Correspondence and Telephone Directory

For information about the areas listed at right, address correspondence to the appropriate office in care of:

Fresno Pacific College
1717 South Chestnut Avenue
Fresno, California 93702

Information .................................................. 453-2000
Academic Administration ................................. 453-2031
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Transcript Information .................................... 453-2268

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

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

In accordance with requirements of DVB Circular 20-76-84, Appendix P, this is to certify that this school catalog is true and correct in content and policy.
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# Undergraduate/Post-baccalaureate College Calendar

## Fall Semester 1990

### August
- **23-25** Thur-Sat: Orientation and Walk-through Registration
- **27** Monday: Classes Begin
- **27-31** Mon-Fri: Late registration, begins noon Monday (Late fee applies)
- **31** Monday: Last day to register  
  Last day to pay fees or make payment arrangements

### September
- **3** Monday: Labor Day - No classes - Offices closed
- **7** Friday: Last day to add a course  
  Last day for CR/NC option

### October
- **18-19** Thurs-Fri: Mid-term break - No classes
- **23** Tuesday: Mid-term grades due from faculty

### November
- **2** Friday: Last day to drop a course without fee  
  Last day to change from AU to CR; CR to AU
- **22-23** Thurs-Fri: Thanksgiving recess - No classes - Offices closed

### December
- **7** Friday: Last day of Fall classes  
  Last day to request an Incomplete
- **14** Friday: Last day to drop a course (Late fee applies)  
  Last day to completely withdraw from the college
- **10-14** Mon-Fri: Final Examinations
- **18** Tuesday: Grades due from faculty, noon

## Spring Semester 1991

### January
- **7** Monday: Orientation and Walk-through registration  
  Classes begin
- **8-11** Tues-Fri: Late registration (Late fee applies)
- **11** Friday: Last day to register  
  Last day to pay fees or make payment arrangements
- **18** Friday: Last day to add a course  
  Last day for CR/NC option
- **21** Monday: Martin Luther King Day - No classes - Offices closed

### February
- **18** Monday: President's Day - No classes - Offices closed

### March
- **4-8** Mon-Fri: Spring Break - No classes
- **5** Tuesday: Mid-term grades due from faculty
- **8** Friday: Last day to apply for participation in commencement (Registrar's Office)
- **29** Friday: Last day to drop a course without fee  
  Last day to change from AU to CR; CR to AU

### April
- **26** Friday: Last day of Spring classes  
  Final Examinations
- **29-May 3** Mon-Fri: Final Examinations

### May
- **3** Friday: Last day to request an Incomplete
- **4** Saturday: Last day to drop a course (Late fee applies)  
  Commencement
- **7** Tuesday: Grades due from faculty, noon

## Summer Session 1991

### June
- **21** Friday: Last day to drop a Session 1 course  
  Last day to change from AU to CR; CR to AU (Session 1 courses)
- **24** Monday: Summer Session 2 begins  
  Registration begins at 9:00 am

### July
- **4** Thursday: Independence Day - No classes-Offices closed
- **26** Friday: Last day of Summer courses  
  Last day to drop a Session 2 course  
  Last day to change from AU to CR; CR to AU (Session 2 courses)
  Last day to request an Incomplete
- **30** Tuesday: Grades due from faculty, noon

### May
- **20** Monday: Summer Session 1 begins  
  Registration begins at 9:00 am
- **22** Wednesday: Late registration (Late fee applies)
- **24** Friday: Last day for CR/NC option(Summer Session 1)
- **27** Monday: Memorial Day - No classes - Offices closed

### June
- **21** Friday: Last day to drop a Session 1 course  
  Last day to change from AU to CR; CR to AU (Session 1 courses)
- **24** Monday: Summer Session 2 begins  
  Registration begins at 9:00 am

### July
- **26** Wednesday: Session 2 Late Registration (Late fee applies)
- **28** Friday: Last day for CR/NC option (Session 2 courses)

### Independence Day
- **4** Thursday: Independence Day - No classes-Offices closed

### Last day of Summer courses
- **26** Friday: Last day of Summer courses  
  Last day to drop a Session 2 course  
  Last day to change from AU to CR; CR to AU (Session 2 courses)
  Last day to request an Incomplete

### Grades due from faculty, noon
- **30** Tuesday: Grades due from faculty, noon
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 40-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 300,000. 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 480 undergraduate, 200 post-baccalaureate and 550 graduate students. The attractive campus includes a unique outdoor amphitheater, prayer chapel (shared with the adjacent Mennonite Brethren Biblical Seminary), Special Events Center Gymnasium, Hiebert Library (also shared with Mennonite Brethren Biblical Seminary), and a well-supplied Bookshop. The campus provides convenient access for handicapped 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 Is 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 Is 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, moral, 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 Is 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 with, 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
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.

Quality Academic Programs

The academic programs which are described in detail in this catalog reflect the fundamental values of the institution. Several elements 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. 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, business, 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 the students to the variety of academic and career preparation programs offered by the college. Many majors include internship experiences. The college offers 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 desires to provide students with global opportunities in which they may move across familiar cultural boundaries into new and challenging environments. Several options are open. There is the language and cultures studies summer school program in Mexico or Guatemala; the semester or year-long study in Europe and Asia with the Brethren Colleges Abroad program; a semester or academic year-long intensive language program in Costa Rica by the Christian College Coalition; and periods of study in the American Studies Program in Washington, D.C., the Urban Life Institute in Chicago, as well as other urban programs. The College provides a 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.

A concurrent enrollment arrangement with California State University, Fresno, allows students to do course work and to complete selected majors 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. (See limitations, p. 19)

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, as well as "honor houses" near campus.

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. Mentor-Collegium groups also participate in a special course designed to assist students in the transition to college life.

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 play a more general counseling role and will assist the student in career planning.

Noon-Hour Encounter Program

As a further expression of the college's belief that interpersonal relationships are essential to the total educational process, the college makes funds available to faculty for an occasional "Noon Hour Encounter" 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 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 most 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.
Learning Resources

Hiebert Library

Hiebert Library, a gift of the late Cornelius Hiebert in 1962, 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. 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 130,000 volumes, 920 periodical subscriptions, more than 150,000 microforms, and 4,000 audio-visual items. Hiebert Library is a subscriber to the ERIC documents on microfiche. Approximately 3,000 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 larger Mennonite tradition. The collection is the only one of its kind in the western United States.

The librarians and staff of Hiebert Library assist students 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 10,000 libraries, providing more than twenty-one million data records. In addition, the ERIC and Religion Index online databases are available through BRS, allowing extensive access to periodical literature. Students may apply for special borrowing privileges at the library of California State University, Fresno.

Computer Laboratories

Three computer labs are available to all students without additional charge. Using, respectively, Apple IIe, Macintosh, and IBM PC-compatible equipment, students in the three laboratories can access word-processing, statistical, spread-sheet, and other softwares for their use in research and writing.

Fresno Community

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

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 31 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 31 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 should 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 in this catalog.

PROCEDURES FOR STUDENTS ENTERING DIRECTLY FROM HIGH SCHOOL

Requirements for admission 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 non-refundable $30 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 who are entering directly from high school. Fresno Pacific College recommends the ACT test.

High School Preparation—Fresno Pacific College requires at least one year of study in each of nine academic courses, including four years of English, two years of mathematics (algebra and geometry), two years of social studies, and at least one laboratory science in which at least "C" grades have been maintained. 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 (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 Admission Selection Committee, using various criteria in addition to the provided academic information. Notification of acceptance or denial will be sent once the decision is made. Final transcripts showing graduation are required to finalize the Fresno Pacific College offer of admission.
Documents needed for admission for students entering directly from high school:
1. An application for admission and a $30 non-refundable application fee.
2. High school transcripts through at least the junior year. A final transcript showing graduation and acceptable grades must be on file to finalize admission.
3. SAT or ACT scores. If the high school cumulative GPA is 3.1 or above, acceptance may be granted without test scores. However, scores must be on file before acceptance is finalized. SAT or ACT test scores are used for decisions in the placement in FPC courses. Low scores may require enrollment in specific courses during early semesters at FPC. Notification of these requirements is included in the letter of acceptance.

Early admission program for students entering Fresno Pacific College during their senior year of high school:
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

PROCEDURES FOR 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. Courses in which "D" grades have been earned will not be granted transfer credit. Fresno Pacific will grant a maximum of 70 units of credit from a community or junior college. A minimum of 30 semester units must be completed at Fresno Pacific.

Requirements for admission for students entering from accredited colleges and universities:
Acceptance for admission as a transfer student is determined by evaluation of all required documents. To be granted admission solely on college level academic work, a minimum of 24 transferable units must have been completed with a 2.4 academic G.P.A.. If less than 24 transferable units have been completed, admission will be granted in accordance with the student’s total academic record in both high school and college-level work.

Documents needed for admission for students entering from accredited colleges and universities:
1. An application for admission with the non-refundable $30 application fee.
2. Official transcript from high school verifying graduation.
3. Official transcript from each college attended.
4. Although the SAT or ACT test scores are not required to grant admission to transfer students, they are recommended.

PROCEDURES FOR 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, however, a limitation on the number of units acceptable from unaccredited liberal arts colleges and Bible institutes.

Course work in which "D" grades have been earned will not be granted credit.

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

PROCEDURES FOR INTERNATIONAL STUDENTS SEEKING TO ENTER THE UNDERGRADUATE PROGRAMS AT FRESNO PACIFIC COLLEGE
International students need good English skills in order to be successful in undergraduate studies. Although TOEFL and SAT scores are not required, both are strongly recommended. Students whose native language is not English, and who submit a TOEFL score of 500 with minimum section scores of 50 in each skill area tested, are eligible for the regular undergraduate curriculum upon admission to the college. International students meeting academic requirements but without TOEFL scores, or with a score of less than 500, will be required to improve English language proficiency in the Intensive English Language Program (IELP). Students with intermediate level English ability will be permitted to take one or two academic courses with the approval of the IELP Director. Students may earn up to 16 units of credit in their IELP courses and apply them as electives to the B.A. degree at Fresno Pacific College.
Requirements for admission of international students entering the undergraduate programs at Fresno Pacific College:

1. All international students entering directly from secondary schools must meet the same undergraduate requirements for admission as U.S. citizens, and have successfully completed a college preparatory course of study in their native country.
2. Transfer international students must have completed satisfactory course work in 24 transferrable units and have a 2.4 academic G.P.A.. If the above minimum is not met, admission will be based on 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.
6. International students must complete the application and provide at least one letter of recommendation from a person who can give a character reference.

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

1. An international application for admission and a $30 non-refundable application fee.
2. Transcripts from all secondary schools and from any course work taken beyond the secondary level. All transcripts must be official and accompanied by a certified English translation. All documents must show course work and examinations taken, indicate grades received, identify passing and maximum marks, and show evidence of secondary graduation. International students must have successfully completed a college preparatory course of study in their native country.
3. A completed financial Certification form that certifies the student has sufficient funds to study in the United States must be on file prior to acceptance and issuance of the I-20.
4. At least one letter of recommendation from a person who can give a character reference.
5. Autobiography

Filing deadlines for undergraduate international applicants
International students are encouraged to submit all application materials, transcripts, and recommendations at least three months prior to the first semester of enrollment at Fresno Pacific College. After all necessary application documents have been received by the office of admissions, acceptance will be determined.
Upon acceptance, a Certificate of Eligibility (I-20) will be sent. This is necessary for obtaining a student visa to enter the United States.

PROCEDURES FOR INTERNATIONAL STUDENTS SEEKING ADMISSION TO THE LANGUAGE AND CULTURE PROGRAM (LCP) AT FRESNO PACIFIC COLLEGE

The Language and Culture Program (LCP) is designed to accommodate international students who wish only to study English and experience American culture. International students entering this program will receive a certificate of completion but will not earn undergraduate credit for the English Language courses taken at Fresno Pacific. This program is especially suited to international students who want to experience college life in the United States and at the same time improve their English proficiency.

Requirements for admission for students entering the Language and Culture Program from foreign countries:

Students entering this program do not need to provide academic transcripts. This program is designed to teach English only. Language learning occurs when a person practices, and is not directly related to academic achievement. This program does not provide credit for courses taken but only a certificate of completion. International students entering this program must complete an application and provide financial certification.

Documents needed for admission for students entering the Language and Culture Program (LCP) from foreign countries:

1. A completed LCP application and a $30 non-refundable application fee.
2. A completed financial certification form (part of the application) that certifies the student has sufficient funds to study in the United States.

Both these forms must be on file prior to the sending of the I-20.
Filing deadlines for LCP international applicants

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

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

PROCEDURES FOR STUDENTS SEEKING APPLICATION FOR RE-ADMISSION

Former Fresno Pacific College students who were not enrolled in the previous semester may re-apply for admission by filing a re-admission 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 (fifth 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, at least one recommendation, 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. Submit a $50 tuition deposit as an acknowledgement of acceptance. This deposit will ensure registration of the applicant and is applied toward tuition costs. It is refundable until June 30 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 $50 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 Development 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, mentors and advisors, programs of study, and classmates. Since the orientation program is part of the registration process, participation is required. Orientation for students entering between semesters takes place on the first day, before classes begin, as a part of the registration process.

ENROLLMENT

Advising and registration take place during the week prior to the beginning of classes in the fall semester, and at 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 also subject to the $30 late registration fee.

CHANGE IN REGISTRATION

Students are officially enrolled in all courses listed on their registration form. If a change in registration becomes necessary, forms for requesting the change may be obtained from the Office of the Registrar. Courses may be added during the first two weeks only; they may be dropped without late fee through the tenth week of each semester. Complete withdrawal must be cleared through the Registrar, Counseling Office, Student Financial Services Office.
and Financial Aid Office and must have the 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 and the San Joaquin College of Law. Students who wish to enroll at one of these institutions under the concurrent enrollment arrangements must also make application to these institutions. Upon acceptance, and prior to registration, arrangements for concurrent enrollment must be made with the Registrar at Fresno Pacific College.

California State University - Fresno

1. Fresno Pacific College students who wish to major in an area in which Fresno Pacific only offers a minor may do so by taking selected courses at California State University, Fresno. Majors proposed in areas other than those in which FPC offers a minor must be approved by the Undergraduate Dean. A minimum of 12 units in a major must be taken at FPC. 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 of Fresno Pacific College;
   (2) the student plans to graduate from Fresno Pacific College;
   (3) the courses which are to be taken at CSUF are not offered by Fresno Pacific in the academic year during which the request is made; and
   (4) the major is approved in advance by the program director of the minor (or designated advisor) and the Registrar at Fresno Pacific College.
   (For further clarification and procedures, see the Registrar's Office.)

2. On occasion, a Fresno Pacific College student may find it necessary to take classes at CSUF which are to be applied to a major at Fresno Pacific. 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 in the academic year during which the request is made; and
   (3) the course is approved in advance by the department program director and the Registrar at Fresno Pacific.

San Joaquin College of Law

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.

Mennonite Brethren Biblical Seminary

Full-time Fresno Pacific students may take Elementary and/or Advanced Greek for FPC credit at the Mennonite Brethren Biblical Seminary without paying additional tuition charges. To be eligible, full-time status must be based on units other than the Greek course(s).

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

7. The proposal approved by the faculty member is reviewed and approved by the Dean of Undergraduate Studies.
8. There should be at least an initial consultation and a final interview with the supervising faculty member.

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

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 occasion, 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.
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 Dean of Undergraduate Studies.

Forms for requesting permission to enroll for directed study are available in the Registrar's Office. The form is to be completed prior to registration.
UNDERGRADUATE 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 Dean of Undergraduate Studies 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 number of units completed:

- Freshmen — students who have completed fewer than 30 units of credit.

- Sophomores — students having at least 30, but fewer than 60 units.

- Juniors — students having at least 60, but fewer than 90 units.

- Seniors — students having completed at least 90 units 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 (APP) 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. Once a 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 on-going
basis during each semester. Forms for declaring a major are available in the Registrar's Office.

OVERLAPPING MAJORS; MAJOR/MINOR
No more than two courses may be applied concurrently to two majors or to a major and a minor. No courses may be applied to meet both major/minor and General Education requirements.

SECOND BACHELOR’S DEGREE
A second Bachelor's Degree may be granted a student when the following conditions are met:
- a. All current Fresno Pacific General Education requirements are met.
- b. The requirements of a second major are completed (subject to the policy on overlapping majors).
- d. A minimum of 30 units (24 units in Upper Division and at least 12 in the major area) must be completed at Fresno Pacific College following the completion of the first degree.

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 insures 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.
- 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 Post-baccalaureate, professional development credit courses for educators.
- 600 - 699 Post-baccalaureate, professional development independent study credit courses for educators.

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

Grading System

GRADE SYMBOLS
A, B, C, D, F is the basic Undergraduate/Post-baccalaureate 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 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.
- UW Unauthorized Withdrawal .............................. 0 points
  This symbol indicates that an enrolled student did not complete course requirements and did not properly withdraw from the course. For purposes of grade point average computation this symbol is equivalent to an F.
Grades Not Included in the Grade-Point Average:

CR. ........................................ Credit
Completion of the course with a performance of "C" or better.
NC. ........................................ No Credit
Completion of the course with a performance below "C"; failure to complete all the course requirements.
AU. ........................................ Audit
W. ........................................ Withdrawal
I. ........................................ Incomplete
IP. ........................................ In-Progress
S. ........................................ (Satisfactory Participation) no credit granted
U. ........................................ (Unsatisfactory Participation) no credit granted
NR. ........................................ No Report

COURSE WITHDRAWAL
Withdrawal from individual courses without a fee is permitted through the tenth week of each semester.
Late withdrawal from individual courses is permitted through the Friday of the final examination period. A late withdrawal fee of $25 must accompany the withdrawal form. A grade of "W" will be entered on the student's record for any withdrawal after the second week of classes. Forms for withdrawal from individual courses may be obtained in the Registrar's Office.
For summer withdrawal dates, see the Summer Course Schedule.

WITHDRAWAL FROM THE COLLEGE
Complete withdrawal from the college is permitted through the Friday of the final examination period. Students requesting full withdrawal from the college must be cleared through the Registrar's, Counseling, Student Financial Services, and Financial Aid offices, and must have the approval of parents if the student is under eighteen years of age.

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. Application for the CR/NC option may be made in the Registrar's Office within the first two weeks of the semester or the first week of a summer course. Professors will submit 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. In-Progress courses may not exceed a total of 3 terms, including the summer term.

INCOMPLETES
A grade of incomplete may be requested if illness, accident or death in the immediate family or other similar, unavoidable circumstances make it impossible to complete all course requirements as scheduled. Incompletes are not issued in cases in which course work has not been completed due to lack of time. Normally, when an "Incomplete" is granted, course requirements must be completed before the end of the following term (spring, summer, fall).
Forms for requesting an "Incomplete" grade are available in the Registrar's Office. It is the student's responsibility to initiate the incomplete request process by securing the instructor's signature on the request form and returning it with the $10 service fee to the Registrar's Office no later than Friday of the final examination period (semesters) or last day of classes (summer term).
The instructor will be asked to report a grade (in addition to the "Incomplete") which has been earned on the basis of work completed at the time grades are due. This grade will be recorded if the coursework is not completed at the end of the time extension.

AUDIT
Students wishing to attend classes without receiving college credit may register for those courses as auditors. Enrollment as an auditor is subject to permission of the instructor. Regular class attendance is expected, and the student may be required to participate in any or all classroom activities at the discretion of the instructor.
An audited course is listed on the transcript with a grade of "AU." No credit is received for the course.

GRADE REPORTS
Each semester 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 OF “D” IN MAJOR

Courses in which a grade of “D” or below is earned are not transferable to Fresno Pacific College. Courses taken at Fresno Pacific in which a “D” is earned will not meet the requirements of a major, although they will count toward the total units required for graduation.

GRADE CHANGE

Grades submitted by instructors to the Registrar’s Office are considered official, and may be changed only by an instructor on the basis of clerical error or other error. Grade changes may not be made more than three months after course completion.

Should a student believe that a clerical error has been made, the instructor must be contacted. Should the instructor concur with the student, the instructor will file a Grade Change form with the Registrar’s Office.

Should the student believe that a grade change is warranted for reasons other than clerical error, the student may file a Petition form (available in the Registrar’s Office) with the Undergraduate Academic Dean. The Dean and instructor will consider the matter, and should the reasons be considered compelling, the instructor will file a Grade Change with the Registrar’s Office.

REPEAT COURSES

Students may repeat courses in a grade of “C” or lower has been received. Repeat courses must be declared at the time of registration. Full tuition will be charged for units of credit for repeated courses. A student is awarded credit only once for each course. The units in subsequent attempts will, however, be counted in determining the student’s enrollment status and may in some cases be counted for financial aid purposes. See the Financial Aid Office prior to registration for details.

Repeat course are treated uniquely when determining athletic eligibility; see the Registrar’s Office for details.

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 admitted on academic probation and do not earn a 2.0 or higher grade point average in their first term will be disqualified. Students who have been disqualified may appeal to the Dean of Undergraduate Studies.

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 in the annual Awards Convocation at the close of the spring semester. Awards designated as Highest Honors and Honors are presented to the outstanding juniors and seniors in each major at the Awards Convocation. These awards are based on the student’s academic achievement, academic contribution to the major, and future promise.

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
   Biblical Studies Concentration
   General Education with disciplinary emphasis

   Specific course requirements for the options are available in the Registrar’s Office.

   Requirements for the Associate of Arts Degree are as follows:
   a. A total of 60 semester units.
   b. A minimum grade point average of 2.0 must be completed in each of the following:
      1) all work attempted (including transfer work), and 2) work at Fresno Pacific.
   c. A minimum of 24 units must be taken at FPC. Credit by Examination may not be used to meet this requirement.
   d. Students may complete course requirements as stated in the catalog of the year of entrance at Fresno Pacific or the catalog during the year in which the student completes degree requirements. Students re-entering Fresno Pacific after a continuous absence of 3 or more fall and/or spring semesters are subject to the catalog requirements in force during the term of re-entry.

Limitations:

   a. No more than 4 total units of activity courses in drama, music, journalism, and athletics may be counted toward the 60 units required for graduation. ("Activity" courses are identified in course descriptions).

