAJOR

Program Director: Adina Schmidt

The Liberal Studies major is an interdisciplinary major which has been established specifically to meet the requirements of the Multiple Subject Credential (elementary) for teaching. However, other students who desire a broad undergraduate experience may also select the major. The course descriptions will be found in the various departments.

ENGLISH (18 units)

Com 11 Written Communication (3)
Com 12 Oral Communication (3)
Eng 155 Modern English Grammar (3)
Lit 62 Introduction to Literature (3)
Lit 186 Literature for Children and Young Adults (3)
One advanced composition, literature, or creative writing course (3)

HUMANITIES AND FINE ARTS (18 units)

Com 128 Group Dynamics and Leadership (3)
Art 61/Mus 61 Introduction to Music and Art (3)

Choose one of the following: (3)
Art 2 Painting I
Art 5 Drawing and Design I
Art 6 Ceramics I
Art 9 Printmaking

Choose one of the following: (3)
Com 101 Cross-Cultural Communication
Eng 110 Teaching a Second Language

Choose one of the following: (3)
Mus 5 Basic Musicianship
Mus 10 Music Theory I

Choose one of the following: (3)
Phil 63 Introduction to Philosophy (3)
Phil 152 Ethics

MATHMATICS AND SCIENCE (24 units)

Biol 1 Principles of Biology (4)
CS 173 LOGO Programming I (3)
Math 1 Principles of Mathematics (4)
Math 140 Arithmetic and Algebra of the Rational Number System (4)
Phys 5 Studies of Physical Science (3)
Phys 12 Studies in Earth Sciences (3)

Choose one of the following: (4)
Biol 2 Botany
Biol 3 Zoology
Biol 65 Human Anatomy
Biol 112 Ecology

SOCIAL SCIENCES (26 units)

Hist 33 American Civilization (4)
PS 5/105 American Politics and Society (4)
Hist 25/PS 25 California History and Politics (3)
Psy 42 Introduction to Psychology (3)
Soc 41 Introduction to Sociology (3)

Choose one of the following: (3)
Hist 162 American Ethnicity and Pluralism
Soc 140 Culture of the Chicano

Choose one of the following: (3)
Geog 4 World Geography
Geog 122 Cultural Geography

Choose one of the following: (3–4)
PS 141 World Politics and Society
Soc 102 Cultural Anthropology

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Bilingual Emphasis

Program Director: Yvonne Freeman

The Liberal Studies: Bilingual Emphasis major is an interdisciplinary major which has been established to meet the Spanish language and culture requirements of the Multiple Subject Credential (elementary) for teaching. Bilingual candidates in Spanish and other languages are eligible. The course descriptions will be found in the various departments.

ENGLISH (21 units)
Com 11 Written Communication (3)
Com 12 Oral Communication (3)
Com 101 Cross-Cultural Communication (3)
Eng 155 Modern English Grammar (3)
Lit 62 Introduction to Literature (3)
Lit 186 Literature for Children and Young Adults (3)
Choose one of the following: (3)
Lit 141 Spanish Literature
Other native language literature (with approval of advisor)

HUMANITIES AND FINE ARTS (21 units)
Com 128 Group Dynamics and Leadership (3)
Eng 110 English as a Second Language (3)
Art 61/Mus 61 Introduction to Music and Art (3)
Choose one of the following: (3)
Art 2 Painting I
Art 5 Drawing and Design I
Art 6 Ceramics I
Art 9 Printmaking
Choose one of the following: (3)
Mus 5 Basic Musicianship
Mus 10 Music Theory I
Choose one of the following: (3)
Phil 63 Introduction to Philosophy
Phil 152 Ethics
Choose one of the following: (3)
Span 103 Spanish Composition and Conversation
Span 123 Spanish for Bilinguals
Other native language (with approval of advisor)

MATHEMATICS AND SCIENCE (24 units)
Biol 1 Principles of Biology (4)
CS 173 LOGO Programming I (3)
Math 1 Principles of Mathematics (4)
Math 140 Arithmetic and Algebra of the Rational Number System (4)

Phys 5 Studies in Physical Science (3)
Phys 12 Studies in Earth Sciences (3)
Choose one of the following:
Biol 2 Botany
Biol 3 Zoology
Biol 112 Ecology

SOCIAL SCIENCES (26 units)
Hist 33 American Civilization (4)
PS 5/105 American Politics and Society (4)
Hist 25/PS 25 California History and Politics (3)
Psych 42 Introduction to Psychology (3)
Soc 41 Introduction to Sociology (3)
Choose one of the following: (3)
Hist 162 American Ethnicity and Pluralism
Soc 140 Culture of the Chicago
Choose one of the following: (3)
Geog 4 World Geography
Geog 122 Cultural Geography
Choose one of the following: (3–4)
PS 141 World Politics and Society
Soc 102 Cultural Anthropology

Education Courses

100 Perspectives on Education
An introduction to the teaching profession, teachers, schools, and students. Admission screening. Required of all teacher education candidates.
Graded CR/NC

101 Initial Directed Teaching
Prerequisite: Filing of application for California Certificate of Clearance, passing score on CBEST examination
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. Taken concurrently with Educ 107.
Graded CR/NC

105 Foundations of Education
Prerequisite: Soc 41, Psych 42, & Psych 118 or 120
The educational process of teaching and learning examined in the college classroom and in contact with the community, its schools and pupils.

107 Curriculum Planning: Bilingual and ESL
Prerequisite: Educ 105, Psych 118 or 120, Math 140, & Com 155; admission to Teacher Education Program
Long-range unit planning and daily lesson planning in selected curriculum areas. Includes instructional goals, teaching strategies and materials for teaching. Taken concurrently with Educ 107.
108A Teaching Elementary Reading and Writing  
Prerequisite: Educ 105 & Educ 107 
The nature of methods and materials for teaching reading and the language arts at the elementary school level. This course is based upon and meets the criteria of the guidelines of the Commission on Teacher Credentialing for the Multiple Subject Credential.

108B Teaching Secondary Reading and Writing  
Prerequisites: Educ 105 and Educ 107 
The nature of reading and writing for the secondary content area classroom. This course is based upon and meets the criteria of the guidelines of the Commission on Teacher Credentialing for the Single Subject Credential.

109A Teaching Elementary Mathematics  
Prerequisite: Educ 105, Educ 107, Math 1, Math 140 
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.

110 Teaching Single Subjects  
Prerequisite: Educ 105, Educ 107, approval of single subject department chairman 
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.

111 Health Education  
Prerequisite: Educ 107, consent of instructor 
Drug and substance abuse, nutrition, holistic health. Methods, processes and content of health education curriculum. Meets state requirement for clear multiple subject or single subject credentials.

132 Directed Teaching — Multiple Subject  
Prerequisite: Educ 107, 108, 109; completion of Liberal Arts major or, passing scores on the NTE General Knowledge examination plus Math 140 and Com 155; and passing scores on CREST examination 
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. Graded CR/NC.

133 Directed Teaching — Single Subject  
Prerequisite: Educ 107, 108, 110; completion of major or passing NTE area examination; and passing scores on CREST examination 
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. Graded CR/NC.

187 Topics In Education  
Prerequisite: Consent of instructor 
Courses which cover subject matter not included in regular education courses may be given credit as special topics in education.

188 Directed Studies  
Prerequisite: Consent of instructor 
Individually designed readings in education for advanced students.

190 Independent Study  
Prerequisite: Consent of instructor 
Regularly scheduled meetings of students and faculty for reports and discussion. Enrollpment 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.

PHYSICAL EDUCATION MAJOR

Program Director: Glen Snyder

The Physical Education program at Fresno Pacific College is designed to prepare students to understand and participate in the broad variety of physical education, health, and recreational activities which are an important aspect of life in contemporary society. The program emphasizes responsible stewardship of the physical dimensions of personhood, healthy relationships within the context of competition and physical stress, and an analytical understanding of the relationship between sports and the larger society. Christian attitudes and values are related to both the academic and practical components of the program.

The major offers two emphases. The first, physical education single subject teaching credential, is a cooperative program with the education division and is designed to prepare students for teaching and coaching in the school setting. Students wishing to do coaching on the high school level are encouraged to take the block of courses in the Coaching Cluster in order to prepare themselves professionally for a coaching career. In order to be employed full-time, the individual needs to hold a single subject teaching credential authorizing assignment in a field other than coaching, since coaching assignments are part-time positions.

Teaching candidates who wish to teach Personal Health may complete the supplementary authorization in Personal Health. This authorization can be added to any single subject other than the one in Physical Education and allows teaching Personal Health in grades K-12.

The second emphasis is on athletic training. Completion of the required courses plus clinical experience (600 clock hours) over a two-year period will enable the student to apply to the National Athletic Trainers Association for certification.

Students will be encouraged to develop familiarity with the Hispanic language and culture. Participation in a cross-cultural learning experience will be strongly encouraged. Students who are interested in the Physical Education program should enroll in the appropriate Perspectives courses early in their college careers.
### Single Subject Teaching Credential Emphasis

**General Education Prerequisites**
- Biol 65 Human Anatomy (4)
- Biol 66 Human Physiology (4)

**Required Courses** (21 courses — 45 units)
- PE 50 Perspectives on Physical Education and Recreation (1)
- PE 105 Sports and Society (3)
- PE 106 Prevention and Care of Injuries in Sports (3)
- PE 125 Coaching Methods (3)
- PE 138 Analysis of Team Sports (3)
- PE 150 Elementary Physical Education Programs (3)
- PE 151 Secondary Physical Education Programs (3)
- PE 155 Tests and Measurements (3)
- PE 156 Kinesiology (3)
- PE 157 Adapted Physical Education (3)
- PE 159 Physiology of Exercise (3)
- PE 170 Senior Practicum in Physical Education (3)

**Activities Courses** — including 2 analysis courses (11)
- Body Dynamics
- Aquatics
- Team Sports (any three)
- Racquet Sports (any two)
- Lifetime Sports (any two)

The analysis courses are 2-unit courses designed to give students greater theoretical and teaching background than the normal activity classes offer.

**COACHING CLUSTER**

**Required Courses** (9 courses — 15 units)
- PE 50 Perspectives on Physical Education (1)
- PE 106 Prevention and Care of Injuries in Sports (3)
- PE 125 Coaching Methods (3)
- PE 138 Analysis of Team Sports (3)

**Activities Courses**
- Body Dynamics (1)
- Lifetime Sports (2)
- Team Sports (2)

### Athletic Training Emphasis

**General Education Prerequisites**
- Biol 65 Human Anatomy (4)
- Biol 66 Human Physiology (4)
- Psy 42 Introduction to Psychology (3)
- Psy 103 Psychology of Personality (3)

**Required Courses** (18 courses — 42 units)
- PE 50 Perspectives on Physical Education (1)
- PE 106 Prevention and Care of Injuries in Sports (3)
- PE 107 Advanced Techniques of Athletic Training (3)
- PE 125 Coaching Methods (3)
- PE 138 Analysis of Team Sports (3)
- PE 140 Food and Nutrition (3)
- PE 141 Personal Community and School Health (3)
- PE 142 History, Organization, and Administration of Health and Physical Education (3)
- PE 155 Tests and Measurements (3)
- PE 156 Kinesiology (3)
- PE 157 Adapted Physical Education (3)
- PE 159 Physiology of Exercise (3)
- Educ 111 Health Education (3)

**Activities Courses**
- Body Dynamics (1)
- Lifetime Sports (2)
- Team Sports (2)

**SUPPLEMENTARY AUTHORIZATION TO TEACH PERSONAL HEALTH**

**Required Courses** (9 courses — 21 units)
- PE 50 Perspectives on Physical Education (1)
- PE 106 Prevention and Care of Injuries in Sports (3)
- PE 140 Food and Nutrition (3)
- PE 141 Personal Community and School Health (3)
- PE 142 History, Organization, and Administration of Health and Physical Education (3)
- PE 157 Adapted Physical Education (3)
- Educ 111 Health Education (3)

**Activities Courses**
- PE 7 Body Dynamics (1)
- PE 9 Creative Rhythmic Movements (1)
Physical Education Courses

50 Perspectives on Physical Education and Recreation
An orientation to the physical education major. Includes historical highlights and the role of physical education in our present society. 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. Graded CR/NC

105 Sports and Society
Prerequisite: Senior status
Sports and Society examines the effects that sport has on societies throughout the world. Particular emphasis is placed on sport as it relates to social organization, social deviance, discrimination, economics and politics. This class serves as a senior capstone course which will attempt to integrate all areas of study to Christian lifestyle and beliefs.

