Fresno Pacific College
A Christian College of the Arts and Sciences
1717 South Chestnut Avenue
Fresno, California 93702
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

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.

This school is authorized under Federal law to enroll nonimmigrant alien students.

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

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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 a student body of approximately 500 undergraduate, 200 post-baccalaureate and 600 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 handi-capped 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 Trustees 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 acknowledgment 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 richness of this community.

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

**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. 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 workforce.

**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 of the United States and abroad. Alumni are found in leadership positions in education, business, the social services, and medicine, as well as in a broad variety of church-related ministries. 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, including 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; the semester-long Latin American Studies Program in Costa Rica with the Christian College Coalition; the semester-long American Studies Program with the Christian College Coalition in Washington, D.C.; the exchange program with the Tula Polytechnical Institute in the Soviet Union; the Urban Life Institute in Chicago, and other urban programs. (See Special Programs section.) 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 Undergraduate Registration section.)

Smaller 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

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 are provided. All single students are required to live in college residence facilities unless they are:

1. Living at home with parents,
2. Twenty-one (21) years of age,
3. Post-baccalaureate or graduate students, or
4. Carrying less than 6 units.

Apartments and a variety of dormitory living arrangements are available on campus, as well as "college 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 advisor who will assist the student in planning studies within the major. Program advisors 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 Coordinator of Counseling works to link students with appropriate counseling resources. Individual counseling is available on campus through the counseling programs of the Mennonite Brethren Biblical Seminary and the California School of Professional Psychology. In addition, community counseling resources are utilized. On-campus support groups and seminars can be arranged to enhance well-being. The Counseling Office also provides academic/tutorial assistance and career guidance resources including computer-assisted assessment.

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 understands that personal faith in Jesus Christ and knowledge of the Scriptures are foundational to life and learning. We therefore encourage students to acknowledge that Jesus Christ is Lord and to follow him in a life of discipleship by an increasing sensitivity to the leading and empowering work of the Holy Spirit in all matters of life.

The Campus Pastor works closely with the Student Ministries team and a core of volunteer interns to encourage spiritual development and provide opportunities for ministry both on and off campus. These opportunities include various settings for worship, prayer, Bible study, discipleship orientation and training. All of these settings are designed to foster spiritual growth in a community of faith and through active ministry.

Voluntary Service
The college encourages students to develop a personal lifestyle which is characterized by service to others. Students are 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 and the Career Resource 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 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.

Intramurals
Active intramural programs for both men and women are maintained under the leadership of the Dean of Student Development. Recreational activities such as backpacking, bicycling, and skiing are also scheduled regularly throughout the school year.

Theater
A variety of dramatic productions is offered each year. Participation in productions is open to all students on the basis of auditions. The program in drama includes full length main stage productions, one act plays and 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 Trustees, administration, and faculty, but also of students. Students are represented on most major committees of the college, including the President's Cabinet.

Students with Special Needs

Fresno Pacific is sensitive to the special needs of handicapped individuals. Buildings constructed since 1973 are in compliance with Section 504 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.

Fresno Pacific College provides access and accommodation for students with special needs. Education at FPC 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 and physical.

FPC is characterized by a high level of commitment to meet needs; cooperative FPC community efforts will be made on behalf of students with special needs. A student with a special need is defined as any person with a permanent or temporary physical, psychosocial, communication and/or learning disability that might interfere with the teaching-learning process within an educational setting. Special needs may include but are not limited to:

1. Orthopedic problems such as arthritis or amputation;
2. Hearing, visual or sensory impairments;
3. Broken bones, pregnancy or other non-permanent conditions;
4. Obesity, stroke, epilepsy or other non-infectious conditions.

The student with special needs is fully integrated into the general college program. Access and accommodation will be facilitated by the Student Development staff with responsibility for administration by the Dean of Student Development.

Students with special needs seeking admission to FPC should meet the following criteria:

1. Ability to negotiate campus facilities with a demonstrated level of independence.
2. Ability to take care of personal needs unassisted or to provide an attendant.

3. Possession of stable level of health in order to benefit from a full semester's work.

4. Proof of health insurance coverage.

There will be equal access to academic and support services for students with or without special needs. These academic and support services include Advising and Mentoring, Community Life Activities (as described in FPC Handbooks), and Student Development Services (see Community Life Handbook). Usual academic and support services do not include educational diagnosis of communication and/or learning disabilities, note takers, interpreters or sign language aides, mobility assistance or personal care attendants.

Fresno Pacific College does not receive Direct Access Cost Funding or Title 5 Funding and is therefore, exempt from public school mandates to provide disabled student programs and services. The student with special needs is solely responsible for making arrangements (hiring and paying) for needed assistance. The Tutoring Program coordinated by the Counseling Office is intended to give assistance to students at risk for below C grade level performance. It is beyond the scope of present personnel resources to extend the tutoring program to students with special needs.

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, functional and able to accommodate readers in large study areas as well as private carrels. The H. W. Lohrenz Memorial Garden offers an attractive open-air setting for conversation and study.

The library provides information resources to support the curriculum and independent research needs of students and faculty. At present the combined collection includes 138,000 bound volumes, more than 160,000 microforms, and 5,000 audio-visual items. The library subscribes to 900 periodical titles, as well as ERIC documents on microfiche. In addition, ERIC and Religion Index databases are available on CD-ROM computer stations. MS-DOS and Macintosh computers, including printers, are available for student use in the library.
The Center for Mennonite Brethren Studies is an integral part of Hiebert Library. Here the archival records of the Mennonite Brethren Church, as well as the college and seminary, are preserved, along with materials to support research on the larger Mennonite tradition. The collection is the only one of its kind in the western United States.

The librarians and staff of Hiebert Library assist students 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-four million data records.

**Computer Laboratories**

Three computer labs are available to all students without additional charge. Using, respectively, Apple II, Macintosh, and IBM PC-compatible equipment, students in the three laboratories can access word-processing, statistical, spreadsheet, database, languages, and other software for their use in class work, research and writing.

**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. The FPC student has a wealth of opportunities to observe - and to participate in - the many functions of civic and social services.

**Center for Conflict Studies and Peacemaking**

**Co-Directors: Ron Claassen and Dalton Reimer**

The Center for Conflict Studies and Peacemaking is a unique expression of the college's commitment to peacemaking in the world.

The Center is responsible for a variety of activities including:

- coordinating the interdisciplinary academic program in Conflict and Peacemaking,
- assisting communities in developing new Victim-Offender Reconciliation Programs (VORPS) in which offenders and victims of crime are brought together by a mediator to work at reconciliation and restitution of losses,
- assisting schools in developing Conflict Manager Programs in which elementary, junior high and high school students learn to mediate conflicts between their peers,
- providing mediation training and services to persons in churches, schools, and other organizations,
- providing consultation in conflict management to community, business, church, and other organizations,
- sponsorship of visiting scholars and lecturers in conflict management and peacemaking.

Overall, the thrust of the Center is to equip persons to become active, sensitive and skilled peacemakers in the world.
Fall Semester 1992

August
27-29 Thurs-Sat Orientation and Walk-through Registration
31 Monday Classes Begin
31-9/4 Mon-Fri Late registration, begins noon Monday
(Late fee applies)

September
4 Friday Last day to register
Last day to pay fees or make payment arrangements
7 Monday Labor Day - No classes - Offices closed
11 Friday Last day to add a course
Last day for CR/NC option

October
22-23 Thurs-Fri Mid-term break - No classes
27 Tuesday Mid-term grades due from faculty

November
6 Friday Last day to drop a course without fee
Last day to change from AU to CR; CR to AU
26-28 Thurs-Sat Thanksgiving recess
No classes - Offices closed

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

Spring Semester 1993

January
11 Monday Orientation and Walk-through Registration
Classes begin
12-15 Tues-Fri Late registration (Late fee applies)
15 Friday Last day to register
Last day to pay fees or make payment arrangements
18 Monday Martin Luther King Day
No classes - Offices closed
22 Friday Last day to add a course
Last day for CR/NC option

February
15 Monday President's Day - No classes - Offices closed

March
8-12 Mon-Fri Spring Break - No classes
9 Tuesday Mid-term grades due from faculty
12 Friday Last day to apply for participation in commencement (Registrar's Office)
19 Friday Last day to drop a course without fee
Last day to change from AU to CR; CR to AU

April
9 Friday Good Friday - No classes - Offices Closed
30 Friday Last day of Spring classes

May
3-7 Mon-Fri Final Examinations
7 Friday Last day to request an Incomplete
Last day to drop a course (Late fee applies)
Last day to completely withdraw from the college
8 Saturday Commonco"m
12 Wednesday Grades due from faculty, noon

Summer Session 1993

May
24 Monday Summer Session 1 begins
Registration begins at 9:00 am
26 Wednesday Session 1 Late Registration (Late fee applies)
28 Friday Last day for CR/NC option (Summer Session 1)
31 Monday Memorial Day - No classes - Offices closed

June
25 Friday Last day to drop a Session 1 course
Last day to change from AU to CR; CR to AU
(Summer Session 1 courses)
28 Monday Summer Session 2 begins
Registration begins at 9:00 am
30 Wednesday Session 2 Late Registration (Late fee applies)

July
2 Friday Last day for CR/NC option (Session 2 courses)
30 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

August
4 Wednesday Grades due from faculty, noon
Undergraduate Admission and Registration

(For post-baccalaureate and graduate admission and registration, see the relevant sections of this catalog.)

ADMISSION

Director of Admissions: 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 Admissions Office. 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) or Federal Application for Financial Aid (FAF) for out-of-state applicants 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

Application

Complete the "Application for Admission to Fresno Pacific" and send it to the Admissions Office 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

The incoming freshmen class for fall 1992 and spring 1993 will be under the old course requirements consisting of the following:

1. Four years of college preparatory English.
2. Two years of college preparatory mathematics.
3. Two years of social studies.
4. One year of laboratory science.

Beginning with the incoming freshmen class for the term of fall 1993, Fresno Pacific College will have higher requirements for course preparation. The following 13 high school courses will need to be completed with a "C" or better as minimum preparation for college level study at Fresno Pacific College:

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

In order to be granted regular admission based solely on transcripts through the junior year, a minimum of three years college
preparatory English, two years of college preparatory mathematics, one year of social studies, and one year of foreign language will be required with a "C" or better in each. Final transcripts must meet the regular admission course requirements above. An applicant's academic record through the first semester of the senior year must show enrollment in coursework that would satisfy the requirements above in order to be granted regular admission. All exceptions to the above requirements shall be referred to the Undergraduate Admissions Committee for consideration.

Admission Standards
Acceptance for admission as a freshman 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 Admissions Committee using various criteria in addition to the provided academic information. Notification of acceptance or denial will be sent once the decision is made. 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 an additional writing sample and/or 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 at the end of their junior year in high school:
Outstanding high school juniors may begin their freshman year at Fresno Pacific College if they meet the following criteria:

1. SAT eligibility index of 3800 with a minimum of an 800 total score regardless of the GPA.
2. ACT eligibility index equivalent to the above SAT index.
3. sufficient background in college preparatory courses such that the minimum course requirements of three years of college preparatory English, three years of college preparatory math, two years of social studies, two years of foreign language and one year of lab science have been completed.
4. Apparent maturity to function well at Fresno Pacific College (determined by an interview or recommendation).
5. Proof of high school graduation, i.e. a high school diploma, a passing score on the GED test or a passing score on the California High School Proficiency Exam.

Procedures for Students Entering from Accredited Colleges and Universities
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 GPA. If less than 24 transferable units have been completed, admission
will be granted in accordance with the student’s total academic
career 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 coursework completed previously
with requirements for a degree at Fresno Pacific College. There
is, however, a limitation of 30 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 accred-
ited colleges as transfer students will also 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. Stud-
ents whose native language is not English, and who submit a
TOEFL score of 500 with minimum section scores of 50 in each
skill area, 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 satisfac-
tory course work in 24 transferable units and have a 2.4
academic GPA. If the above minimum is not met, admission
will be based on secondary school coursework.
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 FPC.
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 post-secondary
institutions attended. All transcripts must be official and
accompanied by a certified English translation. All documents
must show coursework and examinations taken, indicate
grades received, identify passing and maximum marks, and
show evidence of secondary graduation. International students
must have successfully completed a college preparatory course
of study in their native country. Certification of the accreditation
status of post-secondary institutions and the comparability of
courses for transfer credit is the responsibility of the applicant. Certification request forms and schedule of fees are available in the Admissions and Registrar’s Offices.

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 Admissions Office, 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 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 of 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 Admissions Office 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 Admissions Office. Students who have attended another educational institution during the intervening year(s) since the last attendance at Fresno Pacific must have a transcript of their record at that school sent to Fresno Pacific College. Acceptance for re-enrollment will be governed by the policies regulating the admission of transfer students.

Admission to Post-Baccalaureate or Graduate Standing

Students who have completed requirements for a bachelor’s degree from an accredited college or university may be admitted as post-baccalaureate (5th year or second major) or graduate students upon submitting a special application form provided by the college. For further information, see the Admissions sections of this catalog under the Education Division or Graduate Division.
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 Mentor, registration is completed by presenting the completed registration form to the Registrar and paying the appropriate fees in the Student Accounts Office.

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

Change in Registration
Students are officially enrolled in all courses listed on their registration form. If a change in registration becomes necessary, forms for requesting the change may be obtained from the Registrar’s Office. Courses may be added during the first two weeks only; they may be dropped without late fee through the tenth week of each semester. Complete withdrawal must be cleared through the Registrar, Counseling Office, Student Accounts 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 last day of 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 applica-
tion to these institutions. Upon acceptance, and prior to registra-
tion, 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 Dean of Undergraduate Studies. A
minimum of 12 units in a major must be taken at FPC. The in-
state “State University Fee” at CSUF will be reimbursed to the
student by Fresno Pacific under the following conditions:
   a. The student is a full-time student of Fresno Pacific College;
   b. The student plans to graduate from Fresno Pacific College;
   c. The courses which are to be taken at CSUF are not offered
      by Fresno Pacific in the academic year during which the
      request is made; and
   d. 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 “State University Fee” at
CSUF will be reimbursed to the student by Fresno Pacific under
the following conditions:
   a. The student is a full-time student at Fresno Pacific College;
   b. The course to be taken at CSUF is required for the student's
      major and is not offered at Fresno Pacific College in the
      academic year during which the request is made; and
   c. 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 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).
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 coursework 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 coursework 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.

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 Programs.

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
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.

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

Course Challenge
Students may challenge Fresno Pacific College courses via examination, subject to approval and the payment of a $50 per unit fee. A "CR" will be posted when a grade of "C" or higher is earned. No record is posted when a student fails to earn a grade of "C" or higher. Units earned via course challenge do not count toward the determination of a student's load status.
Requests for approval should be made through the Registrar's Office. Registration for course challenges are made during normal registration periods. Contact the Registrar's Office for information concerning limitations and procedures.

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 ongoing basis during each semester. Forms for declaring a major are available in the Registrar's Office.

**Overlapping Majors/Minors/General Education**

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

**Second Bachelor's Degree**

A second Bachelor's Degree may be granted a student under the following conditions:

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

**Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act has designated the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

- **Category I** Name, dates of attendance, class.
- **Category II** Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred (including dates).
- **Category III** Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received in the Registrar's Office prior to the end of the late registration period. Forms requesting non-disclosure of "Directory Information" are available in the Registrar's Office.

Fresno Pacific College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

**College Course Numbering System**

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

- **1-49** Noncredit educational experiences designed to provide opportunities to pursue cultural, intellectual and social interests. No college credit is earned.
- **50-99** Pre-baccalaureate college credit courses of a remedial, terminal or semiprofessional nature. Not applicable to degree requirements.
- **100-299** Lower division undergraduate courses which are general and introductory in nature. They are intended to provide a foundation for advanced work.
- **300-499** Upper division undergraduate courses which generally assume prior knowledge or experience in the subject with content more advanced or specific than lower division courses.
- **500-599** Professional courses for teaching credential candidates. May also be taken by undergraduate students intending to make application to the teacher education program.
- **700-799** Graduate courses open to holders of a baccalaureate degree subject to prerequisites or other requirements as stated in program or course descriptions. A limited number of these courses may be taken by undergraduates with approval.
- **1000-1999** Post-baccalaureate, professional development credit courses for educators. A limited number of units may be used to meet fifth year 30-unit credential requirements with prior approval from the
recommending institution. Not applicable toward degree requirements.

2000-2999 Post-baccalaureate, professional development correspondence credit courses for educators. A limited number of units may be used to meet 5th year 30-unit credential requirements with prior approval from the recommending institution. May be applied to the Bachelor of Arts degree with approval of the Dean of Undergraduate Studies.

800X-999X Continuing Education Units (CEUs). Not for college credit. Courses designed to advance the knowledge and skills for professionals. One unit is awarded for each 10-clock-hour experience.

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

288 Directed Study, Lower Division
480 Capstone/Integration
482 Practicum/Senior Practicum
484 External Study
486 Topics
488 Directed Study, Upper Division
490 Independent Study
492 Independent Study (Center for Degree Completion)
494 Professional Development Course for Undergraduate Credit

Directed Studies

Course Description
Personal study of a topic under the design and direction of a faculty member, generally outside regular curricular offerings. Occasionally, students may take regularly offered courses via Directed Study when other options are not available. Permission to enroll must be obtained prior to registration.

Policy
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 infeasible:
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.

Independent Studies

Course Description
Personal, in-depth study of a selected topic not included in regular course offerings. Emphasis is placed upon the student's initiative in the design and execution of the program of study. Permission to enroll must be obtained prior to registration.

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

Students may receive permission to enroll for Independent Study credit subject to the following conditions:
1. The student is a junior or senior.
2. The student has a cumulative grade point average at Fresno Pacific College of 3.0 or higher.
3. The proposed subject of study is not one of the regular 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 timetable 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.

Right to Appeal

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

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Scholarship ........................................................................... 4 points</td>
</tr>
<tr>
<td></td>
<td>Superior performance in meeting course objectives; demonstrated mastery of the subject matter; initiative and self-direction displayed beyond that required by instructor.</td>
</tr>
<tr>
<td>B</td>
<td>Good Scholarship ............................................................................. 3 points</td>
</tr>
<tr>
<td></td>
<td>Above average performance in meeting course objectives; considerable mastery of the subject matter; initiative and self-direction beyond that required by instructor.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory Scholarship .................................................................. 2 points</td>
</tr>
<tr>
<td></td>
<td>Average performance in meeting course objectives; adequate understanding of the subject matter; cooperative attitude toward coursework.</td>
</tr>
<tr>
<td>D</td>
<td>Poor Scholarship ............................................................................ 1 point</td>
</tr>
<tr>
<td></td>
<td>Minimal performance in meeting course objectives; inadequate understanding of the subject matter; neutral attitude toward coursework.</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory Scholarship ................................................................ 0 points</td>
</tr>
<tr>
<td></td>
<td>Failure to meet minimum course objectives; limited understanding of the subject matter; negative attitude toward coursework.</td>
</tr>
<tr>
<td>UW</td>
<td>Unauthorized Withdrawal .................................................................... 0 points</td>
</tr>
</tbody>
</table>

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:

CRI 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 Accounts, and Financial Aid offices, and must have the approval of parents if the student is under eighteen years of age.

Credit/No Credit (CRI/NC)

Under certain circumstances students may take courses under the Credit/No Credit (CRI/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 courses leading to a teaching credential. (Exception: challenged courses, graded "CR", may meet general education and major requirements.) Application for the CRI/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 coursework 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 are 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 Dean of Undergraduate Studies. 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. This process must be completed within 3 months after course completion.

Repeat Courses

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

Repeat courses 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.

Probation

Students whose cumulative grade point average falls below 2.0 or who earn a grade point average less than 2.0 but above 1.0 in any given term will be placed on probation. The work of all students on probation will be monitored by the Counseling Office. Students on academic probation have one semester to raise their cumulative grade point average above 2.0.

Disqualification

Students will be disqualified from attendance for any of the following:
1. 1.0 G.P.A. or less in any term.
2. Below 2.0 G.P.A. for two consecutive terms.
3. Below 2.0 G.P.A. for a term in which the student is already on probation.
Appeal
Students who are disqualified may appeal to the Dean of Undergraduate Studies.

Readmission
Students who have been disqualified from attendance may seek readmission. Satisfactory achievement may need to be shown at another institution prior to applying for readmission. Students who leave while on probation or due to disqualification will be readmitted on probation so that adequate counseling may be provided.

ACADEMIC HONORS

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 of 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).
b. A maximum of 15 units of CR/NC courses may be applied towards graduation requirements (See CREDIT/NO CREDIT policy under Grading System section of the catalog).

Exceptions to the above requirements may be considered by the Undergraduate Program Committee via petition. Petition forms are available in the Registrar’s Office.

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 60 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 under Grading System section of the catalog).

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. For detailed information, see the Graduate section of this catalog, beginning on page 123.

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/Post-baccalaureate 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.
EXPENSES

Director of Budget and Finance: Peggy McAlister Davis

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 ........................................... $4,400.00
Less than 12 units or more than 18 units, per unit ............... 315.00
Audit, per unit (no charge for full-time students) .................. 135.00
Summer sessions, 1992, per unit ............................................. 200.00
Summer sessions, 1993, per unit ............................................. (not available)

Graduate Program

For graduate tuition and fees, see the Graduate section of this catalog.

Professional Development

For Professional Development tuition and fees, contact the Professional Development 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 ........................................... 81.00
Part-time student, per semester (11 or fewer units) .............. 49.00
Intern Student Association Fee ............................................. 24.00
Health insurance—required of undergraduate students:
One-year coverage (estimated cost) ................................. (not available)
Exemption from the health insurance fee is available to those students filing an exemption request which guarantees alternative insurance coverage. Exemption forms must be filed with the Student Accounts Office by the Friday of the second week of classes; forms are available from the Student Accounts 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 year) ................................. 50.00
Students participating on intercollegiate athletic teams must either purchase the college student health insurance (above) or have alternative coverage which includes, specifically, intercollegiate athletics. In addition, all athletes must pay the $50 fee for training supplies.

Private music instruction ..................................................... 155.00
per semester (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.

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

Service Fees

Late withdrawal fee (after 10th week) ................................. 35.00
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
Late Registration fee .......................... 35.00
Reinstatement fee .......................... 40.00
Interest of 10% per annum is assessed on all student balances which are unpaid for more than 30 days.

Room and Board

Residence hall room, per semester:
2 students, or 3 students in a 3-person room, ea .................. $710.00
3 students in a 2-person room, each .......................... 570.00
Dorm room deposit ........................................ 50.00

Apartment occupied by two persons; and houses:
Per person, per semester .................................. 820.00
Per person, per month .................................... 190.00

Apartment occupied by three persons; and suite apartments:
Per person, per semester .................................. 730.00
Per person, per month .................................... 170.00
Apartment, house and suite deposit, per person .............. 75.00

Board charges, per semester:
19 meals per week ........................................ 1090.00
14 meals per week ........................................ 990.00
7 meals per week ........................................ 495.00

Students living in residence hall rooms must purchase a 19 or 14 meal board plan.
Students living in suites or apartments must purchase a 7 meal 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. Twenty-one (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, 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 other payment arrangements are made with the Student Accounts Office before the end of the first week of classes. Payment must be made in U.S. funds and may be made by cash, check, Mastercard, Visa, Carte Blanche, Diners Club, Discover Card or JCB. Statements of account are sent directly to the student unless the Student Accounts 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 Arrangements
A written arrangement for 4 monthly installment payments, plus interest, may be made between the student and the college through the Student Accounts 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 on time in four monthly installments.
• will be subject to interest at the rate of 10% per annum.
• may not be made for fewer than 4 units.
• 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.
**Late Payment**

Student accounts with payments received more than 5 calendar 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 semester are subject to Administrative Withdrawal. The student is responsible for seeing that scheduled payments are made on time to the Student Accounts Office.

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 but not remitted to the college can result in a loss of college financial aid to the student.

**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 petition for reinstatement with the Chair of the Student Accounts Committee. Reinstatement will be on approval only and subject to the payment of a $40 reinstatement fee and completion of arrangements for payment of the student's account.

**UNDERGRADUATE REFUNDS**

Refunds are based upon the week during which the official withdrawal form, signed by staff members from Financial Aid, Counseling, and Student Accounts 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 $25 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 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 reoccupied by a student from off campus, will receive a prorated refund. The entering student’s room cost will also be prorated.

Room deposits will not be refunded unless the Dean of Student Development 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 Federal 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 gender, 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 parents' and your Federal tax forms, while for independent students only your spouse's and your 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 3.50 academic GPA required.

Academic
Awards ranging from $200 to $3000 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 $3000 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 $1000 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, and women’s volleyball, track, and cross country.

FPC International Grant
A limited number of awards ranging between $200 and Full-Tuition are available to students who are neither Canadians, citizens nor permanent residents of the United States.
Divisional Scholarships
Several awards from each Division are available, ranging from $200 to $500. Recipients must have declared their major and be significantly involved in divisional activities.

Church-Matching
FPC will match scholarship awards up to $250 per semester from a student's 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 or parent may be a Canadian Mennonite Brethren minister.

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 Piepgrass 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
Firmian 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
Darby - Colby ............................................................... $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 $1110 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 to gain access to higher education. Awards range between $200 and $2400, 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 $1200 annually. This program is administered through the Financial Aid Office at Fresno Pacific College.

FPC Trustees and Alumni Grants
Similar to the SEOG program, awards from these FPC-sponsored programs provide between $200 and $2000 to needy students.

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 or she 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 $54,790 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 $400 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 who are enrolled at least halftime in order to assist them in responding to emergencies or unexpected circumstances. These loans must be repaid within 60 days or at the end of the semester during which the loan is made, whichever comes first. A loan fee is assessed based on the amount borrowed. Students who are delinquent on any account with the College are not eligible for this loan. Students may only receive one loan per semester.

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

Satisfactory Progress

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

Qualitative: Students must earn and maintain a minimum 2.00 GPA on a 4-point scale (some programs require a higher GPA). Students who earn the following will be automatically disqualified from receiving future financial aid funds:
1. A term GPA of 1.00 or less in any given term at FPC.
2. An FPC cumulative GPA of less than 2.00 in two consecutive terms at FPC.
3. An FPC cumulative GPA of less than 2.00 in the first term of attendance if admitted on probation.

Quantitative:
1. Full and part-time students are required to complete the number of units for which they received aid in a given term. Unit deficiencies created by withdrawal or failing grades (“F”) must be made up by the end of the following term.
2. 80% of FPC cumulative units attempted must be completed in total terms of attendance regardless of whether aid was received. This applies only to continued financial aid eligibility. Withdrawals in terms when aid is not received are not calculated in the 80%.

Aid eligibility is retained during periods of probation until disqualification and when the appeals process is completed. Repeat courses are funded only when replacing an “F” for which “O” units have been completed. Deficiencies must be made up at FPC. Prior notification to the Financial Aid Office is strongly suggested.

Selective Service Requirement

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

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 substance while receiving the Pell grant. (See also Drug-Free Statement.)
Academic Programs

UNDERGRADUATE CURRICULUM

Division of Biblical and Religious Studies

Majors
- Biblical and Religious Studies
- Contemporary Christian Ministries
- Mission

Minors
- Biblical and Religious Studies
- Mission

Division of Humanities

Majors
- English
  - Literature emphasis
  - Writing emphasis
  - Drama emphasis
  - Communication emphasis
  - Single Subject Teaching Credential emphasis
- Spanish Language and Culture
  - Latin American Cultures emphasis
  - Spanish Language emphasis
- 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
  - Single Subject Teaching Credential emphasis
- Computer Science
- Natural Science
  - Pre-Health Sciences emphasis
  - Life-Science Single Subject Teaching Credential emphasis

Minors
- Mathematics
- Computer Science
- Biology
- Chemistry

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
- Social Work
- Sociology
Division of Interdisciplinary Studies

Multiple Subject Credential Programs
- Liberal Studies
- Liberal Studies with Bilingual concentration
- Liberal Studies with English Language Development concentration

Minor
- Conflict and Peacemaking

Division of Education

Preliminary Teaching Credential Programs
- Preliminary Multiple Subject Credential
- Preliminary Single Subject Credential
- Professional Clear Multiple and Single Subject Credentials

 Majors
- Physical Education
- Education emphasis
- Athletic Training emphasis
- Sport Management

 Minors
- Coaching
- Personal Health

Single Subject Teaching Credential Programs
- Business
- English
- Life Science
- Mathematics
- Music
- Physical Education
- Social Science

UNDERGRADUATE ACADEMIC PROGRAMS

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

The academic curriculum of the college is a primary vehicle for achieving the ideals of the college's Idea and logo. This curriculum is embodied in three parts: General Education, the Major, and the Minor.

The General Education Program is intended to provide a foundation for wise, faithful living and service in the world. Four blocks complete this foundation.

1. The Stories of Peoples and Cultures
   Seeks to place learners in dialogue with the central Christian story as well as other formative stories of human civilizations and cultures, particularly in reference to fundamental human questions: Who are we? Why are we here? Who are our people? Where have we been? Where are we going?

2. The Tools of Human Inquiry and Communication
   Intended to build foundational concepts and skills in oral and written communication, mathematics and a foreign language.

3. The Modes of Human Inquiry and Thought
   Intended to build foundational understanding of selected contents and methodologies in the humanities, natural sciences and social sciences. Similar concerns in biblical studies and theology are addressed in the sequence of biblical studies outlined as part of the first block, “The Stories of Peoples and Cultures”.

4. The Stewardship of the Body
   Intended to provide a foundation for wellness and physical well being.
The Major Program builds on the foundational General Education Program. It provides learners with the opportunity to pursue mastery of special interests, to prepare for particular careers, or to prepare for advanced study in graduate or professional schools.

The Minor Program, which is optional, has two primary purposes. The first is to provide learners with the opportunity to deepen their understanding and experience of values central to the tradition of the college. Minors in the Division of Biblical and Religious Studies and minors that build on the Focus Series in the General Education Program particularly contribute toward this purpose. The second purpose is to provide learners with the opportunity to pursue secondary personal or career interests.

Together, these programs are intended to stimulate learners to grow toward maturity centered in Jesus the Christ, committed to church, virtuous in character, faithful in vocation and service, active in peacemaking, builders of community, and transformers of culture.

Note. The General Education program described here was inaugurated in the fall of 1991. Freshmen entering the college beginning with the fall of 1991, sophomore transfer students beginning with the fall of 1992, junior transfer students beginning with the fall of 1993, and senior transfer students beginning with the fall of 1994 must meet the requirements of this program for graduation. Transfer students entering prior to these dates have the option of following the new program or the General Education program stated in the 1990-91 College Catalog.

THE BACHELOR OF ARTS DEGREE

124 Units

The General Education Program

58-61 Units (not including language requirement)

Purpose

- To learn, celebrate and worship through music, the arts and public discourse in the company of the gathered college community.

Required Courses

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

The Stories of Peoples and Cultures

Purposes

- To understand and enter into dialogue with the Christian story, beginning with the central story of Jesus.
- To discover our own story and enter into dialogue with mature understanding of our own place and time in the long history of which we are a part.
- To understand and enter into dialogue with the particular story begun by those Reformations reformers called Anabaptists, who sought to live in faithful obedience to the example and teachings of Jesus, and whose story represents the particular heritage and commitment of the College.
- To discover and understand the stories that are dissimilar to our own, but that have shaped and continue to shape peoples and cultures with whom we share our communities and world.
- To learn from those special moments in our larger human history in which the nature of the universe—including God, the individual and society—have been particularly clear.

Required Courses

<table>
<thead>
<tr>
<th>Stories from the Ancient World</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 100/300 Jesus and the Christian Community</td>
<td>(4)</td>
</tr>
<tr>
<td>†Hist 120 Ancient Civilizations</td>
<td>(3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stories from the Modern World</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>†Hist 130 Medieval and Early Modern Civilization's</td>
<td>(4)</td>
</tr>
<tr>
<td>†Hist 140 Modern Civilizations</td>
<td>(4)</td>
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</table>

Focus Series - The Contemporary World

<table>
<thead>
<tr>
<th>Theology Course</th>
<th>Interdisciplinary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>(3-4)</td>
</tr>
</tbody>
</table>

Focus Series options will be developed around single themes particularly expressive of central Christian concerns. Themes will be finalized and developed during the 1993-94 academic year.
Illustrative themes are Culture and World, Conflict and Peacemaking, Individual and Community, Nature and Environment. The two courses noted above will be taken in one theme area selected by the student.

**Biblical Studies Requirement**

The General Education Program includes four courses that are specifically considered to be courses in Biblical Studies and Religion. Students must take at least one of these four each year (or for each successive thirty FPC units) of attendance at the college until the four have been completed. The courses are:
- Jesus and the Christian Community (freshmen must take during their first semester, transfers within the first two semesters of attendance).
- Medieval and Early Modern Civilizations (Church history).
- Biblical Literature course.
- Theology course (must be related to chosen Focus Series).

**Transfer Students:** A two-semester sequence in Western Civilization or World History taken prior to entrance at FPC meets the requirement of the courses marked with an †.

**The Tools of Human Inquiry and Communication**

**Purposes**
- To understand the philosophical and conceptual foundations underlying mathematical and communication processes.
- To understand and become skillful in using mathematical symbols and creating clear and responsible communications.
- To understand and become skillful in analysis, synthesis, reasoning, problem solving and creative, imaginative processes.
- To develop a basic understanding of the language and culture of another language group with whom we share this earth.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 120</td>
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<tr>
<td>Prerequisite</td>
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</tr>
<tr>
<td>Math 110A &amp; 110B</td>
<td></td>
</tr>
<tr>
<td>or Math 140</td>
<td>(4)</td>
</tr>
<tr>
<td>Com 110</td>
<td>(3)</td>
</tr>
<tr>
<td>Com 120</td>
<td>(3)</td>
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**Humanities (select two courses)**

<table>
<thead>
<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lit 180</td>
<td>(3)*</td>
</tr>
<tr>
<td>Mus 100</td>
<td>(3)*</td>
</tr>
<tr>
<td>or Art 100</td>
<td>(3)</td>
</tr>
<tr>
<td>Phil 100</td>
<td>(3)</td>
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</table>

**Natural Science (select two courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Biol 101L</td>
<td>(4)*</td>
</tr>
<tr>
<td>Biol 110</td>
<td>(4)</td>
</tr>
<tr>
<td>Chem 101L</td>
<td>(4)</td>
</tr>
<tr>
<td>Phys 105</td>
<td>(4)*</td>
</tr>
<tr>
<td>Phys 150</td>
<td>(4)</td>
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</tbody>
</table>

**Social Science (select two courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 100</td>
<td>(3)</td>
</tr>
<tr>
<td>Hist 150</td>
<td>(4)</td>
</tr>
<tr>
<td>PS 120</td>
<td>(4)*</td>
</tr>
<tr>
<td>Geog 120</td>
<td>(3)</td>
</tr>
<tr>
<td>or Geog 320</td>
<td>(3)</td>
</tr>
<tr>
<td>Psy 120</td>
<td>(3)*</td>
</tr>
<tr>
<td>Soc 120</td>
<td>(4)</td>
</tr>
</tbody>
</table>

*Specific requirement for Liberal Studies Major*
The Stewardship of the Body

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

Required Courses
- PE 265 Concepts of Wellness* (2)
- PE Activity Course** (1)

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

The Major Program

Purposes
- To understand in depth a particular area of human reflection and activity including its contents, methodologies, history and traditions, impact on society and culture, and philosophical orientations.
- To enter into a dialogue between Christian faith and the major, including attention to ethical and moral issues involved.