2. Requirements for a Bachelor of Arts Degree are as follows:
   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. Minors may be chosen, but are not required.
   c. A minimum grade point average of 2.0 must be completed in each of the following: 1) all work attempted (including transfer work), 2) work at Fresno Pacific, and 3) work in the major. No grade below a C is acceptable in the major.
   d. A minimum of 30 units must be taken at FPC. Credit by Examination may not be used to meet this requirement. At least 24 of the last 30 units must be taken at FPC.
   e. No fewer than 12 units in the major must be taken at FPC.
   f. Students may complete general education, major and minor requirements as stated in the catalog of the year of entrance at Fresno Pacific or the catalog during the year in which the student completes degree requirements. Students re-entering Fresno Pacific after a continuous absence of 3 or more fall and/or spring semesters are subject to the catalog requirements in place during the term of re-entry.

Limitations:

   a. No more than 8 total units of activity courses in drama, music, journalism, and athletics, with a maximum of 4 units in a single area, may be counted toward the 124 units required for graduation. ("Activity" courses are identified in course descriptions). Activity courses required in a major are exempt from this limit.
   b. A maximum of 15 units of CR/NC courses may be applied towards graduation requirements (See CREDIT/NO CREDIT policy on page 25). Exceptions to the above requirements may be considered by the Undergraduate Program Committee via petition. Petition forms are available in the Registrar’s Office.
3. A Master of Arts in Education Degree is available with emphases Administrative Services, Mathematics/Science/Computer Education, Reading, Library Media, Learning Handicapped, Severely Handicapped, Pupil Personnel Services, Language Development, Bilingual/Crosscultural Education, and Curriculum and Instruction. Completion of a Core Curriculum is required in addition to the courses comprising the area of emphasis. For detailed information, see the Graduate section of this 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 must be made in writing using a form provided in the office, or by letter. The student's signature is required. The current fee is $4.00 per transcript payable at the time of the request. Transcript request information is available by calling 453-2268.

COMMENCEMENT
Commencement is held at the conclusion of the undergraduate Spring semester, usually in early May. Undergraduate students are eligible for participation in the commencement ceremony provided they
1. carry a currently appropriate GPA
2. need no more than 6 units to complete a degree following the Spring semester.
   Students requiring more than 6 units to complete degree requirements will be encouraged to participate in the following year's commencement ceremony.
Requests for exceptions to the 6-unit maximum may be filed via petition to the Undergraduate Program Committee. Petition forms are available in the Registrar's Office.
   Intent to participate in commencement is indicated on the Application for Degree form (see due date, Undergraduate/Postbac-calaureate calendar).

CONFERRAL OF DEGREES
Degrees are conferred upon satisfactory completion of all requirements following the final evaluation and transcript posting by the Registrar's Office. The graduation date recorded on the transcript and diploma is the last day of the term during which degree requirements were completed. Diplomas are mailed to graduates several weeks after the posting of the degree.
FINANCIAL INFORMATION

EXPENSES

Controller: Peggy McAlister

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

Tuition

UNDERGRADUATE & POST-BACCALAUREATE PROGRAMS
12-18 units (full-time), per semester ...................... $3,750.00
Less than 12 units or more than 18 units, per unit .......... 270.00
Audit, per unit (no charge for full-time students) .............. 110.00
Summer sessions, 1990, per unit.................. 105.00 Non-Educ prefix courses
..... 152.00 Educ prefix courses

Summer sessions, 1991, per unit ....................... (not available)

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/POST-BACCALAUREATE FEES
Application fee (non-refundable) .................... $ 30.00
Tuition deposit (refundable until June 30) ............. 50.00
Student Association fee:
  Full-time student, per semester ................... 75.00
  Part-time student, per semester (11 or fewer units) .. 45.00

Health insurance—required of undergraduate students:
One-year coverage (estimated cost) ....................... (N/A)
  Exception from the health insurance fee is available to those students filing an exemption request which guarantees alternative insurance coverage. Exemption forms must be filed with the Student Financial Services Office by the Friday of the second week of classes; forms are available from the Student Financial Services Office.
  International student health insurance is required of all international students not otherwise covered. Price depends on age and number of dependents.

Intercollegiate athletics fee (per semester) .......... 50.00

Students participating in intercollegiate athletic teams must either purchase the college student health insurance (above) or have alternative coverage which includes, specifically, intercollegiate athletics. In addition, athletes must pay the $50 fee for training supplies.

Private music instruction, per semester .............. 150.00
  (credit or audit)

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 unit of credit, in addition to regular tuition for the course .................. 10.00

Degree Application fee ................................ 30.00

SERVICE FEES

Late withdrawal fee (after 10th week) .................. 25.00
Incomplete grade fee .................................. 10.00
Transcript fee (per copy) ................................ 4.00
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 ....................................... 35.00

Interest of 10% is assessed on all student balances which are unpaid for more than 30 days.

Late registration fee .................................. 35.00
Reinstatement fee ...................................... 40.00
ROOM AND BOARD
Residence hall room, per semester:
- 2 students, or 3 students in a 3-person room, ea $ 690.00
- 3 students in a 2-person room, each 550.00
Dorm room deposit .......................... 50.00
Apartment occupied by two persons; and houses:
- Per person, per semester .................. 795.00
- Per person, per month ..................... 185.00
Apartment occupied by three persons; and suite apartments:
- Per person, per semester .................. 710.00
- Per person, per month ..................... 165.00
Apartment, house and suite deposit, per person ........ 75.00
Board charges, per semester:
- 19 meals per week ......................... 965.00
- 14 meals per week ......................... 880.00
Students living in residence halls must purchase a board plan.

RESIDENCE REQUIREMENT
All single students are required to live in residence halls provided by the college unless they are:
1. graduate students
2. 21 years of age or older
3. living at home with parents or
4. carrying less than 6 units.
Students who do not meet these criteria or who move off-campus in violation of this policy will be fined $150.00 and will be charged room cost. For further information regarding off-campus housing, contact Marci Winans, Assistant Dean of Student Development.

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 Student Financial Services 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 Student Financial Services Office is instructed otherwise in writing by the student.

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

PAYMENT SCHEDULE
A written payment arrangement may be made between the student and the college through the Student Financial Services 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
• international students may defer payment of only such amounts as are reasonably expected to be earned during the semester, or are guaranteed by financial aid.
• may not be made for fewer than 4 units

LATE PAYMENT
Student accounts with payments received more than 5 days later than scheduled will be charged a $35.00 Late Payment fee.
Students who fail to make scheduled payments within allowable grace periods will be Administratively Withdrawn from the College.

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. Students who fail to make scheduled payments during the term are subject to Administrative Withdrawal.

Reinstatement Fee—A student who has withdrawn or has been Administratively Withdrawn due to non-payment of account, and then desires to be reinstated during any semester, may file a request for reinstatement with the Chair of the Student Accounts Committee. Reinstatement will be on approval only and subject to the payment of a $40 reinstatement fee and 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 interest 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 on account.
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 Aid, Counseling, and Student Financial Services 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 individual courses or completely withdraw from the College will be eligible for a refund according to the following schedule:

REGULAR SEMESTER TUITION
Withdrawal authorized by Friday of the first week of classes: 100% refund.
Withdrawal authorized by Friday of the second week of classes: 90% of the tuition (student owes 10%).
Withdrawal authorized by the third through the seventh week of classes: refund decreases 10% for each week (student owes 20% third week, 30% fourth week, etc.).
NO REFUND is provided if withdrawal is after the Friday of the seventh week of classes (student owes 100% tuition).

SUMMER TERM TUITION
A refund of the total tuition, less a $10 handling fee, will be made for withdrawal from a course after the second calendar day of the session. Beginning with the third calendar day refunds are made on the following basis:
- 90% through the fifth calendar day of a summer session
- 80% through the twelfth calendar day of a summer session
No refunds after the twelfth calendar day of the summer session
Independent and directed studies are to be considered as having started on the first calendar day of the session, whether or not any meetings have taken place.

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 reoccu-
ped 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 Assistant Dean of Students has been notified prior to July 1 for the fall semester and January 1 for the spring semester. Any damage costs will be deducted from deposits.

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: Greg Camp

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. Fresno Pacific offers a variety of Federal, State and private Financial Aid Programs to assist students who would benefit from an education at the college but need financial aid. Such students are encouraged to apply for assistance. 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 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 to the College Scholarship Service before the March 2 deadline. Non-California residents, although ineligible for the Cal Grant program, are also required to submit a Student Aid Application for California (SAAC), or a Financial Aid Form (FAF).

Step 3: All applicants are required to submit appropriate year federal tax forms. For dependent students, this includes both your and your parents’ Federal tax forms, while for independent students only your and your spouse’s forms are required. Original evaluation of aid eligibility will be based on the information provided on your SAAC or FAF. Please forward all tax forms to the Financial Aid Office no later than April 15.

Step 4: All applicants must complete an FPC Financial Aid Application.

DEADLINES
March 2 has been established as the “priority date” for the 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 and President’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.)

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

Academic
Awards ranging from $200 to Full-Tuition are available to applicants who possess an academic GPA of 3.40 or higher.
Service/Leadership- Awards ranging from $200 to $1000 are available to applicants who have demonstrated significant involvement in church, 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: men's and women's basketball, men's soccer, track, and cross country, women's volleyball, track, and cross country.

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 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.

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 $1000
- Harold Coles Memorial Scholarship $50
- Chevron Merit Award $1800
- Connie Piepergrass Memorial Scholarship $1400
- I.G. Neufeld Scholarship $200
- Heinrich A. and Helena Toews Scholarship $250
- J.J. Hiebert Memorial Scholarship $900
- Lois Penner Gerbrandt Music Scholarship $950
- Alumni Association Scholarship 3 awards of $750
- Alvin Peters Scholarship several awards 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
- 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. Braun Memorial Scholarship $600
- History Scholarship $500
- Curriculum Services Association Loan $250 to $1000
- Kathleen Sue Agee Memorial Scholarship $500
- GTE Minority Scholarship $1000
GRANTS

Cal Grant A—This state-sponsored program helps low and middle income families meet tuition and general fee expenses. Awards range between $500 and $5250, 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 $1410 for first year students and up to $6660 ($1410 for living expenses and $5250 for tuition) for sophomore, junior and senior years.

Paul Douglas Teaching Scholarship—Up to $5000 annually may be awarded for up to four academic years beginning in the recipient's sophomore year. An applicant must have graduated in the top ten percent of his or her graduating class, or have received an equivalent General Educational Development (GED) score. Participants agree to teach two full-time years for each year the scholarship is received.

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 $2200, 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.

LOANS

Perkins Loan (formerly NDSL)—This loan is available to undergraduate and graduate students with financial need. Students must be enrolled at least half time and achieve satisfactory academic progress. An eligible student may borrow up to a total of $9,000 at the undergraduate level and $18,000 for graduate study (this total includes any amount borrowed as an undergraduate). Repayment begins nine months after graduation or withdrawal from school. A student may be allowed up to 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.

Stafford Student Loan (formerly GSL)—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 financial institution working in cooperation with the Financial Aid Office at Fresno Pacific College. Yearly loan maximums are $2625 for freshman and sophomore students, $4000 for all other undergraduate students and teacher credential candidates, and $7500 for graduate students, with aggregate maximums of $17,500 and $54,750 respectively. An origination fee and insurance premium are deducted from the student's loan check by the lender in order to help defray the costs of the program. These are mandated by federal regulations.

PLUS/SLS 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—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. A loan fee is assessed based on the amount bor-
rowed.

EMPLOYMENT

College Work Study Program (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 AID

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 insure that total aid awarded does not exceed
each student's need. When total "aid" exceeds "need" an "over-
award" exists. In these situations the aid package will be reviewed
and appropriate reductions will be made. This "coordination"
process therefore eliminates the 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.

Students who have been disqualified due to failure to maintain
satisfactory progress have a right to appeal their disqualification
through the Satisfactory Progress Committee.

AWARDS

During the 1989-90 academic year financial aid funds dis-
bursed to Fresno Pacific students will exceed $3 million. 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 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.

ANTI-DRUG CERTIFICATION

Federal regulation requires recipients of Pell awards to certify
that they do not and will not engage in the unlawful manufacture,
distribution, dispensation, possession or use of a controlled sub-
stance while receiving the Pell grant.
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
- Theater
- 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

DIVISION OF THE SOCIAL SCIENCES

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

Minors:
- Business Administration
- 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
Single Subject Teaching Credentials are available in the
following areas:
English     Music     Business
Life Science Physical Education
Mathematics Social Science

Undergraduate Academic Programs

As a Christian liberal arts institution, Fresno Pacific College builds upon two traditions. In the tradition of the liberal arts, the college seeks to contribute to the liberation of individuals from the limitations of ignorance and narrow provincialism. A refined understanding of self in relationship to society, to nature, and to the highest ideals of truth, beauty, and civic responsibility is central to the purposes of the liberal arts education. As a Christian institution, the college seeks to assist students to freely commit themselves to the development of a maturing relationship with God through Jesus Christ.

These two traditions in combination provide a positive foundation for a life characterized by personal fulfillment, spiritual growth, interpersonal competence, and social responsibility. The academic curriculum of the college is designed to provide this foundation. Preparation for specific careers is most effective when built upon this solid foundation of Christian values and intellectual disciplines.

The Fresno Pacific College undergraduate curriculum provides a General Education program of 46-53 units and a series of specialized major programs which vary from 30 units to 51 units. A total of 124 units is required for the Bachelor of Arts degree.

Careful planning of programs and courses will permit the student to select from several options. All majors allow time for a substantial number of elective courses. Many students will choose to use these electives to complete a second major program for a double major. Others will select elective courses in consultation with mentors or major program advisors. Students who plan to transfer to another institution or conclude their education after two years may benefit from completing requirements (60 units) for the Associate of Arts degree from Fresno Pacific College.

The academic programs outlined below have been designed to provide the quality Christian liberal arts education which leads to a lifetime of leadership and service.

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: Delbert 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.

Lit 20  Literature of the Ancient World  (4)
Bib 21  Creating a Christian Civilization  (4)
Hist 131  Renaissance and Reformation  (4)

GENERAL EDUCATION DISTRIBUTION REQUIREMENTS  (46-53 units or 17 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 five 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 (4)
   Phys 12 Studies in Earth Science (4)

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 (4)
Soc 102 Cultural Anthropology (3)
Geog 4 World Geography (3)
Bus 1 Principles of Economics—Macro

Physical Education: (one activity 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.

Capital Campus Program, Sacramento, California. In cooperation with the University of California, Davis, Fresno Pacific College offers students the opportunity to participate in the Capital Campus Program. This program provides for a semester-long period of study in the city which houses the central institutions of California State Government. Students attend seminars, receive training in policy research, and engage in an internship experience. Contact Richard Unruh 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 a semester-long period 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 information.

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.

Mexico. Fresno Pacific College organizes and provides staff for a summer 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 England, Spain, France, Germany and China through the BCA program. Studies may be taken for semester or year long terms depending on the program. Contact the Placement Office for further information.

Israel Study Program. Fresno Pacific College maintains relationships with the Jerusalem Center for Biblical 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.

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.

Latin American Studies Program, Costa Rica. As a member of the Christian College Coalition, Fresno Pacific College participates in the Latin American Studies Program in Costa Rica. This program provides for a semester-long period of study in which students live with a Costa Rican family and study Spanish at the Spanish Language Institute. They also attend seminars, participate in a service opportunity, and travel throughout Central America. Contact Richard Unruh 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 6A,B Writing and Grammar (4)
- Eng 7A,B Reading and Vocabulary (3)
- Eng 8A,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 will, 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 $30.00 (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.

THE LEARNING EDGE

The Learning Edge is an intensive two-week course designed to help students adjust to the intellectual demands of college studies. The emphasis is on developing the ability:
1. to think analytically
2. to read rapidly with appropriate retention of ideas
3. to write effective papers.

The course is open to any high school junior or senior, in addition to college students. Formal admission to Fresno Pacific College is not required.

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 the 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 encouraged 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 Contemporary Ministries major should enroll in the Perspectives on Christian Ministry course early in their college programs.

General Education Recommendations:
Christianity and Culture series (4,4,4)
Theology (3)
Biblical Literature (3)

Required Courses (11 courses — 32-33 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 (4)
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-22-24 units)

Bib 21 Creating a Christian Civilization (4)
or
Bib 71 Origins of Christianity (3)
Bib 102 Biblical Literature (two courses, one in Old Testament (3) and one in 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 (4)
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) 10 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 if possible. Three program options are available to the Contemporary Ministries major. In addition to the 32-unit major, the student is required to complete one of the following:

1) A second major in another field. This is a popular option for students who intend 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 — 32 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 103 Biblical Literature (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 (4,4,4)
- Theology (3)
- Biblical Literature (3)

**Required Courses (11 courses-41 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 167 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-22 units)**
- Mus 61 Introduction to Music and Art (3)
- Lang 11 Elementary Spanish (4)
- 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-23 units)**
- Bus 146 International Economics and Banking (3)
- Geog 4 World Geography (3)
- Geog 122 Cultural Geography (3)
- Bib 133 Latin American Religious Thought (3)
- PS 123 America in a Global Community (4)
- PS 141 World Politics and Society (4)

One of Bib 158, Hist 111, Soc 109, Pol Sc. 111, Bus 116.

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**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 for 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-22 units)**
- Bib 21 Creating a Christian Civilization (3)
- or
- 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 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-21 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  Religion and Politics in America (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)

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**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 Judaeo-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  (1)
An introduction to Christian ministry, including exposure to a wide variety of ministry organizations and personnel. Graded CR/NC

55  Ministering to Youth Today (Same as SW 55)  (1)
Co-sponsored by Youth for Christ, this weekend workshop offers students an opportunity to deepen their understanding of problems facing youth in today's culture, and examine techniques for resolving them. Students are exposed to a number of professionals in the area of youth ministry, social work, counseling, psychology, law enforcement, etc. Students are expected to attend all small workshop sessions, two outside class discussions, view a video, and complete assigned reading and written assignments. A materials fee may be charged. Graded CR/NC.

60  Introduction To Theology  (3)
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  (3)
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.

155  Philosophy of Religion (Same as Phil 160)  (3)
Studies in the nature and validity of religious ideas.
BIBLE

102 Biblical Literature (Same as Lit 102) (3)
An expositional 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 expositional courses includes offerings in various parts of the Bible.

103 Biblical Literature (Same as Lit 103) (3)
An expositional 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 expositional courses includes offerings in various parts of the Bible.

106 Elementary Greek (3)
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 Elementary Greek (3)
A continuation of Bible 106.

108 Greek Reading (3)
A continuation of Bible 107.

110 Advanced Greek (3)
Following a review of Greek forms, a thorough study is made of Greek syntax. Specific parts of biblical text are selected for concentration on reading and exegesis.

115A Elementary Hebrew (3)
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 (3)
Following a review of basic grammar, attention is given to the weak verbs. Selected Scripture portions will be read.

119 Jesus and His Teachings (4)
Primary focus will be on the background, sources, and main epochs of the life of Jesus, as reported 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 (3)
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 Religious Thought (3)
This course is designed to teach the student the nature and tendencies of Christianity in Latin American countries. Special emphasis will be given to the shaping of religious thought in Catholicism and Protestantism in the missionary enterprise.

136 The Church and Its Mission (3)
An analysis of the Biblical concept of church, and an evaluation of its mission in historical and contemporary movements.

137 Current Perspectives On Missions (3)
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 context of “contextualization,” the “whole person” approach, and the relationship of missions to independent churches.

138 Expansion of the Christian Faith (3)
This course is designed to study the missionary movements through the centuries. Major emphasis is placed on biblical, theological, anthropological, sociological, and cross-cultural principles operative in the history of the Christian expansion.

140 Discipleship and Evangelism (3)
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 (3)
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 (3)
An analysis of principles and methods in contemporary Christian youth ministry; a practical study of the options in ministry available to the student today, based on a biblical philosophy of Youth Ministry.

147 Youth Ministries Methods Seminar (3)
Design, planning and implementation of programs for ministry with youth. A practical “how to” approach to options in curriculum, staffing, recreation, service projects, evangelism, calendar and worship program methodologies.

148 Church Leadership (3)
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

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.

156 Communication and the Church (Same as Com 156) (3)
Prerequisite: Com 1 and Com 12
A study of the special character of Christian communication. New Testa-
mant 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) (3)
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
varied points of administration, clergy, congregation, and the music
profession.

155 Philosophy of Religion (Same as Phil 160) (3)
Studies in the nature and validity of religious ideas.

156 Psychology of Religion (Same as Psy 150) (3)
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 ten ministry.

157 Religion and Politics in America (Same as PS 100) (3)
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
seriously, and aid them in deciding how to respond to issues of current
concern.

158 Religion in Japanese Society
A survey of the historical development of religion in Japanese society.

159 Sociology of Religion (Same as Soc 199) (3)
A study of the social dimension of religious experiences, movements, and
institutions. The theories 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.
INTERDISCIPLINARY

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.

150 Communication and the Church (Same as Com 150) (3)
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) (3)
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) (3)
Studies in the nature and validity of religious ideas.

156 Psychology of Religion (Same as Psy 150) (3)
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) (3)
While Christians are not 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 seriously, and aid them in deciding how to respond to issues of current concern.

158 Religion In Japanese Society
A survey of the historical development of religion in Japanese society.

159 Sociology of Religion (Same as Soc 159) (3)
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.

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 Hlst 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 Hlst 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 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 as special topics in Bible.

188 Directed Studies
Individually designed readings for advanced students.

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
para-church organization. Practica provide students a place to develop
ministry skills, to grow in their understanding of ministry, to grow in self-
awareness and to discern their readiness for ministry. Contemporary
Ministries majors are required to take four 3 unit practicums in at least two
different ministry settings (arranged in consultation with the program
director). Graded CR/NC.