106 Prevention and Care of Injuries in Sports
Prerequisite: PE 50 or consent of instructor
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 and CPR will be taught.

107 Advanced Techniques of Athletic Training
Prerequisite: PE 106
A culminating course that the students interested in athletic training should take to meet certification requirements of the National Athletic Trainers Association. Prior to taking this class, the student should have completed the requirements of the Red Cross First Aid and CPR course.

124 Sports Officiating
A clinical approach to officiating various sports such as basketball, football, soccer, baseball, volleyball, and others.

125 Coaching Methods
Prerequisite: PE 50
Emphasis on the methods of teaching, coaching, and observing team sports. Specific offenses and defenses will be presented and analyzed including actual coaching experience on the field with analysis of the form and technique of various events. Selection of candidates, training, conditioning, diet, motivation, and management will be covered.

138 Analysis of Team Sports
Prerequisite: PE 50
An historical review of the development of popular team games. Lecture and cinematic coverage of tactical and technical elements of various sports, how they relate or are unique; and sociological differences between team sports and individual oriented activities.

140 Food and Nutrition
A course designed to acquaint the student with the principles involved in the metabolism of food and the energy sources used for the various activities of daily living. The student will be made aware of the relationship between performance and proper nutrition. Caloric consumption and the effects of exercise on body weight and physical fitness will be studied.

141 Personal, Community, and School Health
A foundation course taken prior to Ed 111, Health Education, which acquaints the student with the technical terminology, body systems and health problems faced by the individual, family, and educational community. Topics to be covered include: body systems, personal health, mental health, nutrition, safety and first aid, alcohol, tobacco and drugs, sex and family life education, aging, consumer health, environmental health, and death and dying.

142 History, Organization and Administration of Health and Physical Education
A study of the historical, organizational, and administrative principles that the HPER professional must study in order to be a successful teacher, coach, or administrator. The Health and Physical Education Program of the American School System is studied as models of possible classroom instruction.

150 Elementary Physical Education Program
Prerequisite: Educ 100, PE 138, PE 141
Planning the physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, school visitations, techniques for evaluation of the elementary physical education program. Emphasis given to trends in movement education.

151 Secondary Physical Education Program
Prerequisite: Educ 100, PE 138
Analysis of the program of physical education in secondary schools; criteria for the selection and grade placement of activities; consideration of methods and teaching techniques; problems related to program planning, time allotment, and program evaluation. Field work is included.

155 Tests and Measurements in Physical Education
Prerequisite: PE 50
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 and includes computer application.

156 Kinesiology
Prerequisite: Bio 65, PE 155
Bio-mechanics of human movement and the mechanical and muscular analysis of movement patterns.

157 Adapted Physical Education
Prerequisite: PE 50, PE 156
Examines the characteristics and etiology of various diseases, and researches the laws and treatment programs necessary for providing physical education for handicapped children.

159 Physiology of Exercise
Prerequisites: Bio 66 and PE 155
This course is designed to provide in-depth and practical experience in the use of physiological instrumentation while benefiting from the exercise experiments. Laboratory class work relies on a statistical background for recording data and computation.
160 Recreation Leadership
Prerequisite: PE 50
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. Attempts to cover the basics of recreation. Emphasis is on structured urban settings and accompanying lifestyle. Offered on demand.

161 Outdoor Education
Prerequisite: PE 160
A class for both physical education majors and non-majors with a focus on outdoor lifetime fitness activities and wilderness experiences. Organizational and teaching skills are emphasized. Consideration is given to insurance and liability risk and environmental awareness. Offered on demand.

170 Senior Practicum in Physical Education
Prerequisite: PE 160
A practicum course in which the student is required to coach a sport off-campus, direct one activity class at FPC and organize and direct a fitness program under the supervision of an instructor.

187 Topics in Physical Education
Prerequisite: PE 50
Various current developments and problems in the field of physical education and recreation are studied in depth.

188 Directed Studies
Prerequisite: Consent of instructor
Individually designed readings in physical education for advanced students.

189 Physical Education Seminar
Prerequisite: Consent of instructor
A study of the current issues in the field of physical education.

190 Independent Study
Prerequisite: PE 50
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 — Graded CR/NC
1 Beginning Tennis (1)
2 Advanced Tennis (1)
5 Beginning Swimming (1)
6 Advanced Swimming (1)
7 Body Dynamics (1)
9 Creative Rhythmic Movements (1)
10 Men's Volleyball (1)
11 Women's Volleyball (1)
12 Golf (1)
13 Strength Program (1)
14 Weight Training (1)
15 Archery (1)
18 Women's Exercise (1)
19 Flag Football (1)
21 Men's Soccer (1)
22 Women's Soccer (1)
23 Bowling (1)
27A Recreational Activity: Bicycling (1)
27B Recreational Activity: Backpacking (1)
27C Recreational Activity: Alpine Skiing (1)
27E Recreational Activity: Jogging (1)
27F Recreational Activity: Racquetball (1)
27H Recreational Activity: Badminton (1)
27J Recreational Activity: Cross Country Skiing (1)
28 Women's Basketball (1)
29 Men's Basketball (1)
30 Men's Softball (1)
31 Women's Softball (1)
130 Analysis of Softball (2)
131 Analysis of Golf (2)
132 Analysis of Soccer (2)
133 Analysis of Racquet Sports (2)
134 Analysis of Swimming (2)
135 Analysis of Volleyball (2)

INTERCOLLEGIATE ATHLETICS — Graded CR/NC
50, 150 Varsity Men's Basketball (2)
52, 152 Varsity Men's Soccer (2)
54, 154 Varsity Men's Track (2)
56, 156 Varsity Men's Cross Country (2)
60, 160 Varsity Women's Volleyball (2)
64, 164 Varsity Women's Track (2)
65, 165 Varsity Women's Basketball (2)
66, 166 Varsity Women's Cross Country (2)
GRADUATE PROGRAMS IN EDUCATION

POST BACCALAUREATE AND GRADUATE PROGRAMS

Fresno Pacific College’s graduate division is dedicated to service and excellence. Especially designed to service post-baccalaureate and graduate students within a 50-mile radius of the college, it offers the Master of Arts in Education degree, courses leading to advanced credentials, and other coursework of interest to credentialed personnel.

The graduate program at Fresno Pacific College is administered through the Division of Graduate Studies, and is under the general supervision of the Academic Vice President. The Graduate Program Committee, composed of directors of the various graduate programs, is the governing body making policy recommendations and establishing curricula for the graduate programs.

Degree Programs

The Master of Arts in Education degree is offered with emphases in Administrative Services, Mathematics, Reading, Learning Handicapped, Severely Handicapped, Pupil Personnel, Language Development and Bilingual/Crosscultural Education (Spanish). All programs are accredited by the Western Association of Schools and Colleges.

The focus of the master’s degree is in curriculum development. The intent of the programs is to prepare leaders and change agents to serve as administrators, resource teachers, and curriculum specialists or supervisors in the areas of reading, mathematics, special education, counseling, and bilingual education. The cooperation of surrounding school districts with the candidates, facilitates continuous practical application of learnings.

A personal interview is a significant part of the admission process. A program of study will be mutually agreed upon by the degree candidate and the program director. The degree program must be completed within five years of commencing coursework.

Credential and Certificate Programs

Advanced credential programs offered at Fresno Pacific College are approved by the California Commission on Teacher Credentialing. They are available for the Administrative Services, Pupil Personnel Services (school counseling), Reading Specialist, Learning Handicapped and Severely Handicapped Specialists, the Resource Specialist Certificate of Competence, and the Bilingual/Crosscultural Education Specialist.

College certificate programs are available addressing competency in the areas of educational computer applications (16 units) and Teaching English to Speakers of Other Languages (13 units).

In-Service Education

In addition to degree, credential, and certificate programs, the college also offers In-Service courses designed to provide continuing staff development programs for educational personnel 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 workshops, seminars, and independent study courses 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. Course content, learning theory, teaching methodology, and development of instructional materials are maintained on high levels of scholarship. Instructors are specialists in their field.
ADMISSION TO POST BACCALAUREATE AND GRADUATE STANDING

Students are admitted to graduate study with either post-baccalaureate or graduate standing.

1. POST-BACCALAUREATE STANDING — Unclassified
   For admission to unclassified post-baccalaureate standing, a student must have earned an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation. Students in unclassified standing may take graduate level courses for purposes of enrichment, professional growth, staff development, or while in the process of completing admission requirements for classified or graduate standing. Up to 10 units of course work taken while in unclassified standing may be used to apply toward classified or graduate standing.

2. POST-BACCALAUREATE STANDING — Classified
   A student having earned an accredited baccalaureate degree and holding a valid teaching credential may be eligible for admission to classified post-baccalaureate standing for the purpose of enrolling in graduate level courses to complete requirements for a clear California teaching credential, a certificate program, or one of the advanced credential programs offered by the college. Standards of admission as prescribed for the particular program for which admission is being sought must be satisfied.

   Official transcripts from all colleges and universities previously attended as well as a copy of a valid California teaching credential must be submitted as part of the application process. A maximum of nine (9) semester hours from an accredited graduate program may be transferred when courses have direct application to the student’s program design. No course with a grade lower than “B” (3.0) will be considered in transfer toward a Master’s Degree. No transfer credit may be granted for course work used for a degree awarded by another institution. All core courses must be taken at Fresno Pacific College.

Requirements for Admission to Advanced Credential Programs:
1. Completion of application for admission including a statement of concern for values.
2. Oral orientation interview with the program director.
3. Verification of an overall 2.75 grade point average in pre-baccalaureate coursework; and a 3.0 or higher grade point average in previous graduate work.
4. Verification of applicant’s holding a baccalaureate degree and a valid California basic teaching credential.
5. Verification of teaching experience as follows:
   a. For the Administrative Services program, three years of successful teaching experience prior to acceptance.
   b. For programs other than the Administrative Services program, two years of successful teaching experience prior to or concurrently with course work.
   c. For the Bilingual Specialist Credential, teaching experience in a bilingual classroom setting is required.
6. Two letters of recommendation from the applicant’s immediate supervisor evaluating the applicant’s leadership potential and recommending acceptance into the training program.
7. Verification of an acceptable score on the Miller Analogies Test or on the Graduate Record Examination.
8. Verification of passing the CBEST is required of Administrative Services and Pupil Personnel Services candidates.