Required Courses
- Major Courses
- Capstone Course (Optional but recommended)

College Minors
- Biblical and Religious Studies Minors
- All Minors

SPECIAL PROGRAMS

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

State and National Programs

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 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 in the Washington, D.C. area. Contact Richard Unruh for further information.

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.

Los Angeles Film Studies Program
The Christian College Coalition, of which Fresno Pacific is a member, offers a “Hollywood Semester” for upper-division students who are interested in film. In this program students have the opportunity of studying film in the heart of the film industry. Contact Dalton Reimer, Dean of Undergraduate Studies, 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 includes lectures, a group living situation, tours, internships, etc. Contact Robert Enns for further information.

*Specific requirement for Liberal Studies Major
**For Liberal Studies Major: PE 120 Dance Movement
International Programs

Brethren Colleges Abroad Program
Fresno Pacific College students may enroll for coursework in universities in England, Spain, France, Germany, China, Japan, Greece and Ecuador through the BCA program. Students may be taken for semester or year-long terms depending on the program. Contact Gary Nachtigall or the Career Resource Center for further information.

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

Latin America
Fresno Pacific College organizes and provides staff for a summer study program in Latin America. The program includes language and cultural studies, residential experiences with Latin American families, and service opportunities. The program is highly recommended for students who are interested in possible missionary or other cross-cultural service careers. The Latin America program also provides excellent background for understanding the language, history, and culture of the peoples of the American Southwest. Contact Les Mark or Hugo Zarilla 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 Gary Nachtigall for further information.

Soviet Union Exchange Program
Fresno Pacific College has a reciprocal exchange program with the Tula Polytechnical Institute in Tula, U.S.S.R. Students from Fresno Pacific normally engage in a short-term, four-week study/learning experience in Tula after the completion of the Spring Semester. Learning activities include living with a Russian roommate, study of the language and culture of the Russian people, and visits to places of interest around Tula as well as in Moscow and Leningrad. Semester-long periods of study can also be arranged through Tabor College, Kansas. For further information contact Mary Dueck, Director of the Intensive English Language Program.

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.

Courses offered in the Intensive English Language Program:

- Lang 121, 122, 123  Writing and Grammar (4)
- Lang 131, 132, 133  Reading and Vocabulary (3)
- Lang 141, 142, 143  Listening Comprehension and Conversation (2)
- Lang 005  TOEFL (Test of English as a Foreign Language) Preparation Course (non-credit)

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 nine 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 summer 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's 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 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, preferably Koine Greek. Students who are interested in the Biblical and Religious Studies major or the Contemporary Ministries major should enroll in the Perspectives on Contemporary Ministries course early in their college programs.

Required Courses (11 courses, 37-38 units)

- Bib 150 Perspectives on Contemporary Ministries (1)
- Bib 302 Jesus and His Teaching (4)
- Bib 310-349 Biblical Literature (3,3,3) (three courses, with at least one Old Testament course and one New Testament course)

Choose six of the following:

- Bib 304 Paul and His Teaching (4)
- Bib 425 Theological Ethics and the Environment (4)
- Bib 430 Contemporary Theology (4)
- Bib 435 Anabaptist History and Thought (4)
- Bib 440 History and Interpretation of Scripture (4)
- Bib 460 Religions of the World (3)
- Bib 465 Biblical Theology of Conflict and Peacemaking (4)

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 100 Jesus and the Christian Community (4)
- Bib 302 Jesus and His Teaching (4)
- Bib 310-349 Biblical Literature (3,3) (two courses, one in Old Testament and one in New Testament)

Choose two of the following:

- Bib 425 Theological Ethics and the Environment (4)
- Bib 430 Contemporary Theology (4)
- Bib 440 History and Interpretation of Scripture (4)
- Bib 445 Theology of Mission (3)
- Bib 460 Religions of the World (3)
- Bib 465 Biblical Theology of Conflict and Peacemaking (3)

Choose one of the following:

- Bib 360 The Church and its Mission (3)
- Bib 375 Discipleship and Evangelism (3)
- Bib 380 Worship and the Devotional Life (3)
CONTEMPORARY CHRISTIAN MINISTRIES MAJOR

Program Director: Edmund Janzen

The Contemporary Christian Ministries major is designed for students who have an interest in practical forms of service in church and para-church ministries. The major 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 Christian 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 Christian 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 Christian 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. Two program options are available to the Contemporary Christian 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.

Required Courses (8 courses, 32 units minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 150</td>
<td>Perspectives on Contemporary Ministries</td>
<td>1</td>
</tr>
<tr>
<td>Bib 302</td>
<td>Jesus and His Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Bib 360</td>
<td>The Church and Its Mission</td>
<td>3</td>
</tr>
<tr>
<td>Bib 383</td>
<td>Christian Youth Ministries</td>
<td>3</td>
</tr>
<tr>
<td>Bib 310-349</td>
<td>Biblical Literature (3 units)</td>
<td>3</td>
</tr>
<tr>
<td>Bib 482</td>
<td>Contemporary Ministries Practicum (3,3,3,3)</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 375</td>
<td>Discipleship and Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>Bib 380</td>
<td>Worship and the Devotional Life</td>
<td>3</td>
</tr>
<tr>
<td>Bib 386</td>
<td>Youth Ministry Methods Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Bib 395</td>
<td>Communication and the Church</td>
<td>3</td>
</tr>
<tr>
<td>Com 430</td>
<td>Group Dynamics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Psy 440</td>
<td>Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

MISSION MAJOR/MINOR

The Mission Major and Minor are undergoing review at this time with the intention of creating a more comprehensive cross-cultural and international emphasis. Students may still enroll in a Mission Major or Minor that is personalized in consultation with the Chairman of the Biblical and Religious Studies Division.

BIBLICAL AND RELIGIOUS STUDIES COURSES

100 Jesus and the Christian Community - Freshmen (4)

Jesus and the Christian Community is the foundational Biblical Studies course. Jesus, his teachings, the community he founded, and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values and practices that contribute to a successful college experience. The course includes both large group and small group experiences, and is led by an interdisciplinary team of college faculty. (Formerly Bib 12)
105 Ministry to Youth Today (Same as SW 105) (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 workshops and complete a project. A materials fee may be charged. Graded CR/NC. (Formerly Bib 55)

150 Perspectives On Contemporary Ministries (1)
An introduction to Christian ministry, including exposure to a wide variety of ministry organizations and personnel. Graded CR/NC. (Formerly Bib 50)

160 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. (Formerly Bib 60)

288 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Bib 88)

300 Jesus and the Christian Community - Transfer Students (4)
Jesus and the Christian Community is the foundational Biblical Studies course. Jesus, his teachings, the community he founded, and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values of the community. (Formerly Bib 112)

Bible

302 Jesus and His Teaching (4)
Primary focus is 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. (Formerly Bib 119)

304 Paul and His Teaching (4)
A study of the life 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. (Formerly Bib 120)

306 Elementary Greek (3)
An introductory study in Koine Greek. The course emphasizes the acquisition of vocabunlary, mastery of forms, fundamental principles of Greek grammar, and practice in reading portions of the New Testament. (Formerly Bib 106)

307 Elementary Greek (3)
Prerequisite: Bib 306
A continuation of the Bible 306. (Formerly Bib 107)

310-329 Biblical Literature (Same as Lit 310-329) (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. (Formerly Bib 102A-L)

330-349 Biblical Literature (Same as Lit 330-349) (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. (Formerly Bib 103A-L)

Christian Life and Church

355 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. (Formerly Bib 135)

360 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. (Formerly Bib 136)

365 Current Perspectives On Missions (3)
A study of the process of introducing the Gospel of Christ to other cultures, involving 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. (Formerly Bib 137)

370 Expansion of the Christian Faith (3)
This course is designed to study the missionary movements through the centuries. Major emphasis focuses on biblical, theological, anthropological, sociological, and cross-cultural principles operative in the history of the Christian expansion. (Formerly Bib 138)
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. (Formerly Bib 140)

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. (Formerly Bib 141)

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 biblical philosophy of Youth Ministry. (Formerly Bib 146)

Youth Minister's 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. (Formerly Bib 147)

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. (Formerly Bib 148)

Interdisciplinary

Communication and the Church (Same as Com 450) (3)
Prerequisite: Com 110 & 120
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. (Formerly Bib 150)

Music in the Church (Same as Mus 400) (3)
A study of the philosophy of music as seen from the perspective of the church, including 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 point of administration, clergy, congregation, and the music profession. (Formerly Bib 154)

Philosophy of Religion (Same as Phil 405) (3)
Studies in the nature and validity of religious ideas. (Formerly Bib 155)

Psychology of Religion (Same as Psy 460) (3)
Prerequisite: Psy 120, Soc 120, or consent of instructor
A study of the religious experience from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry. (Formerly Bib 156)

Religion and Politics in America (Same as PS 390) (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 concern. (Formerly Bib 157)

Religion in Japanese Society (3)
A survey of the historical development of religion in Japanese society. (Formerly Bib 158)

Sociology of Religion (Same as Soc 360) (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. (Formerly Bib 159)

Theological Ethics and the Environment (4)
The course will be a general survey of the issues and debates in ecotheology and ethics. Particular attention will be given to the values of humanity in relation to the environment and the connection between those values and theological conviction.

Theology

Contemporary Theology (4)
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. (Formerly Bib 160)

Anabaptist History and Thought (Same as His 320) (4)
A study of Anabaptism within the context of other sixteenth century developments. The movement will be examined in relation to the larger Believer's Church tradition. (Formerly Bib 162)
105 Ministering to Youth Today (Same as SW 105) (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. (Formerly Bib 55)

150 Perspectives On Contemporary Ministries (1)
An introduction to Christian ministry, including exposure to a wide variety of ministry organizations and personnel. Graded CR/NC. (Formerly Bib 50)

160 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. (Formerly Bib 60)

288 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Bib 88)

300 Jesus and the Christian Community - Transfer Students (4)
Jesus and the Christian Community is the foundational Biblical Studies course. Jesus, his teachings, the community he founded, and the early years of the Christian movement are central themes. Integrated with these themes are explorations of corresponding values from the particular tradition that has shaped the identity of the college. (Formerly Bib 112)

Bible

302 Jesus and His Teaching (4)
Primary focus is 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. (Formerly Bib 119)

304 Paul and His Teaching (4)
A study of the place of Paul in the development of the primitive church. The great apostle is studied as person, writer, and thinker. Attention is focused on the ways in which Paul has been understood in both ancient and modern times. (Formerly Bib 120)

306 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. (Formerly Bib 106)

307 Elementary Greek (3)
Prerequisite: Bib 306
A continuation of Bible 306. (Formerly Bib 107)

310-329 Biblical Literature (Same as Lit 31C-329) (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. (Formerly Bib 102A-L)

330-349 Biblical Literature (Same as Lit 33C-349) (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. (Formerly Bib 103A-L)

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Anabaptist History and Thought (Same as Hist 320)
A study of Anabaptism within the context of other sixteenth century developments. The movement will be examined in relation to the larger believer's church tradition. (Formerly Bib 162)
437 Reformation History and Theology (Same as Hist 380)
Concentrates on the "Age of Reform" from the mid-14th century through the "Reformations" of the 16th. It views ecclesiastical, theological and spiritual movements as well as the various issues that arise for patterns of life in the broader society. Included are the Reformers' approaches to the interpretation of Scripture, the Church and State.

440 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. (Formerly Bib 165)

445 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. (Formerly Bib 167)

447 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. (Formerly Bib 166)

450 Introduction to Mennonite History (Same as Hist 330)
A survey of the Anabaptist-Mennonite tradition in Europe and North America with some special emphasis on the emergence of the Mennonite Brethren movement. (Formerly Bib 178)

455 American Religious History (Same as Hist 350)
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. (Formerly Bib 183)

460 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. (Formerly Bib 184)

465 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. (Formerly Bib 186)

482 Contemporary Ministries Practicum
A supervised work experience in Christian ministry, either in a church or para-church organization. Practicum provide students a place to develop ministry skills, to grow in their understanding of ministry, to grow in self-awareness and to discern their readiness for ministry. Contemporary Ministries majors are normally required to take four 3 unit practicums or the equivalent (arranged in consultation with the program director). Graded CR/NC. (Formerly Bib 191)

486 Topics in Biblical Studies
Occasional or experimental courses designed to meet student interest and needs. (Formerly Bib 187)

488 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Bib 188)

490 Independent Study
Prerequisite: Junior/Senior standing. 3.0 FPC GPA: Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Bib 190)
Humanities

Chair: Wilfred Martens

Those areas of human learning which deal with the perceptive expression of feelings and ideas are included in the humanities: English, literature, communication, drama, music, art, modern languages, and philosophy. The two-fold purpose of study in the humanities is:

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

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

ART PROGRAM

Program Director: Charlotte Nickel

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

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

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

Art Minor

Required Courses (6 courses, 18 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 100</td>
<td>Introduction to Music and Art (3)</td>
<td></td>
</tr>
<tr>
<td>Art 120</td>
<td>Painting I (3)</td>
<td></td>
</tr>
<tr>
<td>Art 320</td>
<td>Painting II (3)</td>
<td></td>
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<tr>
<td>Art 140</td>
<td>Drawing and Design I (3)</td>
<td></td>
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<tr>
<td>Art 340</td>
<td>Drawing and Design II (3)</td>
<td></td>
</tr>
<tr>
<td>Art 180</td>
<td>Ceramics I (3)</td>
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</tr>
</tbody>
</table>

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

ART COURSES

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Introduction to Music and Art (Same as Mus 100) (3)</td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Painting I (3)</td>
<td></td>
</tr>
<tr>
<td>140</td>
<td>Drawing and Design I (3)</td>
<td></td>
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<tr>
<td>160</td>
<td>Publications Practicum * (Same as Com 160) (1-2)</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite: Consent of instructor

Practical experience in all aspects of yearbook production with special emphasis on artwork, graphics, photography, layout and design. May be repeated. Graded CR/NC. (* A limited number of activity units apply to degree requirements. See Graduation Requirements section of the catalog.) (Formerly Art 185)

180    | Ceramics I (3)                             |         |

The fundamentals of forming both handbuilt and wheelthrown objects. Basic techniques of surface embellishment and glazing will be featured. An awareness of three-dimensional form will be stressed. (Formerly Art 6)
Printmaking
Prequisite: Drawing and Design I (may be taken concurrently.)
Techniques of woodblock and linoleum block printing. (Formerly Art 9)

Directed Study
Prequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Art 88)

Painting II
Prequisite: Art 120
An extension of what has been learned in Painting I. The student will be encouraged to rely on intuition for creative ideas and directions. (Formerly Art 102)

Drawing and Design II
Prequisite: Art 140
An extension of the principles developed in Drawing I. Competent handling of the drawing medium will be fostered as well as creativity and expression. (Formerly Art 106)

Ceramic Sculpture and Intermediate Pottery
Prequisite: Art 180
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. (Formerly Art 106)

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

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

Topics in Art
Occasional or experimental courses designed to meet student interest and needs. (Formerly Art 187)

Directed Study
Prequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Art 186)

Independent Study
Prequisite: Junior/Senior standing; 3.0 GPA; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Art 190)

THEATER PROGRAM

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, as well as preparation for graduate school or conservatory training.

Theater Minor

Required Courses (8 courses, 18-20 units)
Dra 350 Acting (3)
Dra 360 Directing and Script Analysis (3)
Dra 370 Auditioning (1)
Dra 380 Stage Make-up (1)
Dra 110, 310 Drama Practicum (1-2)
Dra 470 Senior Thesis Performance (2)
Lit 385 Theater History and Literature, Part I (3)
Choose one of the following:
Lit 380 Theater History and Literature, Part I (3)
Lit 390 Shakespeare: Text and Performance (4)
ENGLISH MAJOR

Program Director: Luetta Reimer

The English major at Fresno Pacific College is designed to provide students with a broad background in the communicative arts. It is an ideal major for persons interested in understanding the significant issues of human existence as they are expressed in literature and in learning to communicate their insights through effective writing and speech.

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

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

General Education Prerequisites
Com 110 Written Communication (minimum of B level work) (3)
Com 120 Oral Communication (minimum of B level work) (3)
Lit 180 Introduction to Literature (3)

Required Courses (33-35 units)
Com 450 Communication and the Church (3)
(Senior Capstone Course)
Lang 330 Modern English Grammar (4)
or
Lang 340 Introduction to Linguistics (4)
Lit 415 Shakespeare (4)
American Literature (one course) (4)
English Literature (one course) (4)

LITERATURE EMPHASIS
American Literature (one course) (4)
or
English Literature (one course) (4)
Lit 395 Oral Interpretation of Literature (4)
Lit 460 Critical Approaches to Literature (4)
Lit 496 Literature Internship (2)

WRITING EMPHASIS
Com 300 Creative Writing: Fiction (4)
Com 310 Creative Writing: Poetry (4)
Com 320 Advanced Composition (4)
Com 496 Communication Internship (2)

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

COMMUNICATION EMPHASIS
Com 400 Cross-Cultural Communication (3)
Com 410 Media and Society (3)
Com 420 Conflict Management and Resolution (3)
Com 430 Group Dynamics and Leadership (3)
Com 496 Communication Internship (2)

ENGLISH SINGLE-SUBJECT TEACHING 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 110 Written Communication (3)
Com 120 Oral Communication (3)
Lit 180 Introduction to Literature (3)

Choose one of the following:
Mus 100 Introduction to Music and Art (3)
Phil 100 Introduction to Philosophy (3)

Required Courses (12 courses, 44 units)

Literature
American Literature (one course) (4)
English Literature (one course) (4)
Hispanic Literature (one course) (3)
Lit 415 Shakespeare (4)
Lit 460 Critical Approaches to Literature (4)
Language and Composition

Com 300  Creative Writing: Fiction (4)
Com 310  Creative Writing: Poetry (4)
Com 320  Advanced Composition (4)
Lang 330  Modern English Grammar (4)
Lang 340  Introduction to Linguistics (4)

Communication

Com 400  Cross-Cultural Communication (3)
Com 430  Group Dynamics and Leadership (3)
Lit 395  Oral Interpretation of Literature (4)

Choose one of the following:
Com 410  Media and Society (3)
Com 450  Communication and the Church (3)

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

English Minor

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

Required Courses  (6 courses, 22 units)
Lit 160  Introduction to Literature (3)
American Literature (one course) (4)
English Literature (one course) (4)
Hispanic Literature (one course) (3)
Com 300  Creative Writing: Fiction (4)
Com 310  Creative Writing: Poetry (4)
Com 320  Advanced Composition (4)
Lit 460  Critical Approaches to Literature (4)

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.

Required Courses  (5 courses, 16 units)
Com 320  Advanced Composition (4)
Com 400  Cross-Cultural Communication (3)
Com 410  Media and Society (3)
Com 450  Communication and the Church (3)
Com 420  Conflict Management and Resolution (3)
Com 430  Group Dynamics and Leadership (3)

COMMUNICATION COURSES

Foundational Study

030  Learning Edge  (non-credit)

The Learning Edge is an innovative approach for enhancing students’ strategic thinking processes by improving their understanding of the reading and writing processes. The course is designed to increase students’ ability to think analytically, to read rapidly with appropriate retention of ideas, and to write effectively. Grading criteria will be based on pre-testing and post-testing indications of satisfactory work as well as completion of the required assignments. Graded S/U. (Formerly Com 001)
100 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. (Formerly Com 6)

110 Written Communication
This course focuses on the writing process, helping students learn how to generate ideas, organize their thoughts, and communicate effectively. A wide variety of writing assignments are utilized, including personal, expository, descriptive, and persuasive writing. (Formerly Com 11)

120 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. (Formerly Com 12)

Writing

150 Introduction to Journalism
Designed to give fundamental knowledge and experience in reporting, writing, and editing for the print media. (Formerly Com 152A)

155 Journalism Practicum *
Practical experience for students interested in writing for student newspaper, or other campus publications. May be repeated. Graded CR/NC. (*A limited number of activity units apply to degree requirements. See Graduation Requirements section of the catalog.) (Formerly Com 152B)

160 Publications Practicum *
Prerequisite: Consent of instructor
Practical experience in all aspects of yearbook production with special emphasis on interviews, writing, advertising, layout and word processing. May be repeated. Graded CR/NC. (*A limited number of activity units apply to degree requirements. See Graduation Requirements section of the catalog.) (Formerly Com 185)

288 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Com 88)

300 Creative Writing: Fiction
Prerequisite: Com 110 & Lit 180
Exploration and practice of various imaginative writing modes. Open to beginning writers. (Formerly Com 157B)

310 Creative Writing: Poetry
Prerequisite: Com 110 & Lit 180
Exploration and practice of various imaginative writing modes. Open to beginning writers. (Formerly Com 157A)

320 Advanced Composition
Prerequisite: Com 110
Emphasis on the expository mode of writing. Open to writers who have demonstrated a proficiency in the basic writing skills. (Formerly Com 158)

Communication

400 Cross-Cultural Communication (Same as Soc 420)
Prerequisite: Com 110 & 120
Study of the principles involved in communication between persons of different cultures. Emphasis is placed on the practical aspect of interpersonal communication through cross-cultural contacts. (Formerly Com 101)

410 Media and Society (Same as Soc 370)
Prerequisite: Com 120 or consent of instructor
A study of mass media (television, radio, newspaper, etc.) as a social communication force in American culture. Attention is given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media. (Formerly Com 153)

420 Conflict Management and Resolution (Same as Soc 430)
Prerequisite: Com 120 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. (Formerly Com 168)

430 Group Dynamics and Leadership (Same as Psy 390)
Prerequisite: Psy 120
A study of the nature of group tasks, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups, and small groups in society generally. (Formerly Com 128)

440 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. (Formerly Com 128B)
Communication and the Church (Same as Bib 395) (3) 
Prerequisite: Com 110 & 120
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. (Formerly Com 150)

Projects in Communication (1-3) 
Prerequisite: Consent of instructor
A tutorial course designed for students who wish concentrated work on a major communication project. Emphasis must be on the creation of a communication message. Projects may include the creation of verbal, media, dramatic, or 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. (Formerly Com 186)

Specialized Study

Topics in Communication (1-4)
Occasional or experimental courses designed to meet student interest and needs. (Formerly Com 187)

Directed Study (1-4) 
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Com 188)

Independent Study (1-4) 
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Com 190)

Communication Internship (1-3) 
Prerequisite: Consent of instructor
A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class, or lab responsibilities, instruction, or other directed studies. (Formerly Com 191)

Drama Courses

110, 310 Drama Practicum * (1-2) 
Prerequisite: Consent of instructor
Credit in drama practicum is given for participation in major college productions. Students may receive credit on permission of the instructor in both acting and production capacities. Students should register for practicum only after they have been cast in a role, or have received permission. Credit may be received in all areas of production. Year-long participation may achieve 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 section of the catalog.) (Formerly Com 15, 115)

120, 320 Religious Drama Practicum * (1-2) 
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 section of the catalog.) (Formerly Com 16, 116)

288 Directed Study (1-4) 
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Com 88)

340 Voice and Diction (3) 
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. (Formerly Com 113)

350 Acting (3) 
A study of basic acting theory with practical application in scene work. (Formerly Com 117)

360 Directing and Script Analysis (3) 
A study of directing: basic organization, directing theory, working with designers, and script analysis. Practical in-class directing experience involved. (Formerly Com 118)

370 Auditioning (1) 
Private lessons in auditioning technique with the preparation of several monologues. (Formerly Com 119)
LITERATURE COURSES

Foundational Study

180   Introduction to Literature  (3)
A study of outstanding examples of the genres: short story, novel, poetry and drama. Designed to introduce the student to the world of literature, to create an appreciation for it, and to provide analytical tools for further study. (Formerly Lit 62)

288   Directed Study  (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Lit 88)

310-329   Biblical Literature (Same as Bibl 310-329)  (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.) (Formerly Lit 102A-L)

330-349   Biblical Literature (Same as Bibl 330-349)  (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.) (Formerly Lit 103A-L)

American Literature

350   American Wilderness Literature and Philosophy (Same as Hist 430 & Phil 430)  (3)
An exploration of American ideas about wilderness, the natural world, and the human relationships to them.

355   American Literature: 19th Century  (4)
Prerequisite: Lit 180
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. (Formerly Lit 105A)

360   American Literature: Steinbeck  (4)
Prerequisite: Lit 180
A study of the major California novels of John Steinbeck including Grapes of Wrath, Cannery Row, The Long Valley, Pastures of Heaven, and others. (Formerly Lit 105B)

365   American Literature: Faulkner  (4)
Prerequisite: Lit 180
Extensive 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. (Formerly Lit 105C)
American Literature: The Novel
Prerequisite: Lit 180
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. (Formerly Lit 105G)

American Literature: 20th Century Poetry
Prerequisite: Lit 180
Study and analysis of selected American poets with emphasis on poetic form and thematic concerns. Includes Frost, Cummings, Eliot, and others. (Formerly Lit 105E)

Dramatic Literature

Theater History and Literature, Part I
Prerequisite: Lit 180
A study of theater history and literature from the ancient Greeks through the 18th century. (Formerly Lit 110)

Theater History and Literature, Part II
Prerequisite: Lit 180
A study of theater history and literature from the 19th century through the 20th century. (Formerly Lit 111)

Shakespeare: Text and Performance
Prerequisite: Lit 180
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. (Formerly Com 122 & Lit 166)

Oral Interpretation of Literature
Prerequisite: Lit 180
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. (Formerly Com 122 & Lit 166)

Literature and Culture of the Middle Ages
(Same as Hist 370)
A study of the intellectual and cultural life of the Middle Ages, principally from Anglo-Saxon through Middle English literature. Beowulf to Malory. The course will also cover artistic patterns and include Chaucer.

Literature and Culture of the Renaissance
(Same as Hist 375)
This course covers English literature from More to Milton and selected readings from Italian Humanist literature and philosophy. It focuses on the major genres of the period from essay, epic, sonnet, pastoral to the Italianate drama. One of the thematic strands is the development of Christian character as a distinctive imagery of the literature.

Literature and Culture of Early Modern Europe
(Same as Hist 385)
A study of society and culture during the period of absolutism and revolution. This will be accomplished through an analysis of major literary documents of the period. Attention will be given to the multi-faceted role of religion during these centuries.

Shakespeare
Prerequisite: Lit 180
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. (Formerly Lit 132)

English Literature: Romantic and Victorian Literature
Prerequisite: Lit 180
A study of selected poetry and fiction from these two periods. Course includes the major Romantic poets and major poets and novelists of the Victorian period. (Formerly Lit 130C)

English Literature: 20th Century Literature
Prerequisite: Lit 180
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. (Formerly Lit 130B)

Hispanic Literature

Spanish Literature
Prerequisite: Lit 180
This course includes a brief history of the Spanish language and a study of the most notable literary works and authors of Spain along with their corresponding historical periods. The goals of the class are: (a) to enable 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. Spanish speaking students who pursue this course must have completed Advanced Spanish: Syntax or its equivalent as well as the literature prerequisite mentioned above. (Formerly Lit 141)
Spanish American Literature (3)
Prerequisite: Lit 180
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. (Formerly Lit 142)

Contemporary Hispanic Literature in the U.S.A. (3)
Prerequisite: Lit 180
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 310, Cultures of California Minorities be studied prior to taking this course. This course is taught in the English language. (Formerly Lit 143)

Critical Approaches to Literature (4)
Prerequisite: Lit 180 and one other literature course
An examination of several methods for evaluating and analyzing literature; an introduction to literary criticism with application of techniques to literary genre. (Formerly Lit 180)

Literature For Children and Young Adults (3)
Readings in literature in the elementary and secondary schools and a study of its relevance in the curriculum. (Formerly Lit 186)

Topics in Literature (1-4)
Occasional or experimental courses designed to meet student interest and needs. (Formerly Lit 187)

Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Lit 183)

Independent Study (1-4)
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Lit 190)

Literature Internship (1-3)
Prerequisite: Consent of instructor
A personalized study under the supervision of a faculty member for students in the later stages of their major who may assist with research, class, or lab responsibilities, instruction, or other directed studies. (Formerly Com 191)

LANGUAGE COURSES

English Language

First and Second Language Acquisition (3)
An introduction to the ways in which human beings acquire a first and second language, and the conditions which support acquisition.

Teaching a Second Language (3)
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 multi-cultural 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. (Formerly Eng 110)

Modern English Grammar (4)
Prerequisite: Com 110 & 120
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. (Formerly Conv/Eng 155)

Introduction to Linguistics (4)
Prerequisite: Com 110 & 120
Language is studied as a system of systems including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards. (Formerly Conv/Eng 156)

Intensive English Language
The courses in the Intensive English Language Program are courses for international students and new immigrants who have not met the minimum English proficiency requirement.
TOEFL Preparation Course (non-credit)

This non-credit course meets three hours per week and focuses on each skill area tested in the TOEFL (Test of English as a Foreign Language), both written and aural. Practice TOEFL tests as well as the institutional TOEFL are administered each semester. (Formerly Eng A)

- 121 Writing and Grammar - Level 1 (4)
- 122 Writing and Grammar - Level 2 (4)
- 123 Writing and Grammar - Level 3 (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. Each level may be repeated one time for credit. (Formerly Eng 61, 62, 63)

- 131 Reading and Vocabulary - Level 1 (3)
- 132 Reading and Vocabulary - Level 2 (3)
- 133 Reading and Vocabulary - Level 3 (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. Each level may be repeated one time for credit. (Formerly Eng 71, 72, 73)

- 141 Listening Comprehension and Conversation - Level 1 (2)
- 142 Listening Comprehension and Conversation - Level 2 (2)
- 143 Listening Comprehension and Conversation - Level 3 (2)

The purpose of this course is to develop effective listening and speaking skills to enable students to understand lectures and participate in discussions. Each level may be repeated one time for credit. (Formerly Eng 81, 82, 83)

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

Common Requirements to Both Emphases (8 courses, 24 units)

- Hist 415 History of Latin America (3)
- Lit 440 Spanish Literature (3)
- Lit 445 Spanish American Literature (3)
- Span 300 Advanced Spanish: Syntax (3)
- Span 305 Spanish Composition & Conversation (3)
- Span 310 Literary Spanish: Prose (3)

or

- Span 315 Literary Spanish: Poetry (3)
- Span 320 History of the Spanish Language (3)
- Span 325 Formal Spanish Oral Communication (3)

LATIN AMERICAN CULTURES EMPHASIS

In addition to the common requirements listed above,

Required Courses (3 courses, 9 units)

- Bib 355 Latin American Religious Thought (3)
- Lit 450 Contemporary Hispanic Literature in the U.S.A. (3)
- Span 330 Latin American Thought: Readings in Spanish (3)

SPANISH LANGUAGE EMPHASIS

In addition to the common requirements listed above,

Required Courses (12 units)

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

1. Fresno Pacific Latin American Studies Program
2. Brethren Colleges Abroad Program in Spain
3. Christian College Coalition Latin American Studies Program

Spanish Minor

Required Courses (7 courses, 23 units)

- Lit 440 Spanish Literature (3)
- Lit 445 Spanish American Literature (3)
- Span 100 Elementary Spanish (4)
- Span 105 Intermediate Spanish (4)
- Span 300 Advanced Spanish: Syntax (3)
- Span 305 Spanish Composition and Conversation (3)
- Span 325 Formal Spanish Oral Communication (3)
SPANISH COURSES

100  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. (Formerly Span 11)

105  Intermediate Spanish
Prerequisite: Span 100
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. (Formerly Span 12)

288  Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Span 88)

300  Advanced Spanish: Syntax
Prerequisite: Span 100 & 105
This course is designed to aid the student to develop competency in written and oral communication through the study of grammar, syntax and vocabulary. (Formerly Span 112)

305  Spanish Composition and Conversation
Prerequisite: Span 300
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. (Formerly Span 103)

310  Literary Spanish: Prose
Prerequisite: Span 300 or consent of instructor
This course in advanced Spanish is designed to aid the student in developing 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. (Formerly Span 113)

315  Literary Spanish: Poetry
Prerequisite: Span 300 or consent of instructor
This course in advanced Spanish is designed to aid the student in developing appreciation for the style and phonetics of some of the works of the more prominent poets such as Paz, Alberti, Lorca, Valencia, Silva, Mistral etc. (Formerly Span 114)

320  History of the Spanish Language
This course emphasizes the evolution of the Spanish language from the Roman domination of the Iberian Peninsula to the Castilian linguistic structure. Literary works will be emphasized as well as the influence of other Romance languages on modern day Spanish. The differences and similarities between Spanish, Germanic and other languages will be studied. This course is taught in the Spanish language. (Formerly Span 121)

325  Formal Spanish Oral Communication
Prerequisite: Span 305 or consent of instructor
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. (Formerly Span 122)

330  Latin American Thought: Reading in Spanish
Prerequisite: Span 300 or consent of instructor
This course is a study of the summary of the most dominant philosophies and thought in the cultural development of Latin America. Extensive oral interpretative readings will be done in class. This course is conducted in the Spanish language. (Formerly Span 144)

484  Latin American Studies Program
Prerequisite: Span 100 or equivalent recommended
Many students express their need of mastering the Spanish language for use in their careers. Language authorities state that one year of study in the mother country of a language has the same value as three years of study in one's own country where it is not the first language. Fresno Pacific College provides a program of language and cultural studies in Latin America which is combined with on-the-job and community services. A second option is the Brethren Colleges Abroad Program of one semester or academic year-long study in a university in Spain. A third option is a semester-long intensive language program provided in Costa Rica by the Christian College Coalition. (Formerly Span 189)
MUSIC MAJOR

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

**General Education Prerequisites**

Mus 100  Introduction to Music and Art (3)
Mus 101  Foundations of Musicianship (3)

**Required Courses (30-32 units)**

Mus 110L  Music Theory and Ear Training (4)
Mus 210L  Music Theory and Counterpoint (4)
Mus 310  Music Theory and Analysis (4)
Mus 350  Early Music History and Music Research (4)
Mus 351  Music History: 1600-1900 (3)
Mus 352  Twentieth Century Music History and World Music (4)
Mus 400  Music in the Church (3)
Mus 495  Senior Project (1-3)
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MUSIC-SINGLE SUBJECT TEACHING
CREDENTIAL EMPHASIS (21 units)
Mus 412 Studies in Music Education (3)
Mus 340 Skills in Orchestral Instruments-Brass (2)
Mus 341 Skills in Orchestral Instruments-Strings (2)
Mus 342 Skills in Orchestral Instruments-Woodwinds (2)
Mus 343 Skills in Orchestral Instruments-Perussion (2)
Mus 450 Conducting I (3)
Mus 451 Conducting II (3)
Mus 460 Vocal Teaching Skills (2)
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 the program director for details on how this can be arranged.