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 (3 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.
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 Minor

Required Courses (8 courses — 24 units)

<table>
<thead>
<tr>
<th>Art</th>
<th>Painting I (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 102</td>
<td>Painting II (3)</td>
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<tr>
<td>Art 5</td>
<td>Drawing and Design I (3)</td>
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<tr>
<td>Art 105</td>
<td>Drawing and Design II (3)</td>
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<td>Art 6</td>
<td>Ceramics I (3)</td>
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<td>Art 106</td>
<td>Ceramic Sculpture and Intermediate Pottery (3)</td>
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<tr>
<td>Art 61</td>
<td>Introduction to Music and Art (3)</td>
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<tr>
<td>Art 9</td>
<td>Printmaking (3)</td>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Art 187</td>
<td>Topics in Art (Lecture-study course) (3)</td>
</tr>
</tbody>
</table>

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 wheellthrown 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.

61 Introduction to Music and Art (same as Mus 61)
An integrated study of music and art designed to create an understanding and appreciation of varied types of human artistic expression.
102 Painting II
Prerequisite: Art 2
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
Prerequisite: Art 5
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 Intermediate Pottery
Prerequisite: Art 6
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.

189 Project in Art
Prerequisite: Senior standing and consent of instructor
For advanced students with art major; course is seen as the final project before completion of major. Involves a public presentation of work from production to exhibit.

190 Independent Study
Prerequisite: Consent of instructor
Independent study is available for particular emphases not included in the art department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the art department.

191 Practicum in Art
Prerequisite: Consent of instructor
Practicum in Art should be a project of study planned out by the student and the Art Department Director. The study project could involve working as an assistant for the Fresno Art Center, various other agencies, or doing an apprenticeship with a Fresno artist.

Theater Program

Program Director: Teresa Choate

The study of the history, literature and artistic techniques in theater will provide the student with an integrated discipline, combining elements of most art and academic subjects since theater employs all art forms to depict an image of life itself. The study of theater will provide supplemental preparation in the areas of communication, group process, organization, aesthetics and public presentation: skills valuable in a wide variety of fields.

Theater Minor

Required Courses (9 courses - 23-24 units)
- Lit 110  Theater History and Literature I (3)
- Lit 111  Theater History and Literature II (3)
- Com 117  Acting (3)
- Com 118  Directing and Script Analysis (3)
- Com 192  Senior Thesis Show (3)
- Com 119  Auditioning (1)
- Com 120  Stage Make-up (1)

Two of the following:
- Lit 133  Shakespeare: Text and Performance (4)
- Com 122  Oral Interpretation of Literature (3)
- Com 113  Voice and Diction (3)

Recommended:
- Com 15,115  Drama Practicum (1-2)
- Com 16,116  Religious Drama Practicum (1-2)
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, communication. Under supervision of the Program Director 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 crosscultural learning experience is encouraged.

LITERATURE EMPHASIS

Lit 105 American Literature (4)
or
Lit 130 English Literature (4)
Lit 166 Oral Interpretation of Literature (4)
Lit 180 Critical Approaches to Literature (4)
Com 191 Communication Internship (2)

WRITING EMPHASIS

Com 157A Creative Writing: Poetry (4)
Com 157B Creative Writing: Fiction (4)
Com 158 Advanced Composition (4)
Com 191 Communication Internship (2)

DRAMA EMPHASIS

Lit 110 Theater History and Literature I (3)
Lit 111 Theater History and Literature II (3)
Com 122 Oral Interpretation of Literature (4)
Com 192 Senior Thesis Show (3)
Com 118 Directing and Script Analysis (3)

COMMUNICATIONS EMPHASIS

Com 128 Group Dynamics and Leadership (3)
Com 153 Media and Society (3)
Com 101 Cross-Cultural Communication (3)
Com 168 Conflict Management and Resolution (3)
Com 191 Communication Internship (2)

ENGLISH-SINGLE SUBJECT

TEACHING CREDENTIAL EMPHASIS

Students who wish to teach English at the secondary level must complete the following courses in the English-Single Subject Teaching Credential program.

General Education Requirements:

Com 11 Written Communication (3)
Com 12 Oral Communication (3)
Lit 62 Introduction to Literature (3)

Required Courses (10 courses — 33-35 units)

Com 150 Communication and the Church (3)
(Senior Capstone Course)
Com 155 Modern English Grammar (4)
or
Com 156 Introduction to Linguistics (4)
Lit 105 American Literature (4)
Lit 130 English Literature (4)
Lit 132 Shakespeare (4)

One of the following:

Mus 61 Introduction to Music and Art (3)
Phil 63 Introduction to Philosophy (3)
Required Courses (11 courses — 41 units)

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

One of the following:
Lit 141 Spanish Literature (3)
Lit 142 Latin American Literature (3)
Lit 143 Contemporary Hispanic Literature in the U.S.A. (3)

Language and Composition
Com 155 Modern English Grammar (4)
or
Com 156 Introduction to Linguistics (4)
Com 157 Creative Writing (either poetry or fiction) (4)
Com 158 Advanced Composition (4)

Communication
Com 122 Oral Interpretation of Literature (4)
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)

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of this catalog.

Required Courses (6 courses-22 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)

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. Hence, 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.

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 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.
Communication Courses

5 Rapid Reading
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 difficulties or deficiencies. Graded CR/NC.

6 Reading/Writing/Thinking Strategies
This course is designed to help students organize their thinking for more proficient reading and more effective writing. Includes readings from various disciplines, strategies for appropriate speed and retention, note-taking, and strategies for college writing.

11 Written Communication
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
An introduction to communication in its oral form. The course deals with communication theory and principles, speech labs which develop skills in research, development, organization and delivery of speeches.

15, 115 Drama Practicum
Prerequisite: Consent of instructor
Credit in drama practicum is given for participation in major college productions. Students may receive credit on permission of the instructor in both acting and production capacities. Students should register for practicum only after they have been cast in a role, or have received permission. Credit may be received in all areas of production. Year-long participation may achieve four units of credit in special cases. The course may be repeated. Graded CR/NC. (A limited number of activity units apply to degree requirements. See Graduation Requirements, p. 26).

16,116 Religious Drama Practicum
Prerequisite: Consent of instructor
Credit is given in Religious Drama Practicum for involvement in a major religious play or religious drama troupe on campus. The course may be repeated. Graded CR/NC. (A limited number of activity units apply to degree requirements. See Graduation Requirements, p. 26)

101 Cross-Cultural Communication (Same as Soc 101)
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.

113 Voice and Diction
A study of the international phonetic alphabet and the correct formation of vowels and consonants with practical in class exercises to develop the speaking apparatus.

117 Acting
A study of basic acting theory with practical application in scene work.

118 Directing and Script Analysis
A study of directing: basic organization, directing theory with designers, and script analysis. Practical in-class directing experience involved.

119 Auditioning
Private lessons in auditioning technique with the preparation of several monologues.

120 Stage Make-up
The study and execution of various theatrical make-up techniques.

122 The Oral Interpretation of Literature (Same as Lit 166)
An approach to understanding literature by reading it aloud. Equal emphasis is given to literary analysis and effective reading, analysis and actual performance of poetry and dramatic literature.

128 Group Dynamics and Leadership (Same as Psy 128)
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
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.

150 Communication and the Church (Same as Bib 150)
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 Introduction to Journalism
Designed to give fundamental knowledge and experience in reporting, writing, and editing news for the print media.
152B Journalism Practicum
Practical experience for students interested in writing for student newspaper, yearbook, or other campus publications. May be repeated. Graded CR/NC.
(A limited number of activity units apply to degree requirements. See Graduation Requirements, p. 27)

153 Media and Society (Same as Soc 152)
Prerequisite: Com 12 or consent of instructor
A study of mass media (television, radio, newspaper, etc.) as a social/communication force in American culture. Attention is given to media used 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)
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.

156 Introduction to Linguistics (Same as Eng 156)
Prerequisite: Com 11 & Com 12
Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.

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

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

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

168 Conflict Management and Resolution (Same as Soc 168)
Prerequisite: Com 12 or consent of instructor
A study of the nature of human conflict and the ways in which conflict may be managed and resolved. The course focuses on the generic characteristics evident in most forms of conflict including interpersonal, intergroup, and international conflict.

186 Projects in Communication
Prerequisite: Consent of instructor
A tutorial course designed for students who wish concentrated work on a major communication project. Emphasis must be on the creation of a communication message. Projects may include the creation of verbal, media, dramatic, or multi-media messages. Special projects in play direction may be included in this course. Attention will be given to the theory related to the particular project, the creative development of the project, and criticism of the form and message selected.

187 Topics in Communication
Prerequisite: Consent of instructor
Coverage of subject matter not included in regular communication courses.

188 Directed Studies
Prerequisite: Consent of instructor
The study and practice of communication have a long history. Students who wish to become familiar with this history, or aspects of contemporary communication theory or practice not offered in regular courses, may pursue an independent readings course on a topic of interest. Each readings course will be designed by the instructor to meet the particular interest of the student.

190 Independent Study
Prerequisite: Consent of instructor
Independent study is available for particular emphases not included in the communication department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the communication area.

191 Communication Internship
Prerequisite: Consent of instructor
A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class, or lab responsibilities, instruction, or other directed studies.

192 Senior Thesis Show
The production and acting of a one-person show compiled by the student using at least one selection from classic prose, contemporary prose, classic verse, contemporary verse, classic dramatic literature, or contemporary dramatic literature.
Literature Courses

20 Literature of the Ancient World (same as Western Heritage I)  (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.

62 Introduction to Literature  (3)
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.

102 Biblical Literature (Same as Bib 102)  (3)
An expository study of selected writings from the Old Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible. (May not be used to satisfy Literature or English requirements in the major, minor, or general studies.)

103 Biblical Literature (Same as Bib 103)  (3)
An expository study of selected writings from the New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible. (May not be used to satisfy Literature or English requirements in the major, minor, or general studies.)

105A American Literature: 19th Century  (4)
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.

105B American Literature: Steinbeck  (4)
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  (4)
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  (4)
Prerequisite: Lit 62
This course includes the early California writings of Mark Twain, John Steinbeck, and William Saroyan.

105E American Literature: 20th Century Poetry  (4)
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  (4)
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.

110 Theater History and Literature, Part I  (3)
Prerequisite: Lit 62
A study of theater history and literature from the ancient Greeks through the 18th century.

111 Theater History and Literature, Part II  (3)
Prerequisite: Lit 62
A study of theater history and literature from the 19th century through the 20th century.

130A English Literature: Chaucer  (4)
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  (4)
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.
130 C 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.

133 Shakespeare: Text and Performance
Prerequisite: Lit 62
A study of representative cross-section of the history of plays, comedies, tragedies and romances with emphasis on both the script as literature and the script in performance.

141 Spanish Literature
Prerequisite: Lit 62
This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain along with their corresponding historical periods. The goals of the class are: (a) to enable the students to develop an appreciation for Spanish culture, its people, literature and literary history, (b) to enable the students to be able to identify authors and their works, (c) and to help the student to recognize the styles of the various epochs and works. This course will be taught from 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 the EVEN numbered years. Spanish speaking students who pursue this course must have completed Spanish 112 or its equivalent as well as the literature prerequisite mentioned above.

142 Spanish American Literature
Prerequisite: Lit 62
Literary works of the most famous authors from Mexico, Central and South American countries will be studied, analyzed and critiqued. The historical setting of the works and the bibliographies of the authors will also be examined. This course is taught in the Spanish language.

143 Contemporary Hispanic Literature in the U.S.A.
The literature studied in this course is from the twentieth century with special emphasis placed upon the evolution and development of the literary themes presented along with the historical events of the time of writing. It is recommended that Soc 140: Culture of the Chicano be studied prior to taking this course. This course is taught in the English language.

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 poetry and dramatic literature.

180 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 literary genre.

186 Literature For Children and Young Adults
Readings in literature in 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.

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 approaches that best facilitate second language acquisition. An emphasis on integrating English through a Whole Language approach will give students an understanding of how to 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
A structural analysis of Modern English using a transformational model; comparison with traditional grammar; application of grammar to various modes of writing.

156 Introduction to Linguistics
Prerequisite: Com 11 & Com 12
Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.
130C English Literature: Romantic and Victorian Literature  
Prerequisite: Lit 62  
A study of 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.

133 Shakespeare: Text and Performance  
Prerequisite: Lit 62  
A study of representative cross-section of the history of plays, comedies, tragedies and romances with emphasis on both the script as literature and the script in performance.

141 Spanish Literature  
Prerequisite: Lit 62  
This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain along with their corresponding historical periods. The goals of the class are: (a) to enable the students to develop an appreciation for Spanish culture, its people, literature and literary history, (b) to enable the students to be able to identify authors and their works, (c) to help the student recognize the styles of the various epochs and works. 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 the EVEN numbered years. Spanish speaking students who pursue this course must have completed Spanish 112 or its equivalent as well as the literature prerequisite mentioned above.

142 Spanish American Literature  
Literary works of the most famous authors from Mexico, Central and South American countries will be studied, analyzed and critiqued. The historical setting of the works and the bibliographies of the authors will also be examined. This course is taught in the Spanish language.

143 Contemporary Hispanic Literature in the U.S.A.  
The literature studied in this course is from the twentieth century with special emphasis placed upon the evolution and development of the literary themes presented along with the historical events of the time of writing. It is recommended that Soc 140: Culture of the Chicano be studied prior to taking this course. This course is taught in the English language.

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 poetry and dramatic literature.

180 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 literary genre.

186 Literature For Children and Young Adults  
Readings in literature in 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.

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 approaches that best facilitate second language acquisition. An emphasis on integrating English through a Whole Language approach will give students an understanding of how to 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  
A structural analysis of Modern English using a transformational model; comparison with traditional grammar; application of grammar to various modes of writing.

156 Introduction to Linguistics  
Prerequisite: Com 11 & Com 12  
Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.
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 Instructional TOEFL are administered each semester.

6A,B Writing and Grammar (4)
This course teaches students the basic developmental and organizational skills needed for effective writing. Through meaningful writing experiences, students will improve their understanding of English usage and form. Library research and term paper writing will also be introduced.

7A,B Reading and Vocabulary (3)
Learning to read, for a college student, requires specific reading skills, e.g., skimming, scanning, generalizing, inferring, 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 (1)
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 major offers two emphases: (1) Latin American Cultures Emphasis, and (2) Spanish Language Emphasis. All majors will complete the common requirements listed below, and select one of the two emphases.

Prerequisites to the Major:
Span 11 Elementary Spanish (4)
Span 12 Intermediate Spanish (4)

Common Requirements to Both Emphases (8 courses-24 units)
Hist 160 History of Latin America (3)
Lit 141 Spanish Literature (3)
Lit 142 Latin American Literature (3)
Span 103 Spanish Composition & Conversation (3)
Span 112 Advanced Spanish: Syntax (3)
Span 113 Literary Spanish (Poetry) (3)
or
Span 114 Literary Spanish (Prose) (3)
Span 121 History of the Spanish Language (3)
Span 122 Formal Spanish Oral Communication (3)

Latin American Cultures Emphasis

In addition to the common requirements listed above,

Required Courses (3 courses-9 units)
Lit 143 Contemporary Hispanic Literature in the U.S.A. (3)
Span 144 Latin American Thought: Readings in Spanish (3)
Bib 133 Latin American Religious Thought (3)

Spanish Language Emphasis

In addition to the common requirements listed above,

Required Courses (12 units)
One semester or more of formal accredited study in Latin America or Spain. Students must confer with the Program Director for selection of specific courses. There are four options for meeting this requirement:
1. Fresno Pacific College Mexico Program
2. Fresno Pacific College Guatemala Program
3. Brethren Colleges Abroad Program in Spain
4. Latin American Studies Program (Span 189)
Spanish Minor

Required Courses (7 courses — 23 units)

Lit 141 Spanish Literature (3)
Span 11 Elementary Spanish (4)
Span 21 Intermediate Spanish (4)
Span 103 Spanish Composition and Conversation (3)
Span 112 Advanced Spanish: Syntax (3)
Span 122 Formal Spanish Oral Communication (3)
Span 133 Latin American Literature (3)

Spanish Courses

11 Elementary Spanish
This is the beginning course of lessons acquainting the student with the basic structure and pronunciation of Spanish through practice in speaking, reading and writing.

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 a programmed approach to study all of the tenses, moods, and voices of the verbs and to provide the student with the basic communication skills for fluency in speaking, reading and writing the language with confidence.

103 Spanish Composition and Conversation
Prerequisite: Span 112
This course is designed for the student who possesses the skills normally required in two semesters of college Spanish. The student will focus on developing vocabulary, comprehension, style, translation, and free composition.

112 Advanced Spanish: Syntax
Prerequisite: Span 11 & 21
This course is designed to aid the student to develop competency in written and oral communication through the study of grammar, syntax and vocabulary.

113 Literary Spanish: Prose
Prerequisite: Span 112 or approval of professor
This course is advanced Spanish designed to aid the student to develop competency in written and oral communication through the study of grammar, syntax and vocabulary in some of the most prominent novelists such as Borges, Cortazar, Garcia Marquez, Fuentes, Paz, etc. This course is taught in the Spanish language.

114 Literary Spanish: Poetry
Prerequisite: Span 112 or approval of professor
This course is advanced Spanish designed to aid the student in developing appreciation for the style and phonetics of some of the works of the more prominent poets such as Paz, Alberti, Lorca, Valencia, Silva, Mistral, etc.

121 History of the Spanish Language
Prerequisite: Span 103 or approval of professor
This course emphasizes the evolution of the Spanish language from the Roman domination of the Iberian Peninsula to the Castilian linguistic structure especially in some of the literary works will be emphasized, as well as the influence of other Romance languages on modern day Spanish. The differences and similarities between Spanish, Germanic and other languages will be studied. This course will be taught in the English language during the fall semesters that fall in odd numbered calendar years, and in the Spanish language during the Fall semesters that fall in even numbered calendar years.

122 Formal Spanish Oral Communication
Prerequisite: Span 103 or approval of professor
This is a public speaking course in Spanish whose design and purpose is to prepare the student to speak correctly, confidently and fluently in public. Selected topics in Latin American politics, development, instability, revolution and militarism will be covered. The class is conducted entirely in Spanish.

144 Latin American Thought: Reading in Spanish
Prerequisite: Span 112 or approval of professor
This course is a study of the summary of the most dominant philosophies and thought in the cultural development of Latin America. Extensive oral interpretative readings will be done in class. This course is conducted in the Spanish language.

188 Directed Studies
Prerequisite: Approval of Program Chairman
An individually-designed course of readings for those students who are interested in acquiring a knowledge of literature, or who desire greater fluency in the language.

189 Latin American Studies Program
Prerequisite: Span 11 or equivalent recommended
Many students express their need of mastering the Spanish language for use in their careers. Language authorities state that one year of study in the mother country of a language has the same value as three years of study in one's own country where it is not the first language. Fresno Pacific College provides a program of language and cultural studies in Mexico which is combined with home-living and community services. A second option is the Brethren Colleges Abroad Program of one semester or academic year-long study in the University of Spain. A third option is a semester or academic year-long intensive language program provided in Costa Rica by the Christian College Coalition.
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 three emphases. One emphasis is designed to increase student competence in performance and composition, another prepares students for music ministry in the church, and the third satisfies California state requirements for the single subject teaching credential in music.

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 I (3)
Mus 113 Music History II (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 Church Music Internship (2-4)

MUSIC-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 who wish a single subject 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.

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

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 I (3)
or
Mus 113 Music History II (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
Prerequisite: Mus 10
Continued study in sight reading, dictation, and harmony. Elementary practice in conducting and keyboard performance.

14 Music in the Classroom (Kodaly)
Music skills and effective means of teaching them will be taught. Special emphasis will be placed on the Kodaly method of music learning. Students will learn the basics of reading and performing music.

15, 115 Music Practicum *
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

20, 120 Concert Choir *
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 Vocal Arts Chorale *
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 *
A select group of singers that will perform classical literature. Graded CR/NC

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

28, 128 Instrumental Ensemble-Brass, Woodwind, Strings *
Prerequisite: Audition
Performance of instrumental music in small groups. Graded CR/NC.

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

28C, 128C Baroque Ensemble *
Performance of music of the Baroque era in small ensembles. These groups perform on campus and for events in the community. Graded CR/NC.

* (A limited number of activity units apply to degree requirements. See Graduation Requirements, p. 27)
32 Class Voice
Vocal instruction offered in small groups.

33 Beginning Piano Class
This class offers group instruction for persons with little or no keyboard experience. This class meets twice weekly. It may be repeated. No extra fee.

34, 134 Private Instruction in Music
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)
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
Prerequisite: Mus 11
Continued study of harmony, with emphasis on analytical skills.

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

112 Music History I
Prerequisite: Mus 61
A study of vocal music in the history of Western music from antiquity through the Baroque period.

113 Music History II
Prerequisite: Mus 61
A study of the history of Western music from the Classical period 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 require 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.
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.

187A Church Music Workshops
As part of the Worship Festivals, students will attend specific workshops and complete necessary written assignments relating to particular aspects of church music work. May be repeated.

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 Church Music Internship
Students will work from 10 to 20 hours each week in a church music program for at least one semester. They will be observed and guided in this experience by members of the music faculty and by on-site music leaders.

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-18-20 units)
Phil 63 Introduction to Philosophy (3)
Phil 66 Introduction to Logic (3)
Phil 152 Ethics (3)

Two of the following:
Phil 130 Ancient Philosophy (3)
Phil 133 Medieval Philosophy (4)
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 (3)
An introduction to the fundamental problems and methods of philosophy.

66 Introduction to Logic (3)
A beginning study of the principles of logical reasoning.

130 Ancient Philosophy (3)
Studies in the history of Western Philosophy to the Middle Ages.

133 Medieval Philosophy (Same as Hist 129) (4)

135 Modern Philosophy (3)
Continues the history of Western philosophy up to the nineteenth century.

137 Contemporary Philosophy (Same as Hist 148) (3)
Examines major trends in European thought during the nineteenth and twentieth centuries.

152 Ethics (3)
A philosophic and theological exploration of moral values.

160 Philosophy of Religion (Same as Bib 155) (3)
Studies in the nature and validity of religious ideas.

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

187 Topics in Philosophy (1-3)
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 (1-3)
Prerequisite: Consent of instructor
Individually designed readings for advanced students.