When all requirements for an advanced credential have been completed, the application for the credential must be submitted to the Fresno Pacific College credential office for processing.

3. GRADUATE STANDING
   Applicants seeking admission to one of the Master of Arts in Education degree programs may be eligible for admission to the program after satisfactorily meeting the requirements as prescribed below.

Requirements for Admission to Graduate Standing
1. Completion of application for admission including a statement of concern for values.
2. Oral orientation interview with the program director.
3. Verification of an overall 2.75 grade point average in pre-baccalaureate coursework; and a 3.0 or higher grade point average in previous graduate work.
4. Verification of applicant’s holding a baccalaureate degree and a valid California basic teaching credential.
5. Verification of teaching experience as follows:
   a. For the Administrative Services program, three years of successful teaching experience prior to acceptance.
   b. For programs other than the Administrative Services program, two years of successful teaching experience prior to or concurrently with course work.
   c. For the Bilingual Specialist Credential, teaching experience in a bilingual classroom setting is required.
   d. For Pupil Personnel Services candidates who wish to have the Master’s Degree but not the credential, the two years teaching experience may be waived by petition to the Graduate Program Committee.
6. Two letters of recommendation from the applicant's immediate supervisor evaluating the applicant's leadership potential and recommending acceptance into the training program.
7. Verification of an acceptable score on the Miller Analogies Test or on the Graduate Record Examination.
8. Bilingual program candidates must verify holding a baccalaureate degree with a Spanish or Mexican-American Studies major, and a valid California Multiple Subject Teaching Credential with Bilingual Emphasis, or Certificate of Competence (Spanish language), or Single Subject Credential (Spanish).

4. ADVANCEMENT TO CANDIDACY

Advancement to candidacy gives a student permission to proceed toward qualifying for the degree and must have been attained prior to enrollment in the culminating experiences in the core courses and project/thesis. Application for admission to candidacy may be obtained from the graduate or Registrar's office.

Requirements for Advancement to Candidacy
1. Completion of all requirements for graduate standing.
2. Admission to a Masters degree program.
3. Completion of all required coursework excluding the core courses and project/thesis.
4. The program director's recommendation for advancement to candidacy. In making this recommendation, the program director takes into account professional and personal standards as well as scholastic achievement, and approves enrollment in the core courses required for the program.

Criteria for Thesis and Project
To be eligible to register for thesis/project, a student must have completed all of the required course work, maintained a "B" (3.0) or higher grade point average in the program, and secured approval of his or her thesis/project plan from the program director.

No academic distinction is made between a thesis and a project. Either one is equally acceptable as a means of fulfilling the requirements for the Master of Arts degree. Specific program instructions or requirements should, however, be ascertained by the candidate before enrollment in the project/thesis and attendance at the accompanying research seminar. A candidate may informally initiate the research project with the program director prior to enrollment in the thesis/project. Preliminary work must be under the supervision and approval of the director. The seminar and thesis/project course work should run concurrently.

Candidates may enroll in project or thesis at three different times during the year: the fall semester, spring semester, or during the summer session. Course requirements must be completed within one calendar year from the time of enrollment in the course. A grade of IP will be assigned for each of the terms (fall, spring, summer) within the calendar year during which the course is in progress. Any project or thesis not completed within one calendar year will be graded NC unless a petition for continuous enrollment is granted.

Students who do not complete the project or thesis within one calendar year may petition for continuous enrollment and submit a $50 continuation fee. A petition and $50 fee must be filed in the Registrar's office each term until the project or thesis is completed.

A project or thesis must be submitted for proofreading at least six weeks prior to the date of commencement, and must have the final signature of acceptance by the program director in order to apply to participate in the commencement ceremonies.

Whether the student is preparing a thesis or a project, it should be noted that the quality of work accomplished is a major factor in judging acceptability. The finished project must evidence originality, appropriate organization, clarity of purpose, critical analysis, and accurate documentation where needed.

All students are expected to know the requirements for the degrees and credentials they intend to earn. Although the Graduate Division staff and program advisors will help as much as possible, the responsibility for any errors in enrollment or in interpretation of rules rests with each student.

REGISTRATION

Registration for courses in the graduate program is conducted in the office of the Registrar, and is normally completed on the day of the first class meeting. A completed registration form and payment of the appropriate tuition fees is required no later than the second class session. A $25 late payment fee will be charged if payment or payment arrangements are not made at registration. Enrollment after the second class session is permitted only upon written approval of the instructor and payment of a $30 late registration fee.

The late registration fee is waived for project, thesis, or independent study courses where consultation with the program director for approval of the project or course proposal requires time beyond the normal registration period.

It is normally expected that an acceptable admissions test score will be submitted prior to the applicant's enrollment in course work. However, with the consent of the graduate program director, an applicant may be permitted to enroll prior to submission of an acceptable test score. No more than 10 units taken in unclassified status prior to admission to a program may be applied to the requirements of the program.
ACADEMIC POLICIES

DEFINITION OF FULL-TIME STATUS
For the purpose of reporting enrollment statistics, students enrolled in 12 or more units of graduate level courses are considered full-time, and students taking less than 8 units are considered part-time. For financial aid purposes, consideration is given to any two of the three terms (fall, spring, and summer) for annual full-time status.

COURSE NUMBERING SYSTEM
The following course numbering system is used to indicate the academic level of courses:
1 - 99 Lower division or foundation courses designed primarily for freshmen and sophomores, but open to others as well.
100 - 199 Upper division or advanced courses designed primarily for juniors, seniors, and fifth year students. Open to freshmen and sophomores with consent of instructor, and provided prerequisites have been met.
200 - 299 Graduate courses open to holders of a baccalaureate degree and seniors with superior preparation.
300 - 399 In-Service Education courses
Special courses in various departments are available on demand under the following listings:
87, 187 - Topics
88, 188 - Directed Readings
190, 290 - Independent Study
191, 291 - Practicum or Field Work

GRADING SYSTEM
Grade Symbols
A, B, C, D, F is the basic grading system at Fresno Pacific College and applies to all course work acceptable toward a degree program except for those courses graded solely on a Credit/No Credit basis.

Grades Included in the Grade-Point Average:
A Outstanding Scholarship
Performance that significantly exceeds the requirements and qualitative expectations of the course.
Superior mastery of subject matter. Initiative and self-direction leading to significant study and related activity beyond course requirements.
4 points
B Good Scholarship
Performance that fully meets all the requirements and qualitative expectations of the course. Solid mastery of subject matter.
2 points
C Marginal Scholarship
Performance that barely meets the requirements and qualitative expectations of the course. Marginal mastery of subject matter. Does not meet the expectations of graduate level work. Courses with a grade of "C" will not be credited toward the completion of requirements of any graduate degree program. Courses with a grade of "C" or lower are not accepted for transfer with graduate credit.
2 points
F Unsatisfactory Scholarship
Performance that fails to meet the requirements and qualitative expectations of the course. Inadequate mastery of subject matter. Courses with a grade of "F" will not be granted credit.
0 points

Grades Not Included in the Grade-Point Average:
CR Credit
Completion of the course with a performance of "C" or better.
NC No Credit
Completion of the course with a performance below "C"; failure to complete all the course requirements.
AU Audit
W Withdrawal
I Incomplete
IP In Progress
S Satisfactory
U Unsatisfactory

IN PROGRESS
A grade of In Progress is used for courses such as Practicum and Project or Thesis which span two or more terms. When students enroll in "In Progress" courses, the credits and grades are deferred until the final term of the course. The maximum time allowable for an In-Progress course is one calendar year except for Ed 291B where two calendar years are allowed.

WITHDRAWAL
A refund of total tuition, less a $10 handling fee, will be made for withdrawal from a class after the first session of the class. Refunds after the second session of the class decrease 10% each week. No refund is made for withdrawal after the fourth class session.
INCOMPLETES
If because of unavoidable circumstances a student finds it impossible to complete all course requirements, a grade of "Incomplete" may be given. A student must have the approval of the instructor, and complete the requirements before the end of the following term. Failure to complete the course work by the end of the time extension will result in a grade of "NC" being given for the course, and will require re-enrollment in order to obtain credit. Forms for requesting a grade of Incomplete are available from the Registrar.

GRADE REPORTS AND TRANSCRIPTS
Final grade reports will be issued to students at the close of each semester. An official transcript of a student's record will be issued upon the written request of the student and payment of a $3 service fee.

COMMENCEMENT
Degrees are formally conferred at the spring commencement ceremonies. However, diplomas are mailed to graduates after all grades have been posted and a final graduation evaluation is completed. The date of graduation indicated on the diploma and transcript is the last day of the semester during which degree requirements were completed.
A project or thesis must be submitted for proofreading at least six weeks prior to the date of commencement, and must have the final signature of acceptance by the program director in order to apply to participate in the commencement ceremonies.

FINANCIAL INFORMATION
Fresno Pacific College seeks to provide a high quality education at a reasonable cost for its students. Listed below is the schedule of fees and tuition charges for enrollment in graduate courses.
The college reserves the right to change at any time its student charges, modify its services, or programs of study, if the Board of Trustees deems it necessary to do so.

TUITION — per semester unit ........................................ $ 105.00

GRADUATE FEES
Application for admission to post-baccalaureate or graduate status ........................................ 60.00
Basic Credential evaluation fee ........................................ 30.00
Late registration fee ......................................................... 30.00
Late payment fee .......................................................... 25.00
Incomplete grade fee ....................................................... 10.00
Transcript service fee ...................................................... 3.00

REFUNDS
For semester-length classes:
A refund of the total tuition, less a $10 handling fee, will be made for withdrawal from a class after the first session of the class. Refunds after the second session of the class decrease 10% each week. No refund is made for withdrawal after the fourth week.
For classes lasting one month or less:
A refund of the total tuition, less a $10 handling fee, will be made for withdrawal from a class after the first session of the class. Refunds after the second session of the class decrease 10% each session. No refund is made for withdrawal after the fourth class session.

SATISFACTORY PROGRESS FOR FINANCIAL AID
(See Financial Aid in undergraduate section of the catalog)
Financial Aid recipients at Fresno Pacific College are expected to make satisfactory progress toward a degree or credential. Students must earn and maintain a minimum 3.0 grade point average on a 4-point scale. Students who earn the following will be automatically disqualified from receiving future financial aid funds:
1. Earn a GPA less than 3.00 in two consecutive terms at Fresno Pacific College
2. Successfully complete less than 12 units in two consecutive full-time terms at Fresno Pacific College
3. Earn a GPA of 2.00 or less in any given term at Fresno Pacific College

Students who have been disqualified due to failure to maintain satisfactory academic progress have a right to appeal their disqualification through the Financial Aid Committee.
ADMINISTRATIVE SERVICES PROGRAM

Program Director: Kenneth Engstrom

Master of Arts in Education Degree

ADMINISTRATIVE SERVICES EMPHASIS

A minimum of 33 semester 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.