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

Required Courses (24 units)
Mus 100 Introduction to Music and Art (3)
Mus 101 Foundations of Musicianship (4)
Mus 110L Music Theory and Ear Training (4)
Mus 210L Music Theory and Counterpoint (4)
Mus 350 Early Music History and Music Research (4)
or
Mus 351 Music History: 1600-1900 (3)
or
Mus 352 Twentieth Century Music History and World Music (4)
Mus 400 Music in the Church (3)
Four semesters of participation in a performing ensemble (4-6)

MUSIC COURSES

100 Introduction to Music and Art (Same as Art 100) (3)
An integrated study of music and art designed to create an understanding and appreciation of varied types of human artistic expression. (Formerly Mus 61)

101 Foundations of Musicianship (3)
Essential knowledge and skills in music reading and performing are emphasized in this class. Prospective elementary school teachers will find the material useful in preparation for classroom experience. Students with an interest in a music major, but with limited musical experience, will find it to be a valuable introduction to the major. Students with demonstrable skills equal to this course will enroll directly in Music 110L. This course fulfills the requirements for the Liberal Studies major. (Formerly Mus 5)

105 Music in the Classroom (3)
Music skills and effective means of teaching them are the subject of this class. Special emphasis will be placed on the Kodaly method of music learning. Students will learn the basics of reading and performing music. This course fulfills with requirement of the Liberal Studies major. (Formerly Mus 14)

110L Music Theory and Ear Training (4)
Prerequisite: Mus 101 or equivalent
This course introduces the basic principles of musicianship and harmonic theory. The required lab will be devoted to ear training. (Formerly Mus 10)

115, 315 Music Practicum * (1-2 or 4 per year)
Prerequisite: Consent of instructor
Credit in music practicum is given for participation in major college performances. Students should register for practicum only after having been chosen by audition or having received permission. Credit may be received in the areas of vocal and instrumental performance. Year-long participation may achieve four units of credit in special cases. The course may be repeated. Graded CR/NC. (Formerly Mus 15, 115)

116, 316 Concert Choir * (2)
Prerequisite: Audition
A selected group of vocalists representing the college in churches and schools. In addition to a series of concerts, the choir takes an extended tour each year. Graded CR/NC. (Formerly Mus 20, 120)

117, 317 Vocal Arts Chorale * (1)
Performance of larger works for choir and orchestra. Participation of singers from the college and the community is encouraged. Graded CR/NC. (Formerly Mus 22, 122)

118, 318 Vocal Ensemble * (1)
Performance of vocal music in groups organized under the auspices of the college faculty. Graded CR/NC. (Formerly Mus 26, 128)

* (A limited number of activity units apply to degree requirements. See Graduation Requirements section of the catalog.)
120, 320  Instrumental Ensemble-Brass, Woodwind, Strings  
Prerequisite: Audition 
Performance of instrumental music in small groups. Graded CR/NC.  
(Formerly Mus 28, 128)  

121, 321  Jazz Ensemble  
Prerequisite: Audition 
Study and performance of compositions for jazz band or combo. Graded  
CR/NC.  
(Formerly Mus 28A, 128A)  

122, 322  Baroque Ensemble  
Prerequisite: Audition 
Performance of music of the Baroque era in small ensembles. These  
groups perform on campus and for events in the community.  
Graded CR/NC.  
(Formerly Mus 28C, 128C)  

130  Class Voice  
Vocal instruction offered in small groups.  
(Formerly Mus 32)  

131  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.  
(Formerly Mus 33)  

135-149, 435-449  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.  
(Formerly Mus 34, 134)  

210L  Music Theory and Counterpoint  
Prerequisite: Mus 110L  
This course includes continued study in musicianship and harmonic theory  
with the introduction of counterpoint. The required lab will be devoted to  
sight singing, ear training and melodic dictation.  
(Formerly Mus 11)  

288  Directed Study  
Prerequisite: Approval of Program Director and Dean of Undergraduate  
Studies  
See course description and policy under the Academic Policies section of the  
catalog.  
(Formerly Mus 88)  

310  Music Theory and Analysis  
Prerequisite: Mus 210L  
The course will be equally divided between advanced harmonic theory and  
musical analysis.  
(Formerly Mus 110)  

340  Skills in Orchestral Instruments — Brass  
Basic performance techniques and teaching methodology in brass  
instruments.  
(Formerly Mus 130A)  

341  Skills in Orchestral Instruments — Strings  
Basic performance techniques and teaching methodology in strings.  
(Formerly Mus 130D)  

342  Skills in Orchestral Instruments — Woodwinds  
Basic performance techniques and teaching methodology in woodwinds.  
(Formerly Mus 130B)  

343  Skills in Orchestral Instruments — Percussion  
Basic performance techniques and teaching methodology in percussion.  
(Formerly Mus 130C)  

350  Early Music History and Music Research  
Prerequisite: Mus 100 or equivalent  
This course covers the history of music from its beginning until 1600. A  
portion of the class will be devoted to music research techniques and the  
writing of a significant paper on a relevant topic.  
(Formerly Mus 112)  

351  Music History: 1600-1900  
Prerequisite: Mus 100 or equivalent  
A study of the history of music in the Western European tradition from 1600  
until 1900.  
(Formerly Mus 113)  

352  Twentieth Century Music History and World Music  
Prerequisite: Mus 100  
A study of twentieth century concert music with emphasis on listening to  
the major works of the period. A significant portion of the class will be  
devoted to a study of music of the Western world including attendance at  
performances of various ethnic and tribal musical events in California.  

400  Music in the Church (Same as Bib 400)  
A study of the philosophy of music as seen from the perspective of the  
church. Included is a study of hymnody and church liturgies of major faiths  
in the past and present, and an analysis of issues in church music from the  
vantage points of administration, clergy, congregation, and the music  
profession.  
(Formerly Mus 140)  

410  Music Theory in the Twentieth Century  
Prerequisite: Mus 310  
Study of late nineteenth and early twentieth century harmonic theory will  
constitute approximately half of this class. The other half will be devoted to  
listening to and analysis of twentieth century compositions.  
(Formerly Mus 111)  

*(A limited number of activity units apply to degree requirements. See Graduation Requirements section of the catalog.)*
411 Music Theory and Composition
Prerequisite: Consent of instructor
Creative exercises in writing music for a variety of vocal and instrumental combinations. (Formerly Mus 142)

412 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. (Formerly Mus 145)

413 Electronic Music
Prerequisite: Mus 101 or consent of instructor
Practical and theoretical experience in creating music on a digital electronic music instrument. (Formerly Mus 147)

450 Conducting I
This course assumes the basic skills a student has acquired in Music Theory and Counterpoint (Mus 210L). In addition to conducting skills the student will be instructed in rehearsal techniques, simple arranging, orchestration and program construction. (Formerly Mus 141A)

451 Conducting II
This course is a continuation of material covered in Mus 450. Particular attention will be given to those larger musical forms that require both vocal and instrumental performers. (Formerly Mus 141B)

460 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. (Formerly Mus 116)

461 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. (Formerly Mus 117)

486 Topics in Music
Occasional or experimental courses designed to meet student interest and needs. (Formerly Mus 187)

488 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Mus 188)

490 Independent Study
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.: Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Mus 190)

493 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 on-site music leaders. (Formerly Mus 191)

495 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. (Formerly Mus 199)

PHILOSOPHY PROGRAM

Program Director: Faculty

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 100  Introduction to Philosophy  (3)
- Phil 103  Introduction to Logic  (3)
- Phil 352  Ethics  (3)
  Two of the following:
- Phil 330  Ancient Philosophy  (4)
- Phil 333  Medieval Philosophy  (3)
- Phil 335  Modern Philosophy  (4)
- Phil 390  Contemporary Philosophy  (3)
  One of the following:
- Phil 405  Philosophy of Religion  (3)
- Phil 460  Philosophy of History  (3)

PHILOSOPHY COURSES

100  Introduction to Philosophy  (3)
An introduction to the fundamental problems and methods of philosophy. (Formerly Phil 63)

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

288  Directed Study  (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Phil 88)

330  Ancient Philosophy  (4)
Studies in the history of Western Philosophy to the Middle Ages. (Formerly Phil 130)

333  Medieval Philosophy  (3)
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. (Formerly Phil 133)

335  Modern Philosophy  (4)
Continues the history of Western philosophy up to the nineteenth century. (Formerly Phil 135)

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

390  Contemporary Philosophy (Same as Hist 390)  (3)
Examines major trends in European thought during the nineteenth and twentieth centuries. (Formerly Phil 137)

405  Philosophy of Religion (Same as Bib 405)  (3)
Studies in the nature and validity of religious ideas. (Formerly Phil 160)

430  American Wilderness Literature and Philosophy
(Same as Hist 430 & Lit 350)  (3)
An exploration of American ideas about wilderness, the natural world and the human relationships to them.

450  History of Political Theory and Ideas
(Same as PS 450 & Hist 450)  (3)
This course will survey political theory from the ancient Greeks and Romans through the modern traditions of liberalism, conservatism and various other ideologies. Traditional topics about the nature of political community, the person, law, the good, war and peace.

460  Philosophy of History (Same as Hist 460)  (3)
An examination of pattern and meaning in history and of historical method. (Formerly Phil 161)

486  Topics in Philosophy  (1-4)
Occasional or experimental courses designed to meet student interest and needs. (Formerly Phil 187)

488  Directed Study  (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Phil 188)

490  Independent Study  (1-4)
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.; Approval of Instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Phil 190)
Chair: Donald Braun

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

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

MATHEMATICS MAJOR

Program Director: Wilbert Reimer

The mathematics major at Fresno Pacific College offers a strong background in mathematics for the students seeking the single subject teaching credential. The coursework satisfies California’s 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.

SINGLE SUBJECT TEACHING CREDENTIAL EMPHASIS

General Education Prerequisite
Math 120 Principles of Mathematics (4)
or
Math 140 Precalculus (4)

Required Courses (16 courses, 49 units)
Math 210 Calculus I (4)
Math 220 Calculus II (4)
Math 230 Calculus III (4)
Math 320 Principles of Geometry (3)
Math 330 Abstract Algebra (3)
Math 340 Number Theory (3)
Math 350 Problem Solving (3)
Math 360 Probability and Statistics (3)
Math 370 Discrete Mathematics (3)
Math 390 Integration of Mathematics and Science (2)

Math 400 Methods of Teaching Mathematics (2)
Math 480 History of Mathematics (3)
Math 482 Practicum in Mathematics (2)
CS 120 Introduction to Computer Science I (3)
CS 220 Introduction to Computer Science II (3)
Phys 110 Conceptual Physics (4)

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

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. The minor may satisfy the state credentialing requirement for the supplementary authorization in mathematics. Students working towards this authorization should include Math 320 and Math 480.

Required Courses (6 courses, 21 units)
Math 120 Principles of Mathematics (4)
or
Math 140 Precalculus (4)
Math 210 Calculus I (4)
Math 220 Calculus II (4)

Choose three of the following:
Math 320 Principles of Geometry (3)
Math 340 Number Theory (3)
Math 350 Problem Solving (3)
Math 360 Probability and Statistics (3)
Math 370 Discrete Mathematics (3)
Math 480 History of Mathematics (3)

MATHEMATICS COURSES

110A Principles of Mathematics: Part One
Prerequisite: Intermediate algebra or geometry and two years of high school algebra

Math 110A and Math 110B constitute a full year slower paced version of Principles of Mathematics. Both Math 110A and 110B must be taken to satisfy the general education requirement.

This course provides exposure to a wide spectrum of mathematics, rigorous problem solving utilizing inductive and deductive reasoning. Topics include finite differences, Pascal’s triangle, permutations and combinations. (Formerly Math 140A)
110B Principles of Mathematics: Part Two
Prerequisite: Math 110A
A continuation of Math 110A. Topics include probability, statistics, number theory, topology, includes problem solving experiences using computers. Both Math 110A and 110B must be taken to satisfy the general education requirement. (Formerly Math 1B)

120 Principles of Mathematics
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. (Formerly Math 1)

130 Arithmetic and Algebra of the Rational Number System
Prerequisite: Math 120 or Math 110A & 110B
Development of the real number system and its sub-systems from the informal point of view; sets, relations, operations, and equivalence classes; definitions of number systems, isomorphisms, algorithms for operations with numbers, prime numbers; applications. Prepares teachers for K-9 mathematics. (Formerly Math 140)

140 Precalculus
Prerequisite: Intermediate algebra or geometry and two years high school algebra
This course is designed to prepare the student for the calculus sequence. Topics covered include relations, functions, graphs, algebraic processes, inequalities, trigonometric functions, exponential and logarithmic functions, sequences, series and probability. Mathematical discovery and problem solving receive emphasis; utilizes graphing calculator. (Formerly Math 2)

210 Calculus I
Prerequisites: Math 120 or Math 140
Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation. (Formerly Math 3)

220 Calculus II
Prerequisite: Math 210
Integration, applications of integration, logarithmic and exponential functions, trigonometric functions, techniques of integration. (Formerly Math 4)

230 Calculus III
Prerequisite: Math 220
Vectors, polar coordinates, solid analytic geometry, multivariate functions, partial differentiation, multiple integrals, infinite series. (Formerly Math 5)

288 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Math 88)

320 Principles of Geometry
Prerequisite: Math 210
Fundamental concepts of Euclidean geometry from the modern point of view; axioms of collinearity, order, congruence, theorems of Ceva and Menelaus, loci, transformations of the plane, selected topics from geometry of the circle and triangle, non-Euclidean geometries. (Formerly Math 101)

330 Abstract Algebra
Prerequisite: Math 210
Groups, rings, integral domains, ordered fields, isomorphisms, rational, real and complex numbers. (Formerly Math 102)

340 Number Theory
Prerequisite: Math 210
Divisibility, prime numbers, greatest common divisor, Euler’s function, arithmetic functions, congruences, Diophantine equations, continued fractions. (Formerly Math 116)

350 Problem Solving
Prerequisite: Math 210
An investigation of the process of problem solving in mathematics. Topics studied include specialization, generalization, analogy, induction, recursion, etc. Practice in applying these ideas to a variety of nonroutine problems. (Formerly Math 130)

360 Probability and Statistics
Prerequisite: Math 210 or consent of instructor
Laws of probability, organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, nonparametric methods. (Formerly Math 154)

370 Discrete Mathematics
Prerequisite: Math 210
Counting techniques, mathematical induction, set theory, algebra of matrices, difference equations, graphs, trees, Boolean algebra, algorithms. (Formerly Math 160)
COMPUTER SCIENCE PROGRAM

Program Director: Lorin Neufeld

The Computer Science major at Fresno Pacific College is a professional program that prepares students for entry-level positions in industry, business, or government computer centers. It also is appropriate preparation for entrance to graduate study in various computer science areas. Students in other majors such as business, mathematics, science, and education may also find a minor in computer science to be helpful in their professional development.

Computer science is the study of structures and algorithmic processes that allow us to represent and transform information in efficient ways. There will be discussions of relevant theories, models, and design processes along with closely coordinated laboratory work to provide experiences in (1) the testing of theory, (2) the development of models, and (3) design.

The continuing development of an information based society provides an opportunity to develop professionals in this field that bring a unique Christian perspective to this growth area.

COMPUTER SCIENCE MAJOR

Required Courses (38 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CS 120</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CS 220</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CS 310</td>
<td>Systems Analysis</td>
<td>3</td>
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<td>CS 320</td>
<td>Data Structures</td>
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<td>CS 330</td>
<td>Operating Systems</td>
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<tr>
<td>CS 410</td>
<td>Computer Systems and Architecture</td>
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<td>CS 420</td>
<td>Software Design and Development</td>
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<td>CS 430</td>
<td>Database Management Systems</td>
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<td>CS 480</td>
<td>History and Philosophy of Science and Technology</td>
<td>4</td>
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<tr>
<td>Biol 470</td>
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<tr>
<td>Math 210</td>
<td>Calculus I</td>
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<tr>
<td>Math 360</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 370</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites for 488 Directed Study:

- Approval of Program Director and Dean of Undergraduate Studies

Prerequisites for 490 Independent Study:

- Junior/Senior standing: 3.0 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies
Computer Science Minor

Required Courses  (18 units)
CS 120  Introduction to Computer Science I  (3)
CS 220  Introduction to Computer Science II  (3)
CS 320  Data Structures  (3)
Two additional upper division computer science courses  (6)
Math 370  Discrete Mathematics  (3)

COMPUTER SCIENCE COURSES

120  Introduction to Computer Science I  (3)
A structured, top-down approach to problem-solving using Pascal. An
introduction to elementary data structures, their implementation, and
applications. A systematic approach to the study of algorithms emphasizing
their action and their time and space aspect. (Formerly CS 3)

220  Introduction to Computer Science II  (3)
Prerequisite: CS 120
A continuation of CS 120. (Formerly CS 30)

288  Directed Study  (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate
Studies
See course description and policy under the Academic Policies section of
the catalog. (Formerly CS 89)

310  Systems Analysis  (3)
Prerequisite: CS 220
Business computing systems. Systems development life cycle. Techniques
and tools of system documentation and logical system specifications.
Concepts and techniques of structuring data on storage devices. File
processing techniques, COBOL programming. (Formerly CS 100)

320  Data Structures  (3)
Prerequisite: CS 220
A study of algorithms and their related data structures including linear lists,
linked lists, trees, graphs, arrays, sets, sorting and searching techniques,
and dynamic storage allocation. (Formerly CS 110)

330  Operating Systems  (3)
Prerequisite: CS 220
A study of the major concepts and ideas of operating systems. Such topics
as resource allocation, scheduling algorithms, I/O processing, synchoniza-
tion, and protection mechanisms will be discussed. This includes resource
management, the role of hardware, software, and firmware in operating
systems design, issues in concurrent programming and parallel architec-
tures. (Formerly CS 120)

410  Computer Systems and Architecture  (3)
Prerequisite: CS 220
A study of the organization and structure of the major hardware compo-
nents of computers. The mechanics of information transfer and control
within a digital computer system are discussed. Fundamentals of logic
design. Some assembly language programming will be included. (Formerly
CS 130)

420  Software Design and Development  (3)
Prerequisite: CS 220
A study of the concepts, principles, techniques, methods, procedures and
documents of software engineering. Emphasis is on systematic ap-
proaches to software development and on the software life cycle. (Formerly
CS 140)

430  Database Management Systems  (3)
Prerequisite: CS 220
A study of hierarchical, network and relational database models. The
theory of database design will be emphasized. Query processing, data
manipulation, security and integrity issues, logical organization, data
description language, and data manipulation language will be studied.
Factors involved in the design and implementation of a database are
discussed. Students will design and implement a sample database using a
representative database management system. (Formerly CS 150)

480  History and Philosophy of Science and Technology  (4)
(Same as Biol 470)
Prerequisite: Consent of instructor
A study in a seminar setting of the major landmarks in the development of
science and technology with the view to understanding these develop-
ments from philosophical and ethical perspectives. (Formerly CS 160)

486  Topics in Computer Science  (1-4)
Occasional or experimental courses designed to meet student interest and
needs. (Formerly CS 160)

488  Directed Study  (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate
Studies
See course description and policy under the Academic Policies section of
the catalog. (Formerly CS 186)

490  Independent Study  (1-4)
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.; Approval of instructor
and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of
the catalog. (Formerly CS 190)
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 in pre-health sciences (medicine, dentistry, pharmacy, nursing, medical technology, etc.) and life-sciences education (single subject teaching credential). Students who are interested in specialized majors in biology, chemistry, mathematics, or physics will be expected to complete supplementary coursework through concurrent enrollment at California State University, Fresno. The Natural Science program also provides foundational coursework for students who are interested in careers in agricultural sciences, home economics, nutrition, etc.

PRE-HEALTH SCIENCES EMPHASIS

General Education Prerequisites
Biol 101L Principles of Biology (4)
Chem 101L General Chemistry (4)
Math 140 Precalculus (4)

Required Courses (13 Courses, 50 units)
Biol 230L Zoology (4)
Biol 331L Human Anatomy (4)
Biol 332L Human Physiology (4)
Biol 440L Cell Biology (4)
Biol 450L Genetics (4)
Biol 470 History and Philosophy of Science and Technology (4)
Chem 102L General Chemistry (4)
Chem 310L Organic Chemistry (4)
Chem 311L Organic Chemistry (4)
Chem 351L Quantitative Analysis (4)
CS 120 Introduction to Computer Science I (3)
Math 210 Calculus I (4)
Math 360 Probability and Statistics (3)

Eight units of physics is required for Pre-Medical students.

LIFE SCIENCE SINGLE-SUBJECT TEACHING CREDENTIAL EMPHASIS

General Education Prerequisites
Biol 101L Principles of Biology (4)

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

Required Courses (13 Courses, 48 units)
Biol 220L Botany (4)
Biol 230L Zoology (4)
Biol 310L Ecology (4)
Biol 331L Human Anatomy (4)
Biol 332L Human Physiology (4)
Biol 440L Cell Biology (4)
Biol 450L Genetics (4)
Biol 470 History and Philosophy of Science and Technology (4)
Biol 482 Practicum in Biology (1)
Math 360 Probability and Statistics (3)

or
Psy 300 Statistics (3)
Phys 110 Conceptual Physics (4)
Phys 150 Studies in Earth Science (4)

One of the following:
Chem 105L Bio-Organic Chemistry (4)
Chem 310L Organic Chemistry (4)

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

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)
Biol 101L Principles of Biology (4)
Biol 220L Botany (4)
Biol 230L Zoology (4)
Chem 101L General Chemistry (4)
Chem 310L Organic Chemistry (4)

Choose eight (8) units from the following:
Biol 310L Ecology (4)
Biol 331L Human Anatomy (4)
Biol 332L Human Physiology (4)
Biol 450L Genetics (4)
Biol 470 History and Philosophy of Science and Technology (4)
Chemistry Minor
An introduction to the various areas of chemistry and its impact on the modern world. Desirable as supplemental preparation for those seeking careers in the teaching, nutrition, agriculture, home economy, environmental, and medical and health related occupations.

Required Courses  (5-6 Courses, 20 units)
Chem 101L General Chemistry (4)
Chem 102L General Chemistry (4)
or
Chem 105L Bio-Organic Chemistry (4)
Chem 310L Organic Chemistry (4)
Chem 351L Quantitative Analysis (4)
Select 4 or more units from the following:
Chem 311L Organic Chemistry (4)
Chem 486 Topics in Chemistry (1-4)
Chem 488 Directed Study (1-4)

BIOLOGY COURSES

101L Principles of Biology  (4)
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. (Formerly Biol 1)

110 Introduction to Environmental Studies  (4)
An interdisciplinary study of the relationships between people and their environment. The use of natural resources, environmental degradation, and human population are examined from ecological, social, and religious perspectives. (Formerly Biol 4)

220L Botany  (4)
3 hours lecture; 2 hours lab. Prerequisite: Biol 101L or consent of instructor
An introduction to the fundamental principles of plant classification, morphology, physiology, life histories, and environmental relationships. (Formerly Biol 2)

230L Zoology  (4)
Prerequisite: Biol 101L or consent of instructor
A survey of the animal kingdom emphasizing the adaptive nature of taxonomic diversity in structure, function, life history and behavior. (Formerly Biol 3)

288 Directed Study  (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Biol 88)

300 Biology Concepts for Teachers  (3)
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. (Formerly Biol 101)

310L Ecology  (4)
3 hours lecture; 2 hours lab. Prerequisite: Biol 101L or consent of instructor
A study of the interrelationships between organisms and their environment and an analysis of the principle factors contributing to the distribution and abundance of living organisms. Participation in field trips is required. (Formerly Biol 112)

331L Human Anatomy  (4)
3 hours lecture; 2 hours lab. Prerequisite: Biol 101L or equivalent
An introductory systems approach to gross and microscopic structure of the human body. (Formerly Biol 65)

332L Human Physiology  (4)
3 hours lecture; 2 hours lab. Prerequisites: Biol 331L or Chem 101L or consent of instructor
Homeostasis in the human body; a course for study of principles, integrated function, and fine structure of the human body. (Formerly Biol 166)

440L Cell Biology  (4)
3 hours lecture; 2 hours lab. Prerequisites: Biol 101L & Chem 101L
Study of the structure and function of cell membranes, organelles, and cytosol. Attention also given to bacteria and viruses. (Formerly Biol 123)
450L Genetics (4)
3 hours lecture; 2 hours lab. Prerequisite: Biol 101L
Physical basis of heredity, including Mendelian inheritance, chromosomal genetics, biochemical genetics, population genetics and genetic engineering, with an emphasis on human applications. (Formerly Biol 120)

470 History and Philosophy of Science and Technology (4)
(Same as CS 480)
Prerequisite: Consent of instructor
A study in a seminar setting of the major landmarks in the development of science and technology with the view to understand these developments from philosophical and ethical perspectives. (Formerly Biol 180)

482 Practicum in Biology (1-2)
Prerequisite: Consent of instructor
An experience designed for those students majoring in the Natural Sciences program. Students will work as tutors and/or instructional or lab aides. Graded CR/NC. (Formerly Biol 191)

486 Topics in Biology (1-4)
Occasional or experimental courses designed to meet student interest and needs. (Formerly Biol 187)

488 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Biol 188)

490 Independent Study (1-4)
Prerequisite: Junior/Senior standing; 3.0 FPC GPA; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Biol 190)

CHEMISTRY COURSES

101L General Chemistry (4)
3 hours lecture; 2 hours lab. Prerequisite: High school chemistry or algebra
Basic principles of chemistry, including structure, bonding, reactions, and properties of matter. (Formerly Chem 1)

102L General Chemistry (4)
3 hours lecture; 2 hours lab. Prerequisite: Chem 101L
A study of equilibria, acids and bases, electrochemistry, nuclear chemistry, and molecular orbital theory with applications to transition metals. (Formerly Chem 2)

105L Bio-Organic Chemistry (4)
3 hours lecture; 2 hours lab. Prerequisite: Chem 101L
Survey of organic chemistry with biochemical applications to living organisms. For students in health related areas including nursing. (Formerly Chem 5)

288 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Chem 88)

301 Chemistry Concepts for Teachers (3)
Prerequisite: Teaching credential and teaching experience
This course is designed to present those chemical concepts which form the basis for teaching general science and chemistry. Topics included are matter and its properties, atomic and kinetic theory, chemical reactions, radioactivity, applications and environmental concerns. Hands-on lab experiments are emphasized. (Formerly Chem 101)

310L Organic Chemistry (4)
3 hours lecture; 2 hours lab. Prerequisite: Chem 101L
A study of aliphatic and aromatic organic compounds with emphasis on reaction theory and mechanisms. (Formerly Chem 110)

311L Organic Chemistry (4)
3 hours lecture; 2 hours lab. Prerequisite: Chem 310L
A continuation of Chem 110 including qualitative analysis in lab. (Formerly Chem 111)

351L Quantitative Analysis (4)
2 hours lecture; 6 hours lab. Prerequisite: Chem 101L
A study of the principles of gravimetric and volumetric analysis, including instrumental analysis. (Formerly Chem 151)

482 Practicum in Chemistry (1-2)
Prerequisite: Consent of instructor
An experience designed for those students majoring in the Natural Sciences program. Students will work as tutors and/or instructional or lab aides. Graded CR/NC. (Formerly Chem 191)
PHYSICAL SCIENCE COURSES

105  Studies in Physical Science  (4)  
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. (Formerly Phys 5)

110  Conceptual Physics  (4)  
Prerequisite: Intermediate algebra  
This class is an introductory, non-calculus based course emphasizing the basic concepts of physics. It will provide an overview of Newtonian and modern physics. The class will include both lecture and lab and will stress observation and interpretation of physical phenomena, identification and elimination of misconceptions, proper terminology and the scientific method. (Formerly Phys 13)

120L  General Physics I  (4)  
3 hours lecture; 3 hours lab. Prerequisite: Math 210 or consent of instructor  
Fundamental principles of classical physics including statics, kinematics, rigid body motions, conservation laws, simple harmonic motion, mechanics of solids and fluids, waves, sound, heat and thermodynamics.

121L  General Physics II  (4)  
3 hours lecture; 3 hours lab. Prerequisite: Phys 120L or consent of instructor  
Fundamental principles of classical physics including electrostatics, electric fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, radiation, geometrical and physical optics.

150  Studies in Earth Science  (4)  
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. (Formerly Phys 12)

288  Directed Study  (1-4)  
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies  
See course description and policy under the Academic Policies section of the catalog. (Formerly Phys 88)

310  Physics Concepts for Teachers  (3)  
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. (Formerly Phys 102)

350  Earth Science Concepts for Teachers  (3)  
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. (Formerly Phys 112)

486  Topics in Physical Science  (1-4)  
Occasional or experimental courses designed to meet student interest and needs. (Formerly Phys 187)

488  Directed Study  (1-4)  
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies  
See course description and policy under the Academic Policies section of the catalog. (Formerly Phys 188)

490  Independent Study  (1-4)  
Prerequisite: Junior/Senior standing: 3.0 FPC G.P.A.: Approval of instructor and Dean of Undergraduate Studies  
See course description and policy under the Academic Policies section of the catalog. (Formerly Phys 190)
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 understanding is 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 it 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 exists 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 Heinrichs

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, 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. Computers 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. Students are 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 prerequisite 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.

Prerequisites
Bus 100 Principles of Economics - Macro (3)
Bus 150 Computer Software in Business (3) (or equivalent)
Bus 160 Administrative Communication (3) (or equivalent)
Required Courses (16 courses, 52-53 units)

Foundational Business Core:
- Bus 120 Principles of Economics - Micro (3)
- Bus 220 Principles of Accounting (4)
- Bus 230 Principles of Accounting (4)
- Bus 465 Business Statistics (3)

Advanced Business Core:
- Bus 300 Principles of Marketing (3)
- Bus 350 Management Theory (3)
- Bus 365 Business Ethics (3)
- Bus 450 Business Finance (3)
- Bus 475 Legal Environment of Business (4)
- Bus 482 Case Studies in Strategic Management (4)

Accounting Courses:
- Bus 400 Intermediate Accounting (4)
- Bus 405 Intermediate Accounting (4)
- Bus 410 Cost Accounting (3)
- Bus 415 Tax Accounting (4)
- Bus 420 Auditing (3)
- or
- Bus 425 Advanced Accounting (4)

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.

Prerequisites
- Bus 100 Principles of Economics - Macro (3)
- Bus 150 Computer Software in Business (3) (or equivalent)
- Bus 160 Administrative Communication (3) (or equivalent)

Required Courses (17 courses, 52 units)

Foundational Business Core:
- Bus 120 Principles of Economics - Micro (3)
- Bus 220 Principles of Accounting (4)
- Bus 230 Principles of Accounting (4)
- Bus 465 Business Statistics (3)

Advanced Business Core:
- Bus 300 Principles of Marketing (3)
- Bus 350 Management Theory (3)
- Bus 365 Business Ethics (3)
- Bus 450 Business Finance (3)
- Bus 475 Legal Environment of Business (4)
- Bus 482 Case Studies in Strategic Management (4)

Marketing/Management Courses:
- Bus 305 Consumer Behavior (3)
- Bus 310 New Ventures & Entrepreneurship (3)
- Bus 315 Case Studies in Marketing Management (3)
- Bus 355 Organization and Human Behavior (3)
- Bus 360 Personnel Management (3)
- Bus 370 International Business (3)

BUSINESS SINGLE SUBJECT TEACHING CREDENTIAL MAJOR

The Business Single Subject Teaching Credential 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.