190 Independent Study (1-3)
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 instructor 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.

MATHMATICS 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.

Single Subject Teaching Credential Emphasis

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 70 BASIC Programming I (3)
Math 173 LOGO Programming I (3)
Math 191 Practicum in Mathematics (2)
CS 71 PASCAL Programming I (3)

Choose two of the following:
CS 70A BASIC Programming II (3)
CS 73A LOGO Programming II (3)
CS 171A PASCAL Programming II (3)
Bus 1 Principles of Economics (3)
Chem 1 General Chemistry (4)
Phil 66 Introduction to Logic (3)

Note: Additional requirements for the single subject teaching credential are listed in the Education section of this catalog.
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 70 BASIC Programming I (3)
CS 70A BASIC Programming II (3)
CS 71 PASCAL Programming I (3)
CS 171A PASCAL Programming II (3)
CS 175 Topics in Computer Programming (3)
CS 73 LOGO Programming I (3)
CS 73A LOGO Programming II (3)
CS 77 Introduction to Data Base Systems (3)
CS 77B Electronic Spreadsheets (3)
CS 77F Practicum in Data Base & Spreadsheets (2-6)
Choose one of the following:
CS 172A Fortran Programming (3)
CS 172B Cobol Programming (3)

Mathematics Courses

A Intermediate Algebra
Prerequisite: Elementary algebra and geometry or permission of the instructor
Review of elementary algebra. A study of the traditional topics of intermediate algebra. (Sets and set operations, fundamental operations, signed numbers, factoring, linear equations, simple and complex fractions, functional notation, simple graphs, exponents and radicals, quadratic equations, logarithms, exponential equations, sequences and series and the binomial expansion.) Special emphasis on problem solving using both inductive and deductive reasoning.

1 Principles of Mathematics
3 hours lecture; 1 hour lab
Prerequisite: Intermediate algebra or geometry and two years of high school algebra
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

Mathematics Minor

The mathematics minor is designed to provide students with a focused program in mathematics as a complement to other majors. It is suitable for students who wish to specialize in mathematics or for those who need a strong background in mathematics in their major field of study.
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)
CS 70 BASIC Programming I (3)
CS 70A BASIC Programming II (3)
CS 71 PASCAL Programming I (3)
CS 171A PASCAL Programming II (3)
CS 175 Topics in Computer Programming (3)
CS 73 LOGO Programming I (3)
CS 73A LOGO Programming II (3)
CS 77 Introduction to Data Base Systems (3)
CS 77B Electronic Spreadsheets (3)
CS 77F 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

A Intermediate Algebra
Prerequisite: Elementary algebra and geometry or permission of the instructor
Review of elementary algebra. A study of the traditional topics of intermediate algebra. (Sets and set operations, fundamental operations, signed numbers, factoring, linear equations, simple and complex fractions, functional notation, simple graphs, exponents and radicals, quadratic equations, logarithms, exponential equations, sequences and series and the binomial expansion.) Special emphasis on problem solving using both inductive and deductive reasoning.

1 Principles of Mathematics
3 hours lecture; 1 hour lab
Prerequisite: Intermediate algebra or geometry and two years of high school algebra
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.
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.

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 3
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 real number system and its sub-systems from the informal point of view; sets, relations, operations, and equivalence classes; definitions of number systems, isomorphisms, algorithms for operations with numbers, prime numbers; applications. Prepares teachers for K-9 mathematics.

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.

173 LOGO Programming I (Same as CS 73)
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.

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 research. Enrollment is limited to those able students who in the opinion of the department chairman would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major field.

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.
Computer Studies Program

Computer and information science is the science of information, its representation, its storage, its structures, its display and the process 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.

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.

Required Courses (8 courses-24 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CS 77D</td>
<td>Integrated Systems</td>
<td>(3)</td>
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<tr>
<td>CS 77F</td>
<td>Practicum in Database/Spreadsheets</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 71</td>
<td>PASCAL Programming I</td>
<td>(3)</td>
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<tr>
<td>CS 171A</td>
<td>PASCAL Programming II</td>
<td>(3)</td>
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<td>CS 77</td>
<td>Data Base Systems</td>
<td>(3)</td>
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<td>or</td>
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<tr>
<td>CS 77B</td>
<td>Electronic Spreadsheets</td>
<td>(3)</td>
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Choose 3 additional courses from the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 70A</td>
<td>BASIC Programming II</td>
<td>(3)</td>
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<tr>
<td>CS 73A</td>
<td>LOGO Programming II</td>
<td>(3)</td>
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<tr>
<td>CS 77</td>
<td>Data Base Systems</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 77B</td>
<td>Electronic Spreadsheets</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 77E</td>
<td>Word Processing</td>
<td>(3)</td>
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<tr>
<td>CS 172A</td>
<td>FORTRAN Programming</td>
<td>(3)</td>
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<tr>
<td>CS 172B</td>
<td>COBOL Programming</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 175</td>
<td>Topics in Computer Programming</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 179</td>
<td>Assembly Language</td>
<td>(3)</td>
</tr>
<tr>
<td>CS 191</td>
<td>Project</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Computer Science Courses

7 Introduction to Word Processing
Familiarization with word processing and application to the area of student interest.

8 Introduction to Spreadsheets
Familiarization with spreadsheets and application to the area of student interest.

9 Introduction to Database Management
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.

Prerequisite: CS 70

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

Prerequisite: CS 70

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.

Prerequisite: CS 70

73 LOGO Programming I (Same as Math 173)
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.

Prerequisite: Math 1

73A LOGO Programming II
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.

Prerequisite: CS 73
77 Introduction to Database Systems (Same as Bus 177) (3)
Comprehensive study of selected data base systems in widespread use; applications to areas of student interest.

77B Electronic Spreadsheets (Same as Bus 177B) (3)
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 (3)
This course will focus on the integration of word processing, spreadsheets, database, reports and graphic presentations.

77E Word Processing (3)
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 (3)
Prerequisites: CS 77, CS 77B, CS 77D
This course will be a utilization of applications programs in real-world situations.

171A PASCAL Programming II (3)
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 (3)
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 (3)
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.

175 Topics in Computer Programming (3)
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 (3)
This course presents simulation and model building as tools to be used in the analysis of complex, real-world phenomena.

179 Assembly Language (3)
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 (1-3)
Prerequisite: Consent of instructor
Independent study is available to pursue a topic of interest through individually oriented research.

191 Project (3-9)
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 course work 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 services 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 — 54 units)
- Biol 2 Botany (4)
- Biol 3 Zoology (4)
- Biol 65 Human Anatomy (4)
- Biol 66 Human Physiology (4)
- Biol 120 Genetics (4)
- Biol 123 Cell Biology (4)
- Chem 2 General Chemistry (4)
- Chem 110 Organic Chemistry (4)
- Chem 111 Organic Chemistry (4)
- Chem 151 Quantitative Analysis (4)
- Math 3 Calculus I (4)

Math 124 Statistics (3)
CS 70A BASIC Programming II (3)
or
CS 71 PASCAL Programming I (3)

Two of the following:
- Bio 180 History and Philosophy of Biology (4)
- Psy 125 Physiological Psychology (4)

Other courses in Biology or Mathematics

Eight units of physics is 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 — 44 units)
- Biol 2 Botany (4)
- Biol 3 Zoology (4)
- Biol 65 Human Anatomy (4)
- Biol 66 Human Physiology (4)
- Biol 112 Ecology (4)
- Biol 120 Genetics (4)
- Biol 127 Topics in Biology (1)
  or
- Biol 188 Readings in Biology (1)
- Biol 191 Practicum in Biology (1)
- Math 124 Statistics (3)

One of the following:
- Biol 123 Cell Biology (4)
- Biol 180 History and Philosophy of Biology (4)
- Psy 125 Physiological Psychology (4)

One of the following:
- Chem 5 Bio-organic Chemistry (4)
- Chem 110 Organic Chemistry (4)
- Chem 151 Quantitative Analysis (4)
One of the following:
CS  70  BASIC Programming I (3)
CS  71  PASCAL Programming I (3)
CS  73  LOGO Programming I (3)

One of the following:
Phys  5  Studies in Physical Science (4)
Phys 12  Studies in Earth Sciences (4)

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

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**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 Courses — 20 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 1</td>
<td>Principles of Biology</td>
<td>(4)</td>
</tr>
<tr>
<td>Biol 2</td>
<td>Botany</td>
<td>(4)</td>
</tr>
<tr>
<td>Biol 3</td>
<td>Zoology</td>
<td>(4)</td>
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Select 8 units from the following:

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<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Biol 65</td>
<td>Human Anatomy</td>
<td>(4)</td>
</tr>
<tr>
<td>Biol 66</td>
<td>Human Physiology</td>
<td>(4)</td>
</tr>
<tr>
<td>Biol 112</td>
<td>Ecology</td>
<td>(4)</td>
</tr>
<tr>
<td>Biol 120</td>
<td>Genetics</td>
<td>(4)</td>
</tr>
<tr>
<td>Biol 180</td>
<td>History and Philosophy of Biology</td>
<td>(4)</td>
</tr>
</tbody>
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**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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Chem 1</td>
<td>General Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>Chem 2</td>
<td>General Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chem 5</td>
<td>Bio-organic Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>Chem 110</td>
<td>Organic Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>Chem 151</td>
<td>Quantitative Analysis</td>
<td>(4)</td>
</tr>
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</table>

Select 4 or more units from the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Chem 111</td>
<td>Organic Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>Chem 187</td>
<td>Topics in Chemistry</td>
<td>(1-3)</td>
</tr>
<tr>
<td>Chem 188</td>
<td>Directed Studies</td>
<td>(1-3)</td>
</tr>
</tbody>
</table>

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**Biology Courses**

1. **Principles of Biology**
   3 hours lecture; 2 hours lab
   Emphasis on the principles of life common to plants and animals including the cell, reproduction, heredity, and development. Includes ecological concepts and present day issues. Recommended for Liberal Studies 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**
   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.

4. **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.
HUMAN PHYSIOLOGY
3 hours lecture; 2 hours lab. Prerequisite: Biol 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.

ECOLOGY
3 hours lecture; 2 hours lab. Prerequisite: Biol 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.

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

CELL BIOLOGY
3 hours lecture; 2 hours lab. Prerequisites: Biol 1, Chem 1
Study of the structure and function of cell membranes, organelles, and cytosol. Attention also given to bacteria and viruses.

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 these developments from philosophical and ethical perspectives.

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.

DIRECTED STUDIES
Prerequisite: Consent of instructor
Individually designed readings in biology for advanced students.

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.

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.

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 include: matter and its properties, atomic and kinetic theory, chemical reactions, radioactivity, applications and environmental concerns. Hands-on lab experiments are emphasized.

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.

110 ORGANIC CHEMISTRY
3 hours lecture; 2 hours lab. Prerequisite: Chem 110
A continuation of Chem 110 including qualitative analysis in lab.

151 QUANTITATIVE ANALYSIS
2 hours lecture; 6 hours lab. Prerequisite: Chem 1
A study of the principles of gravimetric and volumetric analysis, including instrumental analysis.

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 Physical Science
4 hours lecture and demonstration
An integrative study of the physical sciences including science history, methods of science investigations, relation of scientific truth to Biblical truth, and the rise and consequences of modern technology. Original research papers are used and environmental issues are discussed. Recommended for Liberal Studies majors.

12 Studies in Earth Science
A programmed, directed study course with topics in geological processes and the relationship of earth science to mankind. Videos, computer tutorials, models, maps and rocks and minerals are utilized. Recommended for Liberal Studies majors.

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 administration, geography, history, political science, psychology, social work, sociology) which are concerned with understanding various aspects of the human social experience. At Fresno Pacific, such understandings are sought 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 is the mission of the institution to provide. The presence of business administration and social work in the Division reflects the College’s belief that a quality liberal arts education and sound professional preparation should be complementary.

A wide variety of career opportunities 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 both for immediate post-baccalaureate careers and for graduate education.

BUSINESS ADMINISTRATION

Program Director: Ruth Toews

The Business Administration program offers courses in accounting, economics, management, and marketing. It is a professional program which prepares students for careers in business and education. This is done through majors in Accounting, Marketing/Management, and Business Single Subject Teaching Credential Emphasis, and a minor in Business Administration. The majors provide preparation for entry-level positions in manufacturing, retailing, service industries, non-profit and church-related agencies, professional groups, and secondary education.

Distinctive Features: The Business Administration program seeks to develop an understanding of the relationships between business, Christian faith, and discipleship. Christian values and perspectives are an integral part of instruction. A commitment to quality, high ethical standards, and social justice is also encouraged. Strong emphasis is placed on the development of oral and written communication skills, problem-solving skills, and the ability to work with others. Comuters and their application to business and education are integrated throughout the curriculum as well. Advanced students are given the opportunity to integrate theory and practice by participating in practical business projects or student teaching. Each student is also encouraged to prepare a portfolio of their collegiate work to substantiate their competence in interviews with prospective employers.

Admission to the Program: Students who are interested in majoring in the Business Administration program should complete their General Education courses during their freshman and sophomore years. They are also encouraged to begin their Foundational Business Core during this time. Admission to the Program is by application, and can occur as early as the second semester of the freshman year. Transfer students may make application during their second semester at Fresno Pacific. Prerequisites for admission to the Program are: a 2.5 grade point average in all of a student’s college work, and a 2.0 grade point average in all of a student’s Foundational Business Core. Applicants are evaluated as to their personal qualities and aptitude for strong performance in the business and education professions as well. Complete admission requirements are available upon request from the Business Administration Department.
Accounting Major

The Accounting major is intended for students who are good at working with numbers, enjoy solving complex problems, and are challenged by getting to the root of a problem. They develop analytical abilities and skills, and acquire the technical knowledge necessary to obtain an entry-level accounting position in any business or organization. Students interested in public accounting obtain foundational preparation for successful completion of the Certified Public Accounting (CPA) Examination.

General Education Prerequisites:
- Bus 1 Principles of Economics - Macro (3)
- Math 1 Principles of Mathematics (4)
- Psy 42 Introduction to Psychology (3)
- Soc 41 Introduction to Sociology (4)

Required Courses: (17 courses - 55-56 units)

Foundational Business Core:
- Bus 2 Principles of Economics - Micro (3)
- Bus 3 Principles of Accounting (3)
- Bus 4 Principles of Accounting (3)
- Bus 6 Computer Software in Business (3)
- Bus 102 Business Statistics (3)
- Bus 158 Administrative Communication (3)

Advanced Business Core:
- Bus 100 Principles of Marketing (3)
- Bus 110 Management Theory (3)
- Bus 118 Legal Environment of Business (4)
- Bus 133 Business Finance (3)
- Bus 189 Business Ethics (3)
- Bus 191 Case Studies in Strategic Management (3)

Accounting Courses:
- Bus 120A Intermediate Accounting (4)
- Bus 120B Intermediate Accounting (4)
- Bus 132 Cost Accounting (3)
- Bus 144 Tax Accounting (4)
- Bus 162 Auditing (3) or
- Bus 167A Advanced Accounting (2)
- Bus 167B Advanced Accounting (2)

Marketing/Management Major

The Marketing/Management major is intended for students who are "people-oriented," enjoy group interaction, and are challenged by solving problems with a team rather than individually. They develop communication skills, acquire management abilities, and learn marketing techniques. Students are prepared for entry-level administrative and sales positions in all types of businesses, and for graduate study in business or related areas.

General Education Prerequisites:
- Bus 1 Principles of Economics - Macro (3)
- Math 1 Principles of Mathematics (4)
- Psy 42 Introduction to Psychology (3)
- Soc 41 Introduction to Sociology (4)

Required Courses: (18 courses-55 units)

Foundational Business Core:
- Bus 2 Principles of Economics - Micro (3)
- Bus 3 Principles of Accounting (3)
- Bus 4 Principles of Accounting (3)
- Bus 6 Computer Software in Business (3)
- Bus 102 Business Statistics (3)
- Bus 158 Administrative Communication (3)

Advanced Business Core:
- Bus 100 Principles of Marketing (3)
- Bus 110 Management Theory (3)
- Bus 118 Legal Environment of Business (4)
- Bus 133 Business Finance (3)
- Bus 189 Business Ethics (3)
- Bus 191 Case Studies in Strategic Management (3)

Marketing/Management Courses:
- Bus 101 Consumer Behavior (3)
- Bus 108 New Ventures & Entrepreneurship (3)
- Bus 109 Case Studies in Marketing Management (3)
- Bus 111 Organization and Human Behavior (3)
- Bus 115 International Business (3)
- Bus 151 Personnel Management (3)
Business Single Subject
Teaching Credential Emphasis

The Business Single Subject Teaching Credential Emphasis major is intended for students who desire to teach business in public or private secondary schools. They acquire a broad knowledge of business, and develop a content area specialization as well. Students are prepared to obtain a California Business Single Subject Teaching Credential upon completion of their education coursework.

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

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

Community College Courses:
Clerical Training
Applied Accounting
Office Training

Required Courses: (15 courses — 46-48 units)
Core:
Bus 2 Principles of Economics - Micro (3)
Bus 3 Principles of Accounting (3)
Bus 4 Principles of Accounting (3)
Bus 6 Computer Software in Business (3)
Bus 100 Principles of Marketing (3)
Bus 101 Consumer Behavior (3)
or
Bus 108 New Ventures & Entrepreneurship (3)
Bus 102 Business Statistics (3)
Bus 118 Legal Environment of Business (4)
Bus 189 Business Ethics (3)

Breadth:
Bus 110 Management Theory (3)
Bus 111 Organization and Human Behavior (3)
Bus 133 Business Finance (3)

Choose one of the following emphases:
Accounting and Computer Literacy:
Bus 120A Intermediate Accounting (4)
Bus 120B Intermediate Accounting (4)
Bus 132 Cost Accounting (3)
or
Bus 187 Accounting for Small Business (3)

Economics and Consumer Education:
Bus 146 International Economics & Banking (3)
Bus 130 Personal Finance (3)
Bus 187A Small Business Management (3)

Computer Concepts and Application:
CS 70 BASIC Programming I (3)
Bus 174 Systems Analysis (3)
Choose one of the following:
CS 77 Introduction to Database Systems (3)
CS 77B Electronic Spreadsheets (3)
CS 77D Integrated Systems (3)
CS 77E Word Processing (3)

Business Administration Minor

The Business Administration minor is intended for students who desire an introduction to business through the study of its major functional areas. They obtain a desirable background for a variety of career choices in which one may assume a position of responsibility or leadership. Students are thereby prepared for positions in business, missions, churches, and other non-profit organizations.

Required Courses: (8 courses — 24-26 units)
Bus 1 Principles of Economics - Macro (3)
Bus 2 Principles of Economics - Micro (3)
Bus 3 Principles of Accounting (3)
Bus 4 Principles of Accounting (3)
Bus 6 Computer Software in Business (3)
Bus 110 Management Theory (3)
Choose two upper division business courses (6-8 units)
Business Administration Courses

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

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

3 Principles of Accounting (3)  
Principles of accounting—theory and practice of accounting; analysis of books of original entry and relationship to general ledger; preparation of working papers, adjusting and closing entries, financial statements.

4 Principles of Accounting (3)  
Prerequisite: Bus 3  

6 Computer Software In Business (3)  
An introduction to commercially available business software. Included in this course are introductions to the use of word processing, electronic spreadsheet and database software programs. Students make use of representative systems in the microcomputer laboratory.

100 Principles of Marketing (3)  
Prerequisite: Consent of instructor or admission to Program  
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.

101 Consumer Behavior (3)  
Prerequisites: Bus 100, consent of instructor or admission to Program  
A study of the nature and determinants of consumer behavior. The influence of various psychological, social, economic, and environmental influences on consumer decisions and choices are examined. The marketing practices and problems relating to new and existing products are considered.

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

108 New Ventures and Entrepreneurship (3)  
Prerequisites: Bus 100, 110, consent of instructor or admission to Program  
A study of the methods, problems, and factors involved in starting a business or purchasing one. The ventures covered include a variety of industries, levels of technology, and degrees of sophistication. Particular attention is given to the assessment of opportunities, profit planning, organizing, financing, promotion, direction, and control.

109 Case Studies In Marketing/Management (3)  
Prerequisites: Senior standing as a business major or consent of instructor  
A study of marketing/management activities utilizing comprehensive case problems. Emphasis is on the integration of marketing/management functions. Designed to develop coherent analytical skills. Students are given experience in written and oral presentation of solutions to problems presented in the class.

110 Management Theory (3)  
Prerequisite: Consent of instructor or admission to Program  
Analysis of basic administrative functions, developing forms of organizations, dynamics of organization, implementation of change, leadership, power and authority.

111 Organization and Human Behavior (3)  
Prerequisites: Bus 110, consent of instructor or admission to Program  
Organizational theory, structure and forms of organization, group dynamics, conflict resolution and organizational control; theories of work, motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources.

115 International Business (3)  
Prerequisites: Junior standing as a business major or consent of instructor  
The theory and practice of contemporary international marketing management. Major topics include the role of the multinational firm in the world economy, international business strategy, organizational behavior in the international firm, and international investment and financing for the multinational firm.

116 Introduction to Business In Japanese Society (3)  
Students will supplement introductory readings and presentations on the history of Japanese culture and society with directed readings and a research report on an approved topic related to business in Japanese society.

118 Legal Environment of Business (4)  
Prerequisite: Consent of instructor or admission to Program  
The 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 (4)  
Prerequisite: Bus 4, consent of instructor or admission to Program  
In-depth analysis of accounting valuations and reporting practices including recent developments and issues. The preparation and analysis of financial statements. Coverage of ethical factors and implications for use of various accounting procedures.
120B Intermediate Accounting
Prerequisite: Bus 120A, consent of instructor or admission to Program
Continuation of Business 120A

130 Personal Finance
Prerequisite: Consent of instructor or admission to Program
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, consent of instructor or admission to Program
Review of major approaches to internal accounting issues including analysis of production costs, departmental and divisional cost allocations, and budgeting. Use of computers and statistical applications is included.

133 Business Finance
Prerequisite: Bus 1, 3, 4, consent of instructor or admission to Program
A study of the basic principles and theories of business finance, including the tax environment, cash flow analysis, working capital management, effects of financial and operational leverage, capital budgeting and cost of capital analysis.