Core Courses
Educ 212  Values in School and Society (3)
Educ 215  Leadership and Change (3)
Educ 218  Advanced Program Assessment, Research and Evaluation (3)

Courses in the Administrative Services Emphasis
Educ 250  Curriculum Leadership (4)
Educ 251  Practicum—Curriculum Leadership (2)
Educ 252  School and Community Relations (4)
Educ 253  Practicum—School and Community Relations (2)
Educ 254  Administration and Personnel Management Procedures (4)
Educ 255  Practicum—Administration and Personnel Management Procedures (2)
Educ 256  Public School Finance and Legal Aspects (4)
Educ 257  Practicum—Public School Finance and Legal Aspects (2)

Professional Administrative Services Credential

The Professional Administrative Services Credential requires completion of a total of 48 semester units of credit. The first tier of this credential requires completion of a Preliminary Administrative Services Credential (24 units) including passing the CBEST and acceptable scores on the Miller Analogies or Graduate Record exams. The second tier requires an additional 24 units of credit taken in direct instruction (12 units) field experiences and a choice of several options (4 units) arranged with the consent of the Director of the Administrative Services Program.

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL* (first tier)

A minimum of 24 semester units of course work is required for the preliminary credential. Acceptance of transfer credit, up to a maximum of 9 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.

The program competencies of the preliminary credential are clustered into a series of four 4-unit courses and four 2-unit practicum experiences. The coursework scope and sequence is developed to provide an acceptable balance between theory and practice. 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.

One practicum must be performed at a school site where at least 20% of the pupils are of an ethnic/racial group other than that of the candidate, and one practicum must be performed at a school level other than that of his or her current level of assignment.

Requirements for the Preliminary Administrative Services Credential:
Educ 250  Curriculum Leadership (4)
Educ 251  Practicum—Curriculum Leadership (2)
Educ 252  School and Community Relations (4)
Educ 253  Practicum—School and Community Relations (2)
Educ 254  Administration and Personnel Management Procedures (4)
Educ 255  Practicum—Administration and Personnel Management Procedures (2)
Educ 256  Public School Finance and Legal Aspects (4)
Educ 257  Practicum—Public School Finance and Legal Aspects (2)

*Meets necessary California requirements for an entry level Administrative position in grades K–12.

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL (second tier)

Those wishing to enter the second tier of the Professional Administrative Services Credential program must have completed the Preliminary Administrative Services Credential, including passing the CBEST and acceptable scores on the Miller Analogies or Graduate Record exams.
The units required for the second tier of the Professional Administrative Services Credential include coursework, school site experiences, seminars, internship, and/or participation. One-half of the 24 units must be taken while serving as a practicing administrator in a position requiring the Preliminary Credential. See the Director of Administrative Services prior to beginning the Professional Services Credential program.

The 24-unit additional requirement for the Professional Administrative Services Credential includes:

Direct Instruction: (12)
- Educ 211 Leadership Assessment (3)
- Educ 212 Values in School and Society (3)
- Educ 215 Leadership and Change (3)
- Educ 218 Research and Evaluation (3)

Field Experiences: (6)
- Educ 214A Leadership Practicum (2)
- Educ 214B Values Practicum (2)
- Educ 214C Change Practicum (2)
- Educ 214D Research Practicum (2)

Elective Option: (4)
- The elective option includes four units of approved graduate or doctoral level courses. See the program director prior to enrollment.
  - Educ 213 + Educ 216 (Seminars) (4)
  - Educ 214E + Educ 214F (Internship) (4)
  - Educ 214G + Educ 214H (Participation) (4)

BILINGUAL CROSSCULTURAL PROGRAM

Program Director: Yvonne Freeman

Master of Arts in Education Degree

BILINGUAL CROSSCULTURAL EDUCATION EMPHASIS

A minimum of 36 semester units of coursework is required for a Master of Arts in Education with a specialization in Bilingual Education.

Required Courses
- Educ 212 Values in School and Society (3)
- Educ 230 Seminar in Bilingual Education (3)
- Educ 247 Supervision (Bilingual) (3)
- Educ 299C Project or Thesis (6–10)

Courses with Bilingual Specialization
- Educ 231 Current Trends and Issues in Bilingual Education (3)
- Educ 232 Current Theories, Methods and Materials for Bilingual Education (3)
- Educ 233 Social and Cultural Issues of the Hispanic in Bilingual Education (3)
- Educ 235 Language Acquisition and Cross-Cultural Education (3)
- Educ 237 Current Theories and Methods of Teaching English as a Second Language (3)

Bilingual Cross-Cultural Specialist Credential

The Bilingual Cross-Cultural Specialist Credential is designed with an emphasis in language development, reading or special education.

The Bilingual Cross-Cultural Specialist Credential requires a minimum of 24 semester units of coursework, field experiences with limited and non-English speaking children and an FSI score of 3 on all sections of the Bilingual exit examination.

Formal acceptance into the Bilingual Specialist program occurs after an interview with the program director, assuring that all program entry requirements have been met. The candidate, in agreement with the program director, maps out the sequence of coursework for the Bilingual Specialist Credential. A candidate may choose from any of the three emphasis options offered within the Specialist program.

COURSES REQUIRED: all options

Core Classes for Credential
(Choose 4 out of 5 with approval of Director.)
- Educ 231 Current Trends and Issues in Bilingual Education (3)
- Educ 232 Current Theories, Methods and Materials for Bilingual Education (3)
- Educ 233 Social and Cultural Issues of the Hispanic in Bilingual Education (3)
- Educ 235 Language Acquisition and Cross-Cultural Education (3)
- Educ 237 Current Theories and Methods of Teaching English as a Second Language (3)
Addtional Courses Required:
Option I—Reading-Language Emphasis
Edu 220 Teaching of Reading (3)
Edu 224 Diagnosis and Treatment of Reading Disabilities (3)
Edu 291 Teaching Practicum (Bilingual) (3)

Additional Courses Required:
Option II—Special Education Emphasis
Edu 260 Adapting Instruction to Learning Patterns of Children (3)
Edu 261 Educational Diagnosis and Prescription (3)
Choose one of the following:
Edu 203 Psychological Assessment (3)
Edu 208 Psychology of the Exceptional Child (3)

Additional Courses Required:
Option III—Language Development Emphasis
(Choose 3 out of 5 with approval of Director.)
Edu 234 Introduction to Linguistics (3)
Edu 234A Linguistics for ESL Teachers (3)
Edu 235 Language Acquisition and Cross-Cultural Education (3)
Edu 220 Teaching of Reading (3)
Edu 291 Teaching Practicum (Bilingual) (3)
For Bilingual Specialist Credential 24 units plus Bilingual exit examination.

Required Courses:
Edu 220 Teaching of Reading (3)
Edu 224 Language Assessment, Diagnosis and Evaluation (3)
Edu 232 Current Theories, Methods and Materials for Bilingual Education (3)
Edu 234 Introduction to Linguistics (3)
Edu 234A Linguistics for Second Language Teachers (3)
Edu 235 Language Acquisition and Cross-Cultural Communication (3)
Edu 237 Current Theories, Methods and Materials for Teaching a Second Language (3)
Edu 291 Teaching Practicum (3)
Edu 212 Values in School and Society (3)
Edu 247A Supervision (3)
Edu 299B Seminar (3)
Edu 299F Project/Thesis (4)

Candidates for the program receive valuable field-based experiences during the teaching practicum and supervision of teaching. Both of these courses provide opportunities for working directly with second language students.

LANGUAGE DEVELOPMENT SPECIALIST CERTIFICATE
The Language Development Specialist Certificate requires a minimum of 24 units of coursework. Candidates must also pass the state-mandated examination. The required documentation has been submitted to the California Commission on Teacher Credentialing for state approval of the Language Development Specialist program. Approval is anticipated by Fall of 1988.

Formal acceptance into the program occurs after an interview with the program director, assuring that all program entry requirements have been met and a sequence of courses has been agreed upon.

Required Courses:
Edu 220 Teaching of Reading (3)
Edu 224 Language Assessment, Diagnosis and Evaluation (3)
Edu 232 Current Theories, Methods and Materials for Bilingual Education (3)
Edu 234 Introduction to Linguistics (3)
Edu 234A Linguistics for Second Language Teachers (3)
Edu 235 Language Acquisition and Cross-Cultural Communication (3)
Edu 237 Current Theories, Methods and Materials for Teaching a Second Language (3)
Edu 291 Teaching Practicum (3)

To qualify for the Language Development Specialist Certificate, teachers must complete the required coursework and pass the State examination.
Teaching English to Speakers of Other Languages (TESOL) Certificate Program

THE TESOL CERTIFICATE PROGRAM is a fifteen (15) semester unit program designed to provide training in skills needed to teach English to limited and non-English speakers. It is designed to:
- provide up-to-date knowledge of ESL theory and practice
- heighten awareness of the various cultural differences among students in schools and to improve cross-cultural communication
- develop techniques for effectively applying ESL methods and materials in a variety of teaching situations
- prepare for the Language Development Specialist Examination.

REQUIREMENTS FOR ADMISSION
1. A baccalaureate degree in any recognized academic field.
2. English proficiency.
3. An interview with the Director.

In order to receive the TESOL Certificate, all courses must be passed with a minimum grade of B. Persons wishing to apply TESOL Certificate Program courses to the Language Development Specialist Program must meet all the requirements specified by that program.

Students not intending to complete the certificate program may enroll in courses without prerequisites.

Required Courses
- Educ 220 Teaching of Reading (3)
- Educ 234 Linguistics for ESL Teachers (3)
- Educ 235 Language Acquisition and Cross-Cultural Communication (3)
- Educ 237 Current Theories and Methods of Teaching English as a Second Language (3)
- Educ 291 Teaching Practicum (3)

MASTER TEACHER PROGRAM

Program Director: Ken Engstrom

Master of Arts in Education Degree

MASTER TEACHER EMPHASIS

The Master Teacher Emphasis is an outgrowth of several long-standing needs of teachers in the valley and the state who wish to remain classroom teachers or mentor teachers rather than to become administrators or specialists in only mathematics, reading, special education, etc.

The Master of Arts in Education Degree with a Master Teacher Emphasis requires 30-38 total units of coursework. An acceptable score on the Miller Analogies Test or the Graduate Record Examination is required for acceptance into the program. This is normally taken prior to or while enrolled in the first class in the program. Acceptance of transfer credit up to a maximum of 9 units from approved program courses is subject to meeting course competency requirements as determined by the instructor and the program director. Students should consult the director regarding transfer and waiver credit prior to enrollment in a class. Formal acceptance into the program occurs after an interview with the program director to assure that all entry requirements have been met and to map out the sequence of coursework to be completed.

The program competencies are clustered into three main areas: (1) Core Coursework (10-12 units), (2) Generic Coursework (14 units), (3) Curricular Specialization (12 units).

Core Courses (10-12 units)
- Educ 212 Values in School and Society (3)
- Educ 289 Seminar in Learning Theory (3)
- Educ 296 Seminar (6)
  - Educ 298A Issues in Education (3)
  - Educ 298B Proposal Writing (3)
  - Educ 299G Project/Thesis (4)

Generic Courses in the Master Teacher Program (14 units)
- Educ 201A Laws Related to Children (3)
- Educ 256 Public School Finance and Legal Aspects (3)
- Educ 208A Introduction to Counseling (3)
- Educ 246 Seminar in Reading (Visiting Scholar) (1 + 1) (2)
- Educ 277 Evaluation of Curriculum and Learning (3)
- Educ 278 Current Topics in Curriculum (3)
Curricular Specialization (12 units)

This component provides a specially designed program in which the student selects courses from the various curricular areas concentrating at least 6 units in one of the areas and a collective total of 12 units.