Prerequisites
- Bus 100 Principles of Economics - Macro (3)
- Bus 150 Computer Software in Business (3) (or equivalent)
Community College Courses
Clerical Training
Applied Accounting
Office Training

**Required Courses** (14 courses, 45-47 units)

Core:
- Bus 120 Principles of Economics - Micro (3)
- Bus 220 Principles of Accounting (4)
- Bus 230 Principles of Accounting (4)
- Bus 300 Principles of Marketing (3)
- Bus 305 Consumer Behavior (3)
  or
- Bus 310 New Ventures & Entrepreneurship (3)
- Bus 365 Business Ethics (3)
- Bus 465 Business Statistics (3)
- Bus 475 Legal Environment of Business (4)

Breadth:
- Bus 350 Management Theory (3)
- Bus 355 Organization and Human Behavior (3)
- Bus 450 Business Finance (3)

Choose one of the following emphases:

Accounting and Computer Literacy:
- Bus 400 Intermediate Accounting (4)
- Bus 405 Intermediate Accounting (4)
- Bus 410 Cost Accounting (3)
  or
- Bus 486 Topics in Business-Accounting for Small Business (3)

Economics and Consumer Education:
- Bus 455 Personal Finance (3)
- Bus 460 International Finance and Banking (3)
- Bus 486 Topics in Business-Small Business Management (3)

Computer Concepts and Application:
- CS 120 Introduction to Computer Science I (3)
- CS 220 Introduction to Computer Science II (3)
- CS 310 Systems Analysis (3)
  or
- CS 430 Database Management Systems (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** (7 courses, 23-25 units)
- Bus 100 Principles of Economics - Macro (3)
- Bus 120 Principles of Economics - Micro (3)
- Bus 220 Principles of Accounting (4)
- Bus 230 Principles of Accounting (4)
- Bus 350 Management Theory (3)

Choose two upper division business courses (6-8 units)

**BUSINESS ADMINISTRATION COURSES**

**Foundational Study**

100  **Principles of Economics - Macro** (3)
Introduction to macroeconomics, national income analysis, economic role of government, study of banking system, economic development. (Offered fall & spring semesters) (Formerly Bus 1)

120  **Principles of Economics - Micro** (3)
Introduction to microeconomics—theory of the business firm, consumer behavior, pricing, effects of market competition, study of regulation and government intervention. (Offered spring semesters) (Formerly Bus 2)

150  **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. (Offered fall & spring semesters) (Formerly Bus 6)
163 Administrative Communication
Prerequisites: Com 110, 120, & Bus 150
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. (Offered fall & spring 1993, 1995, 1997, 1999) (Formerly Bus 158)

220 Principles of Accounting
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. (Offered fall semesters) (Formerly Bus 3)

230 Principles of Accounting
Prerequisite: Bus 220
Principles of accounting—corporate accounting, partnerships, cost accounting, and financial statement analysis. (Offered spring semesters) (Formerly Bus 4)

288 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Bus 88)

Marketing

300 Principles of Marketing
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. (Offered fall semesters) (Formerly Bus 100)

305 Consumer Behavior
Prerequisite: Bus 300, 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. (Offered spring 1994, 1996, 1998, 2000) (Formerly Bus 101)

310 New Ventures and Entrepreneurship
Prerequisites: Bus 300, 350, 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. (Formerly Bus 108)

315 Case Studies in Marketing/Management
Prerequisites: Bus 220, 230, 350 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. (Offered fall semesters) (Formerly Bus 109)

Management

350 Management Theory
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. (Offered fall semesters) (Formerly Bus 110)

355 Organization and Human Behavior
Prerequisites: Bus 350, consent of instructor or admission to Program
Organizational theory, structure and forms of organization, group dynamics, conflict resolution and organizational control; theories of motivation and leadership; human differences, cross-cultural analyses of managerial processes and management of human resources. (Offered spring semesters) (Formerly Bus 111)

360 Personnel Management
Prerequisite: Bus 350, consent of instructor or admission to Program
Recruitment, selection, and employment procedures, performance appraisal and labor relations. (Offered spring 1993, 1995, 1997, 1999) (Formerly Bus 151)

365 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. (Offered fall semesters) (Formerly Bus 180)
International Business

370 International Business (3)
Prerequisite: 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. (Offered fall semesters) (Formerly Bus 115)

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

Accounting

400 Intermediate Accounting (4)
Prerequisite: Bus 230, 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. (Offered fall semesters) (Formerly Bus 120A)

405 Intermediate Accounting (4)
Prerequisite: Bus 400, consent of instructor or admission to Program
Continuation of Business 400. (Offered spring semesters) (Formerly Bus 120B)

410 Cost Accounting (3)
Prerequisite: Bus 230, Math 120, 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. (Offered spring semesters) (Formerly Bus 132)

415 Tax Accounting (4)
Prerequisite: Bus 400, consent of instructor or admission to Program
Effect of federal and California income tax laws on individual tax returns and tax planning. (Offered spring semesters) (Formerly Bus 144)

420 Auditing (3)
Prerequisite: Bus 405 (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. (Offered fall 1992, 1994, 1996, 1998) (Formerly Bus 162)

425 Advanced Accounting (4)
Prerequisite: Bus 405, consent of instructor or admission to Program

Finance and Law

450 Business Finance (3)
Prerequisite: Bus 100, 220, 230, 465, 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. (Offered fall semesters) (Formerly Bus 133)

455 Personal Finance (3)
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. (Offered spring 1993, 1995, 1997, 1999) (Formerly Bus 130)

460 International Finance and Banking (3)
Prerequisite: Bus 100, 220, 230, 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, multinational finance and capital budgeting. (Offered spring 1994, 1996, 1998, 2000) (Formerly Bus 146)

465 Business Statistics (Same as Psy 308) (3)
Prerequisite: Math 120 or consent of instructor
Organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods. (Offered fall & spring semesters) (Formerly Bus 102)
475 Legal Environment of Business
Prerequisite: Consent of instructor or admission to Program
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. (Offered fall semesters) (Formerly Bus 118)

Specialized Study

482 Case Studies in Strategic Management
Prerequisite: Senior standing, Bus 315, 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. (Offered spring semesters) (Formerly Bus 191)

486 Topics in Business
Occasional or experimental courses designed to meet student interest and needs. (Formerly Bus 187)

488 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Bus 188)

490 Independent Study
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.: Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Bus 190)

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.

GEOGRAPHY COURSES

Foundational Study

120 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. (Offered fall semesters) (Formerly Geog 4)

288 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Geog 88)

Cultural

320 Cultural Geography
An investigation into the man-land relationships of the world. A systematic survey of the cultural phenomena and their distribution on the earth's surface. Cultural features such as religion, population, rural and urban settlements are studied from the vantage point of similarities and differences worldwide. (Offered spring semesters) (Formerly Geog 122)

Specialized Study

486 Topics in Geography
Occasional or experimental courses designed to meet student interest and needs. (Formerly Geog 187)

488 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Geog 188)

490 Independent Study
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.: Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Geog 190)
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, theology and literature, with secondary consideration to the history of politics and art. It is designed to prepare students for graduate study in the disciplines of history, theology, and philosophy, and for professional study in fields such as law, library science, archival management, and public history.

Prerequisites
Hist 120 Ancient Civilizations (4)
Hist 130 Medieval and Early Modern Civilizations (4)

Hist 140 Modern Civilizations (4)
Hist 150 American Civilization (4)
Art 100 Introduction to Music and Art (3)
Lit 180 Introduction to Literature (3)
Phil 100 Introduction to Philosophy (3)

Required Courses (10 courses, 37-38 units)
The major can be tailored to student interests, although the following courses are generally recommended for inclusion:
Hist 360 Cultural History of Greece (4)
Hist 365 Cultural History of Rome (4)
Hist 370 Literature and Culture of the Middle Ages (4)
or
Hist 375 Literature and Culture of the Renaissance (4)
Hist 380 Reformation History and Theology (4)
Hist 385 Literature and Culture of Early Modern Europe (4)
Hist 390 Modern European Intellectual History (4)
Hist 405 Social History of Japan (3)
or
Hist 415 History of Latin America (3)
Hist 435 American Intellectual History (4)
Hist 460 Philosophy of History (3)

Choose one of the following:
Bib 440 History and Interpretation of Scripture (3)
Hist 320 Anabaptist History and Thought (4)
Hist 350 American Religious History (4)
Hist 430 American Wilderness Literature and Philosophy (3)
Hist 450 History of Political Theory and Ideas (3)
Hist 486 Topics in History (1-4)
Hist 482A Senior Seminar in History (2)
and
Hist 482B Senior Seminar in History (2)
American Literature (one course) (4)
English Literature (one course) (4)
Lit 486 Topics in Literature (1-4)
Phil 330 Ancient Philosophy (3)
Phil 335 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.
Recommended Courses (5 courses, 16-20 units)
Select one from five of the following pairs:

Hist 360  Cultural History of Greece (4)
Hist 365  Cultural History of Rome (4)
Hist 370  Literature and Culture of the Middle Ages (4)
Hist 375  Literature and Culture of the Renaissance (4)
Hist 320  Anabaptist History and Thought (4)
Hist 380  Reformation History and Theology (4)
Hist 385  Literature and Culture of Early Modern Europe (4)
Hist 390  Modern European Intellectual History (4)
Hist 430  American Wilderness Literature and Philosophy (3)
Hist 435  American Intellectual History (4)
Hist 420  American Ethnicity and Pluralism (3)
Hist 425  Twentieth Century America (4)
Hist 405  Social History of Japan (3)
Hist 415  History of Latin America (3)
Hist 450  History of Political Theory and Ideas (3)
Hist 455  Historical Peacemakers (3)

130 Medieval and Early Modern Civilizations (4)
Prerequisite: Hist 120, Bib 100 or 300 recommended
This course is a study of major Western and non-Western civilizations from A.D. 500-1650. Included is the emergence of Islam; the development of civilizations in Africa, the Americas, and Asia; and Europe during the Middle Ages, Renaissance, Reformation, and Age of Exploration. Attention is given to the central place of the Renaissance and Reformation in the emergence of the modern world; the rise and spread of Islam; the important role of religion in early modern civilizations; the continued development of social, economic, and political structures; the geography of the early modern world; and the ideas whose effects continue to influence politics, science, religion, culture, and the arts of the present day. (Offered fall & spring semesters) (Formerly Hist 11)

140 Modern Civilizations (4)
Prerequisite: Hist 120 & 130 recommended
This course is a study of major Western and non-Western civilizations from the eighteenth century to the present. Included is the rise of democratic ideas, the Industrial Revolution, the rise of imperialism and colonialism, World Wars I & II and their consequences, and the emergence of nationalism and totalitarianism. Attention is given to the major turning points which have shaped the modern world: the role of science and its cultural hegemony; technology and its relationship to economic and social development; political ideology and its consequences for how people are governed; the global expansion of Western influence; the geography of the modern world; and the growing interdependence of peoples and cultures throughout the world. (Offered fall & spring semesters) (Formerly Hist 12)

150 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. (Offered fall semesters) (Formerly Hist 33)

288 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Hist 88)

Religious History

320 Anabaptist History and Thought (Same as Bib 435) (4)
A study of Anabaptism within the context of other sixteenth century developments. The movement will be examined in relation to the larger Believer's Church tradition. (Offered spring 1993, 1995, 1997, 1999)
330 Introduction to Mennonite History (Same as Bib 450) (4)

350 American Religious History (Same as Bib 455) (4)
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. (Formerly Hist 107)

History of Europe

360 Cultural History of Greece (4)
A cultural-intellectual history of Greece to Alexander the Great. (Offered fall 1993, 1994, 1996, 1998) (Formerly Hist 125)

365 Cultural History of Rome (4)
A cultural history of Rome from its beginnings to the demise of the western Roman Empire. (Offered fall 1993, 1995, 1997, 1999) (Formerly Hist 126)

370 Literature and Culture of the Middle Ages (Same as Lit 400) (4)
A study of the intellectual and cultural life of the Middle Ages, principally from Anglo-Saxon through Middle English Literature, Beowulf to Malory. The course will also cover artistic patterns and include Chaucer. (Offered fall 1993, 1995, 1997, 1999)

375 Literature and Culture of the Renaissance (Same as Lit 405) (4)
This course covers English literature from More to Milton and selected readings from Italian Humanist literature and philosophy. It focuses on the major genre of the period from essay, epic, sonnet, pastoral to the Italianate drama. One of the thematic strands is the development of a distinctive imagery out of the unique early modern Christian imagination and doctrine. (Offered fall 1992, 1994, 1996, 1998)

380 Reformation History and Theology (Same as Bib 437) (4)
This course concentrates on the "Age of Reform" from the mid-14th century through the "Reformations" of the 16th. It covers ecclesiastical, theological and spiritual movements as well as the various issues that arise for patterns of life in the broader society. Included are the Reformers' approaches to the interpretation of Scripture, the Church and State. (Offered spring 1994, 1996, 1998, 2000)

385 Literature and Culture of Early Modern Europe (Same as Lit 410) (4)
A study of society and culture during the period of absolutism and revolution. This will be accomplished through an analysis of major literary documents of the period. Attention will be given to the multi-faceted role of religion during these centuries. (Offered spring 1994, 1996, 1998, 2000) (Formerly Hist 134)

390 Modern European Intellectual History (Same as Phil 390) (3)
A survey of European history and an examination of major trends in European thought from the Enlightenment to the present. (Offered fall 1992, 1994, 1996, 1998) (Formerly Hist 140)

History of Asia

405 Social History of Japan (Same as Soc 330) (3)
A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations. (Offered spring semesters) (Formerly Hist 111)

History of the Americas

415 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 interest and Vatican II. (Offered spring 1993, 1995, 1997, 1999) (Formerly Hist 160)

420 American Ethnicity and Pluralism (Same as Soc 410) (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. (Offered spring 1993, 1995, 1997, 1999) (Formerly Hist 162)

425 Twentieth Century America (3)
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. (Offered spring 1994, 1996, 1998, 2000) (Formerly Hist 165)

430 American Wilderness Literature and Philosophy (Same as Phil 430 & Lit 350) (3)
An exploration of American ideas about wilderness, the natural world and the human relationships to them. (Offered fall 1993, 1995, 1997, 1999)

435 American Intellectual History (3)
Surveys the development of American patterns of thought from the colonial period to the present. Topics include puritanism, the enlightenment, democratic social theory, philosophical naturalism, pragmatism, and modern science. (Offered fall 1992, 1994, 1996, 1998) (Formerly Hist 169)
440 California History and Politics (Same as PS 300)
Prerequisites: Hist 150 & PS 120 Recommended
California is often viewed as the "trendsetter" for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic, and political development of California from early settlement to the present. At the same time, it familiarizes them with the state's current political system and the politics that surround it. (Meets the California history and government requirement for credential candidates.) (Offered spring semesters) (Formerly Hist 108)

Topical Study

450 History of Political Theory and Ideas (Same as Phil 450 & PS 450)
(3)
This course will survey political theory from the ancient Greeks and Romans through the modern traditions of liberalism, conservatism and various other ideologies. Traditional topics about the nature of political community, the person, law, the good, war and peace. (Offered spring 1993, 1995, 1997, 1999)

455 Historical Peacemakers
(3)
This course surveys some of the important persons and movements that have used peaceful methods to achieve substantial historical change. (Offered fall semesters) (Formerly Hist 175)

460 Philosophy of History (Same as Phil 460)
(3)

Specialized Study

482A 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. (Formerly Hist 185A)

482B Senior Seminar in History
(2)
A continuation of 482A, focusing on the presentation of the student papers. (Formerly Hist 185B)

486 Topics in History
(1-4)
Occasional or experimental courses designed to meet student interest and needs. (Formerly Hist 187)

488 Directed Study
(1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Hist 188)

490 Independent Study
(1-4)
Prerequisites: Junior/Senior standing; 3.0 GPA; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Hist 190)

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

This minor is an introduction to the world of politics, and its important place in the functioning of modern society. The program is desirable as part of one's liberal arts education, and as a general background for intelligent citizenship.

Required Courses 
(23-24 units)
PS 120/320 American Politics and Society (4)
PS 400 World Politics and Society (4)
PS 450 History of Political Theory and Ideas (3)
Choose three of the following courses or the American Studies Program (PS 484):
PS 310 Urban America: Problems and Politics (4)
PS 370 Law in American Society (3)
PS 375 Criminal Justice in America (4)
PS 380 Social Problems and Public Policy (4)
PS 430 America in a Global Community (4)
POLITICAL SCIENCE COURSES

Foundational Study

120, 320 American Politics and Society
Prerequisites: Bus 100 & Hist 150 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.) (Offered spring semesters) (Formerly PS 5, 105)

170 Perspectives on the American Legal System
An introduction to the American legal system, and to the legal profession. Graded CR/NC. (Offered spring 1993, 1995, 1997, 1999) (Formerly PS 50)

288 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly PS 88)

State and Local Politics

300 California History and Politics (Same as Hist 440)
Prerequisites: Hist 150 & PS 120 recommended
California is often viewed as the “trendsetter” for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic, and political development of California from early settlement to the present. At the same time, it familiarizes them with the state’s current political system and the politics that surround it. (Meets the California history and government requirement for credential candidates.) (Offered spring semesters) (Formerly PS 108)

310 Urban America: Problems and Politics
Prerequisites: Bus 100, Hist 150, PS 120 & Soc 120 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 it spawns are dealt with in America. (Formerly PS 165)

American Politics

370 Law in American Society
Prerequisites: Hist 120, 130, 140, 150, PS 120 & Phil 100 recommended
This course is designed to cover the various factors that have contributed to our modern American legal system. The history, philosophy and systems of the Western Legal Tradition will be explored with special emphasis placed on the development and functioning of the Constitution of the United States. (Offered spring 1993, 1995, 1997, 1999) (Formerly PS 173)

375 Criminal Justice in America
Prerequisites: PS 120, PS 370, PS 380 & Psy 120 recommended
A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, invites them to assess the justice of its processes and decisions, and encourages a particular concern on their part for the latter. (Offered fall 1993, 1995, 1997, 1999) (Formerly PS 175)

380 Social Problems and Public Policy
(Same as Soc 450 & SW 360)
Prerequisites: Bus 100, PS 120, Psy 120, & Soc 120 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. (Offered fall 1992, 1994, 1996, 1998) (Formerly PS 150)

385 Urban Society and the Welfare State (Same as SW 350)
Prerequisites: Bus 100, Hist 150, PS 120, & Soc 120 recommended
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu which has shaped them over time, develops an awareness of the impact they have had on their recipients, and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issue of social justice. (Offered fall 1995, 1997, 1999) (Formerly PS 165)
Religion and Politics in America (Same as Bib 410)

Religion influences American politics and society in many ways. Is the connection necessary and proper, or the root of mischief and evil? How should Christians view the role of religion, and should they endeavor to exert influence in politics? This course will explore answers to these questions, and aid students in deciding how to respond to issues of current concern. (Offered fall 1992, 1994, 1996, 1998) (Formerly PS 100)

World Politics

400 World Politics and Society

Prerequisites: Bus 100, Geog 120 & PS 120 recommended

Modern communications and transportation, increasing economic interdependence, and the spread of political unrest and conflict have made Americans more aware of the impact of the world on their lives. Yet their understanding of other countries, and the forces that influence 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 these nations function in the world community as they do, and stimulates a concern for the nature of America's relationship with those nations. (Offered fall 1993, 1995, 1997, 1999) (Formerly PS 141)

410 Politics in Japanese Society

A survey of the historical development of politics in Japanese society. (Offered spring semester) (Formerly PS 143)

430 America in a Global Community

Prerequisites: Bus 100, Geog 120 & PS 120 recommended

The world is increasingly becoming a "global community," and America finds itself faced with the challenges and opportunities of living in such a world. But what does it mean to live in a "global community"? Does America see itself and behave as a member of a "global community"? This course will explore answers to these questions and attempt to instill a concern about the justness of our nation's actions. (Offered fall 1992, 1994, 1996, 1998) (Formerly PS 123)

Political Thought

450 History of Political Theory and Ideas

(Same as Hist 450 & Phil 450)

This course will survey political theory from the ancient Greeks and Romans through the modern traditions of liberalism, conservatism and various other ideologies. Traditional topics about the nature of political community, the person, law, the good, war and peace. (Offered spring 1993, 1995, 1997, 1999)

Off-Campus Study

484 American Studies Program

Prerequisites: PS 120 or 320, Hist 150 or Bus 100 recommended

Americans 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. (Formerly PS 189)

485 Capital Campus Program

Prerequisite: PS 120 & 300 recommended

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. (Formerly PS 186)

Specialized Study

486 Topics in Political Science

Occasional or experimental courses designed to meet student interest and needs. (Formerly PS 187)

488 Directed Study

Prerequisite: Approval of Program Director and Dean of Undergraduate Studies

See course description and policy under the Academic Policies section of the catalog. (Formerly PS 188)

490 Independent Study

Prerequisite: Junior/Senior standing: 3.9 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies

See course description and policy under the Academic Policies section of the catalog. (Formerly PS 190)
PSYCHOLOGY

Program Director: Ted Nickel

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

PSYCHOLOGY MAJOR

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

Prerequisite
Psy 120 Introduction to Psychology (3)

Required Courses  (10 courses, 32-36 units)
Choose five of the following:
Psy 300 Statistics (3)
Psy 320 Experimental Psychology (4)
Psy 340 Psychological Assessment (4)
Psy 350 Child Development (3)
Psy 375 Physiological Psychology (4)
Psy 380 Psychology of Learning (3)
Psy 395 Social Psychology (3)
Psy 400 Psychology of Personality (4)
Psy 410 Abnormal Psychology (4)
Psy 450 History and Systems of Psychology (4)
Five additional courses (including any of the above) chosen in consultation with the program director to meet future vocational or educational goals. (Students planning graduate study in psychology should take all ten of the courses in the required listing.)

Psychology Minor

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

Required Courses  (5 courses, 15-20 units)
Choose three of the following:
Psy 350 Child Development (3)
Psy 375 Physiological Psychology (4)
Psy 380 Psychology of Learning (3)
Psy 395 Social Psychology (3)
Psy 400 Psychology of Personality (4)
Psy 410 Abnormal Psychology (4)
Psy 450 History and Systems of Psychology (4)
Two additional courses from the psychology curriculum.

PSYCHOLOGY COURSES

Foundational Study

120  Introduction to Psychology  (3)

288  Directed Study  (1-4)

Prerequisite: Approval of Program Director and Dean of Undergraduate Studies

See course description and policy under the Academic Policies section of the catalog. (Formerly Psy 88)

Psychological Methods

300  Statistics (Same as Bus 465)  (3)

Prerequisite: Math 120

Organization of data, measures of central tendency and dispersion, sampling normal distributions, estimation, hypothesis testing, regression and normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods. (Offered fall & spring semesters) (Formerly Psy 124)
320  Experimental Psychology
Prerequisite: Psy 120 & 300
An introduction to the experimental methodology used in psychological research. Techniques used by the psychologist in the study of such topics as learning, psychophysics, and social psychology. Weekly laboratory periods. (Offered fall 1992, 1994, 1996, 1998) (Formerly Psy 101)

340  Psychological Assessment
Prerequisite: Psy 120 & 300
A study of theory and practice of psychological assessment methods as used primarily by the psychologist and educator. The course will include practice in the construction, giving, scoring, and interpreting of tests and evaluation devices. (Offered spring 1994, 1996, 1998, 2000) (Formerly Psy 183)

Developmental Psychology

350  Child Development
Prerequisite: Psy 120
A study of the development of the child from conception to adolescence. Topics of development such as physical, intellectual, social, emotional and moral are studied. (Offered fall semesters) (Formerly Psy 118)

355  Adolescent Development
Prerequisite: Psy 120
The study of the development of the person from puberty to adulthood. Problems of adjustment during this period will also be studied. (Offered spring semesters) (Formerly Psy 120)

360  Life-Span Development (Same as SW 300)
Prerequisite: Psy 120
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. (Offered fall semesters) (Formerly Psy 123)

Behavioral Psychology

375  Physiological Psychology
Prerequisite: Psy 120
The study of human behavior from a physiological point of view. Topics include: the brain and nervous system, right-left brain functions, neurological disorders, biofeedback therapy, drugs, sleep, sexuality, psychophysiological measurements (EEG, EMG, skin temperature, etc.) and holistic health. Class demonstrations and experiments are emphasized in the course. (Offered fall 1993, 1995, 1997, 1999) (Formerly Psy 125)

380  Psychology of Learning
Prerequisite: Psy 120
A study of the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification, and psychotherapy will be studied. (Formerly Psy 115)

390  Group Dynamics and Leadership (Same as Com 430)
Prerequisite: Psy 120
A study of the nature of group tasks, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups, and small groups in society generally. (Offered fall & spring semesters) (Formerly Psy 28)

395  Social Psychology (Same as Soc 400)
Prerequisite: Psy 120
The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied. (Offered spring 1993, 1995, 1997, 1999) (Formerly Psy 145)

Clinical - Counseling Psychology

400  Psychology of Personality
Prerequisite: Psy 120
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. (Offered spring semesters) (Formerly Psy 103)

410  Abnormal Psychology
Prerequisite: Psy 120
A study of mental and emotional disorders along with the primary methods of treating these disorders. An understanding of DSM-III-R used in classification and treatment of mental and emotional disorders. (Offered spring semesters) (Formerly Psy 152)

420  The Problem Child (Child Psychopathology)
Prerequisite: Psy 120
The nature and treatment of common emotional and behavioral problems of children and adolescents. Topics such as neurotic traits disturbances, psychosomatic disorders, autism, childhood schizophrenia, mental retardation, brain damage in children, and learning disabilities will be studied. Child rearing approaches, family therapy and methods of assessment of problems will also be studied. (Offered spring 1993, 1995, 1997, 1999) (Formerly Psy 168)
440 Counseling
Prerequisite: Psy 120 & Soc 120
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. (Offered fall semester) (Formerly Psy 174)

Integrative Study

450 History and Systems of Psychology
Prerequisite: Psy 120, 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. (Offered fall 1992, 1994, 1996, 1998) (Formerly Psy 110)

460 Psychology of Religion (Same as Bib 407)
Prerequisite: Psy 120
The study of religious experiences from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry. (Offered fall 1993, 1995, 1997, 1999) (Formerly Psy 150)

470 Health Psychology
Prerequisite: Psy 120
Health Psychology is based on the premise that all aspects of the person must be taken into consideration in the pursuit of health and wellness. Positive well being and prevention of disease is emphasized. Topics studied will include: Judeo-Christian views on health and 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. (Formerly Psy 170)

Specialized Study

482 Psychological Practicum
Prerequisite: Psy 120
Supervised work in an approved organization would include institutions such as juvenile detention homes, mental hospitals, schools, church youth work, etc. Limited to seniors who are majors in psychology. Offered on demand. (Formerly Psy 175)

486 Topics in Psychology
Occasional or experimental courses designed to meet student interest and needs. (Formerly Psy 187)

488 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Psy 189)

490 Independent Study
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Psy 190)

SOCIAL SCIENCE MAJOR

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

CHILD DEVELOPMENT EMPHASIS
Major Advisor: Phillip Collier
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 should be taken early in one's freshman or sophomore year.

Prerequisites
Psy 120 Introduction to Psychology (3)
Soc 120 Introduction to Sociology (4)

Required Courses (12 courses, 36-40 units)
- Educ 500 Foundations of Education (3)
- Psy 350 Child Development (3)
- Psy 355 Adolescent Development (3)
- Psy 482 Psychology Practicum (3)
- Soc 350 Marriage and Family (3)
- Soc 450 Social Problems and Public Policy (4)
- SW 100 Perspectives in Social Work (1)
Choose three of the following:
Psy 340 Psychological Assessment (4)
Psy 375 Physiological Psychology (4)
Psy 380 Psychology of Learning (3)
Psy 390 Group Dynamics and Leadership (3)
Psy 460 Psychology of Personality (4)
Psy 420 The Problem Child (4)
Psy 440 Counseling (4)

Choose two of the following:
Lit 465 Literature for Children and Young Adults (3)
Soc 300 Cultural Anthropology (3)
Soc 410 American Ethnicity and Pluralism (3)
or
Soc 310 Cultures of California Minorities (3)
SW 410 Working With Groups (4)
SW 420 Becoming a Change Agent (4)

Permit Requirements beyond the major
(not offered at FPC)
Planning and Administration of Programs for Children
Principles of Early Childhood Education
Laws Related to Childhood

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.

Prerequisites
Bus 100 Principles of Economics - Macro (3)
Hist 150 American Civilization (4)
Phil 100 Introduction to Philosophy (3)
Psy 120 Introduction to Psychology (3)
Soc 120 Introduction to Sociology (4)

Required Courses (13 courses, 47-48 units)

Business
Bus 475 Legal Environment of Business (4)

History
Hist 425 Twentieth Century America (4)
Hist 435 American Intellectual History (4)

Humanities
Com 320 Advanced Composition (4)
Lang 330 Modern English Grammar (4)
Phil 103 Introduction to Logic (3)

Political Science
PS 320 American Politics and Society (4)
PS 370 Law in American Society (3)
PS 375 Criminal Justice in America (4)
PS 380 Social Problems and Public Policy (4)
PS 390 Religion and Politics in America (3)
American Studies Program may be taken in place of PS 390, 380

Psychology
Choose one of the following:
Psy 395 Social Psychology (3)
Psy 410 Abnormal Psychology (4)

Sociology
Choose one of the following:
Soc 310 Cultures of California Minorities (3)
Soc 350 Marriage and Family (3)
Soc 410 American Ethnicity and Pluralism (3)
Soc 430 Conflict Management and Resolution (3)

Elective Courses (recommended)
Hist 390 Modern European Intellectual History (3)
Hist 450 History of Political Theory and Ideas (3)
Phil 352 Ethics (3)
PS 310 Urban America: Problems and Politics (4)
PS 385 Urban Society and the Welfare State (4)
Psy 350 Child Development (3)
Psy 355 Adolescent Development (3)
Psy 400 Psychology of Personality (4)
Span 100 Elementary Spanish (4)
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. 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.

Prerequisites

Core Program
Hist 120 Ancient Civilizations (4)
Hist 130 Medieval and Early Modern Civilizations (4)
Hist 140 Modern Civilizations (4)
Hist 150 American Civilization (4)
PS 320 American Politics and Society (4)

Required Courses  (14 courses, 49-51 units)

Core Program

Economics
Bus 100 Principles of Economics-Macro (3)

Choose one of the following:

Bus 120 Principles of Economics-Micro (3)
Bus 370 International Business (3)
Bus 460 International Finance and Banking (3)

Geography

Choose one of the following:

Geog 120 World Geography (3)
Geog 320 Cultural Geography (3)

History

Hist 425 Twentieth Century America (4)
Hist 435 American Intellectual History (4)
Hist 440 California History and Politics (4)

Political Science

PS 380 Social Problems and Public Policy (4)
PS 400 World Politics and Society (4)
PS 430 America in a Global Community (4)

Breadth Program

World Civilizations and Cultures

Choose one of the following:

Bib 460 Religions of the World (3)
Hist 360 Cultural History of Greece (4)
Hist 365 Cultural History of Rome (4)
Hist 370 Literature and Culture of the Middle Ages (4)
Hist 375 Literature and Culture of the Renaissance (4)
Hist 380 Reformation History and Theology (4)
Hist 385 Literature and Culture of Early Modern Europe (4)
Hist 390 Modern European Intellectual History (3)
Hist 405 Social History of Japan (3)
Hist 415 History of Latin America (3)
Hist 450 History of Political Theory and Ideas (3)
Hist 455 Historical Peacemakers (3)

American Civilization and Culture

Choose one of the following:

Hist 350 American Religious History (3)
Hist 420 American Ethnicity and Pluralism (3)
Hist 430 American Wilderness Literature and Philosophy (3)
PS 310 Urban America: Problems and Politics (4)
PS 370 Law in American Society (3)
PS 375 Criminal Justice in America (4)
PS 385 Urban Society and the Welfare State (4)
PS 390 Religion and Politics in America (3)
Soc 370 Media and Society (3)

Psychology/Sociology

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

Choose one of the following:

Psy 350 Child Development (3)
Psy 355 Adolescent Development (3)
Psy 360 Life-Span Development (3)
Psy 390 Group Dynamics and Leadership (3)
Psy 395 Social Psychology (3)
SOCIAL WORK

Program Director: Stacy Hammons

Social Work is one of the major helping professions. Social workers counsel individuals, couples, and families; work with groups; and facilitate change in communities. They also address significant social problems by developing new services for people in need and administering the agencies which provide those services.

The Social Work program offers courses in social welfare and social work. It is a professional program which prepares students for social work employment, graduate study in social work, or participation in a variety of people-oriented programs. The major provides preparation for entry-level positions in the fields of child abuse, developmental disabilities, mental health, juvenile probation, care of the aged, public social services, medical social work, domestic violence, and school social work, among others.

SOCIAL WORK MAJOR

The Social Work major educates students in human development, social policy, and social work methods, practice, and research utilizing a helper-as- servant model. A semester-long Internship combined with a Senior Seminar provides the student with a direct route to a professional helping career. The major conforms to standards of the Council on Social Work Education, and fulfills entrance requirements to graduate schools of social work such as California State University, Fresno.

Students interested in the major should take SW 100 and SW 120 early in their college experience. Students interested in graduate study are encouraged to take Psy 300. A prerequisite for admission to SW 482 (Field Instruction) is 6 hours of documented personal counseling, and 50 hours of documented volunteer or paid experience in a social service agency.