144 Tax Accounting
Prerequisite: Bus 120A, consent of instructor or admission to Program
Effect of federal and California income tax laws on individual tax returns and tax planning.

146 International Economics and Banking
Prerequisite: Bus 1, consent of instructor or admission to Program
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, consent of instructor or admission to Program
Recruitment, selection, and employment procedures, performance appraisal and labor relations.

158 Administrative Communication
Prerequisites: Com 11, 12, and Bus 6
Business communications theory analyzes various communications alternatives and effective written and oral communication. Effective business communication includes the study of correspondence and report writing, nonverbal communication, small group communication, and oral presentation. The preparation of visuals for both oral and written communication is included.

162 Auditing
Prerequisite: Bus 120B (may be taken concurrently), consent of instructor or admission to Program
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 the auditing of computer accounting systems will be utilized.

167A Advanced Accounting
Prerequisite: Bus 120B, consent of instructor or admission to Program
Partnership and corporation accounting.

167B Advanced Accounting
Prerequisites: Bus 167A, consent of instructor or admission to Program
Governmental, institutional and international accounting.

174 Systems Analysis
Prerequisites: CS 77F, 171
An overview of 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.

177 Introduction to Data Base Systems (same as CS 77)
Prerequisite: CS 77F
Comprehensive study of selected data base systems in widespread use; applications to areas of students interest.

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

187 Topics in Business
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
Prerequisite: Consent of instructor
Individually designed readings in business.

189 Business Ethics
Prerequisite: Senior standing as a business major or consent of instructor
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
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 Case Studies in Strategic Management
Prerequisite: Senior standing, completion of required business courses through concurrent enrollment, or consent of instructor
Problems of management, including the development of appropriate strategy and implementations. Designed to provide the student with the opportunity to apply principles acquired at the undergraduate level to actual decision-making situations. Students present a written strategic plan and make an oral report on their plan.

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

122 Cultural Geography
An investigation into the man-land relationships of the world. A systematic survey of the cultural phenomena and their distribution on the earth's surface. Characteristics of various cultural systems and modern urban development are included.

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 "nail down" 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, and critical thought, and is designed to provide students with a broad understanding of the development of Western thought from ancient to modern times. Students will take courses in literature, history, philosophy, and culture to gain a comprehensive understanding of the intellectual tradition that has shaped Western society.
191 Case Studies in Strategic Management
Prerequisite: Senior standing, completion of required business courses
through concurrent enrollment, or consent of instructor
Problems of management, including the development of appropriate strategy
and implementations. Designed to provide the student with the opportunity to
apply principles acquired at the undergraduate level to actual decision-
making situations. Students present a written strategic plan and make an
oral report on their plan.

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
A systematic survey of the world's physical features. The emphasis is on
cultural features, economic development, resources, and man-land
relationships. The basic unit of study is the political state. When appropri-
ate, 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
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 differ-
ences world-wide.

190 Independent Study
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
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the past in order to "open up" the future, both for the individual and
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The History program offers courses in American and European
history, and in Western intellectual and cultural history. It prepares
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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,
thology 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 (11 courses-38-39 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 (3)
Hist 185A Senior Seminar in History (2)
Hist 185B Senior Seminar in History (2)

Choose one of the following:
Hist 105 Introduction to Mennonite History (3)
Hist 107 American Religious History (3)
Hist 187 Topics in History (1-4)
Bib 160 Contemporary Theology (3)
Bib 162 Anabaptist History and Thought (3)
Bib 165 History and Interpretation of Scripture (3)
Lit 105 American Literature (4)
Lit 130 English Literature (4)
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 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 I (Same as Lit 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 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.

25 California History and Politics (Same as PS 25) (4)
Prerequisites: Bus 1 & Hist 33 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 policies 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 religious tradition 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, including institutions such as the state, family, religion and corporations.

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) (3)
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 viceroyalty, the independence movements of the 19th century, and the post World War II political and religious developments in light of American interests and Vatican II.

162 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 with 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 puritanism, the enlightenment, democratic social theory, philosophical naturalism, pragmatism, and modern science.

175 Historical Peacemakers (3)
This course surveys some of the important persons and movements that have used peaceful methods to achieve substantial historical change. Included are 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 (2)
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 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)

Choose four 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 189 American Studies Program (16)

Political Science Courses

5, 105 American Politics and Society
Prerequisites: Bus 1 & Hist 33 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 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; 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 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 and Politics in America (Same as Bib 157)
Religion influences American politics and society in many ways. Is the connection necessary and proper, or the root of mischief and evil? How should Christians view the role of religion, and should they endeavor to exert influence in politics? This course will explore answers to these questions, and aid students in deciding how to respond to issues of current concern.

123 America in a Global Community
Prerequisites: Bus 1, Bus 146, Geog 4 & PS 5 recommended
Exploding population, resource depletion, energy shortages, environmental pollution, food scarcity, maldistribution of wealth, and an unending arms race are among the problems threatening our global community. They are increasingly affecting our lives in America, and we are simultaneously contributing to the severity of some of them. This course acquaints students with the nature of this paradox, helps them to understand why it exists and what its impact is, invites them to explore ways in which America can relieve rather than aggravate it, and attempts to instill a concern about the justness of our nation's actions on their part.
141 World Politics and Society
Prerequisites: Bus 1, Geog 4 & 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, helps them to understand why those nations function in the world community as they do, and stimulates a concern for the nature of America's relationship with those nations.

143 Politics in Japanese Society
A survey of the historical development of politics in Japanese society.

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

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

165 Urban America: Problems and Politics
Prerequisites: Bus 1, Hist 33, 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, makes them aware of its effects on people (including themselves), and familiarizes them with the political institutions and processes through which the problems of poverty are dealt with in America.

175 Criminal Justice in America
Prerequisites: 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
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
Courses which cover subject matter not included in the regular curriculum.

188 Directed Studies
Prerequisite: Consent of instructor
Reading of selected literature to broaden one's knowledge and understanding of the general field or specific areas within it.

189 American Studies Program
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
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 coursework 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 Prerequisite:
Ps 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 (including any of the above) chosen in consultation with the program director to meet future vocational or educational goals. (Students planning graduate study in psychology should take all 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.

Psychology Courses

10 The College Experience: Choices and Changes

The purpose of this course is to prepare freshmen for the many “choices and changes” they may expect to encounter as college students. This preparation will include introductions to some of the experiences common to most college freshmen as well as to the history, opportunities, expectations, and resources which are unique to Fresno Pacific College. The course will encourage a cooperative and experiential approach to learning.

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. Special focus is on developing leadership skills, assessing group dynamics, and incorporating the challenge of goal setting into one’s own lifestyle. Basic counseling and intervention techniques are taught in order to assist each resident counselor in becoming not only a friend but a skilled helper within the residence halls.

87A Leadership Training

Exploration and application of principles of Christian Leadership using selected readings from secular, Christian, and biblical sources, with lectures, self-assessment, discussion, and short writing assignments. Open to recipients of President’s Scholarships. Graded CR/NC.

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. Theorists such as Freud, Jung, Adler, Erikson, Bandura, Rogers, and Maslow are studied. Application topics include anger management, marriage adjustment, and self-modification of behavior.

110 History and Systems of Psychology

Prerequisite: Psy 42, Senior status or consent of instructor

Two foci will organize the material covered in this course. First, the intellectual history of contemporary psychological perspectives is reviewed. Then the various systems of psychology (behaviorism, psychoanalysis, existentialism, and positivism) are examined.

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

125 Physiological Psychology
Prerequisite: Psy 42
The study of human behavior from a physiological point of view. Topics studied include: the brain and nervous system, right-left brain functions, neurological disorders, biofeedback therapy, drugs, sleep, sexuality, psychophysiological measurements (EEG, EMG, skin temperature, etc.) and holistic health. Class demonstrations and experiments are emphasized in the 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)
Prerequisites: Psy 42, Soc 41, or consent of instructor
The study of religious experiences from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry.

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)
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
Health Psychology is based on the premise that all aspects of the person must be taken into consideration in the pursuit of health and wholeness. Positive well being and prevention of disease is emphasized. Topics studied will include: Judeo-Christian views on health and wholeness; 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 Counselling (Same as SW 130)
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.
Independent Study
Prerequisite: Consent of instructor
Independent study is available for a particular emphasis not included in the psychology department offerings. Independent study must be worked out with a specific faculty member and approved by the program director.

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.

Child Development Emphasis

Major Advisor: 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 in 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 (4)

Required Courses (11 courses-32-37 units)
SW 50 Perspectives in 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 (4)

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

Pre-Law Emphasis

Major Advisor: 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 America 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 advisor.
Social Science Single Subject Teaching Credential Emphasis

Major Advisor: 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, 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 computers.

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 (4)

Required Courses (13 courses-45-46 units)
Business
Bus 118 Legal Environment of Business (4)
History
Hist 165 Twentieth Century America (4)
Hist 169 American Intellectual History (4)
Humanities
Com 155 Modern English Grammar (4)
Com 158 Advanced Composition (4)
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)
PS 175 Criminal Justice in America (4)
American Studies Program (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 Personnality (4)
Psy 118 Child Development (3)
Psy 120 Adolescent Development (3)
Span 11 Elementary Spanish (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)
  Geog122 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)

Choose one of the following:
  PS 155 Urban Society and the Welfare State (4)
  PS 165 Urban America: Problems and Politics (4)
  PS 175 Criminal Justice in America (4)

Required for Credential:
  PS 5/105 American Politics and Society (4)
  Psy 120 Adolescent Development (3)

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

Conflict and Peacemaking Minor

Minor Advisor: 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 - 21 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 Religion and Politics in America (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)

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 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)
  or
  PS 100 Religion and Politics in America (3)
  Bus 115 International Business (3)
  Bus 146 International Economics and Banking (3)
  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.
entrance requirements to graduate schools of social work such as California State University-Fresno.

Students interested in the major should take SW 50 and SW 120 early in their college experience. Students interested in graduate study are encouraged to take Math 124. The junior and senior Biblical Studies requirements are to be generally met by taking Bib 157 and Bib 186. A prerequisite for admission to SW 191 (Field Instruction) is 6 hours of documented personal counseling, and 50 hours of documented volunteer or paid experience in a social service agency.

**General Education Prerequisites:**
- Biol 1 Principles of Biology (4)
- Bus 1 Principles of Economics — Macro (3)
- PS 5105 American Politics & Society (4)
- Psy 42 Introduction to Psychology (3)
- Soc 41 Introduction to Sociology (4)

**Required Courses (14 courses — 52 units):**
- SW 50 Perspectives in Social Work (1)
- 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)
- Psy 152 Abnormal Psychology (4)
- Soc 111 American Ethnicity and Pluralism (3)
- Soc 165 Marriage and Family (3)
- SW 175 Social Work Research (3)
- SW 189 Senior Seminar in Social Work (4)
- SW 191 Field Instruction in Social Work (8)

**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 168 The Problem Child (4)
- SW 55 Ministering to Youth Today (1)
- SW 60 Participation in Volunteer Services (1)
- Soc 140 Culture of the Chicano (3)
- Soc 162 Social Psychology (3)
- Soc 168 Conflict Resolution (3)
entrance requirements to graduate schools of social work such as California State University-Fresno.

Students interested in the major should take SW 50 and SW 120 early in their college experience. Students interested in graduate study are encouraged to take Math 124. The junior and senior Biblical Studies requirements are to be generally met by taking Bib 157 and Bib 186. A prerequisite for admission to SW 191 (Field Instruction) is 6 hours of documented personal counseling, and 50 hours of documented volunteer or paid experience in a social service agency.

**General Education Prerequisites:**
- Biol 1 Principles of Biology (4)
- Bus 1 Principles of Economics — Macro (3)
- PS 5/105 American Politics & Society (4)
- Psy 42 Introduction to Psychology (3)
- Soc 41 Introduction to Sociology (4)

**Required Courses (14 courses — 52 units):**
- SW 50 Perspectives in Social Work (1)
- 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)
- Psy 152 Abnormal Psychology (4)
- Soc 111 American Ethnicity and Pluralism (3)
- Soc 165 Marriage and Family (3)
- SW 175 Social Work Research (3)
- SW 189 Senior Seminar in Social Work (4)
- SW 191 Field Instruction in Social Work (8)

**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 168 The Problem Child (4)
- SW 55 Ministering to Youth Today (1)
- SW 60 Participation in Volunteer Services (1)
- 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 (7 courses — 19-21 units)
SW 50 Perspectives in Social Work (1)
SW 60 Participation in Volunteer Service (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 (1)
A series of site visits, videos and discussion designed to expose students to clients, social agencies and social problems with which social workers are involved. Students visit with clients and programs related to the homeless poor, developmental disabilities, domestic violence, child abuse, juvenile delinquency, and alcohol/drug abuse, among others. Group discussion and videos are interspersed with the site visits to help integrate learning. One interview with a social worker completes the learning experience. Graded CR/NC

55 Ministering to Youth Today (Same as Blb 55) (1)
Co-sponsored by Youth for Christ, this weekend workshop offers students an opportunity to deepen their understanding of problems facing youth in today's culture, and examine techniques for resolving them. Students are exposed to a number of professionals in the area of youth ministry, social work, counseling, psychology, law enforcement, etc. Students are expected to attend all small workshop sessions, two outside class discussions, view a video, and complete assigned reading and written assignments. A materials fee may be charged. Graded CR/NC.

60 Participation in Volunteer Services (1-3)
A student participates for a minimum of 30 hours per semester as a volunteer in a social agency such as Big Brother/Sisters, OASIS, YFC, Campus Life, Neighborhood Ministry, Juvenile Hall, Fresno City Unified's Adult Transition Program, or others. Group discussions, experiential skill building exercises, and written journals supplement the experience. This course can be used toward the 50 hours of volunteer service required for SW 191. Graded CR/NC.

120 Helping People: An Introduction (3)
By means of readings, lectures, guest speakers, videos and discussion, students develop an overview of social work as a helping profession. Beginning with a definition, theory, and value base of a "servant" model of helping, students explore a number of fields of social work, as well as "micro" and "macro" social work methods. Students particularly examine social work as a potential career, and have the opportunity to systematically practice interpersonal skills by participating in a human relations lab.

121 Urban Society and the Welfare State (Same as PS 155) (4)
Prerequisites: 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.

130 Counseling (Same as Psy 174) (4)
Prerequisites: Psy 42 and Soc 41

135 Working With Groups (4)
Prerequisite: SW 120 & SW 130 recommended
Students experience the group process by forming small groups which are videotaped. The class then uses this experience and the videos, along with readings, experiential exercises, and lecture/discussions, to understand the forming, norming, storming, and performing stages of a group, as well as leadership, planning, assessment, and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading one of the groups for at least one class session under the supervision of the instructor.
140 Becoming a Change Agent
Prerequisite: SW 135 or consent of instructor
Utilizing a task group process and the generalist social work method, students take on the role of change agents, using themselves to systematically identify, explore, and plan a change project. In some cases the project may even be taken to completion through the implementation and evaluation stages. Interspersed with the project are a series of readings, lectures and discussions aimed at facilitating the change project, as well as understanding the range of change agent practice: community development, social planning, social action, organization development, social administration, social research, and social policy.

145 Social Problems & Public Policy (Same as PS 155 & Soc 150) (4)
Prerequisites: Bus 1, PS 5, Psy 42, Soc 41 recommended

150 Human Behavior in the Social Environment (Same as Psy 123) (3)
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
Prerequisite: Senior standing
Students learn the method and process of conducting social work research by means of lectures, readings, and discussion. This learning is then applied in their field instruction setting, where they carry out a research project. In includes identifying a problem, performing a literature review, defining the research method(s), collecting data, analyzing the data, making recommendations, and writing up the results in a final research report.

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, organization 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 arena 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 enrolled in SW 191.
Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency setting; utilize one's skills in counseling, group work, diagnosis and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals as well as the presentation of at least one case are required.

190 Independent Study
Prerequisite: Consent of instructor
Independent study is available for particular emphases 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, 6 hours of personal counseling, and 50 hours of social work experience.
Field instruction is the culmination of a student's social work education. Each student is placed in an agency setting mutually agreed upon by the student, instructor, and field agency. The student works in the agency as a social worker for 32 hours per week for one semester. He or she perform such tasks as individual counseling, working with groups as a co-leader, making referrals, writing social assessments, and managing a small caseload under the supervision of an MSW social worker.

SOCIOLGY

Program Director: Robert Enns

The Sociology program offers courses in sociology, anthropology and ethnicity. 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 — 23 units)
Soc 41 Introduction to Sociology (4)
Soc 150 Social Problems and Public Policy (4)
Choose five of the following:
Soc 101 Cross-Cultural Communication (3)
Soc 102 Cultural Anthropology (3)
Soc 109 Social History of Japan (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 (4)
An introduction to the sociological perspective, including major theories, concepts, and methodological approaches. The focus will be on American society. Students will select from a series of observations, exercises, computer simulations, or service projects as an experiential “laboratory” component of the course.

101 Cross Cultural Communication (Same as Com 101) (3)
Prerequisite: Com 11 & Com 12

102 Cultural Anthropology (3)
A survey of anthropological interpretations of culture, including technological, social, religious, and linguistic aspects.

109 Social History of Japan (Same as Hist 111) (3)
A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations.

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 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 those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

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)
Prerequisites: Soc 41
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.

162 Social Psychology (Same as Psy 145) (3)
Prerequisite: Psy 42

165 Marriage and 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

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.

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 instructor would profit by the opportunity to do work in areas not included in regular course offerings.
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-age 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.

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 K-12.

Prospective secondary teachers may prepare in the fields of English, music, life science, mathematics, physical education, business, or social science. Specific course requirements for these waiver programs are listed under the respective departments in this catalog. The Fresno Pacific College Education department confers with and approves Single Subject candidates.

In accordance with college policy, students with a "D" in a major course may not be given a liberal studies or single subject waiver.

Persons already holding an acceptable Bachelor of Arts degree must take the NTE in the area they wish to teach.

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**Teaching Credential Programs**

All teacher candidates must include in their college coursework a course in the provisions and principles of the United 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 Com 101. Eng 110, Soc 140, Hist 162, or equivalent. Multiple Subject candidates must include Psy 118: Child Development, Com 155: Modern English Grammar or Com 156: Introduction to Linguistics, or equivalent; and Math 140 Arithmetic and Algebra of the Rational Number System. Single Subject candidates must include Psy 120: Adolescent Development in their programs. Single Subject candidates presenting an NTE score must also take one course in their major field at Fresno Pacific College.

The 12 unit Directed Teaching assignment may be scheduled for either fall or spring semester. Multiple subject candidates may student teach in the summer in addition to the fall and spring options. The major, education course work, and admission to Teacher Education must be completed the semester before taking Directed Teaching. Any candidate taking a National Teacher Examination (NTE) in lieu of completing a college waiver program must have those passing scores on file in order to be admitted to the Teacher Education Program.

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 100A Perspectives on Education - Elementary (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 109A 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 100B Perspectives on Education - Secondary (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

Department 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.

PROFESSIONAL CLEAR MULTIPLE AND SINGLE SUBJECT CREDENTIALS (The "Fifth Year")

In order to convert the preliminary credential into a professional clear credential, the candidate must complete a total of 30 acceptable units of 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 computers (Educ 271G: Introduction to Using Computers in the Classroom). Multiple subject candidates must also complete Lit 186: Literature for Children and Young Adults. 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 (19-20 units)
Com 11 Written Communication (3)
Com 12 Oral Communication (3)
Eng 155 Modern English Grammar (4)
Eng 156 Introduction to Linguistics (4)
Lit 62 Introduction to Literature (3)
Lit 186 Literature for Children and Young Adults (3)
One advanced composition, literature, or creative writing course (3-4)

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 14 Music in the Classroom (Kodaly)
Mus 10 Music Theory I

Choose one of the following: (3)

Phil 63 Introduction to Philosophy
Phil 152 Ethics

MATHEMATICS AND SCIENCE (27 units)

Biol 1 Principles of Biology (4)
CS 73 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 (4)
Phys 12 Studies in Earth Sciences (4)

Choose one of the following: (4)

Biol 2 Botany
Biol 3 Zoology
Biol 65 Human Anatomy
Biol 112 Ecology

SOCIAL SCIENCES (28-29 units)

Hist 33 American Civilization (4)
PS 5/105 American Politics and Society (4)
Hist 25/PS 25 California History and Politics (4)
Psy 42 Introduction to Psychology (3)
Soc 41 Introduction to Sociology (4)

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

Math 140 Substitute Economics, Principles of Accounting, or an additional computer course.

Eng 110 Require Cross-Cultural

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 (22 units)

Com 11 Written Communication (3)
Com 12 Oral Communication (3)
Com 101 Cross-Cultural Communication (3)
Eng 155 Modern English Grammar (4)
Eng 156 Introduction to Linguistics (4)
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
Lit 142 Spanish American Literature
Lit 143 Contemporary Hispanic Literature in the U.S.A.

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)

Students majoring in Liberal Studies not desiring a teaching credential may make substitutions in the Liberal Studies major as follows:

Eng 155 Substitute Advanced Composition or an upper division literature course.
**Education Courses**

**100A Perspectives on Education - Elementary**
An introduction to the teaching profession, teachers, schools, and students. Required of all multiple subject teacher education candidates. Graded CR/NC.

**100B Perspectives on Education - Secondary**
An introduction to the teaching profession, teachers, schools and students. Required of all single subject teacher education candidates. Graded CR/NC.

**100C Perspectives on Education - Intern**
Interns meet with their supervisors to review their teaching progress and consider new teaching strategies. Graded CR/NC.

**101 Initial Directed Teaching**
Prerequisite: Admission to Teacher Education Program
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**
Introductory surveys of some applications of psychological theory and research to the processes of teaching and learning, and an examination of the social and political organization of schools.

**107 Curriculum Planning: Bilingual and ESL**
Prerequisite: 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 all students with an emphasis on teaching those for whom English is a second language. Taken concurrently with Educ 107.