Reading
Educ 220 Teaching of Reading (3)
Educ 221 Reading in the Content Area (3)
Educ 226 Exploration in Literature (3)
Educ 242 Oral/Written Language (3)

Special Education
Educ 208 Psychology of the Exceptional Child (3)
Educ 260 Adapting Instruction to Learning Patterns of Children (3)
Educ 261 Educational Diagnosis and Prescription (3)
Educ 262 Central Language Disorders and Development (3)
Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)

Language Development/Bilingual
Educ 231 Current Trends and Issues in Bilingual Education (3)
Educ 232 Current Theories, Methods, and Materials of Bilingual Education (3)
Educ 234 Introduction to Linguistics (3)
Educ 235 Language Acquisition and Cross Cultural Communication (3)
Educ 237 Current Theories, Methods, and Materials for Teaching a Second Language (3)

Math Education
Educ 273 Informal Geometry (2)
Educ 283A Science and the Integrated Curriculum (4)
Educ 284 Numbers and Operations (2-4)
Educ 286 Integration of Mathematics and Science (2-4)

Pupil Personnel Services
Educ 204A Tests and Measurements (3)
Educ 210 Education and Career Planning (3)
Educ 274A Elementary Statistics (3)

Administration
Educ 250 Curriculum Leadership (2-4)
Educ 252 School and Community Relations (2-4)
Educ 254 Administration and Personnel Management Procedures (2-4)
Educ 256 Public School Finance and Legal Aspects (2-4)

MATHEMATICS PROGRAM

Program Director: Richard Thiessen

Master of Arts in Education Degree

MATHEMATICS–SCIENCE–COMPUTER EDUCATION EMPHASIS

A minimum of 36 semester units of course work is required for a Master of Arts in Education degree with a specialization in Mathematics–Science–Computer Education. The program offers four areas of concentration: Elementary Mathematics, Secondary Mathematics, Integrated Mathematics–Science, and Computer Education. A minimum of 16 units out of the 36 must be completed in the concentration selected.

The Elementary Mathematics Concentration emphasizes subject matter competence, development of mathematics curricular materials, experimentation with instructional modalities, and the study of diagnostic and remedial techniques.

The Secondary Mathematics Concentration emphasizes problem solving in the subjects taught at the secondary level and allows for work in one of the computer languages with classroom applications.

The Integrated Mathematics/Science Concentration treats the integration of these two disciplines in K-9. The Fresno Pacific Mathematics–Science Project is engaged in a long-term program of developing integrated mathematics–science curricula and candidates selecting this emphasis will participate in this program.

The Computer Education Concentration requires candidates to complete the requirements for the Computer Competency Certificate (see requirements for Computer Competency Certificate below). It must include coursework in at least two languages and completion of the intermediate level in one of these.

Continuous seminars in learning theory and curriculum provide continuity of program and the opportunity for maximum interaction among candidates, faculty, and visiting scholars. Visiting scholars are selected from outstanding mathematics educators nationwide.

The total experience is best characterized as a coordinated, cooperative program of research and development engaged in jointly by the candidates and faculty with the purpose of improving student achievement in mathematics and science.
Courses in the Mathematics-Science-Computer Education Emphasis are:

Core Courses
Four core courses are required in each of the concentrations.
The three core courses are:
- Educ 212 Values in School and Society (3)
- Educ 275 Clinical Diagnosis and Experimentation (3)
- Educ 289 Seminar in Learning Theory (4)
- Educ 299B Project (4)

Elementary Mathematics Concentration
Courses required are:
- Educ 284A Numbers and Operations* (4)
- Educ 284B Numbers and Operations* (4)
- Educ 284C Numbers and Operations* (4)
- Educ 286A Integration of Mathematics and Science (4)
- Educ 273 Informal Geometry (2)
- Educ 274 Probability and Statistics (2)
*Available during the annual Festival of Mathematics

Integrated Mathematics/Science Concentration
Courses required are:
- Educ 286A Integration of Mathematics and Science (4)
- Educ 286B Integration of Mathematics and Science (4)
- Educ 286C Integration of Mathematics and Science (4)
- Educ 284A Numbers and Operations (4)
- Educ 273 Informal Geometry (2)
- Educ 274 Probability and Statistics (2)

Secondary Mathematics Concentration
Courses required are:
- Math 282A Problem Solving in Algebra (4)
- Math 282B Problem Solving in Geometry (4)
- Math 282C Problem Solving in Number Theory (4)

In addition, candidates must complete course work or demonstrate competencies at the intermediate level in either LOGO or PASCAL.

Computer Education Concentration
This concentration must include coursework in at least two languages and completion of the intermediate level course in one of these. Generally, elementary teachers will select BASIC and LOGO, and secondary teachers will select PASCAL, LOGO, or BASIC. Individual programs will be designed by the candidate in consultation with the program director. The following courses are available.

Educ 271A Word Processing in English and the Language Arts (3-4)
Educ 271C Evaluation and Integration of Software (3-9)
Educ 287A Beginning BASIC Programming (3-4)
Educ 287B Intermediate BASIC Programming (3-4)
Educ 287E Writing Educational Micro-Computer Instructional Programs (2-4)
Educ 287F Beginning PASCAL Programming (3-4)
Educ 287G Intermediate PASCAL Programming (3-4)
Educ 287H Beginning LOGO Programming (3-4)
Educ 287I Intermediate LOGO Programming (3-4)
Educ 287J Word Processing (3-4)
Educ 287K Database Management (3-4)
Educ 287L Electronic Spreadsheets (3-4)
Educ 287N Integrated Systems (3-4)
Educ 287O Interactive Graphics (3-4)

Computer Competency Certificate Program
This graduate level Computer Competency Certificate program is designed to serve the needs of the classroom or resource teacher, director of computer education, curriculum director, and/or administrator.
The goal is to help integrate computer technology into the educational process in an effective and meaningful manner.
The program offers a choice of three areas of concentration:
1. programming with classroom applications;
2. information processing, including word processing, data base management, and electronic spreadsheets; and
3. software evaluation, selection, and utilization.
Each of the concentrations consists of a minimum of 16 semester units of graduate level work and the demonstration of specific competencies. Most programs will require 16–18 units of work. The certificate issuing institution clearly defines competencies and therefore attains a high degree of significance.
Because it is a graduate level program, it has attracted several hundred candidates from all parts of California and the West.
The program may be completed during summer sessions, making it possible for candidates to participate.

DESCRIPTION OF CONCENTRATIONS
The programming with classroom applications option requires the mastery of programming in two languages through the intermediate level, a seminar in writing educational computer programs, and additional study selected from one of the following:
a beginning course in a third language, word processing, files and data base systems, spreadsheets, or software evaluation and utilization.

The information processing option requires proficiencies in each of four areas: one programming language through the intermediate level, and any three of the following: Word Processing, Database Management, Electronic Spreadsheet, or Integrated Systems.

The software evaluation, selection, and utilization option requires a mastery of programming in one language through the intermediate level and a minimum of eight semester units of participation in the Project SETUP Writing Project.

For those candidates wishing to develop proficiencies in more than one area of concentration, individualized programs can be designed to meet specific candidate goals.

All programs must include attendance at at least one summer Computer Institute in order to benefit from the many special features of that program.

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### Reading Program

Program Director: Jean Fennacy

### Master of Arts in Education Degree

**READING EMPHASIS**

A minimum of 36 semester units of course work is required for a Master of Arts in Education degree with an emphasis in Reading.

The program provides preparation which emphasizes knowledge of the reading/writing process, assessment techniques, and the development and supervision of reading/writing programs. Continuous seminars are required and provide opportunities for an exchange of ideas and information and for the pursuit of individual research.

**Core Courses:**

- Educ 212 Values in School and Society (3)
- Educ 289 Learning Theory (4)

**Courses in the Reading Emphasis:**

- Educ 220 Teaching of Reading (3)
- Educ 221 Reading in the Content Area (3)
- Educ 224 Language Assessment, Diagnosis and Evaluation (3)

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### Reading Specialist Credential

The Reading Specialist Credential requires a minimum of 24 semester units of course work and intensive and varied supervised field experience.

Formal acceptance into the program occurs after an interview with the program director, assuring that all program entry requirements have been met and a sequence of courses and experiences has been agreed upon. This sequence is determined on the basis of past experiences and courses.

**Courses required**

- Educ 220 Teaching of Reading (3)
- Educ 221 Reading in the Content Area (3)
- Educ 224 Language Assessment, Diagnosis and Evaluation (3)
- Educ 225 Advanced Methods in Reading (3)
- Educ 226 Exploration in Literature (3)
- Educ 228 Clinical Experiences in Reading (3)
- Educ 242 Oral and Written Language (3)
- Educ 242A Written Communication (2)
- Educ 246 Current Trends in Reading (1–3)
- Educ 247 Supervision of Reading Programs (3)
- Educ 249 Seminar in Reading (1, 1, 1)
- Educ 299A Project or Thesis (4)

Field-based experiences are a vital and continual part of the program, including assessment and instruction 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 literacy development 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, distinguishes this degree program. The Reading Emphasis will be offered in a two- or three-year sequence of courses.
Field experiences required
1. At least three years of successful teaching experience and recommendation from school administrators prior to acceptance into the Reading Specialist program.
2. At least one semester of supervised teaching in the Reading Clinic.
3. At least one semester of supervised work as a clinician tutoring readers in the Reading Clinic.
4. At least one semester of supervised work as a supervisor in the Reading Clinic. Such field work is to include assessment, planning, and evaluating tutors' planning; conducting in-service programs designed to assist other teachers; demonstrating literacy instruction in a clinical situation; and planning and conducting a parent education program.
5. Candidates should consult the director for transfer and waiver policies.

Special Education Program
Program Director: Robert Wilson

Master of Arts in Education Degree

LEARNING HANDICAPPED EMPHASIS
The Master of Arts Degree in Education with a Learning Handicapped Emphasis is designed to provide a program with a maximum of flexibility for the graduate student. Three options are presented to graduate candidates to meet their professional objectives in the Learning Handicapped area of Special Education.

Generic Component
Educ 107 Curriculum Planning (3)
Or
Educ 207 Curriculum in Special Education (3)
Educ 132 Directed Teaching — Multiple Subject (12)
Educ 203 Psychological Assessment (3)
Educ 208 Psychology of the Exceptional Child (3)

Required Advanced Component
Educ 260 Adapting Instruction to Learning Patterns of Children (3)
Educ 261 Education Diagnosis and Prescription (3)
Educ 262 Central Language Disorders and Development (3)
Educ 263 Sensory—Motor Development and Training (3)
Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
Educ 266 Career Vocational Guidance and Education (3)
Educ 267 Evaluation and Counseling of Exceptional Pupils (3)
Educ 268 Practicum: Directed Teaching — Learning Handicapped (3–6)

Options
Option 1
Advanced Component (24)
Educ 212 Values in School and Society (3)
Educ 220 Teaching of Reading (3)
Educ 289 Seminar in Learning Theory (3)
Educ 299D Project/Thesis (4)

Option 2
Advanced Component (24)
Educ 212 Values in School and Society (3)
Educ 284 Numbers and Operations (4)
Educ 289 Seminar in Learning Theory (3)
Educ 299D Project/Thesis (4)

Option 3
Advanced Component (24)
Educ 212 Values in School and Society (3)
Educ 269 Supervision of Special Education (3)
Educ 269A Laws and Regulations of Special Education (2)
Educ 269B Coordination of Special Education Services (3)
Educ 299D Project/Thesis (4)

* Option No. 3 calls for 39 semester units of work. However, with the completion of Educ 269, 269A, and 269B the candidate may apply for the Special Education Resource Specialist Certificate of Competence.