Prerequisites

Biol 101L Principles of Biology (4)
Bus 100 Principles of Economics -- Macro (3)
Ps 120/320 American Politics and Society (4)
Required Courses  (14 courses, 50 units)
Psy 410  Abnormal Psychology (4)
SW 300  Human Behavior in the Social Environment (3)
SW 320  Marriage and Family (3)
SW 350  Urban Society and the Welfare State (4)
SW 360  Social Problems and Public Policy (4)
SW 400  Foundations of Social Work Practice (4)
SW 410  Working With Groups (3)
SW 420  Becoming a Change Agent (3)
SW 440  Counseling (4)
SW 440  Social Psychology (3)
SW 480  Senior Seminar in Social Work (4)
SW 482  Field Instruction in Social Work (8)

Recommended Elective Courses
PS 375  Criminal Justice in America (4)
Psy 350  Child Development (3)
Psy 355  Adolescent Development (3)
Psy 400  Psychology of Personality (4)
Psy 420  The Problem Child (4)
Psy 440  Counseling (4)
Sociology 490  Social Psychology (3)
Soc 430  Conflict Management and Resolution (3)
SW 105  Ministering to Youth Today (1)
SW 110  Participation in Volunteer Services (1)

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, 18-19 units)
SW 100  Perspectives in Social Work (1)
SW 110  Participation in Volunteer Service (1)
SW 120  Helping People: An Introduction (3)
SW 400  Foundations of Social Work Practice (4)
SW 410  Working With Groups (3)

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

SOCIAL WORK COURSES

Foundational Study
105  Ministering to Youth Today (Same as Bib 105)
Co-sponsored by Youth for Christ, this weekend workshop offers students an opportunity to deepen their understanding of ministry to youth in today’s culture, and examine techniques for resolving them. Students are expected to attend the small group sessions, two outside class discussions, view a video, and complete assigned readings and written assignments. A materials fee may be charged. Graded CR/NC. (Formerly SW 55)

110  Participation in Volunteer Services
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 60 hours of volunteer service required for SW 482. Graded CR/NC. (Offered spring semesters) (Formerly SW 60)

120  Helping People: An Introduction
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 group lab. (Offered fall semesters) (Formerly SW 120)
288 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly SW 88)

Human Development

300 Human Behavior in the Social Environment (Same as Psy 360) (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. (Offered fall semesters) (Formerly SW 150)

320 Marriage and Family (Same as Soc 350) (3)
Prerequisite: Sophomore standing or above
An introduction to marriage and family as social institutions with particular emphasis on the American system of mate selection, marital adjustment, and changing patterns of family life. (Offered spring semesters)

Social Policy

350 Urban Society and the Welfare State (Same as PS 385) (4)
Prerequisites: PS 120, Hist 150, Bus 100, and Soc 120 recommended
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu which has shaped them over time, develops an awareness of the impact they have had on their recipients, and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issue of social justice. (Offered fall 1993, 1995, 1997, 1999) (Formerly SW 121)

360 Social Problems and Public Policy (Same as PS 380 and Soc 450) (4)
Prerequisites: Bus 100, PS 120, Psy 120, Soc 120 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. (Offered fall 1995, 1996, 1998) (Formerly SW 145)

Social Work Practice

400 Foundations of Social Work Practice (4)
Prerequisite: Psy 120 and Soc 120
This course introduces the basic concepts of the generalist and ecological approaches to social work practice, and familiarizes students with specific social work models, theories, and techniques. Additionally, students learn the skills and knowledge upon which helping relationships are founded. (Offered fall semesters)

410 Working With Groups (3)
Prerequisite: Psy 120, Soc 120, SW 120 & SW 400 recommended
Students experience the group process by forming small groups. The class then uses this experience, along with readings, experiential exercises, and lecture/discussions, to understand the stages of a group, as well as leadership, planning, assessment, and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading one of the groups for at least one class session under the supervision of the instructor. (Offered spring semesters) (Formerly SW 135)

420 Becoming a Change Agent (3)
Prerequisite: SW 410 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. Interspersed with the project are a series of readings, lectures, and discussions aimed at facilitating the change project, as well as understanding the range of change agent practice: community development, social planning, social action, organization development, social administration, social research, and social policy. (Offered fall semesters) (Formerly SW 140)
Research

450 Social Work Research (3)
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 develop a research proposal. It 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. (Offered spring semesters) (Formerly SW 175)

Field Study

480 Senior Seminar in Social Work (4)
Limited to seniors currently enrolled in SW 482
Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency 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. (Offered spring semesters) (Formerly SW 189)

482 Field Instruction in Social Work (8)
Prerequisite: Senior standing, 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 92 hours per week for one semester. He or she performs such tasks as individual counseling, working with groups as a co-leader, making referrals, writing social assessments, and managing a small caseload under the supervision of an MSW social worker. (Offered spring semesters) (Formerly SW 191)

Specialized Study

486 Topics in Social Work (1-4)
Occasional or experimental courses designed to meet student interest and needs. (Formerly SW 187)

488 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly SW 188)

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 120 Introduction to Sociology (4)
Soc 450 Social Problems and Public Policy (4)
Choose five of the following:
Soc 300 Cultural Anthropology (3)
Soc 310 Cultures of California Minorities (3)
Soc 330 Introduction to Japanese Society (3)
Soc 350 Marriage and Family (3)
Soc 360 Sociology of Religion (3)
Soc 370 Media and Society (3)
Soc 400 Social Psychology (3)
Soc 410 American Ethnicity and Pluralism (3)
Soc 420 Cross-Cultural Communication (3)
Soc 430 Conflict Management and Resolution (3)
SOCIOMETRY COURSES

Foundational Study
120  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. (Offered fall and spring semesters) (Formerly Soc 41)

288  Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Soc 88)

Society and Culture
300  Cultural Anthropology (3)
A survey of anthropological interpretations of culture, including technologi-
cal, social, religious, and linguistic aspects. (Offered fall semesters)
(Formerly Soc 102)

310  Cultures of California Minorities (3)
An examination of folklore and historical background of the major minority
groups in California, including but not limited to Native American, African-American, Hispanic, Pacific Islander, and Asian populations. Special attention will be given to cultural groups found in the Central Valley. From this base, current social and cultural issues are dealt with that lead toward understanding minority groups in society and schools. (Offered fall semesters) (Formerly Soc 141)

330  Introduction to Japanese Society (Same as Hist 405) (3)
A survey of the historical development of Japanese society, including institutions such as the state, family, religion and corporations. (Offered spring semesters) (Formerly Soc 109)

Social Institutions
350  Marriage and Family (Same as SW 320) (3)
Prerequisite: Sophomore standing or above
An introduction to marriage and family as social institutions with particular emphasis on the American system of mate selection, marital adjustment, and changing patterns of family life. (Offered spring semesters) (Formerly Soc 165)

360  Sociology of Religion (Same as Bib 420) (3)
Prerequisite: Soc 120
A study of the social dimension of religious experiences, movements, and institutions. The positions of major theorists such as Durkheim, Weber, and Berger will be examined. The personal and social significance of religious phenomena will be considered in readings, lectures, and research projects. (Offered fall 1992, 1994, 1996, 1998) (Formerly Soc 159)

370  Media and Society (Same as Com 410) (3)
Prerequisite: Com 120 or consent of instructor
A study of mass media (television, radio, newspaper, etc.) as a social/communication force in American culture. Attention is given to media use by the church, as well as to such significant social/psychological problems as violence and sex in the media. (Offered fall semesters) (Formerly Soc 153)

Social Processes
400  Social Psychology (Same as Psy 395) (3)
Prerequisite: Psy 120
The study of the individual in relation to group experience. Topics such as
group leadership and control, attitude formation and change, prejudice,
aggression and violence are studied. (Offered spring 1993, 1995, 1997,
1999) (Formerly Soc 162)

410  American Ethnicity and Pluralism (Same as Hist 420) (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
111)

420  Cross-Cultural Communication (Same as Com 400) (3)
Prerequisite: Com 110 & 120
Study of the principles involved in communication between persons of
different cultures. Emphasis is placed on the practical aspect of intercul-
tural communication through cross-cultural contacts. (Offered spring
semesters) (Formerly Soc 101)

430  Conflict Management and Resolution
(Same as Com 420) (3)
Prerequisite: Com 120 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 characteris-
tics evident in most forms of conflict including interpersonal, intergroup,
and international conflict. (Offered spring semesters) (Formerly Soc 168)
Social Policy

450  Social Problems and Public Policy  (Same as PS 380 and SW 360)  (4)

Prerequisites: Bus 100, PS 120, Psy 120, Soc 120 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. (Offered fall 1992, 1994, 1996, 1998) (Formerly Soc 150)

Specialized Study

486  Topics in Sociology  (1-4)

Occasional or experimental courses designed to meet student interest and needs. (Formerly Soc 187)

488  Directed Study  (1-4)

Prerequisite: Approval of Program Director and Dean of Undergraduate Studies

See course description and policy under the Academic Policies section of the catalog. (Formerly Soc 188)

490  Independent Study  (1-4)

Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies

See course description and policy under the Academic Policies section of the catalog. (Formerly Soc 190)
Interdisciplinary Studies

Chair: Faculty

The Division of Interdisciplinary Studies includes programs and courses that move across traditional disciplinary boundaries. Presently the Division includes the General Education Program, the Liberal Studies major and the Conflict and Peacemaking minor.

LIBERAL STUDIES MAJOR

Program Director: Karen Neufeld
Program Advisor: Adina Schmidt

Within the context of the Fresno Pacific College Idea, the Liberal Studies major at Fresno Pacific College seeks to fulfill five major objectives of a well-educated person:

• The ability and desire to understand, evaluate, and communicate ideas.
• The ability and desire to discover ideas through disciplinary processes.
• The ability and desire to engage in intensive study.
• A sense of interrelatedness among knowledge, experience, responsibility and values.
• A respect for diversity.

The Liberal Studies major is an interdisciplinary major which has been established specifically to meet the requirements of the multiple subject waiver needed to enter teacher education programs for teaching at the elementary level in the State of California. However, other students who desire a broad undergraduate experience may also select the major. Course descriptions will be found in the various departmental sections of this catalog.

The Liberal Studies major as specified below is required of anyone who will seek a multiple subject waiver after September 1, 1994. Students who begin the Liberal Studies major before September 1, 1991, and complete degree requirements before September 1, 1994, may follow the Liberal Studies major specified in the Fresno Pacific College 1990-91 catalog.

General Education Program for the Liberal Studies Major

Liberal Studies majors are required to meet general education requirements as listed in the Academic Programs section of this catalog. General education courses which are specifically required as prerequisites for the Liberal Studies major are noted with asterisks (*) in the General Education section of this catalog.

Liberal Studies Major (48 to 51 units)

Language
Choose one of the following:
Lang 330 Modern English Grammar (4)
Lang 340 Introduction to Linguistics (4)

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

Science
Biol 110 Introduction to Environmental Studies (4)
Phys 150 Studies in Earth Science (4)

Social Science
Hist 150 American Civilization (4)
Hist 440 California History and Politics (4)
*Psy 350 Child Development (3)

Living Socially with Others
Choose one of the following:
Psy 390 Group Dynamics and Leadership (3)
Soc 120 Introduction to Sociology (4)
Soc 300 Cultural Anthropology (3)
Soc 310 Cultures of California Minorities (3)
Soc 350 Marriage and Family (3)
Soc 400 Social Psychology (3)
Soc 410 American Ethnicity and Pluralism (3)
Soc 420 Cross-Cultural Communication (3)
Soc 430 Conflict Management and Resolution (3)

Understanding My World
Choose one of the following:
Bib 460 Religions of the World (3)
Bus 100 Principles of Economics-Macro (3)
Geog 120 World Geography (3)

*Upper level course in the same division may be substituted for students not seeking a multiple subject waiver for a teaching credential.
Concentration

All students wishing a multiple subject waiver to enter teacher education programs for teaching at the elementary level in the State of California must also complete a concentration of 12 or more units in one discipline or area of study. No course that is taken to meet the requirements listed above in General Education or the Liberal Studies major may be included in any candidate’s concentration. Concentrations are available in bilingual studies and English language development (see below) plus 15 other disciplines. Lists of options for the concentrations are available from Adina Schmidt, Advisor for the Liberal Studies program, or from the Teacher Education Office.

BILINGUAL CONCENTRATION

Program Director: Yvonne S. Freeman

The Bilingual emphasis is available with the Liberal Studies major to prepare students who are proficient in a second language to teach bilingual students in the public schools. Proficiency in the language is determined by a state approved exam administered at Fresno Pacific College or other approved agency. Concentration coursework is centered on language acquisition, second language teaching methods, linguistics, culture and second language literature. This concentration leads to a Multiple Subject credential with a Bilingual Cross-Cultural Language and Academic Development emphasis.

Bilingual Emphasis Concentration

At least one of the five will be taken as part of the Liberal Studies major.

Soc 310 Culture of California Minorities (3)
Lang 310 First and Second Language Acquisition (3)
Lang 320 Teaching a Second Language (3)
Lang 340 Introduction to Linguistics (4)
Lit 445 Spanish American Literature (3)
or
Lit 450 Contemporary Hispanic Literature in the U.S.A. (3)

The English Language Development concentration is available with the Liberal Studies major to prepare students, who are not themselves bilingual, to teach second language learners in the public schools. Concentration coursework is centered on language

*Upper level course in the same division may be substituted for students not seeking a multiple subject waiver for a teaching credential.

**Required only of students seeking a multiple subject waiver for teaching at the elementary level in the State of California.
acquisition, second language teaching methods, linguistics and culture. This concentration leads to a Multiple Subject credential with a Cross-Cultural Language and Academic Development emphasis.

**English Language Development Concentration**
- Lang 310  First and Second Language Acquisition (3)
- Lang 320  Teaching a Second Language (3)
- Lang 340  Introduction to Linguistics (4)
- Soc 310  Cultures of California Minorities (3)

**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 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 understanding 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 465  Biblical Theology of Conflict and Peacemaking (4)
- Hist 455  Historical Peacemakers (3)
- Com 420  Conflict Management and Resolution (3)
- or
- Soc 430  Conflict Management and Resolution (3)

**Choose three of the following:**
- Bib 389  Church Leadership (3)
- Bib 410  Religion and Politics in America (3)
- or
- PS 390  Religion and Politics in America (3)
- Bib 435  Anabaptist History and Thought (4)
- Bib 450  Introduction to Mennonite History (3)
- or
- Hist 330  Introduction to Mennonite History (3)
- Biol 310L  Ecology (4)
- Bus 350  Management Theory (3)
- Bus 355  Organization and Human Behavior (3)
- Bus 360  Personnel Management (3)
- Com 430  Group Dynamics and Leadership (3)
- or
- Psy 390  Group Dynamics and Leadership (3)
- PS 430  America in a Global Community (4)
- PS 400  World Politics and Society (4)
- PS 380  Social Problems and Public Policy (4)
- or
- Soc 450  Social Problems and Public Policy (4)
- PS 310  Urban America: Problems and Politics (4)
- PS 370  Law in American Society (3)
- Psy 395  Social Psychology (3)
- or
- Soc 400  Social Psychology (3)
- Soc 350  Marriage and Family (3)
- SW 410  Working With Groups (4)
- SW 420  Becoming a Change Agent (4)
INTERDISCIPLINARY STUDIES
COURSES

110  **Leadership Training**  (1)
Exploration and application of principles of Christian Leadership using
selected readings from secular, Christian, and biblical sources, with
lectures, self assessment, discussion, and short writing assignments. Open
to recipients of President's Scholarships, Graded CR/NC. (Formerly Psy
87A)

210, 410  **Peer Counseling and Leadership**  (1-2)
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. (Formerly Psy 87)

450  **Senior Seminar**  (1)
The course is designed to help senior students explore and prepare for
practical adjustments encountered in the transition between college and
the post graduate experience. Special attention will be given to job hunting
skills including interviewing and resume writing as well as budget mainte-
nance and support system development. (Formerly Psy 11)
PRELIMINARY TEACHING CREDENTIAL PROGRAMS

Director: Karen Neufeld

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).

Elementary teaching candidates complete the Fresno Pacific College Liberal Studies major or Multiple Subject waiver program from another institution. Persons holding a bachelor of arts degree without a waiver program may take the National Teachers Examination, General Knowledge portion, and meet other requirements in mathematics, linguistics, cross-cultural studies, political science and child development 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. Persons already holding an acceptable Bachelor of Arts degree without a waiver program must take the NTE in the area they wish to teach. All Single Subject candidates must include in their college coursework a course in the provisions and principles of the United States Constitution, a course in cross-cultural studies, and a course in adolescent development. Single Subject candidates presenting an NTE score must also take a content course recommended by the Director of the Single Subjects program.

Admission to the teacher preparation program is by application. Undergraduate or post-baccalaureate students who are seeking a teaching credential must apply and be admitted to the teacher education program prior to taking any teacher education courses. Requirements for admission are:

1. 2.75 grade point average on the overall college record,
2. 3.00 grade point average in the major,
3. At least 90 hours experience working with school-age children in an organized setting,
4. Passing scores on the California Basic Educational Skills Test (CBEST),
5. Completed application with references,
6. Certificate of Clearance with the State of California, and
7. Personal interview with the Director of Teacher Education.

Transfer students planning on teaching careers may submit their Teacher Education application along with the College application for admission. 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.

The 12 unit Directed Teaching assignment may be scheduled for either the fall or spring semester. Multiple subject candidates may student teach in the summer in addition to the fall and spring options. The major, education coursework, and admission to Teacher Education must be completed the semester before taking Directed Teaching.

Fresno Pacific’s Internship Program, an alternate route to the Multiple Subject or Single Subject credential, is open to a select number of qualified work-experienced post-baccalaureate students. The program is designed to allow individuals to teach under an Intern credential while taking courses to earn their California Preliminary or Professional Clear teaching credentials.

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. Preliminary credentials are issued for a non-renewable 5-year term.

- Educ 500 Foundations of Education (4)
- Educ 505 Curriculum Planning: Bilingual and ESL (3)
- Educ 511 Initial Directed Teaching, Multiple Subject (2)
- Educ 514 Teaching Elementary Mathematics (3)
Education Courses

Foundational Study

380  Learning Communities (1)
A seminar course with two hours per week field experience that will focus on learning communities of K-12 elementary and secondary educational systems. The course will involve analysis and evaluation of classroom observations in relation to academic studies of the multiple subject and single subject waiver programs. Students should enroll during the last semester of their waiver programs.

500  Foundations of Education (4)
Prerequisite: Admission to Teacher Education Program
Introductory surveys of some applications of psychological theory and research to the processes of teaching and learning, an examination of the social and political organization of schools, and an introduction to philosophies of education. (Formerly Educ 105)

502  Health Education (3)
Drug and substance abuse, nutrition, holistic health, methods, processes, and content of health education curriculum, and CPR training. Meets state requirement for clear multiple subject or single subject credentials. (Formerly Educ 111)

505  Curriculum Planning: Bilingual and ESL (3)
Prerequisite: Admission to Teacher Education Program
Long-range unit planning and daily lesson planning in selected curriculum areas with an emphasis on working with second language learners. Students will become familiar with the state frameworks in their projected subject area. Students will develop instructional goals, examine instructional materials, and explore teaching and evaluation strategies for working with all students including those who are linguistically and culturally different. Students will apply coursework to classroom assignment. Taken concurrently with Educ 511 or 521. (Formerly Educ 107)

Multiple Subject

511  Initial Directed Teaching, Multiple Subject (2)
Prerequisite: Admission to Teacher Education Program
A carefully arranged series of field experiences in elementary schools and classrooms. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidate. Taken concurrently with Educ 505. Graded CRNC. (Formerly Educ 101)
512 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. (Formerly Educ 109C)

514 Teaching Elementary Mathematics
An analysis of current elementary mathematics curricula, survey and demonstration of appropriate instructional methods, study of tests, testing, test analysis and use in prescription, classroom organization and procedures for effective mathematical experiences. (Formerly Educ 109A)

515 Teaching Elementary Reading and Writing
The nature and methods for teaching reading and the language arts at the elementary school level. This course is based upon and meets the criteria of the guidelines of the Commission on Teacher Credentialing for the Multiple Subject Credential. Course requirements will include practical application of theory in a classroom. (Formerly Educ 109A)

516 Directed Teaching, Multiple Subject
Prerequisite: Admission to the Teacher Education Program
The prospective teacher participates in all of the life of a school for a minimum of 15 weeks. This full-time, full-day experience culminates the Fresno Pacific undergraduate Teacher Education Program. Graded CR/NC. (Formerly Educ 132)

521 Initial Directed Teaching, Single Subject
Prerequisite: Admission to the Teacher Education Program
A carefully arranged series of field experiences in the secondary schools and classrooms. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidates. Taken concurrently with Educ 507. Graded CR/NC, (Formerly Educ 101)

525 Teaching Secondary Reading and Writing
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. Course requirements will include practical application of theory in a classroom. (Formerly Educ 108B)

527 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. (Formerly Educ 110)

528 Directed Teaching, Single Subject
Prerequisite: 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. (Formerly Educ 132)

555 Curriculum Planning for Interns: Bilingual and ESL
Prerequisite: Admission to the Teacher Education Program
Long-range unit planning and daily lesson planning in interns' curriculum areas with an emphasis on working with second language learners. Interns will develop instructional goals, explore teaching and evaluation strategies, and examine materials for teaching all students including those who are linguistically and culturally different. Special emphasis will be placed on evaluating interns' daily to day application of theories and strategies examined in the course. Interns who enroll in this course must be working in a classroom at least 10 hours a week on a district contract, as a substitute teacher, or as a volunteer.

561 Initial Directed Teaching, Multiple Subject, Intern
Prerequisite: Admission to the Teacher Education Program
A carefully arranged series of field experiences in elementary schools and classrooms for interns and intern candidates. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidates. Taken concurrently with Educ 555, Graded CR/NC.

565 Teaching Elementary Reading and Writing, Intern
The nature and methods of 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. Course requirements will include practical application of theory in a classroom.

568 Directed Teaching, Multiple Subject, Intern
Prerequisite: Admission to the Teacher Education Program
The teacher candidate participates in all of the life of a school as a paid intern for a semester. Graded CR/NC.
571 Initial Directed Teaching, Single Subject, Intern (2)
Prerequisite: Admission to the Teacher Education Program
A carefully arranged series of field experiences in secondary schools and classrooms for interns and intern candidates. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidates. Taken concurrently with Educ 555. Graded CR/NC.

575 Teaching Secondary Reading and Writing, Intern (4)
The nature of reading and writing for the secondary content area classroom. This course is based upon and meets the criteria of the guidelines of the Commission on Teacher Credentialing for the Single Subject Credential. Interns who enroll in this course must be available for practicum experiences in a classroom.

578 Directed Teaching, Single Subject, Intern (6)
Prerequisite: Admission to the Teacher Education Program
The teacher candidate participates in all of the life of a school as a paid intern for a semester. Graded CR/NC.

Specialized Study

586 Topics in Education (1-4)
Prerequisite: Consent of Instructor
Occasional or experimental courses designed to meet student interest and needs. (Formerly Educ 187)

588 Directed Study (1-4)
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Educ 188)

590 Independent Study (1-4)
Prerequisite: Post-Baccalaureate standing; 3.0 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly Educ 190)

PHYSICAL EDUCATION MAJOR

Acting Director: William Cockerham

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 sport and the larger society. Both the academic and practical components of the program are taught through Christian attitudes and values.

The program offers three options beyond the general major in Physical Education. The first, the major in Physical Education with an emphasis in Education, leads to the Physical Education Single Subject Teaching Credential. This is a cooperative program within the Education Division and is designed to prepare students for teaching and coaching in the school setting. Students not majoring in Physical Education wishing to coach on the high school level are encouraged to take the block of courses in the Coaching Minor to prepare themselves professionally for a coaching career. In order to be employed full-time in a school setting, the individual needs to hold a single subject teaching credential authorizing assignment in a field other than coaching, since coaching assignments typically are part-time or supplemental positions.

Teaching candidates who wish to teach Personal Health may complete the supplemental minor 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 option is the major in Physical Education with an emphasis in Athletic Training. Completion of the required courses plus a clinical experience of 1500 clock hours over a three-year period will enable the student to apply to the National Athletic Trainers Association for certification.

The third option is the major in Sport Management. This is an area that brings together the worlds of sport and business. Sport Management is a fast growing and popular enterprise. The Sport
Management degree is a cooperative effort between the Business Department and the Department of Physical Education.

**PHYSICAL EDUCATION MAJOR**

**Recommended Prerequisites**
- Psy 120 Introduction to Psychology (3)
- Scc 120 Introduction to Sociology (3)

**Required Courses** *(43-45 units)*
- Biol 331L Human Anatomy (4)
- Biol 332L Human Physiology (4)
- PE 120 Dance Movement (1)
- PE 270 Drug Education (1)
- PE 310 Prevention and Care of Injuries in Sports (3)
- PE 350 Kinesiology (4)
- PE 355 Physiology of Exercise (4)
- PE 375 Organization and Administration of Physical Education and Athletics (3)
- PE 405 History and Philosophy of Physical Education and Sport (3)
- PE 450 Adapted Physical Education (3)
- PE 480 Sport and Society (3)
- PE 482 Senior Practicum in Physical Education (1-3)

**Choose one of the following:**
- PE 320 Fitness Assessment and Management (3)
- PE 340 Tests and Measurements (3)
- PE 400 Sport Psychology (3)

**Analysis Courses**

**Choose three of the following:**
- PE 200 Analysis of Sport I—Volleyball and Basketball (2)
- PE 210 Analysis of Sport II—Soccer and Football (2)
- PE 220 Analysis of Sport III—Baseball, Softball, Leisure Games (2)
- PE 230 Analysis of Racquet Sports (2)
- PE 240 Analysis of Lifetime Sports (2)
- PE 250 Analysis of Track and Field (2)

**PHYSICAL EDUCATION MAJOR WITH AN EMPHASIS IN EDUCATION**

Students wishing to secure the Physical Education Single Subject Teaching Credential, in addition to the above courses, must also complete the following:
- PE 340 Tests and Measurements in Physical Education (3)
- PE 430 Coaching Methods (3)

**Choose one of the following:**
- PE 460 Elementary Physical Education Methods (3)
- PE 465 Secondary Physical Education Methods (3)

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

**PHYSICAL EDUCATION MAJOR WITH AN EMPHASIS IN ATHLETIC TRAINING**

**Recommended prerequisites**
- Psy 120 Introduction to Psychology (3)
- Scc 120 Introduction to Sociology (3)

**Required Courses** *(47 units)*
- Biol 331L Human Anatomy (4)
- Biol 332L Human Physiology (4)
- PE 270 Drug Education (1)
- PE 300 Principles of Health and Nutrition (3)
- PE 310 Prevention and Care of Injuries in Sports (3)
- PE 315 Advanced Techniques of Athletic Training (3)
- PE 320 Fitness Assessment and Management (3)
- PE 325 Modalities and Therapy (3)
- PE 350 Kinesiology (4)
- PE 355 Physiology of Exercise (4)
- PE 375 Organization and Administration of Physical Education and Athletics (3)
- PE 400 Sport Psychology (3)
- PE 405 History and Philosophy of Physical Education and Sport (3)
- PE 450 Adaptive Physical Education (3)
- PE 480 Sport and Society (3)
Analysis Courses
(Recommended but not required)
PE 200 Analysis of Sport I—Volleyball and Basketball (2)
PE 210 Analysis of Sport II—Soccer and Football (2)
PE 220 Analysis of Sport III—Baseball, Softball, Leisure Games (2)
PE 230 Analysis of Racquet Sports (2)
PE 240 Analysis of Lifetime Sports (2)
PE 250 Analysis of Track and Field (2)
Note: In addition to all required coursework, the student must complete 1500 supervised contact hours of field work to complete certification by the National Association of Athletic Trainers. Students wishing to secure the Physical Education Single Subject Teaching Credential, in addition to the above courses, must also complete the following:
PE 340 Tests and Measurements in Physical Education (3)
PE 430 Coaching Methods (3)
Choose one of the following:
PE 460 Elementary Physical Education Methods (3)
PE 465 Secondary Physical Education Methods (3)
Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

SPORT MANAGEMENT MAJOR

Prerequisites
Bus 100 Principles of Economics-Macro (3)
Psy 120 Introduction to Psychology (3)
Soc 120 Introduction to Sociology (3)

Required Courses (47-48 units)
Sport Management Foundational Areas: (21-22 units)
Bus 120 Principles of Economics-Micro (3)
Bus 150 Computer Software in Business (3)
Bus 220 Principles of Accounting (3)
Bus 230 Principles of Accounting (3)
Bus 300 Principles of Marketing (3)
Bus 350 Management Theory (3)
Choose one of the following:
Bus 160 Administrative Communication (3)
Bus 305 Consumer Behavior (3)
Bus 355 Organization and Human Behavior (3)
Bus 360 Personnel Management (3)
Bus 365 Business Ethics (3)
Bus 475 Legal Environment of Business (4)

Sport Management Core Classes: (26 units)
PE 300 Principles of Health and Nutrition (3)
PE 320 Fitness Assessment and Management (3)
PE 370 Sport Facility Management and Design (2)
PE 375 Organization and Administration of Physical Education and Athletics (3)
PE 380 Sport Marketing and Promotion (3)
PE 385 Legal Environment of Physical Education and Sport (3)
PE 480 Sport and Society (3)
PE 482 Senior Practicum in Physical Education (3)

Choose one of the following:
PE 400 Sport Psychology (3)
PE 405 History and Philosophy of Physical Education and Sport (3)

Note: PE 478 Senior Internship may be substituted for PE 482 if an internship experience is arranged.

Coaching Minor

Recommended Prerequisites
Psy 120 Introduction to Psychology (3)
Soc 120 Introduction to Sociology (3)

Required Courses (24-25 units)
Biol 331L Human Anatomy (4)
Biol 332L Human Physiology (4)
PE 270 Drug Education (1)
PE 310 Prevention and Care of Injuries in Sports (3)
PE 350 Kinesiology (4)
PE 355 Physiology of Exercise (4)
PE 430 Coaching Methods (3)
Choose one of the following:
PE 200 Analysis of Sport I—Volleyball and Basketball (2)
PE 210 Analysis of Sport II—Soccer and Football (2)
PE 220 Analysis of Sport III—Baseball, Softball, Leisure Games (2)
PE 230 Analysis of Racquet Sports (2)
PE 240 Analysis of Lifetime Sports (2)
PE 250 Analysis of Track and Field (2)
PE 320  Fitness Assessment and Management (3)
PE 400  Sport Psychology (3)
PE 405  History and Philosophy of Physical Education and Sport (3)
PE 460  Sport and Society (3)
Note: Additional requirements for the Single Subject Teaching Credential are listed in the Education section of the catalog.

Personal Health Minor

Recommended Prerequisites
Psy 120  Introduction to Psychology (3)
Soc 120  Introduction to Sociology (3)

Required Courses  (15 units)
Educ 502  Health Education (3)
PE 265  Concepts of Wellness (2)
PE 270  Drug Education (1)
PE 300  Principles of Health and Nutrition (3)
PE 310  Prevention and Care of Injuries in Sports (3)
PE 320  Fitness Assessment and Management (3)

PHYSICAL EDUCATION COURSES

120  Dance Movement (1)
Dance movement of low and high organization for grades K-12. Basic rhythmic and dance principles are examined with an emphasis on the development of basic motor skills as well as an understanding and appreciation for aesthetic and cultural contributions. (Formerly PE 32)

200  Analysis of Sport I—Volleyball and Basketball (2)
A study of the theory and fundamentals regarding the development of technical and tactical skills of volleyball and basketball. A concentration on the offensive and defensive systems, strategies and coaching considerations including practice planning, scheduling, statistics and conditioning relative to the sport. An elemental performance competency will be required. (Formerly PE 126)

210  Analysis of Sport II—Soccer and Football (2)
A study of the theory and fundamentals regarding the development of technical and tactical skills of soccer and football. A concentration on the offensive and defensive systems, strategies and coaching considerations including practice planning, scheduling, statistics and conditioning relative to the sport. An elemental performance competency will be required. (Formerly PE 127)

220  Analysis of Sport III—Baseball, Softball, Leisure Games (2)
A study of the theory and fundamentals regarding the development of technical and tactical skills of baseball, softball, and leisure games. A concentration on the offensive and defensive systems, strategies and coaching considerations including practice planning, scheduling, statistics and conditioning relative to the sport. An elemental performance competency will be required. (Formerly PE 128)

230  Analysis of Racquet Sports (2)
A study of the theory and fundamentals regarding the participation and/or coaching of tennis, racquetball and badminton with emphasis given to the development of teaching progression, practice techniques, selection and care of equipment. An elemental performance competency will be required. (Formerly PE 133)

240  Analysis of Lifetime Sports (2)
A study of the theory and fundamentals regarding the participation and/or coaching of golf, bowling, and swimming with emphasis given to the development of teaching progression, practice techniques, selection and care of equipment. An elemental performance competency will be required. (Formerly PE 136)

250  Analysis of Track and Field (2)
A study of the technical aspects of track and field. Concentration on the scientific approach to coaching the sport which includes methods of training, elemental mastery of form, appreciation of performances at a variety of levels, understanding of rules governing individual events and the conduct of meets. (Formerly PE 137)

260  First Aid/C.P.R. (1)
A training course which covers basic first aid methods for illness, injuries and choking. Training for rescue breathing as well as one and two recuer C.P.R. is given. This course meets current American Heart Association standards for certification. Successful completion of this course entitles the student to nationally recognized first aid and C.P.R. certificates.