**108A Teaching Elementary Reading and Writing**
Prerequisite: Admission to the Teacher Education Program
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: Admission to the Teacher Education Program
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: Admission to the Teacher Education Program
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.

109C Teaching Elementary Science
An introduction to the methods and materials needed to effectively teach science at the elementary school level and integrate it with other areas of the curriculum. A "hands-on" approach to the teaching of science processes and content in the areas of life science, earth science, and physical science will be presented according to the state guidelines set forth in the Science Framework, Addendum and Model Curriculum Guide.

110 Teaching Single Subjects
Prerequisite: Admission to the Teacher Education Program
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
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 Studies major, or passing scores on the NTE General Knowledge examination plus Math 140 and Com 155 or Com 156; admission to the Teacher Education Program
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; admission to the Teacher Education Program
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.

170 Sociological Foundations of Education
The educational process of teaching and learning examined in the college classroom and in contact with the community, its schools and pupils.

171 Psychological Foundations of Education
The educational process of teaching and learning examined in the college classroom and in contact with the community, its schools and pupils.

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. Enrollment limited to those able students who in the opinion of the department chairman would profit by the opportunity to use their initiative creativity to obtain greater depth in their major fields.

PHYSICAL EDUCATION MAJOR

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 supplemental 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 (500 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.

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### Single Subject Teaching Credential Emphasis

**General Education Prerequisites**

Bio 65 Human Anatomy (4)
Bio 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 Practicum in Physical Education (1-3)

**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.

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

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### 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)

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

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### Athletic Training Emphasis

**General Education Prerequisites**

Bio 65 Human Anatomy (4)
Bio 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)
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.

The analysis courses are 2-unit courses designed to give students greater theoretical and teaching background than the normal activity classes offer.

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

**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)

Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

**Athletic Training Emphasis**

General Education Prerequisites
- Bio 65 Human Anatomy (4)
- Bio 66 Human Physiology (4)

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)
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 the various events. Selection of candidates, training, conditioning, diet, motivation, and management will be covered.

138 Analysis of Team Sports
Prerequisite: PE 50
A review of the development of popular team games. Lecture and cinematographic coverage of tactical and technical elements of various sports; how they relate or are unique; and 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 life. 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 Methods
Prerequisite: Educ 100; Recommended: PE 7, 155
Planning the physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods. School visitsations, techniques for evaluation of the elementary physical education program. Emphasis given to trends in movement education.
151 Secondary Physical Education Methods
Prerequisite: PE 138, 150, 155, 156, 159; Recommended: PE 141 or Educ 111
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
The 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 health and physical education research is stressed and includes computer applications.

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 exceptional children.

159 Physiology of Exercise
Prerequisite: 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
1-3
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. May be repeated to complete the 3-unit requirement.

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 department.
ACTIVITY COURSES — Graded CR/NC*

1  Beginning Tennis (1)
2  Advanced Tennis (1)
5  Beginning Swimming (1)
6  Advanced Senior Lifesaving (2)
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)

* A limited number of activity and intercollegiate athletic units apply to degree requirements. See Graduation Requirements, p. 27.
GRADUATE PROGRAMS IN EDUCATION

POST BACCALAUREATE AND GRADUATE PROGRAMS

Fresno Pacific College’s graduate division is dedicated to service and excellence. Especially designed to serve 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 Dean of Graduate Studies. The Graduate Program Committee, composed of directors of the various graduate programs, along with other members selected to the committee, 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/Science/Computer Education, Reading, Learning Handicapped, Severely Handicapped, Pupil Personnel, Language Development, Bilingual/Crosscultural Education and Curriculum & Instruction. 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. Generally a student is expected to complete the degree within five years of commencing coursework.

Credential and Advanced Credential Programs

Advanced credential programs offered at Fresno Pacific College are approved by California’s 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, the Language Development Specialist Certificate of Competence, the Bilingual/Cross-Cultural Education Specialist, and the Library Media Teacher Credential. Valid basic teaching credentials are required for admission into these advanced programs.

A certificate program is available addressing competency in Teaching English to Speakers of Other Languages (15 units).

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 coursework 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.

Requirements for Admission to Advanced Credential Programs:
1. Oral orientation interview with the program director.
2. Completion of application for admission and application fee, including a statement of concern for values.
3. One official transcript from all post-secondary institutions attended to show verification of (a) an overall 2.75 GPA in pre-baccalaureate coursework and a 3.0 GPA in previous graduate work, and (b) completion of a baccalaureate degree.
4. Two letters of recommendation from the applicant's immediate supervisor evaluating the applicant's leadership potential and recommending acceptance into the training program.
5. Verification of an acceptable score on the Miller Analogies Test or on the Graduate Record Examination, or its equivalent.
6. Verification of applicant's holding a valid California basic teaching credential.
7. 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 coursework.
   c. For the Bilingual Specialist Credential, teaching experience in a bilingual classroom setting is required.
8. Verification of passing the CBEST is required of Administrative Services, Pupil Personnel Services and Library Media 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 above (see numbers 1-5) plus the following:

Bilingual program candidates must verify holding a valid California Multiple Subject Teaching Credential with Bilingual Emphasis, or pass the Certificate of Competence Exam.

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 credited toward a Master's Degree. No transfer credit may be granted for coursework used for a degree awarded by another institution. All core courses must be taken from Fresno Pacific College.

4. ADVANCEMENT TO CANDIDACY
Advancement to candidacy for the M.A. degree gives a student permission to proceed toward qualifying for that degree and must be attained prior to enrollment in the final M.A. degree courses which include project/thesis or seminar.

Requirements for Advancement to Candidacy
1. Completion of all requirements for graduate standing, and admission to a Masters degree program.
2. Completion of all required coursework, excluding the core courses and project/thesis or seminar.
3. The program director's recommendation for advancement to candidacy.

Criteria for Project/Thesis or Seminar
Candidates may enroll in Ed 299 Project/Thesis or Ed 298A & B Seminar, as the culminating courses for the MA degree. The program director shall work with the candidate to select the option most appropriate for them.

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

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 enrolling in the thesis/project. Preliminary work must be under the supervision and approval of the director. The seminar and project/thesis coursework 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 by the calendar due date each term until the project or thesis is completed.

A project or thesis must be submitted to the Graduate Office for proofreading in final draft form by the due date listed in the Graduate calendar, 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.

Seminar

The Seminar is comprised of a two-course sequence. These two three-unit courses deal with critical issues in education and with the process of obtaining funding through the writing of proposals. These two courses may be taken in lieu of either the thesis or project.

Degree Completion

When all requirements for the advanced degree have been completed, an application for degree must be submitted to the Graduate Office. This will begin the process of final evaluation for the degree.

REGISTRATION

Registration for courses in the graduate program is conducted in the office of the Registrar, and begins the first day of each term. Registration is completed with the filing of the registration form and payment of the appropriate fees. Dates after which a Late Registration Fee applies are listed for each course separately in the Graduate course schedule. The instructor's signature is required for late registration. Enrollment after the second class session is permitted only upon written approval of the instructor and payment of a $35 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 GRE or MAT test score will be submitted prior to the applicant's enrollment in coursework. However, with the consent of the graduate program director, an applicant may be permitted to enroll prior to submission of an acceptable test score. Ordinarily 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 8 or more units of graduate level courses are considered full-time, and students taking less than 8 units are considered part-time.

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

1-99 Lower division of foundation courses designed primarily for freshmen and sophomores.
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 Post-baccalaureate, professional development credit courses for educators.
600-699 Post-baccalaureate, professional development independent study credit courses for educators.

Special courses in various departments are available in demand under the following listings:
290 Independent Study
291 Practicum or Field Work

Grading System

Grade Symbols
A, B, C, F is the basic graduate grading system at Fresno Pacific College and applies to all coursework acceptable toward a degree program except for those courses graded solely on a Credit/No Credit basis.

Grades Included in the Grade-Point Average:

A Outstanding Scholarship ............................................. (4 points) Performance that significantly exceeds the requirements and qualitative expectations of the course. Superior mastery of subject matter. Initiative and self-direction leading to significant study and related activity beyond course requirements.

B Good Scholarship ...................................................(3 points) Performance that fully meets all the requirements and qualitative expectations of the course. Solid mastery of subject matter.

C Marginal Scholarship .............................................. (2 points) Performance that barely meets the requirements and qualitative expectations of the course. Marginal mastery of subject matter. Does not meet the expectations of graduate level work. Courses with a grade of "C" will not be credited toward the completion of requirements of any graduate degree program.

F Unsatisfactory Scholarship ....................................... (0 point) Performance that fails to meet the requirements and qualitative expectations of the course. Inadequate mastery of subject matter. Courses with a grade of "F" will not be granted credit.

Grades Not Included in the Grade-Point Average:

CR. .................................................. Credit
Completion of the course with a performance of "B" or better.
NC. .................................................. No Credit
Completion of the course with a performance below "B"; failure to complete all the course requirements.

IC. ................................................................ Insufficient basis for evaluation; no credit awarded
AU. .................................................. Audit (satisfactory)
UA. .................................................. Audit (unsatisfactory)
W. .................................................. Withdrawal
I. .................................................. Incomplete
IP. .................................................. In-Progress

AUDIT
Students wishing to attend classes without receiving college credit may register for those courses as auditors. Enrollment as an auditor is subject to permission of the professor. Regular class attendance is expected, and the student may be required to participate in any or all classroom activities at the discretion of the professor.

A course satisfactorily completed for audit is listed on the transcript with a grade of "AU." Audit courses not satisfactorily completed will appear on the transcript with a grade of "UA."
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 three terms except for Educ 291B where six terms are allowed.

GRADE CHANGE
Grades submitted to the Registrar from instructors are official. Changes in grades may be made only by the instructor by written request to the Registrar. The change may be based upon clerical error or a grade change appeal. To appeal requires a petition form available in the Registrar's Office.

INCOMPLETES
A grade of "Incomplete" may be requested if unavoidable circumstances make it impossible to complete all course requirements as scheduled. Normally, when an "Incomplete" is granted, course requirements must be completed before the end of the following term (Spring, Summer, Fall). Upon completion of course requirements, the instructor will report to the Registrar's Office an appropriate grade based upon the quality of work completed.

Forms for requesting an "Incomplete" grade are available in the Registrar's and Graduate Offices. The student must initiate the incomplete request process by obtaining a request form from the Registrar's Office and meeting with the instructor to determine remaining requirements. The completed request form must be filed with the Registrar's Office (with the $10 fee attached) no later than the Friday prior to the week grades are due from the instructor (see Graduate calendar).

GRADE REPORTS AND TRANSCRIPTS
Final grade reports will be issued to students following the close of each semester. An official transcript of a student's record will be issued upon the written request of the student and payment of a $4 transcript fee.

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

COMMENCEMENT
Commencement is held at the conclusion of the undergraduate spring semester, usually in early May.

Graduate students are eligible to participate in commencement providing they have satisfactorily completed all degree requirements or are enrolled in final degree coursework during the spring semester. Intent to participate in commencement is indicated on the Application for Degree form (see due date, Graduate calendar).

CONFERRAL OF DEGREES
Degrees are conferred upon satisfactory completion of all requirements following final evaluation and transcript posting by the Registrar's Office. The graduation date recorded on the transcript and diploma is the last day of the term during which degree requirements were completed. Diplomas are mailed to graduates several weeks after the posting of the degree.

FINANCIAL INFORMATION
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 — Credit, per semester unit ....................... $135.00
Audit, per semester unit .................................. 115.00

SERVICE FEES
Application for admission to post-baccalaureate or graduate status ........................................ 60.00
Basic Credential evaluation fee ......................... 30.00
Late registration fee ........................................ 35.00
Late payment fee ........................................... 35.00
Incomplete grade fee ...................................... 10.00
Special course activity fee (depends on course)  
Continuation fee ........................................... 50.00
(appplies to 291B and 299 only)
Transcript service fee ................................... 4.00
MAT Test Fee ............................................... 30.00
Degree Application Fee .................................. 30.00
WITHDRAWALS/REFUNDS

For courses lasting more than one month:
A refund of the total tuition, less a $10 handling fee, will be made for withdrawal from a course after the first session of the course. Refunds after the second session of the course decrease 10% each week. No refund is made for withdrawal after the fourth week.

For courses lasting one month or less:
A refund of the total tuition, less a $10 handling fee, will be made for withdrawal from a course after the first session of the course. Refunds after the second session of the course decrease 10% each session. No refund is made for withdrawal after the fourth class session.

For independent study courses:
A refund of the total tuition, less a $10 handling fee, will be made for withdrawal from a course through the two weeks following the “Last day to register without late fee” listed in the course schedule. No refund is made for withdrawal after that date.

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. Successfully complete less than the number of units for which aid was received
2. Earn a GPA of less than 3.00 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 Academic Review Committee.

ADMINISTRATIVE SERVICES PROGRAM

Program Director: Kenneth Engstrom, Ed.D.

Master of Arts in Education Degree

ADMINISTRATIVE SERVICES EMPHASIS
A minimum of 36 semester units of coursework is required for a Master of Arts in Education degree with a specialization in Administrative Services. Coursework scope and sequence is developed to provide an acceptable balance between theory and practice. The practicum (independent field studies) experiences interface and relate directly to the cluster of concepts taught in a particular course.

Courses 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 & 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)
Educ 259A Research in Administration (2) (takes the place of the first practicum)

Core Courses
Educ 211 Leadership Assessment (3)
Educ 212 Values in School and Society (3)
Educ 215 Leadership and Change (3)
Educ 218 Advanced Program Assessment, Research and Evaluation (3)
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 (8 units) 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 coursework is required for the preliminary credential. Acceptance of transfer credit, up to a maximum of 6 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 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 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, internships 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 include:

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 (8)
- Educ 214A Leadership Practicum (2)
- Educ 214B Values Practicum (2)
- Educ 214C Change Practicum (2)
- Educ 214D Research Practicum (2)

Electives: (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 CROSS-CULTURAL
PROGRAM

Program Director: Yvonne Freeman, Ph.D.

Master of Arts in Education Degree

BILINGUAL CROSS-CULTURAL EDUCATION EMPHASIS
A minimum of 37 semester units of coursework is required for a
Master of Arts in Education degree with a specialization in Bilingual
Education.

Core Course
Educ 212 Values in School and Society (3)

Required Courses
Educ 220 Reading Process and Practice (3)
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 234 Introduction to Linguistics (3)
or
Educ 234A Linguistics for Second Language Teaching (3)
Educ 235 Language Acquisition and
Cross-Cultural Communication (3)
Educ 237 Current Theories, Methods and Materials for
Teaching a Second Language (3)
Educ 247 Supervision (Bilingual) (3)
Educ 289B Seminar for Second Language/Bilingual Teaching (3)
Educ 291 Teaching Practicum (Bilingual/Language Development) (3)
Educ 298A/B Seminars (3,3)
or
Educ 299C Project/Thesis (4)

Elective Course
Educ 246A Current Trends in Second Language Acquisition (1-3)

Bilingual Cross-Cultural
Specialist Credential

The Bilingual Cross-Cultural Specialist Credential is designed
with an emphasis in language development.
The Bilingual Cross-Cultural Specialist Credential requires a
minimum of 24 semester units of coursework, varied supervised
field experiences with limited and non-English speaking children.
Candidates may also be required to pass the FPC-site Bilingual
Examination to fulfill the state requirement for the Bilingual Specialist
Credential.

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.

Required Courses
Educ 220 Reading Process and Practice (3)
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 234 Introduction to Linguistics (3)
or
Educ 234A Linguistics for Second Language Teaching (3)
Educ 235 Language Acquisition and
Cross-Cultural Communication (3)
Educ 237 Current Theories, Methods and Materials for
Teaching a Second Language (3)
Educ 247 Supervision (Bilingual) (3)
Educ 291 Teaching Practicum (Bilingual/Language Development) (3)
Educ 298A/B Seminars (3,3)
or
Educ 299C Project/Thesis (4)

Elective Course
Educ 246A Current Trends in Second Language Acquisition (1-3)
CURRICULUM AND INSTRUCTION PROGRAM

Program Director: Rodney Janzen

Master of Arts in Education Degree

CURRICULUM AND INSTRUCTION EMPHASIS
The Curriculum and Instruction 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 Curriculum and Instruction Emphasis requires 36-38 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 program 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 the coursework to be completed.

PHASE I INTRODUCTION
Educ 289 Seminar in Learning Theory (3)
Educ 277 Evaluation of Curriculum and Learning (3)
Educ 278 Current Topics in Curriculum (3)

PHASE II CURRICULUM EMPHASIS

Required Courses
Educ 209A Introduction to Counseling (3)
Educ 201A Laws Related to Children (3)

or
Educ 256 Public School Finance and Legal Aspects (3)
Educ 249 Seminar in Language and Literacy (1,1)

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 Reading Process and Practice (3)
Educ 221 Reading/Writing in the Content Area (3)
Educ 226 Exploration in Literature (3)
Educ 242 Writing Process and Practice (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 for 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 (3)
Educ 283 Science and the Integrated Curriculum (4)
Educ 284 Numbers and Operations (4)
Educ 286 Integration of Mathematics and Science (2-4)

Pupil Personnel Services
Educ 203A Tests and Measurements (3)
Educ 210 Education and Career Planning (3)
Educ 274A Elementary Statistics (3)
PHASE III M.A. CORE

Edc 212 Values in School and Society (3)
Edc 298A/B Seminars (3,3)
or
Edc 299 Project/Thesis (4)

LANGUAGE DEVELOPMENT SPECIALIST PROGRAM

Co-Directors: David Freeman, Ph.D. and Yvonne Freeman, Ph.D.

Master of Arts in Education Degree

LANGUAGE DEVELOPMENT EMPHASIS

A minimum of 37 semester units of coursework is required for a Master of Arts in Education Degree with an emphasis in Language Development.

The program provides preparation for teachers who wish to support the development of oral and written language for second language students using a whole language approach.

Formal acceptance into the program occurs after an interview with the program director, assuming that all program entry requirements have been met and a sequence of courses has been agreed upon.

Core Course:
Edc 212 Values in School and Society (3)

Required Courses:
Edc 220 Reading Process and Practice (3)
Edc 224 Language Assessment, Diagnosis & Evaluation (3)
Edc 232 Current Theories, Methods and Materials for Bilingual Education (3)

Educ 234 Introduction to Linguistics (3)
Educ 234A Linguistics for Second Language Teaching (3)
Educ 235 Language Acquisition and Cross-Cultural Communication (3)
Educ 237 Current Theories, Methods and Materials for Teaching a Second Language (3)
Educ 291 Teaching Practicum (Bilingual) (3)
Educ 247A Supervision (3)
Educ 289B Seminar for Second Language/Bilingual Teaching (3)
Educ 298A/B Seminar (6)
or
Educ 299F Project/Thesis (4)

Elective Course
Educ 246A Current Trends in Second Language Acquisition (1-3)

Candidates for the program receive valuable field-based experiences during the teaching practicum and supervision of teaching. Both of those 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 to receive the certificate from the state.

Required Courses:
Educ 220 Reading Process and Practice (3)
Educ 224 Language Assessment, Diagnosis and Evaluation (3)
Educ 232 Current Theories, Methods and Materials for Bilingual Education (3)
Educ 234 Introduction to Linguistics (3)
Educ 234A Linguistics for Second Language Teaching (3)
Educ 235 Language Acquisition and Cross-Cultural Communication (3)
Educ 237 Current Theories, Methods and Materials for Teaching a Second Language (3)
Educ 291 Teaching Practicum (Bilingual) (3)

To qualify to take the Language Development Specialist Certificate Exam, teachers must complete the required coursework.
Administration
Ed 250  Curriculum Leadership (2-4)
Ed 252  School and Community Relations (2-4)
Ed 254  Administration and Personnel Management Procedures(2-4)
Ed 256  Public School Finance and Legal Aspects (2-4)

PHASE III  M.A. CORE
Ed 212  Values in School and Society (3)
Ed 298A/B  Seminars (3,3)
or
Ed 299  Project/Thesis (4)

LANGUAGE DEVELOPMENT SPECIALIST PROGRAM

Co-Directors:  David Freeman, Ph.D. and Yvonne Freeman, Ph.D.

Master of Arts in Education Degree

LANGUAGE DEVELOPMENT EMPHASIS
A minimum of 37 semester units of coursework is required for a Master of Arts in Education Degree with an emphasis in Language Development.

The program provides preparation for teachers who wish to support the development of oral and written language for second language students using a whole language approach.

Formal acceptance into the program occurs after an interview with the program director, assuming that all program entry requirements have been met and a sequence of courses has been agreed upon.

Core Course:
Ed 212  Values in School and Society (3)

Required Courses:
Ed 220  Reading Process and Practice (3)
Ed 224  Language Assessment, Diagnosis & Evaluation (3)
Ed 232  Current Theories, Methods and Materials for Bilingual Education (3)

Elective Course
Ed 246A  Current Trends in Second Language Acquisition (1-3)

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 to receive the certificate from the state.

Required Courses:
Ed 220  Reading Process and Practice (3)
Ed 224  Language Assessment, Diagnosis and Evaluation (3)
Ed 232  Current Theories, Methods and Materials for Bilingual Education (3)
Ed 234  Introduction to Linguistics (3)
Ed 234A  Linguistics for Second Language Teaching (3)
Ed 235  Language Acquisition and Cross-Cultural Communication (3)
Ed 237  Current Theories, Methods and Materials for Teaching a Second Language (3)
Ed 291  Teaching Practicum (Bilingual) (3)

To qualify to take the Language Development Specialist Certificate Exam, teachers must complete the required coursework.
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 Reading Process and Practice (3)
Educ 234 Introduction to Linguistics (3)
or
Educ 234A Linguistics for Second Language Teaching (3)
Educ 235 Language Acquisition and Cross-Cultural Communication (3)
Educ 237 Current Theories, Methods and Materials for Teaching a Second Language (3)
Educ 291 Teaching Practicum (Bilingual Language Development) (3)
or
Educ 291C Practicum in TESOL (3)

LIBRARY MEDIA TEACHER CREDENTIAL PROGRAM

Program Director: Norma Dick

Library Media Teacher Credential

The effective school library media teacher must be able to work cooperatively with classroom teachers to develop and implement programs related to curriculum as well as to select, organize, manage, and guide the use of learning resources. The Fresno Pacific College Library Media Teacher Credential Program courses are designed to ensure that the credential candidate has been exposed to a rich set of experiences which will prepare the candidate for service in school libraries. This credential program has been approved by the Commission on Teacher Credentialing. This course of study is not intended to prepare librarians for service outside the school environment.