SEVERELY HANDICAPPED EMPHASIS

Special Education Program Goals
The Master of Arts degree in the area of Severely Handicapped will provide for a great degree of flexibility and direction for teachers in the areas of:
1. Prescription techniques
2. Subject matter content
3. Curriculum planning

A minimum of forty-three (43) semester units is required. The candidate has a choice of three (3) Options. Option Number 1 provides emphasis in the area of reading. Option Number 2 has its emphasis in mathematics, and Option Number 3 provides classes to qualify the candidate for the Resource Specialist Certificate of Competence.
Required Advanced Component

- Educ 260 Adapting Instruction to Learning Patterns of Children (3)
- Educ 261 Educational Diagnosis and Prescription (3)
- Educ 262 Central Language Disorders and Development (3)
- Educ 263 Sensory–Motor Development and Training (3)
- Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
- Educ 265 Physical Handicaps as Related to Learning Problems (3)
- Educ 266 Career Vocational Guidance and Education (3)
- Educ 267 Evaluation and Counseling of Exceptional Pupils (3)
- Educ 270 Programming and Instruction for the Severely Handicapped (3)
- Educ 268 Practicum—Directed Teaching—Severely Handicapped (3–6)

Option 1

- Educ 212 Values in School and Society (3)
- Educ 220 Teaching Reading in the Elementary School (3)
- Educ 289 Seminar in Learning Theory (3)
- Educ 299 Thesis or Project (3)

Option 2

- Educ 212 Values in School and Society (3)
- Educ 284 Numbers and Operations (4)
- Educ 289 Seminar in Learning Theory (3)
- Educ 299 Thesis or Project (4)

Option 3

- Educ 212 Values in School and Society (3)
- Educ 269 Supervision of Special Education (3)
- Educ 269A Laws and Regulations (2)
- Educ 269B Coordination (3)
- Educ 299D Thesis or Project (4)

Formal acceptance into the program occurs after (1) the applicant satisfactorily completes the first course in the training program sequence with a 3.0 GPA or higher and (2) is recommended for continuation 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.

Generic Component

- Educ 107 Curriculum and Instructional Materials and Procedures: Planning (3)
- or
- Educ 207 Curriculum in Special Education (3)
- Educ 132 Directed Teaching—Multiple Subject (12)
- Educ 203 Psychological Assessment (3)
- Educ 208 Psychology of the Exceptional Child (3)

Admission requirements for advanced specialization include holding a basic teaching credential other than on emergency basis.

The requirement for the advanced component is a minimum of 42 semester units.

Required Advanced Component

- Educ 260 Adapting Instruction to Learning Patterns of Children (3)
- Educ 261 Educational Diagnosis and Prescription (3)
- Educ 262 Central Language Disorders and Development (3)
- Educ 263 Sensory–Motor Development and Training (3)
- Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
- Educ 266 Career Vocational Guidance and Education (3)
- Educ 267 Evaluation and Counseling of Exceptional Pupils (3)
- Educ 268 Practicum—Directed Teaching—Severely Handicapped (3–6)

Special Education: Learning Handicapped Teaching 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 to the generic courses are the same as those for admission to teacher education.

Special Education: Severely Handicapped Teaching Credential

Multiple entry provisions are made for the Advanced Specialization Program in the Severely Handicapped by application and documentation of basic generic and advanced competencies.
The 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 program sequence with at least a 3.0 G.P.A. and (2) is recommended for continuation 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.

**Generic Component**

Educ 107 Curriculum and Instructional Materials and Procedures: Planning (3)

or

Educ 207 Curriculum in Special Education (3)

Educ 132 Directed Teaching—Multiple Subject (12)

Educ 203 Psychological Assessment (3)

Educ 208 Psychology of the Exceptional Child (3)

Admission requirements for advanced specialization include holding a California basic teaching credential other than on an emergency basis.

The requirement for the advanced component is a minimum of 30 semester units.

**Required Advanced Component**

Educ 260 Adapting Instruction to Learning Patterns of Children (3)

Educ 261 Educational Diagnosis and Prescription (3)

Educ 262 Central Language Disorders and Development (3)

Educ 263 Sensory—Motor Development and Training (3)

Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)

Educ 265 Physical Handicaps as Related to Learning Problems (3)

Educ 266 Career Vocational Guidance and Education (3)

Educ 267 Evaluation & Counseling of Exceptional Pupils (3)

Educ 270 Programming & Instruction for the Severely Handicapped (3)

Educ 268 Practicum — Directed Teaching — Severely Handicapped (3-6)

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**Resource Specialist Certificate of Competence Program**

The Clear Resource Specialist Certificate of Competence Program is designed for teachers who hold a Valid Special Education Credential and who have taught for three years including both the Regular and Special Education classes.

The Certificate program is designed to develop specific skills, knowledge, and performance competencies in the following essential functions:

1. Consultant Services
2. Coordination and Implementation Services
3. Laws, Regulations and other compliances
4. Staff Development and Inservice
5. Parent Education

**Requirements:**

Filing application with Director of Special Education.

Special Education Teaching Credential

Ed 269 Supervision of Special Education (3)

Ed 269A Laws and Regulations of Spec. Ed. (2)

Ed 269B Coordination of Spec. Ed. Services (3)

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**Pupil Personnel Program**

Program Director: Ted Nickel

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**Master of Arts in Education Degree**

**PUPIL PERSONNEL SERVICES EMPHASIS**

A minimum of 41 semester units of course work is required for a Master of Arts in Education degree with an emphasis in Pupil Personnel Services. In addition to these 41 units, a Generic Component of prerequisite courses and a passing score on the CBEST are required.

Formal acceptance into the program occurs after an interview with the program director, assuring that all program entry requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

**Generic Component:**

Soc 101 Cross Cultural Communication (3)

Psy 118 Child Development (3)

Educ 132 Directed Teaching—Multiple Subject (12)

Educ 209A Introduction to Counseling (3)

Educ 274A Elementary Statistics (3)
Core Courses:
- Educ 212 Values in School and Society (3)
- Educ 217 Educational Guidance and Community Issues (3)
- Educ 218A Methods of Research (3)
- Educ 296F Thesis/Project (4)

Advanced Component:
- Educ 201A Laws Related to Children (3)
- Educ 203A Tests and Measurements (3)
- Educ 208A Counseling the Exceptional Child (3)
- Educ 208B Counseling the Multi-Cultural Child and Parent (3)
- Educ 209A Counseling Theory and Techniques (3)
- Educ 210 Education and Career Planning (3)
- Educ 289A Seminar in Learning Theory (3)
- Educ 291A Case Study Practicum (3)
- Educ 291B Field Experiences (4)

Pupil Personnel Services
Specialist Credential: Counseling

The Pupil Personnel Services Credential: Counseling requires a minimum of 28 semester units of coursework in the Advanced Component listed below.

Formal acceptance into the program occurs after an interview with the program director, assuring that all program entry requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

Generic Component
- Soc 101 Cross Cultural Communication (3)
- Psy 18B Child Development (3)
- Educ 132 Directed Teaching: Multiple Subject (12)
- Educ 209A Introduction to Counseling (3)
- Educ 274A Elementary Statistics (3)

Required Advanced Component
- Educ 203A Tests and Measurements (3)
- Educ 203A Laws Related to Children (3)
- Educ 203A Testing and Measurements (3)
- Educ 208A Counseling the Exceptional Child (3)
- Educ 208B Counseling the Multi-Cultural Child and Parent (3)
- Educ 209A Counseling Theory and Techniques (3)
- Educ 210 Education and Career Planning (3)
- Educ 289A Seminar in Learning Theory (3)
- Educ 291A Case Study Practicum (3)
- Educ 291B Field Experiences (4)

Graduate Program Courses

201A Laws Related to Children (3)
Current and proposed legislation in parent-child relationships; encompasses attendance and discipline procedures, pupil records, special programs, employment of minors, liability, juvenile court system, due process and miscellaneous laws.

203A Psychological Assessment (3)
Administration of assessment instruments and interpretation of results including diagnostic tests, inventories, and scales. Field work in school required.

203A Tests and Measurements (3)
Prerequisite to all courses in the Pupil Personnel Services program. Principles of construction and evaluation of educational and psychological tests. Procedures for construction and administration in counseling and guidance.

205A Group Dynamics and Affective Education (3)
A study of group belonging, intersubject relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of educational groups and affective techniques.

207A Curriculum in Special Education (3)
An in-depth analysis of the curriculum areas in basic academic subjects for special education majors, school psychologists, and resource specialists.

208A Psychology of the Exceptional Child (3)
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. Meets "mainstreaming" requirements for California credential candidates.

208A Counseling the Exceptional Child (3)
A study of the psychological characteristics, cognitive styles, behavior patterns, and learning problems of exceptional students. Provides background of information helpful in developing communication and counseling skills in working with children having special needs.

Educ 208A Counseling the Multi-Cultural Child and Parent (3)
The study of ethnicity from a global perspective utilizing a multicultural approach. The following dimensions will be addressed in counseling multi-cultural children and parents: social structural levels, patterns of social interaction, subjective experiences of identity and patterns of behavior and expressive emotional styles.

209A Introduction to Counseling (3)
This course is a study of the principles and practices of counseling, and guiding individuals to their goal. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem-solving. Laboratory components include role playing, case studies, and other simulation experiences.
209B Counseling Theory and Techniques (3)
Prerequisite: 209A
Practical knowledge and experiences in individual and group counseling techniques. Emphasis on philosophy, theory, and methodology as applied to counseling through critical analysis of pertinent literature.

Edu 210 Education and Career Planning (3)
Introduces students to theories, methods, assessment instruments and materials used in educational and career guidance. Emphasis on development of comprehensive personal theory of career guidance.

211 Leadership Assessment (3)
Prerequisite: Preliminary Administrative Services Credential
A course designed to: (1) diagnose the leadership strengths and weaknesses of the candidate; (2) give the candidate knowledge and tools to assess a new leadership situation; (3) prepare the candidate for district certification of competency in the area of teacher evaluation.

212 Values in School and Society (3)
Prerequisite: Admission to Graduate Program
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.

213 Governance of Schools (2)
Prerequisite: Preliminary Administrative Services Credential
A practical seminar to enable a school site or district administrator to set realistic solutions to his or her actual concerns in the areas of personnel, finance, and legal aspects.

214A Leadership Practicum (2)
Prerequisites: Edu 211 and Preliminary Administrative Services Credential
An independent field assignment in leadership in the schools.

214B Values Practicum (2)
Prerequisites: Edu 212 and Preliminary Administrative Services Credential
An independent field assignment in values application in the schools.

214C Change Practicum (2)
Prerequisites: Edu 215 or Edu 215A and Preliminary Administrative Services Credential
An independent field assignment in change in the schools.