265  Concepts of Wellness (2)
Examines the relationship of one's health with a lifestyle consistent with Christian health attitudes and practices. The view of responsible stewardship of the body as a gift from God is explored through classroom and lab experiences. (Formerly PE 160)

270  Drug Education (1)
An examination of the role of drugs in contemporary North American society. Particular attention will be given to the use, misuse and abuse of drugs by individuals as members of a variety of common social subgroups. (Formerly PE 146)
288 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly PE 88)

300 Principles of Health and Nutrition
A foundation course taken prior to Ed 502, 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, substance abuse and human sexuality. (Formerly PE 145)

310 Prevention and Care of Injuries in Sports
Prevention and care of injuries in athletic activities; the use of proper equipment, support methods, conditioning exercises, the medical examination, and therapeutic aids will be studied. Basic first aid and CPR are a prerequisite to this course. (Formerly PE 100)

315 Advanced Techniques of Athletic Training
Prerequisite: PE 310
A culminating course that the student interested in athletic training should take to meet certification requirements of the National Athletic Trainers Association. (Formerly PE 107)

320 Fitness Assessment and Management
An examination of techniques and practices relative to the prescription of activity for wellness, injury prevention and rehabilitation. Included will be an emphasis on health-related physical fitness programs in terms of individuals, school-initiated programs, and the corporate world. (Formerly PE 108)

325 Modalities and Therapy
Prerequisite: PE 310
Principles and practices of prevention and rehabilitation of athletic injuries; conditioning, stretching and conditioning, therapy modalities, and interpersonal relationships as it relates to athletic injury care. Study will include therapeutic exercise and its effect on the rehabilitation of athletic injuries or conditions. (Formerly PE 116)

340 Tests and Measurements in Physical Education
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. (Formerly PE 150)

350 Kinesiology
Prerequisite: Biol 331L; Recommended PE 340
Biomechanics including anatomical and physiological fundamentals of human motion, principles of mechanics as they apply to human motion, and the application of these principles to motor skills. Laboratory and field work included. (Formerly PE 156)

355 Physiology of Exercise
Prerequisite: Biol 332L; Recommended: PE 340
Physiologic bases of movement, work and exercise; physiologic concepts related to such processes as respiration, circulation, muscle function, metabolism, heat regulation and to their roles in physical activity. Laboratory and field work included. (Formerly PE 159)

370 Sport Facility Management and Design
An analysis and understanding of facility design and management as it relates to specific programmatic or institutional needs. Includes field trips to a variety of event facilities and stadiums. (Formerly PE 113)

375 Organization and Administration of Physical Education and Athletics
A study of management theory and techniques which apply to the administration of physical education and athletic programs. Organizational behavior concepts are explored. Technical, human and conceptual skills related to organization are discussed. Philosophy, program development, operations, budgeting, personnel and staff development will be addressed. (Formerly PE 147)

380 Sport Marketing and Promotion
The effect of marketing and promotion on the economic well being of the organization. Topics include an examination of the economic, social and political forces that affect sports. Techniques and benefits with regard to the sampling of publics will also be examined in addition to organizing marketing and promotional campaigns. (Formerly PE 112)

385 Legal Environment of Physical Education and Sport
An analysis of the legal process within the sport enterprise will be examined. Topics include collective bargaining agreements, agent representatives, liability concerns, control of amateur, professional and school sport, and risk management as it relates to sport. (Formerly PE 111)

400 Sport Psychology
An overview of fundamental psychological theory and its application to sport. Instinct versus Social Learning Theories, memory, motivation, nonsocial behavior, and theories of personality and leadership will be discussed. (Formerly PE 144)
405 History and Philosophy of Physical Education and Sport
An examination of philosophical components including the study of Realist, idealist and Existentialist thought, especially concerning first causes and the body. A historical component will trace development of sport and games from “ball games” of ancient civilizations to the present. (Formerly PE 143)

420 Sports Officiating
A clinical approach to officiating various sports such as basketball, football, soccer, baseball, volleyball, and others. (Formerly PE 124)

425 Recreation Leadership
Prerequisite: PE 265
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. Covers the basics of recreation. (Formerly PE 160)

430 Coaching Methods
Examines various methods, principles and procedures regarding the successful coaching of team and individual sports. An emphasis will be placed on the development of a sound coaching philosophy consistent with current understandings of sport psychology, sport pedagogy, sport physiology and sport management. Topics will also include discussions of ethics, morality, and values relative to the coaching profession. (Formerly PE 125)

450 Adaptive Physical Education
Prerequisite: PE 350
Examines the characteristics and etiology of various diseases, and researches the laws and treatment programs necessary for providing physical education for students with special needs. (Formerly PE 157)

460 Elementary Physical Education Methods
Prerequisite: Educ 380; Recommended: PE 340
Involves the planning of physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, is examined. School visitations and techniques for evaluation of the elementary physical education program is part of the experience. Emphasis is also given to trends in movement education. (Formerly PE 150)

465 Secondary Physical Education Methods
Prerequisite: PE 350, 355; Recommended: PE 300, 340 or Educ 502
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. (Formerly PE 151)

476 Physical Education Internship
These experiences are self-contained for academic credit. This experience is actual work in a sport management setting subsequent to the junior year in which management practices are applied. Final arrangements for the internship are completed by a member of the faculty. It is supervised and evaluated by a qualified faculty member or sport management industry professional. The Internship may be taken in place of the Senior Practicum. (Formerly PE 175)

480 Sport and Society
Prerequisite: Junior or Senior status
Sport and Society examines the effects that sport has on societies throughout the world. Particular emphasis is placed on sport as it relates to social organization, social deviance, discrimination, economics and politics. This class serves as a senior capstone course which will attempt to integrate all areas of study to Christian lifestyle and beliefs. (Formerly PE 173)

482 Senior Practicum in Physical Education
A practicum course in which the student is required to teach an elementary physical education class off campus, direct an activity class at FPC and organize and direct a fitness program under the supervision of an instructor. Sport Management students may substitute their assigned practicum for the above requirements. Practicums usually involve observing and providing assistance to another professional. They must be supervised and evaluated by a qualified faculty member. (Formerly PE 170)

486 Topics in Physical Education
Occasional or experiential courses designed to meet student interest and needs. (Formerly PE 187)

488 Directed Study
Prerequisite: Approval of Program Director and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly PE 188)

490 Independent Study
Prerequisite: Junior/Senior standing; 3.0 FPC G.P.A.; Approval of instructor and Dean of Undergraduate Studies
See course description and policy under the Academic Policies section of the catalog. (Formerly PE 190)
### Activity Courses: Graded CR/NC*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>100</td>
<td>Beginning Tennis</td>
<td>(1)</td>
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<tr>
<td>102</td>
<td>Advanced Tennis</td>
<td>(1)</td>
</tr>
<tr>
<td>104</td>
<td>Recreational Activity: Badminton</td>
<td>(1)</td>
</tr>
<tr>
<td>106</td>
<td>Recreational Activity: Racquetball</td>
<td>(1)</td>
</tr>
<tr>
<td>110</td>
<td>Men's and Women's Volleyball</td>
<td>(1)</td>
</tr>
<tr>
<td>112</td>
<td>Flag Football</td>
<td>(1)</td>
</tr>
<tr>
<td>114</td>
<td>Men's and Women's Basketball</td>
<td>(1)</td>
</tr>
<tr>
<td>116</td>
<td>Men's and Women's Softball</td>
<td>(1)</td>
</tr>
<tr>
<td>118</td>
<td>Men's and Women's Soccer</td>
<td>(1)</td>
</tr>
<tr>
<td>120</td>
<td>Dance Movement</td>
<td>(1)</td>
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<tr>
<td>122</td>
<td>Aerobic Rhythmic Exercise</td>
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<tr>
<td>126</td>
<td>Recreational Activity: Power Walking</td>
<td>(1)</td>
</tr>
<tr>
<td>128</td>
<td>Recreational Activity: Jogging</td>
<td>(1)</td>
</tr>
<tr>
<td>130</td>
<td>Beginning Swimming</td>
<td>(1)</td>
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<tr>
<td>132</td>
<td>Advanced Swimming</td>
<td>(1)</td>
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<tr>
<td>134</td>
<td>Golf</td>
<td>(1)</td>
</tr>
<tr>
<td>136</td>
<td>Strength Program</td>
<td>(1)</td>
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<tr>
<td>138</td>
<td>Weight Training</td>
<td>(1)</td>
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<tr>
<td>140</td>
<td>Archery</td>
<td>(1)</td>
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<tr>
<td>142</td>
<td>Bowling</td>
<td>(1)</td>
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<tr>
<td>144</td>
<td>Recreational Activity: Bicycling</td>
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<tr>
<td>146</td>
<td>Recreational Activity: Backpacking</td>
<td>(1)</td>
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<tr>
<td>148</td>
<td>Recreational Activity: Alpine Skiing</td>
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</tr>
<tr>
<td>150</td>
<td>Recreational Activity: Cross Country Skiing</td>
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</table>

### ATHLETICS COURSES

**Intercollegiate Athletics: Graded CR/NC**

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<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>110, 310</td>
<td>Varsity Women's Volleyball</td>
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<tr>
<td>120, 320</td>
<td>Varsity Men's Soccer</td>
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<tr>
<td>130, 330</td>
<td>Varsity Women's Cross Country</td>
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<tr>
<td>135, 335</td>
<td>Varsity Men's Cross Country</td>
<td>(2)</td>
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<tr>
<td>140, 340</td>
<td>Varsity Women's Basketball</td>
<td>(2)</td>
</tr>
<tr>
<td>145, 345</td>
<td>Varsity Men's Basketball</td>
<td>(2)</td>
</tr>
<tr>
<td>150, 350</td>
<td>Varsity Women's Track</td>
<td>(2)</td>
</tr>
<tr>
<td>155, 355</td>
<td>Varsity Men's Track</td>
<td>(2)</td>
</tr>
</tbody>
</table>

*A limited number of activity and intercollegiate athletic units apply to degree requirements. See Graduation Requirements section of the catalog.*
BACHELOR OF ARTS DEGREE IN THE MANAGEMENT OF HUMAN RESOURCES

The Bachelor of Arts in the Management of Human Resources is a program focused on the student’s educational and professional goals. It is intended to provide an introduction to, and an overview of, the field of management and organizational development while enabling working adults to complete their degree. Three components of learning comprise the personalized program: class work, portfolio, and baccalaureate thesis.

The first component consists of ten classroom courses which address pertinent issues and ideas related to success. These interesting sessions provide hands-on information that can be put into immediate practice on the job. The classes meet once a week for 56 weeks. Classes last four hours per session and are comprised of 20-25 adults. The study group becomes a support group as interests and aspirations are shared.

A second component of the program is the personal portfolio. Working with individual students, the College completes an assessment of career and significant life-learning experiences, such as military service or specialized professional training. Since learning takes place in many environments outside the classroom, up to 30 hours of college credit may be earned for the learning gained from these experiences. Students will be asked to identify this learning in papers to be evaluated by faculty.

The third component of the program is an applied research project which is designed according to personal interests. Most students elect to solve a problem directly related to their work. In addition to meeting requirements for five units of credit, the solution is then presented to the employer. Many VHR graduates have earned promotions as a result of their research projects.

The program is open only to working adults who have completed at least 60 transferable units of college study and have at least seven years of post-secondary experience. Contact the Center for Degree Completion for complete program information at (209) 453-2280.

COURSES

Psy 430  Adult Development and Life Planning  (4)
The emphasis in Module One is on the developmental nature of non-traditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one’s strengths and the subsequent adjustments that may assist areas of personal growth. (Formerly Psy 180)

Bus 431  Organizations and Environments  (3)
This module focuses on the organization structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design. (Formerly Bus 192)

Library Research Methods
Students are given information on how to use library resources in researching their baccalaureate topics.

Bus 432  Group and Organizational Behavior  (3)
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. (Formerly Bus 193)

Bus 434  Individual in the Organization  (3)
This module focuses on organizational behavior as it relates to individual motivation, productivity, and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop understanding of theories of motivation and organizational behavior, and develop skills in effective interpersonal relationships. (Formerly Bus 194)

Bib 436  Biblical Perspectives  (4)
This course reflects the commitment of Fresno Pacific College as a Christian, liberal arts college, to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning, and living. (Formerly Bib 125)
Bus 499A  Baccalaureate Thesis—Part I
Each student combines his/her research and practical implementation of theories and concepts and develops an individual project. The project examines a problem in a student's occupation or avocation. Graded CR/NC. (Formerly Bus 199A)

Bus 435  Statistical Methods and Research
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or avocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires. (Formerly Bus 195)

Bus 438  Human Resources Administration
Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations. (Formerly Bus 196)

Bus 440  Principles of Management and Supervision
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity. (Formerly Bus 197)

Phil 442  Values: Personal and Social
This is a capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion. (Formerly Phil 170)

Bus 499B  Baccalaureate Thesis—Part II
The student's research project is written and orally presented to the instructor and the learning group. (Formerly Bus 199B)

492  Independent Study
(1-4)
### Fall Semester 1992

**Session 1 & Full-Term**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Monday</td>
<td>Graduate Fall Semester begins (Full-Term &amp; Session 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On-campus Registration begins at noon</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Labor Day - No classes - offices closed</td>
</tr>
<tr>
<td>11</td>
<td>Friday</td>
<td>Last day to register for Full-term or Session 1 courses without late fee</td>
</tr>
<tr>
<td>14-18</td>
<td>Mon-Fri</td>
<td>Late Registration Week for Full-term and Session 1 courses ($35 late fee applies)</td>
</tr>
<tr>
<td>18</td>
<td>Friday</td>
<td>Last day to register for Full-term and Session 1 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change from CR to AU; AU to CR for Full-term and Session 1 courses</td>
</tr>
<tr>
<td>30</td>
<td>Wednesday</td>
<td>Application for Degree due in Graduate Office</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Friday</td>
<td>Last day of classes for Session 1 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop Session 1 courses</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Monday</td>
<td>Graduate Fall Session 2 begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registration begins at 9:00 a.m., in Registrar’s Office</td>
</tr>
<tr>
<td></td>
<td></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>
</tr>
<tr>
<td><strong>November</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Last day to register for Session 2 courses without late fee</td>
</tr>
<tr>
<td>9-13</td>
<td>Mon-Fri</td>
<td>Late Registration Week for Session 2 courses ($35 late fee applies)</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Last day to register for Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change from CR to AU; AU to CR for Session 2 courses</td>
</tr>
<tr>
<td>26-28</td>
<td>Thurs-Sat</td>
<td>Thanksgiving Recess - No classes - offices closed</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Friday</td>
<td>Last day of classes for Full-term and Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to request an Incomplete for Fall semester courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop Full-term and Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to request and pay fee for Continuation of Project/Thesis</td>
</tr>
<tr>
<td>23</td>
<td>Wednesday</td>
<td>Grades due from faculty, noon</td>
</tr>
</tbody>
</table>

### Spring Semester 1993

**Session 1 & Full-Term**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Monday</td>
<td>Graduate Spring Semester begins (Full-Term &amp; Session 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On-campus Registration begins at 9:00 a.m., Last day to register for Full-term or Session 1 courses without late fee</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Martin Luther King, Jr. Day - No classes - offices closed</td>
</tr>
<tr>
<td>18</td>
<td>Monday</td>
<td>Last day to register for Full-term and Session 1 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change from CR to AU; AU to CR for Full-term and Session 1 courses</td>
</tr>
<tr>
<td>19-22</td>
<td>Tues-Fri</td>
<td>Late Registration Week for Full-term and Session 1 courses ($35 late fee applies)</td>
</tr>
<tr>
<td>22</td>
<td>Friday</td>
<td>Last day to register for Full-term and Session 1 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change from CR to AU; AU to CR for Full-term and Session 1 courses</td>
</tr>
<tr>
<td>29</td>
<td>Friday</td>
<td>Application for Degree due in Graduate Office</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>Lincoln’s Birthday - No Graduate classes</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>President’s Day - No classes - offices closed</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Friday</td>
<td>Last day of classes for Session 1 courses</td>
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<tr>
<td></td>
<td></td>
<td>Last day to drop Session 1 courses</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>Graduate Spring Session 2 begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registration begins at 9:00 a.m., in Registrar’s Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to submit final draft of MA Project/Thesis to Graduate Office to be processed for approval of degree in Spring Semester</td>
</tr>
<tr>
<td>26</td>
<td>Friday</td>
<td>Last day to register for Session 2 courses without late fee</td>
</tr>
<tr>
<td>29-4/2</td>
<td>Mon-Fri</td>
<td>Late Registration Week for Session 2 courses ($35 late fee applies)</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Friday</td>
<td>Last day to register for Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change from CR to AU; AU to CR for Session 2 courses</td>
</tr>
<tr>
<td>9</td>
<td>Friday</td>
<td>Good Friday - No classes - offices closed</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td>21</td>
<td>Friday</td>
<td>Last day of classes for Full-term and Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to request an Incomplete for Spring semester courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop Full-term and Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to request and pay fee for Continuation of Project/Thesis</td>
</tr>
<tr>
<td>26</td>
<td>Wednesday</td>
<td>Grades due from faculty, noon</td>
</tr>
</tbody>
</table>
### Summer Term 1993

#### Session 1 & Full-Term

<table>
<thead>
<tr>
<th>May</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Monday</td>
<td>Summer Term begins (Full-Term &amp; Session 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On-campus Registration begins at 9:00 a.m. in the Registrar's Office</td>
</tr>
<tr>
<td>31</td>
<td>Monday</td>
<td>Memorial Day - No classes - offices closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Friday</td>
<td>Last day to register for Full-term or Session 1 courses without late fee</td>
</tr>
<tr>
<td>7-11</td>
<td>Mon-Fri</td>
<td>Late Registration Week for Full-term and Session 1 courses ($35 late fee applies)</td>
</tr>
<tr>
<td>11</td>
<td>Friday</td>
<td>Last day to register for Full-term and Session 1 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change from CR to AU; AU to CR for Full-term and Session 1 courses</td>
</tr>
<tr>
<td>25</td>
<td>Friday</td>
<td>Last day of classes for Session 1 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop Session 1 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application for degree due in Graduate Office</td>
</tr>
</tbody>
</table>

#### Session 2

<table>
<thead>
<tr>
<th>June</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Monday</td>
<td>Summer Session 2 begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registration begins at 9:00 a.m. in the Registrar's Office</td>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td>9</td>
<td>Friday</td>
<td>Last day to register for Session 2 courses without late fee</td>
</tr>
<tr>
<td>12-16</td>
<td>Mon-Fri</td>
<td>Late Registration Week for Session 2 courses ($35 late fee applies)</td>
</tr>
<tr>
<td>16</td>
<td>Friday</td>
<td>Last day to register for Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to change from CR to AU; AU to CR for Session 2 courses</td>
</tr>
<tr>
<td>30</td>
<td>Friday</td>
<td>Last day of classes for Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to request incomplete for Summer term courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop Session 2 courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to request end pay fee for Continuance of Project/Thesis</td>
</tr>
</tbody>
</table>

#### August

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>Grades due from faculty, noon</td>
</tr>
</tbody>
</table>
## COURSES OF STUDY OFFERED IN THE GRADUATE DIVISION

<table>
<thead>
<tr>
<th>Graduate Division Program Areas</th>
<th>Certificate Programs</th>
<th>Specialist Credential Programs</th>
<th>Master's Level Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Services</td>
<td>Administrative Services Prelim. Credential—24 units Administrative Services Prof. Credl—48 units (Preliminary + 24)</td>
<td></td>
<td>M.A. in Education—36 units (preliminary + 12)</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>Bilingual Spec. Credential—24 units</td>
<td></td>
<td>M.A. in Education—37 units (credential + 13)</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>Middle School Certificate—9 units</td>
<td></td>
<td>M.A. in Education—37-39 units</td>
</tr>
<tr>
<td>Language Development</td>
<td>TESOL Certificate—18 units Lang. Dev. Certificate can be obtained by passing State Test</td>
<td></td>
<td>M.A. in Education—37 units</td>
</tr>
<tr>
<td>Pupil Personnel Services</td>
<td>School Counseling Credential—36 units School Psychology Credential—61 units (Counseling credential + 25)</td>
<td></td>
<td>M.A. in Education Emphases: School Counseling—49 units (credential + 13) School Psychology—74 units (credential + 13)</td>
</tr>
<tr>
<td>Reading/Language Arts</td>
<td>Reading Language Arts Specialist Credential—24 units</td>
<td></td>
<td>M.A. in Education—37 units (credential +13)</td>
</tr>
<tr>
<td>School Library Media</td>
<td>School Library Media Teacher Credential—32 units</td>
<td></td>
<td>M.A. in Education—42 units (credential +10)</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAMS IN EDUCATION

Fresno Pacific College's graduate division is dedicated to service and to excellence. The programs are characterized by commitment to the needs of the student. They are concerned with developing a community of learners who view education holistically and who share a commitment to the highest standards of professional, moral and personal behavior. The College 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 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 Education, Computer Education, Reading/Language Arts, Learning Handicapped, Severely Handicapped, Pupil Personnel Services (School Counseling and School Psychology specializations), Language Development, Bilingual/Cross-Cultural Education, Curriculum & Instruction, and School Library Media. The programs are accredited by the Western Association of Schools and Colleges.

The intent of the programs is to prepare leaders and change agents to serve in schools and other educational settings. The cooperation of surrounding school districts with the candidates facilitates continuous practical application of learnings.

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 and School Psychology specializations), Reading/Language Arts Specialist, Learning Handicapped and Severely Handicapped Specialists, the Resource Specialist Certificate of Competence, the Bilingual/Cross-

Cultural Education Specialist, and the School Library Media Teacher Credential. Valid California 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). A Middle School Certificate is also offered (9 units).

ADMISSION

Classification

Students may be admitted to Post-Baccalaureate-Unclassified, Post-Baccalaureate-Classified or Graduate standing.

Post Baccalaureate-Unclassified

Students who wish to 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 status may be considered for enrollment into Post Baccalaureate-Unclassified standing. In order to be considered for this standing, a student must have earned an acceptable baccalaureate degree from a regionally accredited institution or the equivalent. Up to 10 units of coursework taken while in unclassified standing may be applied toward classified or graduate standing.

Post Baccalaureate-Classified

Students who wish to enroll in graduate level courses in order to complete requirements for a clear basic California teaching credential, a certificate program, or one of the advanced credential programs offered by the college may apply for admission to Post Baccalaureate-Classified standing. In order to be considered for this standing, a student must have earned an acceptable baccalaureate degree and hold a California basic teaching credential.

Graduate

Applicants seeking admission to one of the Master of Arts in Education degree programs should apply for admission to Graduate standing.
Admission Requirements

Students applying for admission to Post Baccalaureate-Classified and Graduate standing must meet requirements outlined below:

1. Oral orientation interview with the graduate program director.
2. Completion of application for admission and application fee, including a statement of concern for values.
3. An official transcript from every post-secondary institution attended to show verification of (a) an accredited bachelor’s degree with a cumulative G.P.A. of at least 2.75, or (b) completion of a California basic teacher credential with at least a “B” average, or (c) completion of an accredited bachelor’s degree and at least 9 units of unclassified graduate credit taken at Fresno Pacific College with no grade lower than a “B”. All previous graduate work must have been completed with a 3.0 G.P.A.
4. Two letters of recommendation from the applicant’s immediate supervisors/administrators evaluating the applicant’s leadership potential and recommending acceptance into the training program.
5. Submission of results on the Miller Analogies Test or on the Graduate Record Examination.

Applicants seeking admission to an Advanced Credential program must also satisfy the following:

6. Verification of applicant’s holding a valid California basic teaching credential. Bilingual program candidates must verify holding a valid California Multiple Subject Teaching Credential with Bilingual Emphasis, or pass the Certificate of Competence Exam.
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 School 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.

REGISTRATION

Registration for courses in the graduate program is conducted in the Registrar’s Office. Beginning and closing dates of registration are announced each term in the Graduate Class Schedule. Registration is completed with the filing of the registration form and vehicle registration form and payment of the appropriate fees.

<table>
<thead>
<tr>
<th>FALL AND SPRING TERMS (SEMESTER)</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 &amp; Full Term</td>
<td>Session 2</td>
</tr>
<tr>
<td>Last day to register</td>
<td></td>
</tr>
<tr>
<td>without late fee</td>
<td></td>
</tr>
<tr>
<td>following term start</td>
<td></td>
</tr>
<tr>
<td>Late registration</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td></td>
</tr>
<tr>
<td>term start</td>
<td></td>
</tr>
<tr>
<td>Last day to register</td>
<td></td>
</tr>
<tr>
<td>Friday of 4th week</td>
<td></td>
</tr>
<tr>
<td>following term start</td>
<td></td>
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<tr>
<td>of session</td>
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</tr>
<tr>
<td>Graduate Program</td>
<td>Number of Units Required</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Administrative Services</td>
<td></td>
</tr>
<tr>
<td>Preliminary Credential</td>
<td>24</td>
</tr>
<tr>
<td>Professional Credential</td>
<td>48 (Pref + 24)</td>
</tr>
<tr>
<td>MA Degree</td>
<td>36 (Pref +12)</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td></td>
</tr>
<tr>
<td>Credential</td>
<td>24</td>
</tr>
<tr>
<td>MA Degree</td>
<td>37 (pref +13)</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td></td>
</tr>
<tr>
<td>MA Degree</td>
<td>37-39</td>
</tr>
<tr>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>TESOL Certificate</td>
<td>18</td>
</tr>
<tr>
<td>MA Degree</td>
<td>37</td>
</tr>
<tr>
<td>Math/Science Program</td>
<td></td>
</tr>
<tr>
<td>Computer Competency Certificate</td>
<td>16-18</td>
</tr>
<tr>
<td>MA: Middle School emphasis</td>
<td>36</td>
</tr>
<tr>
<td>MA: Secondary School emphasis</td>
<td>36</td>
</tr>
<tr>
<td>MA: Integrated Math/Science emphasis</td>
<td>36</td>
</tr>
<tr>
<td>MA: Computer Educ emphasis</td>
<td>36</td>
</tr>
<tr>
<td>MA: Science Educ emphasis</td>
<td>36</td>
</tr>
<tr>
<td>Pupil Personnel Services</td>
<td></td>
</tr>
<tr>
<td>Counseling Credential</td>
<td>36</td>
</tr>
<tr>
<td>Psychology Credential</td>
<td>61 (coun credi + 25)</td>
</tr>
<tr>
<td>MA: Counseling emphasis</td>
<td>49 (cred +13)</td>
</tr>
<tr>
<td>MA: Psychology emphasis</td>
<td>74 (cred +13)</td>
</tr>
<tr>
<td>Reading/Language Arts</td>
<td></td>
</tr>
<tr>
<td>Credential</td>
<td>24</td>
</tr>
<tr>
<td>MA Degree</td>
<td>37 (cred +13)</td>
</tr>
<tr>
<td>School Library Media</td>
<td></td>
</tr>
<tr>
<td>Credential</td>
<td>32</td>
</tr>
<tr>
<td>MA Degree</td>
<td>42 (cred +10)</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>Learning Handicapped Credential</td>
<td>30</td>
</tr>
<tr>
<td>Severely Handicapped credential</td>
<td>36</td>
</tr>
<tr>
<td>Resource Specialist Certificate</td>
<td>8</td>
</tr>
<tr>
<td>MA: Learning Handicapped emphasis</td>
<td>45-52 (cred +13-18)</td>
</tr>
<tr>
<td>MA: Severely Handicapped emphasis</td>
<td>49-58 (cred +13-18)</td>
</tr>
</tbody>
</table>

*General Admission Requirements Include: Orientation Interview with Program Director, Application and Application Fee, Official Transcripts, Two Letters of Reference, MAT/GRE

**CTC Requirement
PROGRESSION TOWARD DEGREE

Requirements for 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 masters seminar.
1. Completion of all requirements for graduate standing, and admission to a master’s 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.

Enrollment in Project/Thesis or Masters Seminar
Candidates may enroll in Project/Thesis or Masters Seminar as the culminating courses for the Master of Arts degree. The program director works with the candidates to select the option most appropriate for them.

To be eligible to register for project/thesis or seminar, a student must have completed all other required coursework, maintained at least a “B” in all coursework in the program, and secured approval of his or her project/thesis 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. A candidate may informally initiate the research project with the program director prior to enrolling in the project/thesis. Preliminary work must be under the supervision and approval of the director.

Candidates may enroll in project/thesis at three different times during the year: the fall semester, spring semester, or during the summer session. The course requirements for project/thesis 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 Request for Continuous Enrollment is granted.

Students who do not complete the project or thesis within one calendar year may file a Request for Continuous Enrollment and submit a $50 continuation fee. A Request for Continuous Enrollment 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 acceptability 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.

Masters Seminar
The Masters 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 the thesis or project.

Degree Completion and Conferral
An Application for Degree must be submitted to the Graduate Office within the term during which the last courses for the degree are being completed (see deadline on Graduate calendar).

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

Time for Completion of Degree
All requirements for a degree program with less than 40 required units must be met within 5 years of admission to that program. Programs with 40 or more required units must be completed within 7 years of admission. A petition (directed to the program director with approval by the Dean of Graduate Studies) for a one-time
extension of 12 months may be considered in unusual cases. All courses to be considered toward a degree (including transfer units) must have been completed within 10 years of the award of the degree.

Commencement
Commencement is held in early May. Graduate students are eligible to participate in commencement provided 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.

ACADEMIC POLICIES

Definition of Full-Time Status
Students enrolled in 8 or more units of graduate level courses are considered full-time. Students taking 4-7 units are considered half-time, and students taking 3 or fewer units are considered part-time.

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

- 700-799 Graduate courses open to holders of a baccalaureate degree subject to prerequisites or other requirements as stated in program or course descriptions.
- 770-779 Divisional courses (may be foundational or culminating). Courses numbered 775 or higher require graduate standing and permission of the program director.
- 786 Special Topics. Subject area may be varied to meet special needs of programs. Permission of program director required.
- 788 Directed Study. (See Independent and Directed Studies.)
- 789 Independent Study. (See Independent and Directed Studies.)
- 792-793 Practicum or Field-Based Experience.
- 794 Internships.

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. 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. Performance that fully meets all the requirements and qualitative expectations of the course. Solid mastery of subject matter.
- C Marginal Scholarship. Performance that barely meets the requirements and qualitative expectations of the course. Marginal mastery of subject matter. Does not meet the expectations of graduate level work. Courses with a grade of “C” will not be credited toward the completion of requirements of any graduate degree program.
- F Unsatisfactory Scholarship. Performance that fails to meet the requirements and qualitative expectations of the course. Inadequate mastery of subject matter. Courses with a grade of “F” will not be granted credit.

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.
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 PPP 793 and PPC 792A where six terms are allowed.

Grade Change

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

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

Should the student believe that a grade change is warranted for reasons other than clerical error, the student may file a Petition form (available in the Registrar's Office) with the Graduate Dean. The Dean and professor will consider the matter, and should the reasons be considered compelling, the professor will file a Grade Change form 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). At the end of this term extension, the instructor will report to the Registrar's Office an appropriate grade based upon the quality of work completed. Failure to complete coursework within the time extension results in a grade of "NC" being given for the course. Re-enrollment is then required in order to complete the course and receive credit.

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

Continuous Enrollment

Continuous enrollment is understood to mean enrolling for at least one course each calendar year. Students who wish to re-enter a program who have not been continuously enrolled must meet with their advisor prior to enrollment to complete a new program advisement form. Such persons will be required to meet any new program regulations which may apply and will be subject to a review of course recency and transfer credit.

Transfer or Waiver of Courses

Transfer of Courses

Program directors may consider and authorize transfer of previous coursework for students entering a graduate program in certain cases. Any authorization for transfer requires completion of Request for Transfer or Waiver form and must be verified by receipt of official college transcripts. The following conditions
registration and the balance approximately 30 days into the term. Student accounts with payment received more than 5 days beyond the date due will be assessed a late payment fee of $35. If payment is not received within two weeks of the assessment of the late fee, the student's registration will be administratively withdrawn.

Financial aid which is expected to be received from or through the college can only be counted as acceptable payment if the Financial Aid Office has guaranteed its receipt, or if it has already been credited to the student's account.

While a balance is owed to the college, the college may not release a student's grades, transcripts, or credentials.

Reinstatement

A student who has been administratively withdrawn may petition for reinstatement if extenuating circumstances exist. Such an appeal is made to the Student Accounts Committee with representatives from Faculty, Student Accounts Office, Registrar's Office, Financial Aid Office, and Student Life Division. If reinstatement is granted, the student must pay the late fee of $35, a reinstatement fee of $40, plus interest of 10% (annual) on the unpaid balance until paid. For sufficient cause the committee may waive the reinstatement fee and interest.

Withdrawals/Refunds

Refunds are based upon the day in which the official withdrawal form is completed and submitted to the Registrar's Office. REFUNDS ARE NOT BASED ON THE DATE THE STUDENT CEASES TO ATTEND COURSES.

There is no automatic withdrawal. It is up to the student to withdraw if the decision is made not to continue in the class.

Refund Schedule

Any withdrawal prior to the first scheduled class meeting will receive a full refund.

For courses dropped within the first week of the session, a total tuition refund, less a $10 handling fee, will be made. Courses dropped during the second week of the session will result in a 90% refund. For courses dropped after the end of the second week, the refund decreases by 10% each week. NO REFUND WILL BE MADE FOR WITHDRAWALS AFTER THE FOURTH WEEK OF THE SESSION.

Appeals

Appeals of Student Accounts policies may be made by filing an official petition with the Student Accounts office. This petition will be reviewed by the Student Accounts Committee, which is made up of representatives from Faculty, Student Accounts Office, Registrar's Office, Financial Aid Office, and Student Life Division. Appeals of committee decisions may be made to the president or business manager, who will review the committee's decision.

FINANCIAL AID

Director of Financial Aid: Greg A. Camp

General Information

Fresno Pacific College 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 assistance. Such students are encouraged to apply for aid. Financial aid is awarded without discrimination as to gender, race, color, national or ethnic origin, age, or handicap.

The Graduate Division of Fresno Pacific College offers two basic types of financial aid: scholarships and grants, which do not have to be repaid, and loans, which must be repaid. Most loans and grants are awarded on the basis of a combination of scholastic or other achievement and demonstrated financial need.

Application Procedures

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

Step 1: Submit a completed Fresno Pacific College Application for Admission and arrange for transcript, test scores, and any other supporting documents to be sent to the college. You must be accepted for admission before financial eligibility will be determined.

Step 2: Submit a completed Financial Aid Form to the Financial Aid Office. The Student Aid Application for California (SAAC) or Financial Aid Form (FAP) may also be used.
Step 3: Submit the FPC Financial Aid Application to the Financial Aid Office at Fresno Pacific. This application and a Financial Aid Form must be on file in order to be considered for financial aid at FPC.

Step 4: Submit a signed copy of your (and your spouse's) Federal Income Tax Return. If you are a dependent student, you must also submit a copy of your parents' Federal Income Tax Return. Those returns must include all attachments and schedules. If either you or your parents did not file a return, you must complete a Certification that Federal Tax Return Will Not Be Filed. Forms are available from the Financial Aid Office.

Processing Time
An Offer of Financial Assistance will be mailed to you after application requirements have been completed. The offer will list type and amount of assistance for which you are eligible. The first offer is an estimate of funding and is contingent upon final notification from funding sources and verification of the information reported on the SAAC or FAF. The application process can be lengthy. The following is an average processing timeline:

SAAC/FAF processing: 2-3 weeks
Award Determination: 1 week
Student Contact: 2-4 weeks
Loan Processing: 3-4 weeks

The student may shorten the processing time by responding to all correspondence and submitting requested documents as quickly as possible.

Federal Aid Programs

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

State Aid Programs

Teacher Credential Cal Grant: Students may qualify for $5250 by renewing their undergraduate Cal Grant for a preliminary credential within 15 months of the last time the undergraduate grant was used.

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

FPC Church Match
Fresno Pacific will match gifts from the church up to $250 per semester, not to include summer. Mennonite Brethren church gifts are matched 2:1; limited to undergraduate and Teacher Credential students.

Graduate Grant
$750 awards ($250 per course for 3 courses taken within the award year) for students showing financial need, dedication and commitment to quality scholarship in academic work demonstrated in a minimum of 3 units of graduate work completed at FPC. Students should evidence promise to make a positive contribution to schools and teaching in a way that is a credit to FPC. Consideration will be given to under-represented groups of FPC graduate students.

Graduate Loan
A 9% interest loan beginning after a six month grace period from the time a student fails to re-enroll at FPC. Criteria for Graduate Grant apply to the Graduate Loan. Loan amounts from $250 to $1000.

Syllabi Curriculum Loan
A 9% interest loan is available for students enrolled in math/ science method courses, accepted into the teacher training program, showing financial need and demonstrating a high degree of scholarship. Loan amounts from $250 to $1000.

Joleen Boren Loan
A 9% interest loan is available for students in the MA program in Reading Education who show financial need and high academic ability. An essay and application are required. Applicants must be recommended by the Reading faculty. $500 loan amount.