The Library Media Teacher Credential requires a minimum of 32 semester units of coursework.

Formal acceptance into the program occurs after an interview with the program coordinator, assuming 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.

Courses required for the Library Media Teacher Credential:

Educ 220 Reading Process and Practice (3)
Educ 240A* Elementary Media Center Programs (3)
or
Educ 240B* Secondary Media Center Programs (3)
Educ 240C Administration of School Media Center (3)
Educ 240D Organization of Learning Resources (3)
Educ 240E Analysis, Evaluation and Selection of Learning Resources (3)
Educ 240F Curriculum-Based Library Media Program (2)
Educ 240G Elementary Information Services (3)
or
Educ 240H Secondary Information Services (3)
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, curriculum development and leadership training 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 Program are:

**Core Courses**

The core courses required in each of the emphases are:

Educ 212 Values in School and Society (3)
Educ 275 Clinical Diagnosis and Experimentation (3)

or

Educ 277 Evaluation of Curriculum and Learning (3)
Educ 289 Seminar in Learning Theory (3)

One of the following options:

(1) Educ 299B Project/Thesis (1-4) or
(2) Educ 298A Issues in Education (3)

Educ 298B Proposal Writing (3)

(The Project/Thesis option is strongly recommended)

**PROGRAM EMPHASES:**

**Elementary Mathematics Curriculum (K-8)**

This emphasis requires the following 23-25 units:

Educ 273 Informal Geometry (3)
Educ 274 Probability and Statistics (3)

Educ 284 Numbers and Operations (4,4)

(Available during the annual Festival of Mathematics)

Educ 285 Algebraic and Arithmetic Structures (3)
Educ 286 Integration of Mathematics and Science (2)

Approved Electives (4-6)

**Integrated Mathematics/Science: General Option**

This emphasis requires the following 23 units:

Educ 273 Informal Geometry (3)
Educ 274 Probability and Statistics (3)

Educ 284 Numbers and Operations (4,
Integrated Mathematics/Science: Writing Option
This emphasis requires the following 23-25 units:
Educ 281 Processes and Concepts in Science (4,4)
Educ 283 Science and the Integrated Curriculum (4,4)
Educ 284 Numbers and Operations (4)
Approved Electives (3-5)

Integrated Mathematics/Science: Leadership Option
This emphasis requires the following 30 units:
Educ 281 Processes and Concepts in Science (4,4)
Educ 283 Science and the Integrated Curriculum (4,4)
Educ 284 Numbers and Operations (4)
Educ 286 Integration of Mathematics and Science (2)
Educ 294 Mathematics for Instructional Leaders (4,4)

Secondary Mathematics
This emphasis requires the following 24-26 units:
Math 282 Problem Solving in Mathematics (4,4,4)
Approved Electives (12-14)
Candidates also must demonstrate competencies at the intermediate level in either LOGO or PASCAL.

Computer Education
This emphasis requires 24-26 units which must include coursework in one language at an intermediate level, integrated systems, and one software evaluation course. 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 Computer Education Program Director. The following courses are available in the Computer Concentration Program:
Educ 271A/B Evaluation and Integration of Software (4-8)
or
Educ 271C/D/E Evaluation and Integration of Software (3-9)
Educ 271G Introduction to Using Computers in the Classroom (1-4)
Educ 271H Curricular Applications of Software (2-4)

Educ 287A BASIC Programming I (2-4)
Educ 287B BASIC Programming II (2-4)
Educ 287E Writing Educational Microcomputer Instructional Programs (2-4)
Educ 287F PASCAL Programming I (2-4)
Educ 287G PASCAL Programming II (2-4)
Educ 287H LOGO Programming I (2-4)
Educ 287I LOGO Programming II (2-4)
Educ 287J Word Processing (2-4)
Educ 287K Database Management I (2-4)
Educ 287L Electronic Spreadsheets I (2-4)
Educ 287N Integrated Systems I (2-4)
Educ 287P Assembly Language Programming I (2-4)
Educ 287V COBOL Programming I (2-4)

Description of options in the computer emphasis:

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, integrated systems, or software evaluation and utilization.

The information processing option requires proficiencies in each of three areas: one programming language through the intermediate level, software evaluation and utilization, 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, integrated systems and a minimum of eight semester units of participation in the Evaluation and Integration of Software.

For those candidates wishing to develop proficiencies in more than one area of emphasis, individualized programs can be designed to meet specific candidate goals.
PUPIL PERSONNEL SERVICES
PROGRAM

Program Director: Robert Wilson, Ph.D.

Master of Arts in Education Degree

PUPIL PERSONNEL SERVICES EMPHASIS
A minimum of 47 semester units of coursework 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, assuming 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 experience and courses.

Prerequisites:
Soc 101 Cross Cultural Communication (3)
Psy 118 Child Development (3)
Educ 132 Directed Teaching: Multiple Subject (12)

Required Advanced Component:
Educ 201A Laws Related to Children (3)
Educ 203A Principles of Psychological Assessment and Measurement (3)
Educ 208A Counseling the Exceptional Child (3)
Educ 208B Counseling the Multi-Cultural Child and Parent (3)
Educ 209A Introduction to Counseling (3)
Educ 209B Counseling Theory and Techniques (3)
Educ 210 Education and Career Planning (3)
Educ 274A Statistics & Research Design (3)
Educ 289 Seminar in Learning Theory (3)
Educ 291A Case Study Practicum/Group Process (3)
Educ 291B Field Experiences (4)

Core Courses:
Educ 212 Values in School and Society (3)
Educ 217 Issues and Research in School Counseling (3)
Educ 218 Advanced Program Assessment, Research and Evaluation (3)
Educ 298A/B Seminars (3,3)
or
Educ 299E Project/Thesis (4)

Pupil Personnel Services:
School Counseling Program

The Pupil Personnel Services Credential: Counseling requires a minimum of 34 semester units of coursework in the Advanced Component listed below.

Formal acceptance into the program occurs after an interview with the program director, ensuring 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.

Prerequisites:
Soc 101 Cross-Cultural Communication (3)
Psy 118 Child Development (3)
Educ 132 Directed Teaching: Multiple Subject (12)

Required Advanced Component:
Educ 201A Laws Related to Children (3)
Educ 203A Principles of Psychological Assessment and Measurement (3)
Educ 208A Counseling the Exceptional Child (3)
Educ 208B Counseling the Multi-Cultural Child and Parent (3)
Educ 209A Introduction to Counseling (3)
Educ 209B Counseling Theory and Techniques (3)
Educ 210 Education and Career Planning (3)
Educ 274A Statistics & Research Design (3)
Educ 289 Seminar in Learning Theory (3)
Educ 291A Case Study Practicum/Group Process (3)
Educ 291B Field Experiences (4)
READING PROGRAM

Program Director: Jean Fennacy, Ed.D.

Master of Arts in Education Degree

READING EMPHASIS

A minimum of 38 semester units of coursework is required for a Master of Arts in Education degree with an emphasis in Reading/Writing. The program focuses on meaning-centered language arts instruction from a socio-psycholinguistic perspective. Students examine the reading/writing process, assessment techniques, and supervision of reading/writing programs. Visiting scholar seminars are an integral part of the program 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 Seminar in Learning Theory (3)

Courses in the Reading Emphasis:
Educ 220 Reading Process and Practice (3)
Educ 221 Reading/Writing in the Content Area (3)
Educ 224 Language Assessment, Diagnosis and Evaluation (3)
Educ 225 Advanced Topics in Language and Literacy (3)
Educ 226 Exploration in Literature (3)
Educ 228 Clinical Experiences in Reading/Writing/Language (3)
Educ 242 Writing Process and Practice (3)
Educ 247 Supervision of Reading Programs (3)
Educ 298A/B Seminars (3,3)

Elective Course
Educ 246 Current Trends in Language and Literacy (1-3)

Field experiences required
1. At least two 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 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.
4. Candidates should consult the director for transfer and waiver policies.
SPECIAL EDUCATION PROGRAM

Program Director: Peter Kopriva, Ed.D.

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

Edcu 107 Curriculum Planning (3)

or

Edcu 207 Curriculum in Special Education (3)
Edcu 132 Directed Teaching-Multiple Subject / Single-Subject (12)
Edcu 203 Psychological Assessment (3)
Edcu 208 Psychology of the Exceptional Child (3)

Required Advanced Component

Edcu 260 Adapting Instruction to Learning Patterns of Children (3)
Edcu 261 Education Diagnosis and Prescription (3)
Edcu 262 Central Language Disorders and Development (3)
Edcu 263 Sensory-Motor Development and Training (3)
Edcu 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
Edcu 266 Career Vocational Guidance and Education (3)
Edcu 267 Evaluation and Counseling of Exceptional Pupils (3)
Edcu 268 Practicum: Directed Teaching-Learning Handicapped (6)

Elective

Edcu 270A Mental Retardation...Implications and Issues (3)

Core Courses:

Option 1

Advanced Component (21)
Edcu 212 Values in School and Society (3)
Edcu 220 Reading Process and Practice (3)
Edcu 289 Seminar in Learning Theory (3)

Edcu 298A/B Seminar (6)

or

Edcu 299D Project/Thesis (4)
Completion of option No. 1 calls for 34-36 semester units of work, not including Ed 268 Practicum.

Option 2

Advanced Component (21)
Edcu 212 Values in School and Society (3)
Edcu 284 Numbers and Operations (3)
Edcu 289 Seminar in Learning Theory (3)
Edcu 298A/B Seminar (6)

or

Edcu 299D Project/Thesis (4)
Completion of option No. 2 calls for 34-36 semester units of work, not including Ed 268 Practicum.

Option 3

Advanced Component (21)
Edcu 212 Values in School and Society (3)
Edcu 269 Consultation in Special Education (3)
Edcu 269A Laws and Regulations of Special Education (2)
Edcu 269B Coordination of Special Education Services (3)
Edcu 298A/B Seminar (6)

or

Edcu 299D Project/Thesis (4)
Completion of option No. 3 calls for 36-38 semester units of work, not including Ed 268 Practicum. However, with the completion of Edcu 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

The candidate has a choice of three (3) Options. Option Number 1 provides an 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 270A Mental Retardation...Implications and Issues (3)
Educ 268 Practicum-Directed Teaching-Severely Handicapped (6)

Core Courses:

Option 1
Advanced Component (30)

Educ 212 Values in School and Society (3)
Educ 220 Reading Process and Practice (3)
Educ 289 Seminar in Learning Theory (3)
Educ 298A/B Seminar (3, 3)

or

Educ 299D Thesis/Project (4)
Completion of option No. 1 calls for 45-47 semester units of work, not including Ed 268 Practicum.

Option 2
Advanced Component (30)

Educ 212 Values in School and Society (3)
Educ 284 Numbers and Operations (3)
Educ 289 Seminar in Learning Theory (3)
Educ 298A/B Seminar (3, 3)

or

Educ 299D Thesis/Project (4)
Completion of option No. 2 calls for 45-47 semester units of work, not including Ed 268 Practicum.

Option 3
Advanced Component (30)

Educ 212 Values in School and Society (3)
Educ 269 Consultation in Special Education (3)

Educ 269A Laws and Regulations (2)
Educ 269B Coordination of Special Education Services (3)
Educ 298A/B Seminar (3, 3)

or

Educ 299D Thesis/Project (4)
Completion of option No. 3 calls for 45-47 semester units of work, not including Ed 268 Practicum. However, with the completion of Educ 269, 269A and 269B the candidate may apply for the Special Education Resource Specialist Certificate of Competence.

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 into the generic courses are the same as those for admission to teacher education.

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

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

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/Single 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 requirements for the advanced component is a minimum of 21 semester units.
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 (6)

Elective
Educ 270A Mental Retardation...Implications and Issues (3)

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 GPA and (2) is recommended for continuance in the program by the program director, assuming that all program entry and legal requirements have been met.

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

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/Single Subject (12)
Educ 203 Psychological Assessment (3)
Educ 208 Psychology of the Exceptional Child (3)

Admission requirements for advanced specialization includes 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 and Counseling of Exceptional Pupils (3)
Educ 270 Programming and Instruction for the Severely Handicapped (3)
Educ 270A Mental Retardation...Implications and Issues (3)
Educ 268 Practicum-Directed Teaching-Severely Handicapped (6)

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
Educ 269 Consultation in Special Education (3)
Educ 269A Laws and Regulations of Special Education (2)
Educ 269B Coordination of Special Ed. Services (3)
Graduate Program Courses

201A Laws Related to Children
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. (3)

203 Psychological Assessment
Administration of assessment instruments and interpretation of resulting data including diagnostic tests, inventories, and scales. Field work in school required. (3)

203A Principles of Psychological Assessment and Measures
Principles of construction and evaluation of educational and psychological tests. Principles, procedures and techniques in counseling and guidance. (3)

207 Curriculum in Special Education
An in-depth analysis of the curriculum areas in basic academic subjects for special education majors, school psychologists, and resource specialists. (3)

208 Psychology of the Exceptional Child
An introductory course which provides an understanding of the psychological characteristics, cognitive styles, behavior patterns, and learning problems of exceptional students. Meets “mainstreaming” requirements for California credential candidates. (3)

208A Counseling the Exceptional Child
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. (3)

Educ 208B Counseling the Multi-Cultural Child and Parent
The study of ethnicity from a global perspective utilizing a psychocultural approach. The following dimensions will be addressed in counseling multicultural children and parents: social structure levels, patterns of social interaction, subjective experiences of identity and patterns of behavior and expressive emotional styles. (3)

209A Introduction to Counseling
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. (3)

209B Counseling Theory and Techniques
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. (3)

210 Education and Career Planning
Introduces students to theories, methods, assessment instruments and materials used in educational and career guidance. Emphasis on development of comprehensive plan of career guidance. (3)

211 Leadership Assessment
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. (3)

212 Values in School and Society
Prerequisite: Admission to Graduate Program
An examination of changing “values” in American culture and education, a review of the history of schools in American society, and group projects which integrate and suggest applications of course materials to local situations. (3)

213 Governance of Schools
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. (2)

214A Leadership Practicum
Prerequisites: Educ 211 and Preliminary Administrative Services Credential
An independent field assignment in leadership in the schools. Graded CR/NC. (2)

214B Values Practicum
Prerequisites: Educ 212 and Preliminary Administrative Services Credential
An independent field assignment in values application in the schools. Graded CR/NC. (2)

214C Change Practicum
Prerequisites: Educ 215 or Educ 215A and Preliminary Administrative Services Credential
An independent field assignment in change in the schools. Graded CR/NC. (2)

214D Research Practicum
Prerequisites: Educ 218 and Preliminary Administrative Services Credential
An independent field assignment in the application of research in the schools. Graded CR/NC. (2)
214E Internship Practicum I  
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. Graded CR/NC.

214F Internship Practicum II  
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. Graded CR/NC.

214G District Participation Practicum  
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. Graded CR/NC.

214H Association Participation Practicum  
Prerequisite: Preliminary Administrative Services Credential  
The participation as a state or local association officer or representative  
(ACSA, CTA, ASCD, etc.) or participation in an approved association  
leadership program for a minimum of 30 hours during the semester. Graded  
CR/NC.

215 Leadership and Change  
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  
Prerequisite: Preliminary Administrative Services Credential  
A three-day summer orientation program will be held to acquaint the  
participants with the L/A/ Principal’s Inservice Program. This will be  
followed by monthly sessions based on the needs of the participants.

216 Situational Analysis  
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 Issues and Research in School Counseling  
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 district and community issues.

218 Advanced Program Assessment, Research and Evaluation  
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.

220 Reading Process and Practice  
This course is designed to help elementary and secondary teachers better  
understand the reading process. Topics include contrasting models of  
reading, acquisition of literacy, and whole-language philosophy and  
practice.

221 Reading/Writing 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 assessment of oral  
language and reading and make instructional decisions based on such  
assessment.

225 Advanced Topics in Language and Literacy  
This course considers a number of current topics in reading/writing instruction  
including language learning, 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/Writing/Language  
Prerequisite: Educ 220; Graduate standing  
Instruction of an individual or a small group of children in the PFC Reading  
Clinic. Graded CR/NC.

231 Current Trends and Issues in Bilingual Education  
This course is designed to examine rationales of bilingual education based  
on an historical framework. The course will examine alternative models in  
bilingual education and analyze administrative techniques for developing  
evaluating bilingual education programs. Emphasis will be on whole-
language bilingual education in the content classroom.
232 Current Theories, Methods and Materials for 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 Issues of the Hispanic in Bilingual Education
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 Second Language Teaching
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 Communication
This course examines the development of oracy and literacy as well as the effects of cultural background on language acquisition.

237 Current Theories, Methods, and Materials for Teaching a Second Language
Current theories of teaching a second language will be reviewed, and specific methods for teaching will be examined. A whole language approach to second language teaching will be emphasized.

240A Elementary Media Center Programs

240B Secondary Media Center Programs
This course will provide candidates with a theoretical foundation as well as a practical foundation, affording them the opportunity to apply cooperative program planning and teaching techniques to either the elementary or secondary school situation. Other specific services of either the elementary or secondary school media center will also be explored.

240C Administration of the School Media Center
This course concentrates on the attitudes and skills essential to effective communication with, management and supervision of, personnel. Emphasis will be placed on the role of the library media teacher as an administrator, including planning and organization, advising and accountability.

240D Organization of Learning Resources
The acquisition, organization, and circulation of learning resources will be covered along with professional tasks of classifying and cataloging information, and of organizing procedures for, and the supervision of, efficient and systematic technical and clerical support services.

240E Analysis, Evaluation and Selection of Learning Resources
Analysis and evaluation of learning resources includes the ability to apply basic principles of analysis, appraisal, review, and evaluation to book and nonbook materials. The characteristics of different media and their appropriateness for specific instructional situations will be covered.

240F Curriculum-Based Library Media Programs
This course will assist candidates in determining the need for up-to-date, accurate information on the curriculum of the school and district. This will support the two major functions of the library media program, which are: curriculum support services and information skills instruction, cooperatively planned and taught with the classroom teacher, through the content areas.

240G Elementary Information Services

240H Secondary Information Services
Information services include the ability to use reference materials in seeking answers to questions, acting as a liaison between the media center and school and outside agencies offering information services and resources, and facilitating students' independent access to sources of information, through selection and instruction.

240I Elementary Literature

240J Secondary Literature
This course will focus on a survey and analysis of elementary school level children's books or young adult level books and other related materials for use in school and classroom programs within the context of the cooperative partnership between the library media teacher and the classroom teacher.

240K Media and Technology
Media and technology services require the application of educational theory and methods to the utilization of instructional media. The course will assist candidates to determine criteria for examining automated data bases, types and sources of instructional media, and the uses of computer assisted instruction. In addition, the production of graphic, photographic, audio and other sensory learning materials will be addressed.

240L Data Base Retrieval Systems
Prerequisite: Educ 240K
Techniques of searching and managing on-line search services will be addressed in this course. • Searching Strategies • Data Base Evaluation • Implementation and management of search services • Application of Data Base information • On-line experience.
240M Field Studies in School Librarianship
A key component of the Credential in School Librarianship is the field experience program. Candidates are placed with qualified professionals in three school media centers: elementary, middle school and high school. Experience will include: working directly with children through teaching, supervision and giving readers' guidance; circulation procedures; selection procedures; technical processing; weeding; inventory; and a district level overview.

242 Writing Process and Practice
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.

246 Current Trends in Language and Literacy
Prerequisite: Consent of graduate program director
This course is designed to bridge theory and practice. It consists of individual study carried out under the guidance of a faculty member. The participant selects a current trend or problem in reading/writing/language, explores recent literature in the topic, and considers instructional implications of the findings. May be repeated. Graded CR/NC.

246A Current Trends in Second Language Acquisition
Prerequisite: Consent of program director
This course is designed to bridge theory and practice. It consists of individual study carried out under the guidance of a faculty member. The participant selects a current trend or problem in second language acquisition, explores literature in the topic, and considers instructional implications of the findings. May be repeated. Graded CR/NC.

247 Supervision of Reading Programs
Prerequisite: Educ 220 & 228; Graduate standing
Instructional leaders support and supervise classroom teachers in the FPC Reading Clinic.

247A Supervision of Second Language Students
Prerequisite: Educ 291
Instructional leaders direct and supervise classroom teachers in the teaching clinic.

249 Seminar in Language and Literacy
Prerequisite: Admission to the Master's Program
A visiting scholar leads students in the examination of critical issues in reading/writing/language theory and practice. Graded CR/NC.

250 Curriculum Leadership
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
An independent field assignment in curriculum development and administration. Graded CR/NC.

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

253 Practicum - School and Community Relations
An independent field assignment in school and community relations. Graded CR/NC.

254 Administration and Personnel Management Procedures
This course considers: (1) employer/employee relations; (2) management by objectives; (3) management procedures and skills; (4) program assessment and evaluation skills; (5) selection, assignment, and supervision of staff; (6) evaluation skills; and (7) school district organization models and patterns.

255 Practicum - Administration and Personnel Management Procedures
An independent field assignment in administration and personnel management procedures. Graded CR/NC.

256 Public School Finance and Legal Aspects
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
An independent field assignment in public school finance and legal aspects. Graded CR/NC.

258 Public School Management Seminar and Practicum
Prerequisite: 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
In this introduction to research and thesis writing course, the student will learn the scientific methods of problem solving, utilization of ERIC materials, and a five-chapter format for formal papers. Graded CR/NC.

260 Adapting Instruction to Learning Patterns of Children
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 a modality weaknesses.

261 Educational Diagnosis and Prescription
Prerequisite: Educ 260
Designed to develop skills in diagnosis and prescription for instruction. Topics under investigation include: (1) diagnosis 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
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.