214D Research Practicum (2)
Prerequisites: Edu 218 and Preliminary Administrative Services Credential
An independent field assignment in the application of research in the schools.

214E Internship Practicum I (2-4)
Prerequisite: Preliminary Administrative Services Credential
The completion of a leadership role or task, other than those performed in the candidate’s own job, in his or her own district for a minimum of 30 hours during the semester.

214F Internship Practicum II (2-4)
Prerequisite: Preliminary Administrative Services Credential
The completion of a leadership role or a task in a different district or agency for a minimum of 30 hours during the semester.

214G District Participation Practicum (2-4)
Prerequisite: Preliminary Administrative Services Credential
The participation in a district sponsored leadership program which meets regularly to prepare candidates for school administrator roles for a minimum of 30 hours during the semester.

214H Association Participation Practicum (2-4)
Prerequisite: Preliminary Administrative Services Credential
The participation as a state or local association officer or representative (ACS, CTA, ASCD, etc.) on participation in an approved association leadership program for a minimum of 30 hours during the semester.

215 Leadership and Change (3)
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.

215A Leadership and Change — Proact (3)
Prerequisite: Preliminary Administrative Services Credential
A three-day summer orientation program will be held to acquaint the participants with the T/D/E/A/Principals Inservice Program. This will be followed by monthly sessions based on the needs of the participants.

216 Situational Analysis (2)
Prerequisite: Preliminary Administrative Services Credential
A seminar class in which the topics presented will be those of participants as they encounter them on the job, focusing on the curriculum and school community relations.

217 Educational Guidance and Community Issues (3)
The study of various roles and functions of the educational counselor. The student will study contemporary and controversial issues as they relate to the field of guidance. Emphasis will be placed on student choices and decisions, crisis counseling, conflict resolution, confidentiality, discipline, ethical and community issues.

218 Advanced Program Assessment, Research and Evaluation (3)
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.

218A Methods of Research (3)
Examines scientific methods of inquiry, deductive and inductive reasoning processes, criteria for evaluation of research. Investigates types of research designs, methods of sampling, and data collection analysis.

220 Teaching of Reading (3)
The course is designed to provide teachers with the fundamentals of reading instruction at the elementary and secondary levels. The course explores differing models and approaches in teaching reading. It is designed to extend and enlarge the teacher's understanding of beginning literacy, word recognition, and comprehension as well as to develop competencies in administering and interpreting reading tests and selecting appropriate teaching materials and methods.
221 Reading In the Content Area
This course has two major areas of focus. The first is to examine teaching strategies to help students deal with content area texts. The second explores integration of the language arts within the content area.

224 Language Assessment, Diagnosis, and Evaluation
Prerequisite: Educ 220
This course is designed to help teachers develop skills in oral language and reading assessment and make instructional decisions based on such assessment.

225 Advanced Methods in Reading
This course considers a number of current topics in reading/writing instruction including the connection between comprehending and composing literacy instruction for the ESL student, and alternative means of evaluation.

226 Exploration in Literature
This course is designed to provide educators with an overview of some of the best in literature for children and young adults, with a variety of reading experiences which will encourage and provide for pupil responses to literature and with teaching strategies and skills that will aid in making literature an integral part of the school curriculum.

228 Clinical Experiences in Reading
Prerequisite: Educ 220; Graduate standing
Instruction of an individual or a small group of children in remediation of reading difficulties.

230 Seminar in Bilingual Education
A review of research in bilingual education and preparation for the thesis through a synthesis of classroom practice, research methods and literature.

231 Current Trends and Issues in Bilingual Education
Designed to examine rationales and objections to bilingual education based on the historical framework in the field and its need. The course will examine alternative models in bilingual education and analyze administrative techniques for developing and evaluating bilingual education programs. Focus will be given to futuristic perspectives and discussion of alternative solutions to resolve problems involving programs of bilingual nature.

232 Current Theories and Methods of Bilingual Education
An examination of current theories about bilingualism, various bilingual curriculum models and methods, and materials used to teach in bilingual classrooms. Students apply course content to individual projects that involve bilingual learners.

233 Social and Cultural Psychology of Mexican Americans
In the United States
An examination of Mexican folklore and culture. From this base, present social and cultural issues are presented leading to an understanding of the Hispanic in our schools and society.

234 Introduction to Linguistics
Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.

234A Linguistics for ESL Teachers
An overview of the basic components of language, including phonology, morphology, syntax, semantics and pragmatics applied to the second-language learner.

235 Language Acquisition and Cross-Cultural Education
This course examines the development of oracy and literacy as well as the effects of cultural background on language acquisition.

236 Cross-Cultural Awareness
An overview of interactions arising from contacts between diverse racial and ethnic groups, and cultural processes such as competition, conflict, segregation, stratification, accommodation and assimilation. Examination of strategies for developing a positive learning environment in the multi-cultural classroom.

237 Current Theories and Methods of Teaching English as a Second Language
Current theories of teaching ESL will be reviewed, and specific methods for teaching will be examined. A whole language approach to second language teaching will be emphasized.

238 Research Methods in Bilingual Education
Prerequisite: Admission to Graduate program
The course will cover a basic analysis of research methods and techniques. Explanation and review of key sources of research data relating to bilingual education. Principles and forms of research reporting will be a focal point.

242 Oral and Written Language
This course explores the relationship between reading and writing in primary, intermediate, and secondary classrooms. Writing as a process is a major focus of the course. Teaching techniques which support early literacy development are discussed as are practical strategies for developing a viable writing program K-12 which enhance reading development.

242A Written Communication
Participants experience the reading/writing process first hand in a workshop atmosphere.

246 Current Trends In Reading
This course is designed to bridge theory and practice. It consists of individual study carried out under the guidance of a faculty member. The participant selects a current trend or problem in reading, explores recent literature in the topic, and considers instructional implications of the findings. May be repeated.

247 Supervision of Reading Programs
Prerequisite: Educ 220 & 228; Graduate standing
Instructional leaders direct and supervise classroom teachers in the reading clinic.

247A Supervision of Second Language Students
Prerequisite: Educ 291
Instructional leaders direct and instruct classroom teachers in the teaching clinic.

249 Seminar In Reading
Prerequisite: Admission to the Master's Program
A course offered continuously, carefully critiquing classical and current 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.
250 Curriculum Leadership  
Prerequisite: Graduate standing  
This course considers (1) current trends in curriculum development; (2) teacher involvement in decision-making; (3) assessment, diagnostic, and prescriptive skills in curriculum; (4) study of learning theory and teaching strategies; and (5) organization of curriculum for instruction.

251 Practicum — Curriculum Leadership  
Prerequisite: Graduate standing  
An independent field assignment in curriculum development and administration. Graded CR/NC.

252 School and Community Relations  
Prerequisite: Graduate standing  
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.

253 Practicum — School and Community Relations  
Prerequisite: Graduate standing  
An independent field assignment in school and community relations. Graded CR/NC.

254 Administration and Personnel Management Procedures  
Prerequisite: Graduate standing  
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.

255 Practicum — Administration and Personnel Management Procedures  
Prerequisite: Graduate standing  
An independent field assignment in administration and personnel management procedures. Graded CR/NC.

256 Public School Finance and Legal Aspects  
Prerequisite: Graduate standing  
This course considers: (1) public school governance; (2) laws relating to youth; (3) study of federal and state laws 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.

257 Practicum — Public School Finance and Legal Aspects  
Prerequisite: Graduate standing  
An independent field assignment in public school finance and legal aspects. Graded CR/NC.

258 Public School Management Seminar and Practicum  
Prerequisite: Graduate standing and permission of seminar director  
A series of management performance seminars integrating the newest perspectives from the behavioral, organizational, and policy sciences in order to provide effective approaches to the management of educational programs and resources. Specific seminar topics include: (1) effective time management, self-assessment, and leadership style analysis; (2) district mission, management philosophy, annual goals, and the policy formation process; (3) management role responsibilities; (4) management planning and performance review; and (5) coalition building and public information strategy.

259 Seminar In Administration  
Prerequisite: Graduate standing  
A series of seminars in educational leadership roles and management performance systems offered as appropriate. Seminar strategy is to assist 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.

259A Research In Administration  
Prerequisite: Graduate standing  
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.

260 Adapting Instruction to Learning Patterns of Children  
Prerequisite: Educ 260; Graduate standing  
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.

262 Central Language Disorders and Development  
Prerequisite: Graduate standing  
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.

263 Sensory-Motor Development and Training  
Prerequisite: Graduate standing  
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 programs; 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.

264 Adapting Behavior for Learning and Interpersonal Effectiveness  
Prerequisite: Educ 205; Graduate standing  
Designed to study facets of affective behavior, alternative strategies of behavior management, interpersonal communicative skills, and implementation of pupils' programs to staff and parents.
265 Physical Handicaps as Related to Learning Problems (3)
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.

266 Career Vocational Guidance and Education (3)
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.

267 Evaluation and Counseling of Exceptional Pupils (3)
Prerequisite: Graduate standing
Designed to develop skills in counseling exceptional pupils and their parents and to develop understandings and demonstrable competencies in professional interpersonal relations. Course content includes direct and non-directive techniques for counseling based on evaluation of pupil progress and program effectiveness.

268 Practicum—Directed Teaching—Learning Handicapped/Severely Handicapped (3-6)
Prerequisite: Graduate standing
A directed field experience involving participation in a classroom for educationally handicapped pupils. The Specialist Credential candidate will gain and demonstrate advanced skills in systematic observation, pupil assessment, prescriptive planning and implementation, evaluation procedures, and behavior management techniques. Structured opportunities are arranged to develop communication skills effective for staff and parent-teacher interaction.

269 Supervision of Special Education (3)
Prerequisite: Special Education Credential
Supervision of special education provides instruction in the areas of the consulting function, staff development and inservice education function; and skills related to the parent education function.

269A Laws and Regulations of Special Education (2)
Prerequisite: Special Education Credential
This class is a combination of indepedent study and practicum. The candidate will satisfactorily demonstrate the skills, knowledge and performance competencies in accordance with the legal regulations of the Education Code, Title V: Administrative Code, and other documents of law as related to special education.

269B Coordination of Special Education Services (3)
Prerequisite: Special Education Credential
Candidates shall satisfactorily demonstrate the skills, knowledge, and performance competencies identified for each of the objectives of the Coordination function.

270 Program and Instruction for Severely Handicapped (3)
Prerequisite: Graduate standing
An examination of critical skills model. Application of critical skills in school, home, and community. A study and update of the instructional techniques in the natural environment.

271C Evaluation and Integration of Software (2-4)
This course will familiarize the participant with creating materials and methods for using problem solving software in most subject matter areas in the K-12 classrooms. Major components include time to become thoroughly familiar with selected software, to review supportive student activities, and to identify thinking skills students need to use such software.

271D Evaluation and Integration of Software (2-4)
This course is a continuation of 271C.

271E Evaluation and Integration of Software (2-4)
This course is a continuation of 271D.

271G Introduction to Using Computers in the Classroom (2-4)
This course is designed for teachers who want to use a computer in their classroom or curriculum and need exposure to what types of programs are available. There is ample time for questions on how to use the computer in many different ways as well as hands-on activities that reinforce each area of usage. A study of computer literacy programs; classroom management; computer assisted instruction resources; evaluation of software; and duplication of selected public domain programs.