Private Programs
The following groups have loans and scholarships that are announced through the FPC Financial Aid Office. Contact the office for further information.

GradExcel Loan
Educational Credit Corp. Loan
American Association of University Women Scholarship

Church Women United Scholarship
Orville Redenbacher Scholarship
Mensa Scholarship
Tulare and Fresno Area Reading Councils Grant

Satisfactory Progress for Financial Aid
Financial Aid recipients at Fresno Pacific 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 G.P.A. 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.

The College offers work leading to a preliminary credential, a professional credential and a Master of Arts in Education degree with an emphasis in Administrative Services.

The Preliminary Credential Program focuses on the needs of the school site administrator. The Professional Credential is based on experience at the district level. The programs are entirely competency-based and have an emphasis on practicality with a close relationship to school districts.

Up to 12 units of credit from an accredited graduate program in Administration or a related area may, at the discretion of the program director, be transferred into the 48 unit Administrative Services Credential program where such courses are judged by the program director to be equivalent to those required in the Fresno Pacific College program. All other provisions to the general
graduate policy on Transfer of Credit shall apply. A maximum of 6 units may be applied to the preliminary credential.

**Preliminary Administrative Services Credential** (first tier)
A minimum of 24 semester units of coursework is required for the preliminary credential. The program competencies of the preliminary credential are clustered into a series of 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. The first tier of this credential requires completion of a Preliminary Administrative Services Credential (24 units).

**Requirements for the Preliminary Administrative Services Credential:**
- ADM 700 Curriculum Leadership (4)
- ADM 705 School and Community Relations (4)
- ADM 710 Administration and Personnel Management (4)
- ADM 715 Finance and Legal Aspects (4)
- ADM 792A Practicum #1—Curriculum Research (2)
- ADM 792B Practicum #2—School and Community Relations (2)
- ADM 792C Practicum #3—Administration and Personnel Management (2)
- ADM 792D Practicum #4—Finance and Legal Aspects (2)

*Meets necessary California requirements for an entry level Administrative position in grades K-12.*

**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. Up to 9 units of transfer credit may apply to the Master of Arts degree.

**Courses for Preliminary Credential**
- ADM 700 Curriculum Leadership (4)
- ADM 705 School and Community Relations (4)
- ADM 710 Administration and Personnel Management (4)
- ADM 715 Finance and Legal Aspects (4)
- ADM 792A Practicum #1—Curriculum Research (2)
- ADM 792B Practicum #2—School and Community Relations (2)
- ADM 792C Practicum #3—Administration and Personnel Management (2)
- ADM 792D Practicum #4—Finance and Legal Aspects (2)

**Core Courses**
- ADM 725 Curriculum Assessment (3)
- ADM 735 Leadership and Change (3)
- DVN 771 Research Methods in Education (3)
- DVN 779 Values in School and Society (3)

**Professional Administrative Services Credential** (second tier)
Those wishing to enter the second tier of the Professional Administrative Services Credential program must have completed the Preliminary Administrative Services Credential. 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 program director of Administrative Services prior to beginning the Professional Services Credential program.

The 24 unit additional requirement for the Professional Administrative Services Credential includes:

**Direct Instruction:** (12)
- ADM 725 Curriculum Assessment (3)
- ADM 735 Leadership and Change (3)
- DVN 771 Research Methods in Education (3)
- DVN 779 Values in School and Society (3)

**Field Experiences:** (8)
- ADM 793A Practicum #5—Curriculum (2)
- ADM 793B Practicum #6—Values (2)
- ADM 793C Practicum #7—Change (2)
- ADM 793D Practicum #8—Evaluation (2)
Electives: (4)
The elective option includes four units of approved graduate or doctoral level courses. See the program director prior to enrollment in the second tier program.
ADM 755 Situational Analysis (2)
or
ADM 793E Internship (2-4)
or
ADM 793F Participation (2-4)
or
Middle School Certificate Program (CRI 703, CRI 720, CRI 721)

BILINGUAL CROSS-CULTURAL PROGRAM

Program Director: Yvonne S. Freeman, Ph.D.

The Bilingual Cross-Cultural Program offers a California State Department approved Bilingual Cross-Cultural Specialist Credential and a Master of Arts in Education Degree with a Bilingual Cross-Cultural Education Emphasis.

The program is planned to prepare teachers to work with the ever-growing number of second language students in the public schools including junior colleges. The coursework for the program is based on the latest second language acquisition theories and research as well as the research and work of sociopsycholinguistics. Not only are teachers provided with recent theory, but they are also provided opportunities to reflect on how theory translates into practice.

Bilingual Cross-Cultural Specialist Credential

The Bilingual Cross-Cultural Specialist Credential requires a minimum of 24 semester units of coursework, with supervised field experiences with limited and non-English speaking children.

In addition to the regular requirements, bilingual candidates must prove proficiency in the second language by holding a valid California multiple-subject credential with a Bilingual emphasis, passing the state Certificate of Competence Exam or passing the Fresno Pacific College Bilingual Exit Exam.

Required Courses
LLC 700 Reading Process and Practice (3)
LLC 705 Language Acquisition and Cross-Cultural Communication (3)
LLD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)
LLC 725 Practicum in Language and Literacy (3)
LLD 735 Current Theories, Methods and Materials for Bilingual Education (3)
LLB 745 Social and Cultural Issues of the Diverse School Population of California (3)
LLB 747 Current Trends and Issues in Bilingual Education (3)
LLD 750 Introduction to Linguistics (3)
or
LLD 755 Linguistics for Second Language Teaching (3)

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 Bilingual Cross-Cultural Education emphasis.

Required Courses
Bilingual Cross-Cultural Specialist Credential courses (above), plus
LLC 760 Supervision in Language and Literacy (3)
LLC 765 Advanced Topics in Language, Literacy and Culture (3)
DVN 779 Values in School and Society (3)
LLB 799 Project/Thesis (4)
or
DVN 778A/B Masters Seminar (3,3)
CURRICULUM AND INSTRUCTION
PROGRAM

Program Director: Rod A. Janzen

Fresno Pacific College offers a Master of Arts in Education degree program with an emphasis in Curriculum and Instruction and a Middle School Certificate program.

Middle School Certificate Program

The Middle School Certificate Program is a nine semester unit program designed to introduce students to a wide range of middle school issues and curriculum trends.

Requirements for Admission

1. A baccalaureate degree in a recognized academic field.
2. An interview with the program director.

Required Courses

CRI 703  Seminar in Curriculum Integration (3)
CRI 720  Early Adolescent Psychology (3)
CRI 721  Middle School Foundations (3)

Master of Arts in Education Degree
Curriculum and Instruction Emphasis

The Curriculum and Instruction emphasis is a program designed for teachers who are interested in being curriculum and instruction leaders in their schools and/or school districts.

The Curriculum and Instruction emphasis incorporates both elementary and secondary strands allowing students in the program to focus on those areas which are most relevant to their own work and areas of interest.

The Master of Arts in Education Degree with a Curriculum and Instruction emphasis requires a minimum of 37-39 semester units of coursework.

Phase I—Foundations

CRI 700  Curriculum Design and Evaluation (3)
CRI 701  Current Topics in Curriculum (3)
DVN 775  Seminar in Learning Theory (3)

Phase II—Content (Elementary Structure)

CRI 730  Social Science Concepts and Instructional Approaches (3)
LLC 700  Reading Process and Practice (3)
LLC 705  Language Acquisition and Cross-Cultural Communication (3)
MSE 730  Processes and Concepts in Science (Science Festival) (4)
MED 720  Explorations in Elementary Mathematics (Math Festival) (4)
or
MTL 722  Patterns and Systems in Mathematics (Math Festival) (4)

Phase II—Content (Secondary Structure)

LLR 740  Reading/Writing in the Content Area (3)
LLC 705  Language Acquisition and Cross-Cultural Communication (3)

anc

CR 730  Social Science Concepts and Instructional Approaches (3)
CR 720  Early Adolescent Psychology (3)
CR 721  Middle School Foundations (3)
or
Nine graduate-level units related to the student's own subject area specialization.

Phase III—Integration

CRI 702  Seminar in Curricular Innovations and Change (3)
CRI 703  Seminar in Curriculum Integration (3)
DVN 779  Values in School and Society (3)
CR 799  Project/Thesis (4)
or
DVN 778 A/B  Masters Seminar (3,3)
LANGUAGE DEVELOPMENT PROGRAM

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

The College offers programs in Language Development for teachers who work with language minority students. Courses are designed to prepare teachers to provide both English language instruction (ESL) and specifically designed academic instruction in English (sheltered English) for students who are limited or non-English proficient. Candidates in the program may be working toward a TESOL certificate, a Language Development Specialist Certificate, or a Master of Arts degree in Education with a specialization in language development.

All courses in the Language Development Program are taught by highly qualified instructors who have both practical and theoretical knowledge of issues in second language acquisition, second language teaching methods, reading and linguistics. Courses follow an interactive rather than a lecture format, and there is an emphasis on practical application of concepts studied.

Each of the three options is described below. The following chart indicates which courses are required within each of the three options.

Teachers of English to Speakers of Other Languages (TESOL) Certificate Program

The TESOL Certificate is recognized internationally. Candidates who wish to teach abroad, as well as those who plan to teach adults in this country, should pursue this certificate. The program consists of eighteen (18) semester units of coursework. Fresno Pacific College issues the TESOL Certificate to students who complete the following six courses.

Required Courses
LLC 700 Reading Process and Practice (3)
LLC 705 Language Acquisition and Cross-Cultural Communication (3)
LLD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)
LLC 725 Practicum in Language and Literacy (3)
LLD 750 Introduction to Linguistics (3)
LLD 755 Linguistics for Second Language Teaching (3)

Language Development Certificate Program

The Language Development Specialist Certificate is required for K-12 teachers who teach some or many limited or non-English speaking students in their classes. The Certificate is awarded by the State of California to credentialed teachers who pass the State Language Development Specialist examination and who have completed six units of college level foreign language study.

Teachers may qualify to take the examination by completing the twenty-four (24) semester unit Language Development program at the College. Courses in the program review all areas covered by the Language Development examination.

Required Courses
TESOL Certificate courses (above), plus
LLC 720 Language Assessment and Evaluation (3)
LLD 735 Current Theories, Methods, and Materials for Bilingual Education (3)
**Master of Arts in Education Degree with a Specialization in Language Development**

The Master of Arts degree in Education with a Specialization in Language Development is required for teaching at the community college level and for teaching in an adjunct capacity at the college level. Many ESL teaching positions in foreign countries now require the Master of Arts degree. In addition, school districts hire Master of Arts graduates to serve as specialists and curriculum leaders who develop school or district policy for services to limited or non-English speakers. Candidates may qualify for the Master of Arts in Education with a Specialization in Language Development by completing a minimum of thirty-seven (37) semester units as follows.

**Required Courses**

Language Development Specialist Certificate courses (above), plus

- **LLC 760** Supervision in Language and Literacy (3)
- **LLC 765** Advanced Topics in Language, Literacy and Culture (3)
- **DVN 779** Values in School and Society (3)
- **LLD 799** Project/Thesis (4)
- **DVN 778A/B** Masters Seminar (3,3)

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**MATHEMATICS-SCIENCE-COMPUTER EDUCATION PROGRAM**

**Program Director: Richard Thiessen, Ph.D.**

Fresno Pacific College offers a Master of Arts in Education degree.


**Master of Arts in Education Degree**

A minimum of 36 semester units of coursework is required for a Master of Arts in Education degree in the Mathematics-Science-Computer Education program. The core courses are common to all of the emphases.

**Common Core Courses:**

The following are a common core of courses required in each of the five emphases in the Mathematics-Science-Computer Education Program.

- **MED 746** Clinical Diagnosis and Experimentation (3) or
- **CRI 700** Curriculum Design and Evaluation (3)
- **DVN 775** Seminar in Learning Theory (3)
- **DVN 779** Values in School and Society (3)
- **MED 799** Project/Thesis (4) or
- **MSE 799** Project/Thesis (4) or
- **DVN 778A/B** Masters Seminar (3,3)

**PROGRAM EMPHASES**

**Middle School Mathematics Education**

Designed for teachers of mathematics in grades 5 through 9, the program provides a balance of courses from mathematics and computer education. It is intended to give teachers both content knowledge and an understanding of how to foster and maintain interest in mathematics among students with widely varying abilities and background.

**Required Courses**

- **MED 710** Integration of Mathematics and Science (2)
- **MTH 724** Problem Solving in Mathematics (4)
- **MED 742** Current Issues and Research in Mathematics Education (3)
- **MTH 751** Informal Geometry (3)
- **MTH 753** Concepts of Algebra (3)
- **MTH 755** Probability and Statistics (Middle School Emphasis) (3)
- **MTH 765** History of Mathematics (3)

**Secondary School Mathematics Education**

The Secondary Mathematics Education emphasis is designed to serve the needs of teachers who have single subject credentials in mathematics. The program is not intended as preparation for advanced study in mathematics, but rather the mathematics
courses place an emphasis on understanding, foundations and exposition. The mathematics education courses provide an opportunity for teachers to learn about the latest in methods, curricula, and materials.

**Required Courses**

MED 710 Integration of Mathematics and Science (2)
MTH 724 Problem Solving in Mathematics (4,4)
MED 742 Current Issues and Research in Mathematics Education (3)

Participants will choose at least twelve units from the following courses.

MTH 761 Topics in Geometry (3)
MTH 762 Topics in Algebra (3)
MTH 763 Probability and Statistics (3)
MTH 764 Discrete Mathematics (3)
MTH 765 History of Mathematics (3)

**Integrated Math/Science**

This course of study is designed for multiple subject credentialed teachers. Coursework will focus on developing an understanding of math and science concepts. There will be a strong emphasis on the integration of these and other disciplines. Some participants in this program may wish to become involved in the writing of integrated curriculum materials and/or in leadership training.

**Required Courses**

MED 710 Integration of Mathematics and Science (2)
MED 720 Explorations in Elementary Mathematics (4) or
MTH 722 Patterns and Systems in Mathematics (4)
MSE 730 Processes and Concepts in Science (Science Festival) (4,4)

At least 9 units selected from the following courses:

MSI 750 Botany Concepts (3)
MSI 751 Zoology Concepts (3)
MSI 760 Chemistry Concepts (3)
MSI 761 Physics Concepts (3)
MSI 762 Earth Science Concepts (3)
MTH 751 Informal Geometry (3)
MTH 753 Concepts of Algebra (3)
MTH 755 Probability and Statistics (Middle School Emphasis) (3)

**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. Individual programs will be designed by the candidate in consultation with the program director. The following courses are available in the Computer Education emphasis.

MCE 720 Introduction to Using Computers in the Classroom (1-4)
MCE 730 BASIC Programming I (2-4)
MCE 731 BASIC Programming II (2-4)
MCE 732 PASCAL Programming I (2-4)
MCE 733 PASCAL Programming II (2-4)
MCE 734 LOGO Programming I (2-4)
MCE 735 LOGO Programming II (2-4)
MCE 736 COBOL Programming (2-4)
MCE 737 Assembly Language Programming (2-4)
MCE 740 Evaluation and Integration of Software (3-9)
MCE 741 Curricular Applications of Software (2-4)
MCE 742 Writing Educational Microcomputer Instructional Programs (2-4)
MCE 750 Word Processing (2-4)
MCE 752 Database Management (2-4)
MCE 754 Electronic Spreadsheets (2-4)
MCE 756 Integrated Systems (2-4)
MCE 760 Advanced Independent Computer Study (2-8)

**Science Education**

Program Director: Ben Van Wagner, Ed.D.

The Master's Degree program prepares teachers to teach science. It provides a balance of courses that include science content and methodology. The ultimate goal is to produce teachers who have a broad and balanced scientific background and the pedagogical competence for effective communication with students of widely varying abilities and backgrounds.

The program is designed for science teachers who desire to broaden and update their science content knowledge and teaching methodology. It is also appropriate for teachers qualified in other curriculum areas who wish to become qualified teachers of science. The program is aimed at Middle School teachers but is
open to teachers of all levels. Thirty-six (36) units are required in
the program. Twelve (12) of these are science content in the
general or life science areas and 14 are in the area of science
education.

Required Courses
MED 710 Integration of Mathematics and Science (2)
MSE 730 Processes and Concepts in Science
(Science Festival) (4,4)
Topics in Science Education (1,1,1,1)
Choose 4 units from the following:
MSE 740 Science Teaching Methods (1)
MSE 741 Science and the Integrated Curriculum (1)
MSE 742 Seminar in Science Education Trends (1)
MSE 743 Evaluation in the Science Classroom (1)
MSE 744 Science for Students with Special Needs (1)

Twelve units will be selected from the following content courses.
MSI 750 Botany Concepts (3)
MSI 751 Zoology Concepts (3)
MSI 752 Human Anatomy and Physiology Concepts (3)
MSI 753 Ecology Concepts (3)
MSI 760 Chemistry Concepts (3)
MSI 761 Physics Concepts (3)
MSI 762 Earth Science Concepts (3)

 Formal acceptance into the program occurs after an interview with
the program director, assuming that all admission requirements
have been met, and a sequence of courses and experiences has
been agreed upon. The sequence is determined on the basis of
past experiences and courses.

Prerequisites
Soc 420 Cross-Cultural Communication (3)
Psy 350 Child Development (3)

Required Advanced Component
PPS 700 Introduction to Counseling (3)
PPC 702 Education and Career Planning (3)
PPS 704* Counseling Theory and Techniques (3)
PPS 706 Counseling the Exceptional Child (3)
PPS 708 Counseling the Multi-Cultural Child and Parent (3)
PPS 710 Principles of Psychological Assessment and
Measurement (3)
PPS 712 Laws and Ethics (3)
PPS 714 Case Study Practicum/Group Process (3)
DVN 772 Educational Statistics (3)
DVN 775 Seminar in Learning Theory (3)
PPC 792A Field Experiences (4)
PPC 792B Seminar in Field Experience (2)
*Prerequisite to PPS 714

Master of Arts in Education Degree
Pupil Personnel Services: School Counseling Emphasis

A minimum of 49 semester units of coursework is required for a
Master of Arts in Education degree with an emphasis in Pupil
Personnel Services: School Counseling specialization. In addition
to these 49 units, two prerequisite courses are required.

Formal acceptance into the program occurs after an interview with
the program director, assuming that all admission requirements
have been met, and a sequence of courses and experiences has
been agreed upon. The sequence is determined on the basis of
past experiences and courses.

Prerequisites
Soc 420 Cross-Cultural Communication (3)
Psy 350 Child Development (3)

Required Advanced Component
PPS 700 Introduction to Counseling (3)
PPC 702 Education and Career Planning (3)
PPS 704* Counseling Theory and Techniques (3)
PPS 706 Counseling the Exceptional Child (3)
PPS 708 Counseling the Multi-Cultural Child and Parent (3)
PPS 710 Principles of Psychological Assessment and Measurement (3)
PPS 712 Laws and Ethics (3)
PPS 714 Case Study Practicum/Group Process (3)
DVN 772 Educational Statistics (3)
DVN 775 Seminar in Learning Theory (3)
PPC 792A Field Experiences (4)
PPC 792B Seminar in Field Experience (2)
*Prerequisite to PPS 714

Core Courses
PPC 718 Issues and Research in School Counseling (3)
DVN 771 Research Methods in Education (3)
DVN 779 Values in School and Society (3)
PPC 799 Project/Thesis (4)
or
DVN 778A/B Masters Seminar (3,3)

Pupil Personnel Services: School Psychology Credential

The Pupil Personnel Services Credential: School Psychology requires a minimum of 61 semester units of coursework in the Advanced Component listed below.

Formal acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

Up to 15 units of credit from an accredited graduate program in Counseling, Psychology or a related area may, at the discretion of the program director, be transferred into the School Psychology program where such courses are judged by the program director to be equivalent to those required in the Fresno Pacific College program. All other provisions of the general graduate policy on Transfer of Credit shall apply.

Prerequisites
Psy 120 Introduction to Psychology (3)
Soc 420 Cross-Cultural Communication (3)
Psy 350 Child Development (3)

Required Advanced Component
PPS 700 Introduction to Counseling (3)
PPS 704 Counseling Theory and Techniques (3)
PPS 706 Counseling the Exceptional Child (3)
PPS 708 Counseling the Multi-Cultural Child and Parent (3)
PPS 710 Principles of Psychological Assessment and Measurement (3)
PPS 712 Laws and Ethics (3)
PPS 714 Case Study Practicum/Group Process (3)
PPP 720 Seminar in School Psychology (4)
PPP 722 Assessment I (4)
PPP 724 Assessment II (4)
PPP 726 Abnormal Psychology (3)
PPP 728 Psychology of Personality and Personal Adjustment (4)
PPP 730 Clinical Intervention: Individual and Group Process (3)
PPP 732 Neuropsychology of Learning (3)
PPP 734 Early Intervention and Developmental Assessment (4)
DVN 772 Educational Statistics (3)
DVN 775 Seminar in Learning Theory (3)
PPP 793 Supervised Experience (5)

Master of Arts in Education Degree
Pupil Personnel Services: School Psychology Emphasis

A minimum of 74 semester units of coursework is required for a Master of Arts in Education degree with an emphasis in Pupil Personnel Services: School Psychology specialization. In addition to these units, certain prerequisite courses are required.

Formal acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experience and courses.

Up to 15 units of credit from an accredited graduate program in Counseling, Psychology or a related area may, at the discretion of the program director, be transferred into the School Psychology program where such courses are judged by the program director to be equivalent to those required in the Fresno Pacific College program. All other provisions of the general graduate policy on Transfer of Credit shall apply.
Prerequisites

Psy 130 Introduction to Psychology (3)
Soc 420 Cross Cultural Communication (3)
Psy 350 Child Development (3)

Required Advanced Component

PPS 700 Introduction to Counseling (3)
PPS 704 Counseling Theory and Techniques (3)
PPS 706 Counseling the Exceptional Child (3)
PPS 708 Counseling the Multi-Cultural Child and Parent (3)
PPS 710 Principles of Psychological Assessment and Measurement (3)
PPS 712 Laws and Ethics (3)
PPS 714 Case Study Practicum/Group Process (3)
PPP 720 Seminar in School Psychology (4)
PPP 722 Assessment I (4)
PPP 724 Assessment II (4)
PPP 726 Abnormal Psychology (3)
PPP 728 Psychology of Personality and Personal Adjustment (4)
PPP 730 Clinical Intervention: Individual and Group Process (3)
PPP 732 Neuropsychology of Learning (3)
PPP 734 Early Intervention and Developmental Assessment (4)
DVN 772 Educational Statistics (3)
DVN 775 Seminar in Learning Theory (3)
PPP 793 Supervised Experience (5)

Core Courses

PPP 736 Issues and Research in School Psychology (3)
DVN 771 Research Methods in Education (3)
DVN 779 Values in School and Society (3)
PPP 799 Project/Thesis (4)
or
DVN 778A/B Masters Seminar (3,3)

READING/LANGUAGE ARTS PROGRAM

Program Director: Jean Fennacy, Ed.D.

The Reading/Language Arts Program is designed to prepare teachers (K - Community College levels) as leaders in the field of literacy instruction. The program focuses on meaning-centered language arts instruction from a socio-psycholinguistic perspective. Students examine the reading/writing process, second language acquisition, literacy assessment techniques, and the use of literature in the classroom. Visiting scholar seminars are an integral part of the Master's Degree program and provide opportunities for an exchange of ideas and information and for the pursuit of individual research.

The College offers coursework leading to a California Reading/Language Arts Specialist Credential and/or a Master of Arts degree in Education with an emphasis in Reading/Language Arts. All the courses for the specialist credential may be applied toward the Master's Degree.

Reading/Language Arts Specialist Credential

The Reading/Language Arts Specialist Credential requires a minimum of 24 semester units of coursework and intensive and varied supervised field experience.

Required Courses

LLC 700 Reading Process and Practice (3)
LLC 705 Language Acquisition and Cross Cultural Communication (3)
LLR 715 Writing Process and Practice (3)
LLC 720 Language Assessment and Evaluation (3)
LLC 725 Practicum in Language and Literacy (3)
LLR 730 Exploration in Literature (3)
or
LLR 731 Literature Study in the Classroom (3)
or
LLR 732 Adolescent Literature (3)
LLR 740 Reading/Writing in the Content Area (3)
LLC 760 Supervision in Language and Literacy (3)

Elective Course

LLC 767 Current Trends in Language and Literacy (1-3)

Field experience 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/Writing/Language Development Clinic.

3. At least one semester of supervised work as a supervisor in the Reading/Writing/Language Development Clinic. Such field work is to include assessment, planning, and evaluating tutors’ planning; making presentations designed to assist other teachers; demonstrating literacy instruction in a clinical situation; and planning and conducting a parent education program.

Master of Arts in Education Degree
Reading/Language Arts Emphasis

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

Needs and goals assessment, followed by a cooperatively developed program based on practical field-based experiences, research and interaction with faculty and resource persons distinguish this degree program.

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>LLC 700</td>
<td>Reading Process and Practice</td>
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<td>LLC 705</td>
<td>Language Acquisition and Cross-Cultural Communication</td>
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<td>LLR 715</td>
<td>Writing Process and Practice</td>
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<td>LLC 720</td>
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<td>LLR 730</td>
<td>Exploration in Literature</td>
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<tr>
<td>or</td>
<td>Literature Study in the Classroom</td>
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<td>or</td>
<td>Adolescent Literature</td>
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<td>LLR 740</td>
<td>Reading/Writing in the Content Area</td>
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<td>LLC 760</td>
<td>Supervision in Language and Literacy</td>
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<td>ILC 765</td>
<td>Advanced Topics in Language, Literacy and Culture</td>
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<td>LLR 769</td>
<td>Seminar in Language and Literacy (1,1,1)</td>
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<td>DVN 779</td>
<td>Values in School and Society</td>
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<td>LLR 799</td>
<td>Project/Thesis</td>
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<tr>
<td>or</td>
<td>DVN 778A/B Masters Seminar</td>
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Elective Course

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<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>LLC 767</td>
<td>Current Trends in Language and Literacy</td>
<td>1-3</td>
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</table>

SCHOOL LIBRARY MEDIA TEACHER PROGRAM

Program Director: Norma Dick

Fresno Pacific College offers a credential and a Master of Arts in Education degree with a School Library Media Teacher emphasis. The effective school library media teacher must be able to work cooperatively with classroom teachers to develop and implement programs related to curriculum as well as to select, organize, manage, and guide the use of learning resources.

School Library Media Teacher Credential

The Fresno Pacific College School 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 specifically intended to prepare librarians for service inside the school environment.

Those wishing to enter the School Library Media Teacher Credential program must have passed the CBEST before being admitted to the program. Teaching qualifications are essential and a minimum of three years of successful teaching experience is desirable.

Formal acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

The School Library Media Teacher Credential requires a minimum of 32 semester units of graduate level coursework in the specialized area.

Required Courses

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>LIB 710*</td>
<td>Library Media Center Programs</td>
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<tr>
<td>LIB 715</td>
<td>Administration of School Media Center</td>
<td>3</td>
</tr>
<tr>
<td>LIB 720</td>
<td>Analysis, Evaluation and Selection of Learning Resources</td>
<td>3</td>
</tr>
<tr>
<td>LIB 725</td>
<td>Information Services in School Library Media Programs</td>
<td>3</td>
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</table>
Master of Arts in Education Degree
School Library Media Teacher Emphasis

A minimum of 42 semester units are required for a Master of Arts in Education Degree with an emphasis in School Library Media. The program focuses on an integrated approach to traditional "library" and "media" services through resource based instruction. The program provides a theoretical and practical foundation in school librarianship by developing specialized teaching skills as well as administrative and library science skills.

After completing the coursework for the School Library Media Teacher Credential and successfully passing the Exit Interview, the student may apply for advancement to master's level courses. The following courses meet the requirements for a Master of Arts in Education degree with an emphasis in School Library Media.

Required Courses
LIB 710* Library Media Center Programs (3)
LIB 715 Administration of School Media Center (3)
LIB 720 Analysis, Evaluation and Selection of Learning Resources (3)
LIB 725 Information Services in School Library Media Programs (3)
LIB 730 Curriculum-Based Library Media Program (2)
LIB 735 Media and Technology (2)
LIB 740 Data Base Systems: Management and Instruction Applications (3)

LIB 745 Organization of Learning Resources (3)
LIB 792 Field Studies in School Librarianship (4)
LLC 700 Reading Process and Practice (3)
LLR 730 Exploration in Literature (3)
or
LLR 731 Literature Study in the Classroom (3)
or
LLR 732 Adolescent Literature (3)

* LIB 710 is prerequisite to all other courses in this program.

SPECIAL EDUCATION PROGRAM

Program Director: Peter Kopriva, Ed.D.

The Special Education program is designed to offer advanced preparation for teaching individuals who experience special learning needs. Graduate students may elect to pursue those requirements leading to the Specialist Credential in Learning Handicapped, the Specialist Credential in Severely Handicapped, the Special Education Resource Specialist Certificate of Competence, or a Master of Arts in Education Degree with a specialization in 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 prerequisite and advanced competencies. Formal acceptance into the program occurs after (1) the applicant satisfactorily completes the first course in the training program sequence with a 3.0 G.P.A. or higher and (2) is recommended for continuance in the program by the program director, assuming that admission requirements have been met.

General competencies are met by upper division courses offered by the Division of Graduate Studies and Teacher Education.
Prerequisite Component
Educ 505  Curriculum Planning: Bilingual/ESL (3)
Educ 518  Directed Teaching, Multiple Subject (12)
or
Educ 528  Directed Teaching, Single Subject (12)
SED 701  Psychology of the Exceptional Child (3)
SED 703  Psychological Assessment (3)
DVN 772  Educational Statistics (3)

Admission requirements for advanced specialization include holding a basic teaching credential other than on emergency basis. The requirement for the advanced component is a minimum of 30 semester units.

Required Advanced Component
SED 710  Adapting Instruction to Learning Patterns of Children (3)
SED 711  Educational Diagnosis and Prescription (3)
DVN 771  Research Methods in Education (3)
SED 713  Mental Retardation...Implications and Issues (3)
SED 715  Evaluation and Counseling of Exceptional Pupils (3)
SED 717  Sensory-Motor Development and Training (3)
SED 719  Adapting Behavior for Learning and Interpersonal Effectiveness (3)
SED 721  Career Vocational Guidance and Education (3)
SED 723  Central Language Disorders and Development (3)
SED 792  Practicum—Directed Teaching (3 or 6)

Core Courses

Option 1
Advanced Component (30)
DVN 779  Values in School and Society (3)
LLC 700  Reading Process and Practice (3)
DVN 775  Seminar in Learning Theory (3)
SED 799  Project/Thesis (4)
or
DVN 778AB  Masters Seminar (3,3)
Completion of option No. 1 calls for 43.48 semester units of work.

Option 2
Advanced Component (30)
DVN 779  Values in School and Society (3)
MED 720  Explorations in Elementary Mathematics (4)
or
MTH 722  Patterns and Systems in Mathematics (4)
DVN 775  Seminar in Learning Theory (3)
SED 799  Project/Thesis (4)
or
DVN 778AB  Masters Seminar (3,3)
Completion of option No. 2 calls for 43.48 semester units of work.

Option 3
Advanced Component (30)
DVN 779  Values in School and Society (3)
SERS 740  Consultation in Special Education (3)
SERS 741  Laws and Regulations of Special Education (2)
SERS 742  Coordination of Special Education Services (3)
SED 799  Project/Thesis (4)
or
DVN 778A/B  Masters Seminar (3,3)
Completion of option No. 3 calls for 45-50 semester units of work. However, with the completion of SERS 740, 741 and 742, the candidate may apply for the Special Education Resource Specialist Certificate of Competence.

**Option 4**

**Advanced Component (30)**

DVN 779  Values in School and Society (3)
LLC 705  Language Acquisition and Cross-Cultural Communication (3)
LLD 710  Current Theories, Methods and Materials for Teaching a Second Language (3)
LLD 750  Introduction to Linguistics (3)
SED 799  Project/Thesis (4)
or
DVN 778A/B  Masters Seminar (3,3)
Completion of Option 4 calls for 41-43 semester units of work. Those students wishing to pursue the ESL Supplementary Authorization are advised to meet with the Director of the Language Development Program.

**Severely Handicapped Teaching Credential**

Multiple entry provisions are made for the Advanced Specialization Program in the Severely Handicapped by application and documentation of prerequisite and advanced competencies.

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 admission requirements have been met.

General competencies are met by upper division courses offered by the Division of Graduate Studies and Teacher Education.

**Prerequisite Component**

Educ 505  Curriculum and Instructional Materials and Procedures: Planning (3)
Educ 518  Directed Teaching, Multiple Subject (12)
or
Educ 528  Directed Teaching, Single Subject (12)
SED 701  Psychology of the Exceptional Child (3)
SED 703  Psychological Assessment (3)
DVN 772  Educational Statistics (3)

Admission requirements for advanced specialization include holding a California basic teaching credential other than on an emergency basis.
The requirement for the advanced component is a minimum of 36 semester units.

**Required Advanced Component**

SED 710  Adapting Instruction to Learning Patterns of Children (3)
SED 711  Educational Diagnosis and Prescription (3)
DVN 771  Research Methods in Education (3)
SED 713  Mental Retardation, Implications and Issues (3)
SED 715  Evaluation and Counseling of Exceptional Pupils (3)
SED 717  Sensory-Motor Development and Training (3)
SED 719  Adapting Behavior for Learning and Interpersonal Effectiveness (3)
SESH 720  Physical Handicaps as Related to Learning Problems (3)
SED 721  Career Vocational Guidance and Education (3)
SED 723  Central Language Disorders and Development (3)
SESH 725  Programming and Instruction for the Severely Handicapped (3)
SED 792  Practicum—Directed Teaching (3 or 6)

**Master of Arts in Education Degree**

**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, and
3. Curriculum planning.

The candidate has a choice of four (4) Options. Option Number 1 provides an emphasis in the area of reading. Option Number 2 has its emphasis in mathematics. Option Number 3 provides classes to qualify the candidate for the Resource Specialist Certificate of Competence. Option Number 4 includes classes to qualify the candidate for the ESL Supplementary Authorization.
Required Advanced Component

SED 710 Adapting Instruction to Learning Patterns of Children (3)
SED 711 Educational Diagnosis and Prescription (3)
DVN 771 Research Methods in Education (3)
SED 713 Mental Retardation...Implications and Issues (3)
SED 715 Evaluation and Counseling of Exceptional Pupils (3)
SED 717 Sensory-Motor Development and Training (3)
SED 719 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
SESH 720 Physical Handicaps as Related to Learning Problems (3)
SED 721 Career Vocational Guidance and Education (3)
SED 723 Central Language Disorders and Development (3)
SESH 725 Programming and Instruction for the Severely Handicapped (3)
SED 792 Practicum—Directed Teaching (3 or 6)

Core Courses

Option 1

Advanced Component (36)

DVN 779 Values in School and Society (3)
LLC 700 Reading Process and Practice (3)
DVN 775 Seminar in Learning Theory (3)
SED 799 Project/Thesis (4)

or
DVN 778A/B Masters Seminar (3,3)
Completion of option No. 1 calls for 49-54 semester units of work.