263 Sensory-Motor Development and Training
Designed to develop an understanding of necessary skills involved in prescription instruction of exceptional pupils. Competencies to be developed in the course are: (1) an 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.

264 Adapting Behavior for Learning and Interpersonal Effectiveness
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
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 commonalties 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.

266 Career Vocational Guidance and Education
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.

267 Evaluation and Counseling of Exceptional Pupils
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 directive and non-directive techniques for counseling based on evaluation of pupil progress and program effectiveness.

268 Practicum — Directed Teaching —
Learning Handicapped/Severely Handicapped
Prerequisite: Consent of Graduate Program Director
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. Graded CR/NC.

269 Consultation in Special Education
Consultation in 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
Prerequisite: Special Education Credential; Ed 269 or 269B
This class is a combination of independent study and practicum. The candidate will satisfactorily demonstrate the skills, knowledge and performance competencies in accordance with the legal regulations of the Education Code, Title V, Administrative Code, and other documents of law as related to special education.
269B Coordination of Special Education Services
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
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.

270A Mental Retardation...Implications and Issues
This course is intended to provide up-to-date information on the many facets of mental retardation from a life-cycle perspective. An examination will be made of the implications of retardation for educational, community and life-skills adjustment; current programs, services, and legal issues.

271A Evaluation and Integration of Software: Part A
This course is designed around the participant who will take two summers to produce curricular support materials for commercial software. Major components in the first summer include time to become thoroughly familiar with selected software, to identify thinking skills students needed to use such software, to determine where software fits in the curriculum guides and frameworks, and to learn how to write support activities for the software. Participants planning on taking Educ 271B will write and field test activities with students in their classroom during the school year.

271B Evaluation and Integration of Software: Part B
This course is a continuation of 271A and will finalize development of curricular support activities and materials for effectively using the computer in the classroom. An outline of teacher support materials will be prepared. A curricular unit with explanation of software used, background for using the software and support materials, strategies for effective classroom use, student activities, and teacher support material will be the core of materials produced.

271C Evaluation and Integration of Software: Part I
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 identify thinking skills students needed to use such software, to determine where software fits in the curriculum guides and frameworks, and to learn how to write support activities for the software.

271D Evaluation and Integration of Software: Part II
This course is a continuation of 271C and will focus on creating student activities that support specific software. Activities will be field tested with children in the classroom environment. Also, an outline of teacher support materials will be prepared.

271E Evaluation and Integration of Software: Part III
Prerequisite: Graduate standing
This course is a continuation of 271D and will finalize three semesters of curricular support activities and materials for effectively using the computer in the classroom. A curricular unit with explanation of software used, background for using the software and support materials, strategies for effective classroom use, student activities, and teacher support material will be the core of materials produced.

271G Introduction to Using Computers in the Classroom
This course is designed for teachers who want to use a computer in their classroom or curriculum and need exposure to the types of programs 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; telecommunications; evaluation of software; and duplication of selected public domain programs.

271H Curricular Applications of Software
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
Prerequisite: Graduate standing
Introduction to the philosophy, learning theories, and model of mathematics/science on which the program is built. Examination of the 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
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
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; and the construction, testing and evaluation of curricular materials.

274A Statistics and Research Design
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 Experimentation
Prerequisite: Graduate standing
A study of test instruments; relationship of test content to teaching objectives; selection of tests; and test construction and experimental use.

277 Evaluation of Curriculum and Learning
This course addresses evaluation of both curriculum and learning assessment practices. It builds upon student's understanding of learning theory and considers what assumptions about teaching and learning are inherent in various curricular practices and assessment procedures.

278 Current Topics in Curriculum
This course is designed to give the student an update in the areas of Special Education, Language Development/Bilingual Education, Math, Reading, Pupil Personnel, and Administration. Guest speakers representing the various disciplines will provide current issues and concerns in their area of specialization.

281 Processes and Concepts in Science (Science Festival)
Prerequisite: Graduate standing
An in-depth study of the biological, physical, and earth sciences through hands-on activities and well designed lectures and demonstrations by nationally recognized leaders in science education. (May be repeated) Graded CR/NC.

282 Problem Solving in Mathematics (Math Festival)
A study of the nature of problem solving with applications to secondary school mathematics. Problems of both historical and contemporary significance will be examined. Applications which integrate algebra, geometry, trigonometry, analysis, number theory, and probability and statistics will be explored. The content and emphasis of the course will vary significantly to permit students to repeat the course in successive terms. Graded CR/NC.

283 Science and the Integrated Curriculum (Leadership Option)
Participants will thoroughly examine the rationale, content, and methodology of science and its integration in the K-9 curriculum. Course work involves an in-depth study of math and science content through lectures, research, and team presentations. An integral part of the course is on-going staff development, curriculum writing, and field testing. The content and emphasis of the course will vary significantly to permit students to repeat the course in successive terms. Graded CR/NC.

284 Numbers and Operations (Math Festival)
Prerequisite: Graduate standing
An in-depth study of numbers 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. (May be repeated) Graded CR/NC.

285 Algebraic and Arithmetic Structures
Prerequisite: Graduate Standing
An in-depth study of the underlying concepts and relationships of arithmetic and elementary algebra, along with an emphasis upon approaches to teaching them in K-8 classrooms. The course will explore appropriate manipulatives, the linking of physical and symbolic representations of concepts and relationships, and development of curriculum materials.

286 Integration of Mathematics and Science
Prerequisite: Graduate standing
An in-depth 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. Graded CR/NC.

287A BASIC Programming I
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. Application of classroom activities using BASIC will be emphasized.

287B BASIC Programming II
All commands learned in 287A will be explored in greater detail for extensive use in complex problems. 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 PASCAL Programming I
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 PASCAL Programming II
Utilization of all the 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 ordinal 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 LOGO Programming I
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 LOGO Programming II
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
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 Database Management
A database 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
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
An integrated system of word processing, database and spreadsheet will be used to produce documents that will be beneficial to educators. A variety of support software will be reviewed.

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.

287V 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.

287W Advanced Independent Computer Study
Prerequisite: Permission of program director
Explore advanced commands and topics in the area of computers and their relevance to education.

288 Readings and Topics in Education
Prerequisite: Graduate standing
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
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.

289B Seminar for Second Language/Bilingual Teaching
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
Independent study is available to pursue a topic of interest through individually oriented research.

291 Teaching Practicum (Bilingual/Language Development)
Current methods are put into practice in a clinic teaching situation under the guidance of highly trained supervisors. Graded CR/NC.

291A Case Study Practicum
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. Graded CR/NC.

291B Field Experiences
Prerequisite: Educ 291A
Field work experience under the supervision of a credentialed Personnel Services Guidance Counselor to integrate theoretical training with practical experience. Graded CR/NC.

291C Practicum in TESOL
A directed field experience involving intensive participation with students with limited English skills in clinic and/or classroom settings. Graded CR/NC.

294 Mathematics for Instructional Leaders
Designed to provide an in-depth analysis of the content of K-9 mathematics as it relates to key concepts of mathematics.

298A Issues in Education
Prerequisite: Consent of graduate program director
The course covers the basic trends and issues in education generally and in the student's particular discipline. The student will be involved in research, journal writing, and presentations. The presentations will cover educational and social trends and their pedagogical implications in an interdisciplinary forum.
298B Proposal Writing
Prerequisite: Consent of graduate program director
The student will be involved in proposal, grant, and project writing. In addition to the writing and submitting a proposal for funding, the student will be presenting proposal(s) and will be engaging in group discussion, critiquing, and field work.

Project Thesis
Prerequisite: Consent of graduate program director

299A Project Thesis-Reading:
Supervised project or thesis work in reading education. Graded CR/NC.

299B Project Thesis-Mathematics:
During the entire program candidates design curricular materials. For the 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. Graded CR/NC.

299C Project Thesis-Bilingual Cross-cultural
Supervised thesis work in the field of bilingual cross-cultural education. Graded CR/NC.

299D Project Thesis-Learning Handicapped/Severely Handicapped
Supervised project work or thesis work in the field of Learning Handicapped or Severely Handicapped. Graded CR/NC.

299E Project Thesis-Pupil Personnel
Supervised project work or thesis work in the field of Pupil Personnel Services. Graded CR/NC.

299F Project Thesis-Language Development
Supervised project work or thesis work in the field of Language Development. Graded CR/NC.

299G Project Thesis-Curriculum and Instruction
Supervised project work or thesis in the field of Curriculum and Instruction. Graded CR/NC.

IN-SERVICE EDUCATION

In addition to degree, credential, and certificate programs, the college 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 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 in high levels of scholarship. Instructors are specialists in their field.

No formal or informal degrees or diplomas are conferred by this division. Courses are free-standing educational entities which are not designed to meet the degree requirements of any other program. Such coursework has been judged to be appropriate as a basis for credential renewal and teacher reclassification. Students are assumed to be professionals already possessing substantive knowledge and skills in the field of education.

Continuing Education Units are not awarded for courses in this division. CEU units are based upon clock-hour criteria. The College's In-Service Education units are graded, based on the completion of specific criteria set forth in the course syllabus. Depending upon the policies of the local school district or other agencies, credits in the college In-Service Education division have satisfied requirements toward credential renewal and role change. All courses in the division carry the education prefix. On the college transcripts, courses in this division are numbered 300 to 399 for workshops and seminars and 600-699 for independent study courses.

For details regarding course offerings and schedules, contact the Division of In-Service Education, Fresno Pacific College. The office may be telephoned at (209) 453-2015 or addressed at the college.
## GRADUATE CALENDAR

### FALL SEMESTER 1990

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<td>27 Monday</td>
<td>3 Monday</td>
<td>22 Monday</td>
<td>22-23 Thurs-Fri</td>
<td>14 Friday</td>
</tr>
<tr>
<td>Graduate Fall Semester begins (Fall Session 1)</td>
<td>Labor Day - No classes - offices closed</td>
<td>Graduate Fall Session 2 begins</td>
<td>Thanksgiving Recess - No classes - offices closed</td>
<td>Last day of Fall semester classes</td>
</tr>
<tr>
<td>On-campus Registration begins at noon</td>
<td>Application for Degree due in Graduate Office</td>
<td>Last day to submit final draft of MA Project/Thesis to Graduate Office to be processed for approval of degree in Fall Semester</td>
<td></td>
<td>Last day to request an Incomplete</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Last day for petition and fee for extension of Project/Thesis</td>
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<td></td>
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<td></td>
<td>Last day to drop a course</td>
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<td>Grades due from faculty, noon</td>
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### SPRING SEMESTER 1991

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<td>11 Monday</td>
<td>11 Monday</td>
<td>4 Saturday</td>
<td>4 Thursday</td>
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<tr>
<td>Graduate Spring Semester begins (Spring Session 1)</td>
<td>Lincoln's Birthday - No Graduate classes</td>
<td>Graduate Spring Session 2 begins</td>
<td>Commencement</td>
<td>Independence Day - No classes - offices closed</td>
</tr>
<tr>
<td>On-campus Registration begins at 9:00 a.m.</td>
<td>President's Day - No classes - offices closed</td>
<td>Last day to submit draft of MA Project/Thesis to Graduate Office to be processed for approval of degree in Spring Semester</td>
<td>Last day of Summer courses</td>
<td>Last day of Summer courses</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day - No classes - offices closed</td>
<td>Good Friday - no classes - offices closed</td>
<td>Last day to request an Incomplete</td>
<td>Last day for petition and fee for extension of Project/Thesis</td>
<td>Last day for petition and fee for extension of Project/Thesis</td>
</tr>
<tr>
<td>Application for Degree due in Graduate Office</td>
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<td>Last day to drop a course</td>
<td>Last day to drop a course</td>
<td>Last day to drop a Session 2 course</td>
</tr>
<tr>
<td>Last day to register without late fee for Independent Study, Practicum, Project/Thesis courses</td>
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<td>Last day to drop a course</td>
<td>Last day to request an Incomplete</td>
<td>Last day to request an Incomplete</td>
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<td>Good Friday - no classes - offices closed</td>
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### SUMMER TERM 1991

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<td>Summer Term begins (Session 1)</td>
<td>Last day to drop a Session 1 course</td>
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<td>Registration begins at 9:00 a.m.</td>
<td>Application for degree due in Graduate Office</td>
<td>Last day of Summer courses</td>
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<td>Memorial Day - No classes - offices closed</td>
<td>Last day to register without late fee for Independent Study, Practicum, Project/Thesis courses</td>
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<td>Summer Session 2 begins</td>
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<td>Registration begins at 9:00 a.m.</td>
<td>Last day to request an Incomplete</td>
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<td>Last day to submit final draft of MA Project/Thesis to Graduate Office to be processed for approval of degree in Summer Term</td>
<td>Grades due from faculty, noon</td>
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</table>
Peter Penner, Reedley, California
President, Penner Enterprises; Chairman, Sunmaid Growers

Ted Thiessen, San Jose, California
Staff Manager, Information Systems Organization, Pacific Bell

Robert Vogt, Dinuba, California
Board of Reference and Council
Pastor, Dinuba Mennonite Brethren Church

Joel A. Wiebe, Clovis, California
Dean of Undergraduate Studies, Fresno Pacific College
Student Representative
President, Student Executive

The Administration and Faculty

Date shown is date of first appointment at FPC

Richard Kriegbaum
President
B.A., Spanish, Wheaton College; M.A., Spanish, Ball State University; Ph.D., Higher Education, State University of New York/Buffalo. (1984)

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

Silas Bartsch, Education
In-Service and Administrative Services
B.A., Social Science, Chapman College; M.A., Public School Administration, Fresno State College; Graduate Studies, Berkeley Baptist Divinity School. (1970)

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

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

Donald E. Braun, Chemistry
Chair of Division of Natural Sciences and Mathematics
B.A., Chemistry, Fresno State College; M.A., Chemistry, Fresno State College; Ph.D., Chemistry, University of the Pacific. (1957)
William Brueggemann, Social Work
B.A., Liberal Arts, Concordia Sr. College; M.S.W., Social Group Work, University of Hawaii; Counseling and Behavioral Studies, University of Wisconsin; Social Ethics, Pacific School of Religion; M.P.A., Organization Theory, University of Southern California; D.P.A., Organization Behavior and Administrative Ethics, University of Southern California. (1985)

Greg Camp, Director of Financial Aid

Teresa Choate, Theater
B.A., English and Speech, David Lipscomb College; M.A. Theatre, Denver University; M.F.A., Directing, Catholic University of America. (1988)

William Cockerham, Biology
B.A., Biology, Westmont College; M.A., Biology, California State University, Fresno. (1973)

Mary Dueck, Intensive English Language Program
Director of IELP Program
B.A., German, Wilfred Laurier University; M.S., German Language and Literature, University of Waterloo; Graduate Studies in Linguistics, University of Waterloo. (1983)

Lawrence Ecklund, Emeritus Mathematics Education
B.A., Social Science, Speech, California State University, Fresno; M.A., Mathematics Education, California State University, Fresno; N.S.F. Institute, Bowling Green State University. (1975)

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

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

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

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

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

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

Jillene R. Westbrook Haggard, Economics
B.A., Economics, University of California, Davis; Teaching Credential, Fresno Pacific College; M.A., Economics, The Claremont Graduate School. (1989)

Kathryn M. Hildebrand, Physical Education
A.B., Psychology, Stanford University; M.A., Education, Stanford University. (1987)

Judith Hillen, Mathematics Education
B.S., Elementary Education, California State Polytechnic College; M.A., Mathematics Education, Fresno Pacific College. (1985)

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

Dennis Janzen, Physical Education

Edmund Janzen, Biblical Studies
Diploma of Biblical Studies, Ontario M.B. Bible Institute; B.A., English, McMaster University; Th.B., Theology, Mennonite Brethren Bible College; B.D., Theology, Mennonite Brethren Biblical Seminary; Th.M., Missions and Evangelism (Urbanology), Golden Gate Baptist Theological Seminary; Graduate Studies, Theological Union. (1988)

Rod Janzen, Education
Director, Curriculum and Instruction
B.A., History, Fresno Pacific College; Teaching Certification, Education, Fresno Pacific College; M.A., History, University of California, Santa Barbara; Ph.D. Candidate, University of Southern California. (1989)
Roy Klassen, Music  

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

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

Leslie E. Mark, Biblical Studies/Spanish  
A.B., Berkshire Christian College; M.Div., Gordon-Conwell Theological Seminary, Universidad de Guadalajara. (1979)

Keith Martens  
Campus Pastor/Ministries Coordinator  

Wilfred Martens, English  
B.A., English, Tabor College; M.A., English, California State University, Los Angeles. (1965)

Roberta E. Mason, Education/Reading  

Peggy McAllister, Business  
Controller  
B.A., Accounting and Quantitative Methods, University of Oregon. (1984)

John Moore, Student Development  
B.A., Political Science, Westmont College; M.A., Student Development, Azusa Pacific University. (1988)

Gary Nachtigall, Geography  
Dean of Student Development  
B.A., Social Science, Tabor College; M.A., Geography, Fresno State College. (1961)

David Neely, Director of Development  

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

Charlotte Nickel-Garrett, Art  

Ben Norton, Physical Education  
Director of Athletics  
B.A., Fresno Pacific College; M.A., Mennonite Brethren Biblical Seminary; M.A., Physical Education, California State University, Fresno. (1977)

Adonijah Pauls  
Associate Library Director for Technical Services  
B.A., Social Science, Fresno Pacific College; M.Lib.n., University of Washington. (1967)

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

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

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

Norman Rempel  
Registrar  
B.A., Bible/Pre-Seminary, Grace College of the Bible; B.A., Philosophy, Psychology, Wichita State University; M.A., Philosophy of Religion, Trinity Evangelical Divinity School; M.S., Educational Psychology, University of Nebraska-Omaha; Ph.D. Cand., Higher Education, University of Nebraska-Lincoln. (1988)

Deborah Sanders, Music  

Adina Schmidt, Education  
Registrar Emerita  
B.S., Elementary Education, University of Omaha; M.S., Elementary Education, University of Omaha. (1964)

John E. Simmons, Business  
Kent Stanley, Physical Education  
B.A., Physical Education, Trinity Western University; M.A., Physical Education, California State University, Fresno. (1989)

Cary Templeton  
Director of Admissions  
B.A., Sociology, California State University, Fresno. (1986)

Richard Thieszen, Mathematics Education  
Director of Mathematics/Science Project  
B.A., Mathematics, Friends University; M.N.S., Mathematics, University of Oklahoma; Ph.D., Mathematics Education, University of Oklahoma. (1987)

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

Ruth Toews, Business  
B.A., Humanities, Fresno Pacific College; M.S., Business, California State University, Fresno. (1980)

Richard Unruh, Political Science  
Chair of Division of Social Sciences  
B.A., Political Science, Fresno Pacific College; M.A., Political Science, University of Washington; Ph.D. Cand., Political Science, University of California, Santa Barbara. (1968)

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

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

Peter Wasemiller, Business/Political Science  
Director of Alumni Relations  
A.A., Liberal Arts, Fresno City College; B.A., Social Science (History), Fresno Pacific College; J.D., The San Joaquin College of Law. (1983)

Arthur J. Wiebe, Mathematics Education  
President Emeritus  

Ellas Wiebe, Emeritus, Education  
B.A., Elementary Education, Fresno State College; B.D., Theology, Los Angeles Baptist Theological Seminary; M.A., Elementary Administration, Fresno State College; Ed.D., Elementary Curriculum, University of Southern California. (1983)

Joel Wiebe  
Dean of Undergraduate Studies  
B.A., Fresno State; Ph.D., Education, University of Southern California. (1989)

Richard Wiebe, Philosophy and History  
Manager of the Bookshop  
B.A., Cultural History, Communication, Fresno Pacific College; A.M., Divinity, University of Chicago. (1973)

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

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

Robert A. Wilson, Education  
Director of Pupil Personnel Services; School Counseling  
B.A., Social Science, Criminology, California State University, Fresno; M.A., Guidance, California State University, Fresno; Ph.D. Educational Psychology, University of the Old Testament. (1985)

Marcy Wiens  
Assistant Dean of Student Development  

Gerald G. Winkleman  
Academic Vice President  
B.A., Mathematics, Drake University; M.A., Christian Education, Wheaton College; B.D., Wheaton College Graduate School of Theology; Ph.D., Higher Education, State University of New York, Buffalo. (1989)

David Youngs, Mathematics Education  
B.A., Social Science, California State University, Fresno; M.A., Mathematics Education, Fresno Pacific College. (1988)

Gregory Zegarowski, Accounting  
B.S., Social and Behavioral Science, Michigan State University; MBA, Business Administration, University of Detroit; M.A., Theology, Fuller Theological Seminary. (1989)

Hugo Zorrilla, Biblical Studies/Spanish  
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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 Lordship 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.

FRESNO PACIFIC COLLEGE

INSTITUTIONAL IDENTITY AND MISSION

Fresno Pacific College exists to help build the Church and improve society through excellence in liberal arts based programs of Christian higher education that prepare students for significant vocations and service worldwide.

UNDERGRADUATE MISSION

Fresno Pacific is a distinctively Christian college that develops the whole person for servant-leadership in the Church and society, through learning experiences that integrate Christian values, the liberal arts and sciences, and career preparation in the context of a supportive community on a residential campus.

GRADUATE MISSION

Fresno Pacific Graduate Programs in education exist to prepare teachers, administrators, and special service personnel for positions in elementary and secondary schools through master's degree and advanced credential programs that develop professional leadership in the framework of Christian values and relationships.

IN-SERVICE MISSION

Fresno Pacific In Service Programs exist to help students improve their personal and professional effectiveness, and respond to the leading issues in society.

UNDERGRADUATE PURPOSES

Fresno Pacific College seeks to draw students from varied cultural, national, ethnic, linguistic, socio-economic, and religious backgrounds, and to enhance the image of God in each person. It seeks to involve students with professionally competent and personally caring faculty and staff who participate in church and society as role models in relating Christian faith to thought and action. It seeks to lead students toward creative relationships with God, humanity, and the natural world. And it seeks to develop maturity of faith, thought, character, lifestyle, and commitment in each student according to Biblical ideals.
Cover Photograph
Navar Swift

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Navar Swift
Wayne Wiebe
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