271H Curricular Applications of Software (2-4)
This course covers special topics for specific subject areas. The focus will be identifying appropriate classroom software and integrating that software into classroom instruction. The course may be repeated in different curricular areas.

272 Topics in Mathematics-Science (3)
Prerequisite: Graduate standing
Introduction to the philosophy, learning theories, and model of mathematics/science on which the program is built. Examination of rationale for integrating mathematics and science. Examples from each strand are used to illustrate the impact of this approach on curricular materials and teaching methodology.

273 Informal Geometry (2)
Prerequisite: Graduate standing
A study of informal geometry; approaches to the teaching of geometry; geometric properties; uses of manipulatives; construction of solid figures, and the design of experiences in geometry.

274 Probability and Statistics (2)
Prerequisite: Graduate standing
An examination of random events for the purpose of selecting content appropriate to the K-8 mathematics-science curriculum; problem solving in probability investigations; the construction, testing, and evaluation of curricular materials.

274A Elementary Statistics (3)
Organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods.

275 Clinical Diagnosis and Exprimentation (3)
Prerequisite: Graduate standing
A study of test instruments; relationship of test content to teaching objectives; selection of tests; and test construction and experimental use.
281 The Laboratory Method in Mathematics and Science
Prerequisite: Graduate standing
A critical analysis of the laboratory method, the development of resources utilizing the laboratory method, systems of management, and a study of the "Open Main" approach to managing and using a mathematics laboratory.

282 Problem Solving in the Early Grades
Prerequisite: Graduate standing
Presents problem solving as the basic method for improving learning in mathematics. Special attention is given to problem solving as it relates to drill and practice for mastering basic concepts and facts. Based on "Drill and Practice at the Problem Solving Level" by Robert Wirtz with taped discussions by Dr. Richard Suchman.

282A Problem Solving in Algebra
An in-depth study of the nature of problem solving with applications to secondary mathematics. Problems of both historical and contemporary significance will be examined. Applications in algebra, geometry, trigonometry, and analysis will be explored.

282B Problem Solving in Geometry
A continuation of 282A with emphasis of integration of problems into the secondary curriculum.

282C Problem Solving in Number Theory
A continuation of 282B.

283A Science and the Integrated Curriculum
An in-depth study and designing of activity oriented science experiences that integrate mathematics, science, and other areas of the curriculum.

284 Numbers and Operations
Prerequisite: Graduate standing
In an in-depth study of number and operations; analysis of algorithms; study of trouble spots and remediation; use of manipulative models for concept development; activities for reinforcing learning; and construction of meaningful curricula emphasizing problem solving.

285 Integration of Mathematics and Science
Prerequisite: Graduate standing
In a study of the rationale for integration; examination of experimental units for integration developed in Project AIMS (Activating the Integration of Mathematics and Science); applications of measurement, relations, and functions, logic, problem solving, geometry, and probability and statistics through integration.

287A Beginning BASIC Programming
An introduction to the BASIC language that assumes no prior experience with computers. The core vocabulary is introduced and developed, and computer programming is presented as a problem solving activity. Each participant will be able to recognize and use the core BASIC vocabulary; trace, modify, and compare simple programs; and understand the concepts of variable and algorithms.

287B Intermediate BASIC Programming
All commands learned in 287A will be explored in greater detail for extensive use in more complex programs. Includes flowcharting, graphics, data files, sorting routines, software evaluation, computer equipment review, values in using computers, and the educational use of computers.

287E Writing Educational Microcomputer Instructional Programs
Designing and writing educational microcomputer programs for use in the classroom. Stating the problem, writing objectives, creating a storyboard, coding, and documentation.

287F Beginning PASCAL Programming
All commands in beginning PASCAL will be explored in detail for extensive use in problem solving. Special topics on flowcharting; graphics; computer equipment reviews; values in using computers; and the why, where, and when PASCAL can be useful to educators will be explored.

287G Intermediate PASCAL Programming
Intermediate PASCAL will utilize all basic concepts introduced in beginning PASCAL and combine them with other programming concepts. Searching and sorting will be carried out on arrays, records, and files. Includes work with rational data types and linking lists; creating records and files for use in the classroom; and one major project to be completed by the end of the course. Problem solving mode will be emphasized throughout.

287H Beginning LOGO Programming
Introduction to programming in LOGO with emphasis on graphics applications. Investigation of turtle graphics and its applications to elementary and secondary mathematics including algebra, geometry, and trigonometry. Introduction to interactive programming and the development of skills in writing CAI software.

287I Intermediate LOGO Programming
Review of turtle graphics with advanced applications. A study of words and lists as used in LOGO text manipulation. Advanced interactive programming with graphics and list processing integration. Extensive attention will be given to Abelson and diSessa's work entitled Turtle Geometry.

287J Word Processing I
In each course offering a major word processing program will be taught. Because of the availability and widespread use of several such programs, instruction in several will be offered in different sections. Applications to the elementary and secondary curriculum will be emphasized.

287K Data Base Management I
A data base management program in widespread use will be selected for each course offering. Each will be explored fully and applications to educational uses will be emphasized.

287L Electronic Spreadsheets I
Several electronic spreadsheets from simple to advanced will be studied. Mastery in one advanced spreadsheet is required together with extensive application to the educational program.

287N Integrated Systems I
An integrated system of word processing, database and spreadsheet will be used to produce documents that will be beneficial to educators.

287O Interactive Graphics
Studies in video displays and their interaction with the computer operator.

287P Assembly Language Programming I
Introduction to programming in assembly and machine language and including screen graphics, images, and integration of assembly language with high level languages.
287Q Word Processing II
Prerequisite: Educ 287J or permission of program director
2-4
In this course business word processing programs will be explored for applications to business type classes as well as for participants who need to know the full potential of a word processor can do in other settings. Participants will have an opportunity to create specific applications for their needs.

287R Data Base Management II
Prerequisite: Educ 287K or permission of program director
2-4
In this course a business data base system will be explored for applications to business type classes as well as for participants who need to experience the power of a professional data base system. Participants will have an opportunity to create specific applications for their needs.

287T Electronic Spreadsheets II
Prerequisite: Educ 287L or permission of program director
2-4
A business type electronic spreadsheet will be explored for applications to business type classes as well as for participants who need to know the full potential of what an electronic spreadsheet can do. Participants will have an opportunity to create specific applications for their needs.

287U Integrated Systems II
Prerequisite: Educ 287N or permission of program director
2-4
A professional integrated systems package will be explored for applications to business type classes as well as for participants who need to know the full potential of what an integrated system is capable of accomplishing.

287V COBOL Programming I
2-4
A language designed to handle business problems. Deals with the development and application of the four divisions of the language: identification, environment, data, and procedure. High level compiled language with an English-like syntax.

287W Advanced Independent Computer Study
Prerequisite: Permission of program director
2-6
Explore advanced commands and topics in the area of computers and their relevance to education.

288 Readings and Topics in Education
Prerequisite: Graduate standing
2-4
Courses which cover subject matter not included in regular education courses may be taken for credit as special readings or topics in education.

289 Seminar in Learning Theory
Prerequisite: Graduate standing
4
Writings of Piaget, Bruner, Bloom, and Hunter are studied and compared with current studies of research in learning. Each candidate is challenged to formulate his or her own theory of learning and present it in the seminar setting.

289A Seminar in Learning Theory—Pupil Personnel
3
Synthesizes various schools of learning theory to create curriculum and instructional strategies to meet needs of students at particular stages of development.

289B Seminar for Second Language Teaching
3
A discussion of current issues in second language learning and teaching and identification of areas for research leading toward the project/thesis.

290 Independent Study in Education
1-5
Independent study is available to pursue a topic of interest through individually oriented research.

291 Teaching Practicum
2-4
Current methods are put into practice in a clinic teaching situation under the guidance of highly trained supervisors.

291A Case Study Practicum
3
Study of techniques of counseling through role playing and small group experiences. Gain experience in counseling students and parents from various socioeconomic and ethnic backgrounds.

291B Field Experiences
Prerequisite: Educ 291A
4
Field work experience under the supervision of a credentialed Pupil Personnel Services Guidance Counselor to integrate theoretical training with practical experience.

291C Practicum in TESOL
3
A directed field experience involving intensive participation with students with limited English skills in clinic and/or classroom settings.

295A Teaching Consumer Math Skills in Grades 3–5
3
Content and methodology for a problem solving and simulation approach to consumer education topics appropriate for grades 3–5.

295B Teaching Consumer Math Skills in Grades 4–7
3
Content and methodology for a problem solving and simulation approach to consumer education topics appropriate for grades 4–7.

295C Teaching Consumer Math Skills in Grades 5–8
3
Content and methodology for a problem solving and simulation approach to consumer education topics appropriate for grades 5–8.

295E Teaching the Basic Skills of Addition and Subtraction
3
Methods and materials for implementing Piagetian learning theory in the teaching of addition and subtraction.

295F Teaching the Basic Skills of Multiplication and Division
3
Methods and materials for implementing Piagetian learning theory in the teaching of multiplication and division.

295G Teaching the Basic Skills Using Fractions, Decimals, and Percentages
3
Methods, models, and materials for implementing Piagetian learning theory in the teaching of fractions, decimals, and percentages.

295H Innovations in Teaching Mathematics, K–1
3
Counting, numeration, and early addition activities at the three Piagetian levels (manipulative, representation, abstract); materials and methods.

295J Innovations in Teaching Mathematics, Grades 2–3
3
Materials and methods for the Piagetian approach for teaching and mastery of addition, subtraction, spatial relations, and geometric concepts.

295K Innovations in Teaching Mathematics, Grades 3–5
3
Piagetian approach to mastery of basic computation concepts and skills; materials and methods.

295M Innovations in Teaching Mathematics, Grades 5–9
3
Materials and methods for the Piagetian approach for teaching the mathematical concepts in grades 5–9.
298N  Introduction to the Integration of Math and Science  (3)
Methods and materials for an integrated approach to math and science. Draws primarily on AIMS content.

295O  Integrated Math and Science: Study of the Human Body and Foods  (3)
Materials and methods for integrating math and science in the study of the human body and foods.

295P  Integration of Math and Science, K–1  (3)
Examines the integrated approach of Project AIMS to the study of topics appropriate to fall, winter and spring science investigations.

299  Project/Thesis
Prerequisite: Consent of graduate program director
299A — Reading Program:  (4)
Supervised project or thesis work in reading education.

299B — Mathematics Program:  (1–4)
During the entire program candidates design curricular materials. For their project they select a carefully restricted topic and develop a three-week curriculum unit for use at a given grade level. This is field tested and revised as necessary. The goal is to contribute to effective curricular units in mathematics and science for K–8.

299C — Bilingual Crosscultural Program:  (6–10)
Supervised thesis work in the field of bilingual crosscultural education.

299D — Learning Handicapped Program:  (4)
Supervised project work or thesis in the field of Learning Handicapped.

299E — Pupil Personnel Program:  (4)
Supervised project work or thesis in the field of Pupil Personnel Services.

299F — Language Development  (3)
Supervised project work or thesis in the field of Language Development.
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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 ordship of Jesus Christ is encouraged; the following statements clarify this commitment:

• The whole 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, he 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 on 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 of all nations is the supreme mission of the church of this age.
• There will be a bodily resurrection of both the just and the unjust, with a state of everlasting blessedness for believers, and a state of 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.