Option 2

Advanced Component (36)

DVN 779 Values in School and Society (3)
MED 720 Explorations in Elementary Mathematics (4)

or
MTH 722 Patterns and Systems in Mathematics (4)
DVN 775 Seminar in Learning Theory (3)
SED 799 Project/Thesis (4)

or
DVN 778A/B Masters Seminar (3,3)
Completion of option No. 2 calls for 49-54 semester units of work.

Option 3

Advanced Component (36)

DVN 779 Values in School and Society (3)

SERS 740 Consultation in Special Education (3)
SERS 741 Laws and Regulations of Special Education (2)
SERS 742 Coordination of Special Education Services (3)
SED 799 Project/Thesis (4)

or
DVN 778A/B Masters Seminar (3,3)
Completion of option No. 3 calls for 51-56 semester units of work. However, with the completion of SERS 740, 741 and 742, the candidate may apply for the Special Education Resource Specialist Certificate of Competence.

Option 4

Advanced Component (36)

DVN 779 Values in School and Society (3)
LLC 705 Language Acquisition and Cross-Cultural Communication (3)
LLD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)
LLD 750 Introduction to Linguistics (3)
SED 799 Project/Thesis (4)

or
DVN 778A/B Masters Seminar (3,3)
Completion of Option 4 calls for 52-57 semester units of work. Those students wishing to pursue the ESL Supplementary Authorization are advised to meet with the Director of the Language Development Program.

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 Program Director of Special Education and meeting general admission requirements.
Special Education Teaching Credential

Required Courses
SERS 740 Consultation in Special Education (3)
SERS 741 Laws and Regulations of Special Education (2)
SERS 742 Coordination of Special Education Services (3)

GRADUATE PROGRAM COURSES

The following three courses may be used by each graduate program as required or appropriate and designated with that program's prefix.

786 Special Topics in Education (1-4)
Prerequisite: Permission of Program Director and Instructor
Special topics in a program or subject area. The content may be varied to meet special needs of students or programs.

788 Directed Studies (1-4)
Prerequisite: Special permission (see Independent and Directed Studies)
May be used, by special arrangement, to permit a student to study subjects not offered in the regular curriculum or to meet program requirements that cannot be met in any other way. The faculty member assumes primary responsibility for its content and design.

789 Independent Studies (1-4)
Prerequisite: Special permission (see Independent and Directed Studies)
Independent Study is offered to provide breadth and enrichment to a student's curriculum. Permits a student to develop, in collaboration with the instructor, a proposed course of study or investigation.

Administrative Services

ADM 700 Curriculum Leadership (4)
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. Formerly Educ 250

ADM 705 School and Community Relations (4)
The course considers: (1) the power structure; (2) school/community group relationships and coalition building; (3) social and cultural patterns; (4) written and oral communication; (5) innovation and creativity in program development; (6) identification and resolution of conflict; (7) emerging trends in organization; and (8) group dynamics and interaction. Formerly Educ 252

ADM 710 Administration and Personnel Management (4)
This course considers: (1) employer/employee relations; (2) management of personnel; (3) management procedures and skills; (4) employee assessment and evaluation; (5) selection, assignment, and supervision of staff; (6) evaluation skills; and (7) time management. Formerly Educ 254

ADM 715 Finance and Legal Aspects (4)
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. Formerly Educ 256

ADM 725 Curriculum Assessment (3)
Prerequisite: Preliminary Administrative Services Credential
This course is designed to: (1) diagnose the curriculum strengths and weaknesses of the school; (2) give the candidate knowledge and tools to assess a new curriculum situation; and (3) prepare the candidate for district certification of competency in the area of teacher evaluation. Formerly Educ 211

ADM 735 Leadership and Change (3)
Prerequisite: Preliminary Administrative Services Credential
The course will focus on (1) the nature of effective leadership and (2) developing a personal style of effective leadership as a change agent. The case study approach will be used as a major instructional methodology. Formerly Educ 215

ADM 736 Leadership and Change — Proct (3)
Prerequisite: Preliminary Administrative Services Credential
A two-day summer orientation program will be held to acquaint the participants with the Principals Inservice Program. This will be followed by six monthly sessions based on the needs of the participants. The course will focus on (1) the nature of effective leadership and (2) developing a personal style of effective leadership as a change agent. Formerly Educ 215A
ADM 755 Situational Analysis (1-2)
Prerequisite: Preliminary Administrative Services Credential
A seminar class in which the topics presented will be those of participants as they encounter them on the job, focusing on the curriculum, school community relations, personnel, finance and legal aspects. (Formerly Educ 216)

ADM 792A Practicum #1—Curriculum Research (2)
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 utilizing curriculum themes. Graded CR/NC. (Formerly Educ 251)

ADM 792B Practicum #2—School and Community Relations (2)
An independent field assignment in curriculum/school/community relations, Graded CR/NC. (Formerly Educ 253)

ADM 792C Practicum #3—Administration and Personnel Management (2)
An independent field assignment in administration and personnel management aspects. Graded CR/NC. (Formerly Educ 255)

ADM 792D Practicum #4—Finance and Legal Aspects (2)
This class is a combination of independent study and seminar. The student will assemble a portfolio of previous practicums and personal data to demonstrate competence in finance and legal aspects as well as first tier requirements. Graded CR/NC. (Formerly Educ 257)

ADM 793A Practicum #5—Curriculum (2)
Prerequisites: ADM 725 and Preliminary Administrative Services Credential
An independent field assignment in curriculum in the schools. Graded CR/NC. (Formerly Educ 214A)

ADM 793B Practicum #6—Values (2)
Prerequisites: DVN 779 and Preliminary Administrative Services Credential
An independent field assignment in values application in the schools. Graded CR/NC. (Formerly Educ 214B)

ADM 793C Practicum #7—Change (2)
Prerequisites: ADM 735 or ADM 736 and Preliminary Administrative Services Credential
An independent field assignment in change in the schools. Graded CR/NC. (Formerly Educ 214C)

ADM 793D Practicum #8—Evaluation (2)
Prerequisites: DVN 771 and Preliminary Administrative Services Credential
This course is a combination of independent study and seminar in the evaluation of schools including finance and legal aspects as well as second tier requirements, Graded CR/NC. (Formerly Educ 214D)

ADM 793E Internship (2-4)
Prerequisite: Preliminary Administrative Services Credential
The completion of a leadership role or task, other than those performed in the candidate's own job, in his or her own district or in another district for a minimum of 20 hours during the semester, Graded CR/NC. (Formerly Educ 214E)

ADM 793F Participation (2-4)
Prerequisite: Preliminary Administrative Services Credential
The participation in a district or agency sponsored leadership program which meets regularly to prepare candidates for school administrator roles for a minimum of 20 hours during the semester (ACSA, CTA, ASCD, CSLA, etc.). Graded CR/NC. (Formerly Educ 214F)

Curriculum and Instruction

CRI 700 Curriculum Design and Evaluation (3)
This course is an introduction to a variety of curriculum design and evaluation models, with analysis of assumptions about teaching and learning inherent in specific curriculum practices and assessment procedures. (Formerly Educ 277)

CRI 701 Current Topics in Curriculum (3)
This course is an update on current issues, concerns and strategies in major curriculum areas and includes the study of California State Framework documents. (Formerly Educ 278)

CRI 702 Seminar in Curricular Innovations and Change (3)
A review of various historical and contemporary proposals for restructuring curriculum design and development. Includes discussion of the implementation literature including CBAM and other change models. (Formerly Educ 277B)

CRI 703 Seminar in Curriculum Integration (3)
Discussion of and practice in the development of thematic curricula utilizing a variety of concepts and factual information traditionally limited to separate disciplines. Discussion also of ways in which concepts from various disciplines (e.g., the sciences, the social sciences and the humanities) help illuminate the study of any subject area. (Formerly Educ 277C)
CRI 720 Early Adolescent Psychology
An introductory study of the cognitive and affective developmental characteristics and learning styles of early adolescents. (Formerly Educ 277D) (3)

CRI 721 Middle School Foundations
Study of contemporary trends in Middle School curriculum and institutional structures, including discussion of sociological and philosophical issues and on-site visits. (Formerly Educ 277E) (3)

CRI 730 Social Science Concepts and Instructional Approaches
An introduction to conceptual and pedagogical issues related to the social sciences curriculum. Included are discussion of themes such as citizenship, democracy, and social inquiry and analysis of curriculum documents and frameworks approved by the State of California. (Formerly Educ 277A) (3)

CRI 731 The Social Sciences and Religion
Study of the role of religion in the social sciences including consideration of how to effectively teach the impact of religion without engaging in promotion of any particular religious position. Includes an explanation of the conflict between secular and religious modes of understanding in the social sciences. (Formerly Educ 278A) (3)

CRI 799 Project/Thesis-Curriculum and Instruction
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis in the field of Curriculum and Instruction. Graded CR/NC. (Formerly Educ 299C) (4)

Divisional Courses

DVN 771 Research Methods in Education
A study of the nature of systematic 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. This course is designed to introduce the graduate student to research and methods employed in the research methodology. Topics include identification of educational research problems, use of library resources, data gathering and processing, evaluation of research articles, and the integration of research articles into a topic of the student's choice. (Formerly Educ 218) (3)

DVN 772 Educational Statistics
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. (Formerly Educ 274A) (3)

DVN 775 Seminar in Learning Theory
Prerequisite: Graduate standing; Consent of Graduate Program Director
This course addresses the question, "What is learning?" through a survey of contemporary writing that ranges from Piaget to discovery learning; from information processing to the roots of whole language. In each case, students are encouraged to focus on practical classroom applications. (Formerly Educ 289) (3)

DVN 778A Issues in Education
Prerequisite: Graduate standing; 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. (Formerly Educ 298A) (3)

DVN 778B Proposal Writing
Prerequisite: Graduate standing; 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. (Formerly Educ 298B) (3)

DVN 779 Values in School and Society
Prerequisite: Graduate standing
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. (Formerly Educ 212) (3)

School Library Media

LIB 710 Library 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. (Formerly Educ 240A and 240B) (3)

LIB 715 Administration of the School Media Center
This course concentrates on the attitudes and skills essential to effective 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. (Formerly Educ 240C) (3)
LIB 720  Analysis, Evaluation and Selection of Learning Resources (3)
Analysis and evaluation of learning resources includes the ability to apply basic principles of analysis, appraisal, review, and evaluation to book and nonbook materials. The characteristics of different media and their appropriateness for specific instructional situations will be covered. (Formerly Educ 240E)

LIB 725  Information Services in School Library Media Programs (3)
Information services include the ability to use reference materials in seeking answers to questions, acting as a liaison between the media center and school and outside agencies offering information services and resources, and facilitating students' independent access to sources of information, through selection and instruction. (Formerly Educ 240G and 240H)

LIB 730  Curriculum-Based Library Media Programs (2)
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. These functions are cooperatively planned and taught with the classroom teacher through the content areas. (Formerly Educ 240F)

LIB 735  Media and Technology (2)
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. (Formerly Educ 240K)

LIB 740  Database Systems: Management and Instruction Applications (3)
Prerequisite: LIB 735
Techniques of searching and managing on-line search services will be addressed in this course. Topics include searching strategies, database evaluation, implementation and management of search services, application of database information, on-line experience, and integration of technology into the curriculum. (Formerly Educ 240L)

LIB 745  Organization of Learning Resources (3)
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. (Formerly Educ 240D)

LIB 750  Advanced Topics in School Libraries (3)
A seminar format course studying various roles and functions of the school librarian. The student will focus on contemporary and controversial issues facing the school librarian. These issues will include legal issues, leadership and management, technological advances, censorship and information theory. (Formerly Educ 240M)

LIB 792  Field Studies in School Librarianship (1-4)
Prerequisite: Consent of Graduate Program Director
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. (Formerly Educ 240M)

LIB 799  Project/Thesis-School Library Media (4)
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis in the field of School Library Media. Graded CR/NC. (Formerly Educ 299H)

Language, Literacy and Culture
Note on course prefixes in the Language, Literacy, and Culture Division:
LLC - courses common to all programs in the division of Language, Literacy and Culture
LLR - courses taken only by students in the Reading Credential program
LLB - courses taken only by students in the Bilingual Credential program
LLD - courses taken by students in the Language Development and Bilingual programs

LIB 700  Reading Process and Practice (3)
This course is designed to help elementary and secondary teachers better understand the reading process. Topics include contrasting models of reading, acquisition of literacy, and whole-language philosophy and practice. (Formerly Educ 220)

LIB 705  Language Acquisition and Cross-Cultural Communication (3)
This course examines the development of oracy and literacy of first and second language learners as well as the effects of cultural background on language acquisition. (Formerly Educ 235)
LLD 710 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. (Formerly Educ 237)

LLR 715 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. (Formerly Educ 242)

LLC 720 Language Assessment and Evaluation
Prerequisite: LLC 700
This course is designed to help teachers develop skills in assessment of oral language and reading and make instructional decisions based on such assessment. (Formerly Educ 224)

LLC 725 Practicum in Language and Literacy
Prerequisite: LLC 700
Instruction of an individual or a small group in the Fresno Pacific College reading/writing/language practicum. Graded CR/NC. (Formerly Educ 228 and 291)

LLR 730 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. (Formerly Educ 226)

LLR 731 Literature Study in the Classroom
Prerequisite: LLC 700
Designed for the teacher who is familiar with literature for children and young adults, this course provides students the opportunity to explore the theory and practice of incorporating literature study in the classroom. (Formerly Educ 226B)

LLR 732 Adolescent Literature
Prerequisite: LLC 700
This course familiarizes students with literature written for adolescents and young adults. In addition, students explore a variety of ways to promote reading in the secondary classroom. (Formerly Educ 226C)

LLD 735 Current Theories, Methods and Materials for Bilingual Education
This course examines current theories about bilingualism, various bilingual curriculum models and methods, and materials used to teach in bilingual classrooms. Students read about and experience empowering bilingual students through the teaching of the course bilingually. A whole language approach is emphasized. (Formerly Educ 232)

LLR 740 Reading/Writing in the Content Area
Prerequisites: LLC 700 & LLR 715
This course has two major areas of focus. The first is to examine teaching strategies to help students deal with content area texts. The second explores integration of the language arts within the content area. (Formerly Educ 221)

LLB 745 Social and Cultural Issues of the Diverse School Population of California
An examination of the folklore and culture of California’s diverse peoples. From this base, present social and cultural issues are presented leading to an understanding of the diversity of our schools and society. (Formerly Educ 233)

LLB 747 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 consider socioeconomic and political issues that affect the education of language minority students. (Formerly Educ 231)

LLD 750 Introduction to Linguistics
This course involves study of language and linguistic methods to study aspects of grammatical competence in the areas of morphology, phonology and syntax. (Formerly Educ 234)

LLD 755 Linguistics for Second Language Teaching
This course examines discourse analysis and considers how cross-cultural factors influence communication. Students examine both differences between ways men and women use language and differences in classroom discourse between teachers and second language students. (Formerly Educ 234A)

LLC 765 Supervision in Language and Literacy
Prerequisites: LLC 700, LLC 720 & LLC 725
Instructional leaders support and supervise classroom teachers in a Fresno Pacific College reading/writing/language practicum. Graded CR/NC. (Formerly Educ 247 and 247A)
LLC 765  Advanced Topics in Language, Literacy and Culture  
In a seminar setting, students read extensively to synthesize current theories in language, literacy and culture in order to further clarify their own theory of learning. Required coursework leads students to their own research for grant writing, project or thesis. (Formerly Educ 225 and 289B)

LLC 767  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. (Formerly Educ 245)

LLR 769  Seminar in Language and Literacy  
Prerequisite: Graduate standing
A visiting scholar leads students in the examination of critical issues in reading/writing/language theory and practice. Graded CR/NC. (Formerly Educ 249)

LLB 799  Project/Thesis-Bilingual Cross-Cultural  
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis in the field of bilingual cross-cultural education. Graded CR/NC. (Formerly Educ 299C)

LLD 799  Project/Thesis-Language Development  
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis in the field of Language Development. Graded CR/NC. (Formerly Educ 299F)

LLR 799  Project/Thesis-Reading/Language Arts  
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project or thesis work in reading education. Graded CR/NC. (Formerly Educ 299A)

Mathematics-Science-Computer

Computer

MCE 730  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. (Formerly Educ 287A)

MCE 731  BASIC Programming II  
All commands learned in 287A will be explored in greater detail for extensive use in more complex programs. Includes flowcharting, graphics, data files, sorting routines, software evaluation, computer equipment review, values in using computers, and the educational use of computers. (Formerly Educ 287B)

MCE 732  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. (Formerly Educ 287F)

MCE 733  PASCAL Programming II  
Utilizes all the basic concepts introduced in beginning PASCAL and combines them with other programming concepts. Searching and sorting will be carried out on arrays, records, and files. Includes work with record 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. (Formerly Educ 287G)

MCE 734  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. (Formerly Educ 287H)

MCE 735  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." (Formerly Educ 287I)

MCE 736  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. (Formerly Educ 287V)
MCE 737 Assembly Language Programming (2-4)
Introduction to programming in assembly and machine language and including screen graphics, images, and integration of assembly language with high level languages. (Formerly Edu 287P)

MCE 740 Evaluation and Integration of Software (3-9)
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 need 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 the classroom during the school year. The course may be repeated. (Formerly 271A-E)

MCE 741 Curricular Applications of Software (2-4)
This course covers special topics for specific subject areas. The focus will be identifying appropriate classroom software and integrating that software into classroom instruction. The course may be repeated in different curricular areas. (Formerly Edu 271H)

MCE 742 Writing Educational Microcomputer Instructional Programs (2-4)
Designing and writing educational microcomputer programs for use in the classroom. Stating the problem, writing objectives, creating a storyboard, coding, and documentation. (Formerly Edu 287E)

MCE 750 Word Processing (2-4)
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 curricula will be emphasized. (Formerly Edu 287J)

MCE 752 Data Base Management (2-4)
A data base management program in widespread use will be selected for each course offering. Each will be explored fully and applications to educational uses will be emphasized. (Formerly Edu 287K)

MCE 754 Electronic Spreadsheets (2-4)
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. (Formerly Edu 287L)

MCE 756 Integrated Systems (2-4)
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. (Formerly Edu 287N)

MCE 760 Advanced Independent Computer Study (2-8)
Prerequisite: Consent of Graduate Program Director
Explore advanced commands and topics in the area of computers and their relevance to education. (Formerly Edu 287W)

Mathematics

MED 710 Integration of Mathematics and Science (2)
Participants will become thoroughly acquainted with AIMS (Activities that Integrate Mathematics and Science) through hands-on activities; gain an understanding of the underlying approach, philosophy, learning theory, content, and methodology of AIMS; study numerous scientific principles and concepts, engage in science processes, and make applications of mathematical concepts and skills. Cooperative learning will be stressed and experienced in the context of hands-on explorations. The content and emphasis of the course will vary significantly to allow students to repeat the course in successive semesters. Graded CR/NC. (Formerly Edu 296)

MED 720 Explorations in Elementary Mathematics (Math Festival) (4)
The course is designed to foster the development of meaning in mathematics and the understanding of mathematical concepts through an activity-based approach to instruction. A primary focus of the course is problem-solving and how to incorporate problem-solving strategies into the mathematics curriculum. An additional emphasis is the integration of mathematics into other areas of the curriculum including language arts, social studies and science. The content and emphasis of the course will vary significantly to permit students to repeat the course in successive terms. Graded CR/NC. (Formerly Edu 294)

MTH 722 Patterns and Systems in Mathematics (Math Festival) (4)
Subject matter in the course is drawn from each of the following categories: algebra, functions, measurement, geometry, statistics and probability, logic and language, number, and discrete mathematics. With the goal of seeing mathematics as an integrated whole, emphasis is placed on higher order thinking skills: reasoning, problem-solving, and making connections. Students explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations. The content and emphasis of the course will vary significantly to permit students to repeat the course in successive terms. Graded CR/NC. (Formerly Math 284)

MTH 724 Problem Solving in Mathematics (Math Festival) (4)
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. (Formerly Math 282)
MTH 755  Probability and Statistics (Middle School Emphasis)  
The course is designed for elementary and middle school teachers who have the usual mathematical background required for a single subject credential. The course approaches probability and statistics from an experiential, informal, activity-based point of view. Hands-on activities and experiments relate empirical and theoretical probability. The statistics is focused on descriptive statistics while including some intuitive ideas from inferential statistics. (Formerly Math 274)

MTH 761  Topics in Geometry  
Euclidean and other geometries are developed to provide one of the basic points of view for the study of mathematics. Topics will include: informal approaches to explore concepts and relationships; other geometries such as spherical and hyperbolic; algebraic methods involving coordinates in two or three dimensions; vectors and transformations will be used in discussions of relations among figures and the proofs of theorems; and a study and comparison of Euclidean and hyperbolic geometries as mathematical systems. (Formerly Math 243)

MTH 762  Topics in Algebra  
The course focuses on various facets of algebra that are typically taught from junior high through college. A major emphasis is on foundations and on looking at elementary algebra from an advanced standpoint. Additionally, the course focuses on the impact of technology on approaches to the content of school algebra. (Formerly Math 244)

MTH 763  Probability and Statistics  
Content of the course includes laws of probability, organization of data, measures of central tendency and dispersion, sampling, normal distributions, the central limit theorem, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods. The course assumes the mathematical background required for a single subject credential in mathematics. (Formerly Math 245)

MTH 764  Discrete Mathematics  
Counting techniques, mathematical induction, set theory, algebra of matrices, difference equations, graphs, trees, Boolean algebra, algorithms. (Formerly Math 248)

MTH 765  History of Mathematics  
The course will cover the important ideas in the development of mathematics from ancient times to the present. The study will include the life stories of some of the great mathematicians who created much of the mathematics taught today. Participants will become familiar with the history of mathematics and will develop materials to facilitate the integration of this knowledge into their courses. (Formerly Math 276)
MED 799  Project/Thesis-Mathematics-Science-Computer
Prerequisite: Graduate standing; Consent of Graduate Program Director
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. (Formerly Educ 299B)

Science

MSE 730  Processes and Concepts in Science (Science Festival)
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. (Formerly Educ 281)

MSE 740  Science Teaching Methods
This course will provide a background in science methodology, concentrating on a hands-on science process approach. Topics covered will include effective communication strategies, classroom management, safety aspects, lab and computer applications, community resources, and goals/ objectives. (Formerly Educ 293)

MSE 741  Science and the Integrated Curriculum
This course involves an evaluation and critique of past and current science education curricula. Students will analyze selected curricula to compare the crucial bases of their development: historical, philosophical, psychological, and scientific. Students will be required to write their own lessons and activities. (Formerly Educ 295)

MSE 742  Seminar in Science Education Trends
In this course, students will evaluate and critique current trends in science education. Students will search current and recent literature which applies to each individual's chosen science area and level. Assignments will be both general and individualized. (Formerly Educ 296)

MSE 743  Evaluation in the Science Classroom
This course explores the whole area of evaluating student performance in the science classroom. Topics studied will include the correlation of teaching objectives, alternative forms of testing, CAP Tests, performance evaluations, and statistical interpretation. Students will develop a philosophy of testing, as well as competence in constructing, administering, and interpreting both formal and informal tests. (Formerly Educ 297)

MSE 744  Science for Students with Special Needs
This course will provide a foundation for understanding various categories of disabilities. It will also concentrate on how to teach such students hands-on science lessons. This course is appropriate for preschool through secondary levels, teachers with classroom or special area experience, and all classroom environments. (Formerly Educ 298)

MSI 750  Botany Concepts
Prerequisite: Teaching credential and teaching experience
This is a survey of the fundamental botanical concepts, including plant anatomy, physiology, morphology, genetics ecology and taxonomy. Lectures, classroom activities, field trips and laboratory activities are included. (Formerly Sci 204)

MSI 751  Zoology Concepts
Prerequisite: Teaching credential and teaching experience
This is a survey of the fundamental zoological concepts, including both invertebrates and vertebrates. Topics will include anatomy, animal kingdom, cells to organisms, ecology, evolution, genetics, and physiology. Lectures, classroom activities, field trips and laboratory activities are included. (Formerly Sci 280)

MSI 752  Human Anatomy and Physiology Concepts
Prerequisite: Teaching credential and teaching experience
A detailed study will be made of the structure and function of the human body. Lectures will emphasize the various organ systems and their interrelationships; for example, the physical and chemical properties of muscles, nerve conduction, respiration, and excretion. Laboratories will include vertebrate dissection and physical/chemical physiology. (Formerly Sci 205)

MSI 753  Ecology Concepts
Prerequisite: Teaching credential and teaching experience
This course is a study of the interrelationships between organisms and their environment, including an analysis of the principle factors contributing to the distribution of living organisms; food production, food chains, energy recycling, and human influence. Ecological principles will be stressed, along with their economic and aesthetic ramifications. Lectures, labs, and field trips will be included. (Formerly Sci 206)

MSI 760  Chemistry Concepts
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. Basic principles of chemistry will be included: inorganic and organic structure, bonding, reactions, properties of matter, electrochemistry, nuclear chemistry, molecular orbital theory, chemical thermal dynamics, metals/non-metals, nomenclature and properties of complex compounds, and an introduction to organic chemistry. Lectures and labs will be included. (Formerly Sci 219)
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<td>PPS 704*</td>
<td>Counseling Theory and Techniques (3)</td>
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<td>PPS 706</td>
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<td>PPS 708</td>
<td>Counseling the Multi-Cultural Child and Parent (3)</td>
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<td>PPS 710</td>
<td>Principles of Psychological Assessment and Measurement (3)</td>
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<td>PPS 712</td>
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<td>Case Study Practicum/Group Process (3)</td>
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<td>DVN 772</td>
<td>Educational Statistics (3)</td>
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<td>DVN 775</td>
<td>Seminar in Learning Theory (3)</td>
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<tr>
<td>PPC 792A</td>
<td>Field Experiences (4)</td>
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<tr>
<td>PPC 792B</td>
<td>Seminar in Field Experience (2)</td>
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"Prerequisite to PPS 714"

**Core Courses**

- PPC 718  Issues and Research in School Counseling (3)
- DVN 771  Research Methods in Education (3)
- DVN 779  Values in School and Society (3)

or

- DVN 776A/B  Masters Seminar (3,3)

**Pupil Personnel Services: School Psychology Credential**

The Pupil Personnel Services Credential: School Psychology requires a minimum of 61 semester units of coursework in the Advanced Component listed below.

Formal acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

Up to 15 units of credit from an accredited graduate program in Counseling, Psychology or a related area may, at the discretion of the program director, be transferred into the School Psychology program where such courses are judged by the program director to be equivalent to those required in the Fresno Pacific College program. All other provisions of the general graduate policy on Transfer of Credit shall apply.

**Prerequisites**

- Psy 120  Introduction to Psychology (3)
- Soc 420  Cross-Cultural Communication (3)
- Psy 350  Child Development (3)

**Required Advanced Component**

- PPS 700  Introduction to Counseling (3)
- PPS 704  Counseling Theory and Techniques (3)
- PPS 706  Counseling the Exceptional Child (3)
- PPS 708  Counseling the Multi-Cultural Child and Parent (3)
- PPS 710  Principles of Psychological Assessment and Measurement (3)
- PPS 712  Laws and Ethics (3)
- PPS 714  Case Study Practicum/Group Process (3)

-or-

- PPS 720  Seminar in School Psychology (4)
- PPS 722  Assessment I (4)
- PPS 724  Assessment II (4)
- PPS 726  Abnormal Psychology (3)

**Master of Arts in Education Degree**

**Pupil Personnel Services: School Psychology Emphasis**

A minimum of 74 semester units of coursework is required for a Master of Arts in Education degree with an emphasis in Pupil Personnel Services: School Psychology specialization. In addition to these units, certain prerequisite courses are required.

Formal acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experience and courses.

Up to 15 units of credit from an accredited graduate program in Counseling, Psychology or a related area may, at the discretion of the program director, be transferred into the School Psychology program where such courses are judged by the program director to be equivalent to those required in the Fresno Pacific College program. All other provisions of the general graduate policy on Transfer of Credit shall apply.
Prerequisites
Psy 120 Introduction to Psychology (3)
Soc 420 Cross Cultural Communication (3)
Psy 350 Child Development (3)
Required Advanced Component
PPS 700 Introduction to Counseling (3)
PPS 704 Counseling Theory and Techniques (3)
PPS 706 Counseling the Exceptional Child (3)
PPS 708 Counseling the Multi-Cultural Child and Parent (3)
PPS 710 Principles of Psychological Assessment and Measurement (3)
PPS 712 Laws and Ethics (3)
PPS 714 Case Study Practicum/Group Process (3)
PPP 720 Seminar in School Psychology (4)
PPP 722 Assessment I (4)
PPP 724 Assessment II (4)
PPP 726 Abnormal Psychology (3)
PPP 728 Psychology of Personality and Personal Adjustment (4)
PPP 730 Clinical Intervention: Individual and Group Process (3)
PPP 732 Neuropsychology of Learning (3)
PPP 734 Early Intervention and Developmental Assessment (4)
DVN 772 Educational Statistics (3)
DVN 775 Seminar in Learning Theory (3)
PPP 793 Supervised Experience (5)
Core Courses
PPP 736 Issues and Research in School Psychology (3)
DVN 771 Research Methods in Education (3)
DVN 779 Values in School and Society (3)
PPP 799 Project/Thesis (4)
or
DVN 778A/B Masters Seminar (3,3)

READING/LANGUAGE ARTS PROGRAM

Program Director: Jean Fennacy, Ed.D.
The Reading/Language Arts Program is designed to prepare teachers (K - Community College levels) as leaders in the field of literacy instruction. The program focuses on meaning-centered language arts instruction from a socio-psycholinguistic perspective. Students examine the reading/writing process, second language acquisition, literacy assessment techniques, and the use of literature in the classroom. Visiting scholar seminars are an integral part of the Master's Degree program and provide opportunities for an exchange of ideas and information and for the pursuit of individual research.
The College offers coursework leading to a California Reading/Language Arts Specialist Credential and/or a Master of Arts degree in Education with an emphasis in Reading/Language Arts. All the courses for the specialist credential may be applied toward the Master's Degree.

Reading/Language Arts Specialist Credential

The Reading/Language Arts Specialist Credential requires a minimum of 24 semester units of coursework and intensive and varied supervised field experience.
Required Courses
LLC 700 Reading Process and Practice (3)
LLC 705 Language Acquisition and Cross Cultural Communication (3)
LLR 715 Writing Process and Practice (3)
LLC 720 Language Assessment and Evaluation (3)
LLC 725 Practicum in Language and Literacy (3)
LLR 730 Exploration in Literature (3)
or
LLR 731 Literature Study in the Classroom (3)
or
LLR 732 Adolescent Literature (3)
LLR 740 Reading/Writing in the Content Area (3)
LLC 760 Supervision in Language and Literacy (3)
Elective Course
LLC 767 Current Trends in Language and Literacy (1-3)

Field experience 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/ Writing/Language Development Clinic.

3. At least one semester of supervised work as a supervisor in the Reading/Writing/Language Development Clinic. Such field work is to include assessment, planning, and evaluating tutors’ planning; making presentations designed to assist other teachers; demonstrating literacy instruction in a clinical situation; and planning and conducting a parent education program.

Master of Arts in Education Degree
Reading/Language Arts Emphasis

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

Needs and goals assessment, followed by a cooperatively developed program based on practical field-based experiences, research and interaction with faculty and resource persons distinguish this degree program.

Required Courses
LLC 700 Reading Process and Practice (3)
LLC 705 Language Acquisition and Cross-Cultural Communication (3)
LLR 715 Writing Process and Practice (3)
LLC 720 Language Assessment and Evaluation (3)
LLC 725 Practicum in Language and Literacy (3)
LLR 730 Exploration in Literature (3)

or

LLR 731 Literature Study in the Classroom (3)

or

LLR 732 Adolescent Literature (3)
LLR 740 Reading/Writing in the Content Area (3)
LLC 760 Supervision in Language and Literacy (3)
I.C 765 Advanced Topics in Language, Literacy and Culture (3)

or

LLR 769 Seminar in Language and Literacy (1,1,1)
DVN 779 Values in School and Society (3)
LLR 799 Project/Thesis (4)

or

DVN 77B/Masters Seminar (3,3)

Elective Course

LLC 767 Current Trends in Language and Literacy (1-3)

SCHOOL LIBRARY MEDIA TEACHER PROGRAM

Program Director: Norma Dick

Fresno Pacific College offers a credential and a Master of Arts in Education degree with a School Library Media Teacher emphasis. The effective school library media teacher must be able to work cooperatively with classroom teachers to develop and implement programs related to curriculum as well as to select, organize, manage, and guide the use of learning resources.

School Library Media Teacher Credential

The Fresno Pacific College School 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 specifically intended to prepare librarians for service inside the school environment.

Those wishing to enter the School Library Media Teacher Credential program must have passed the CBEST before being admitted to the program. Teaching qualifications are essential and a minimum of three years of successful teaching experience is desirable.

Formal acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

The School Library Media Teacher Credential requires a minimum of 32 semester units of graduate level coursework in the specialized area.

Required Courses
LIB 710 Library Media Center Programs (3)
LIB 715 Administration of School Media Center (3)
LIB 720 Analysis, Evaluation and Selection of Learning Resources (3)
LIB 725 Information Services in School Library Media Programs (3)
Master of Arts in Education Degree  
School Library Media Teacher Emphasis

A minimum of 42 semester units are required for a Master of Arts in Education Degree with an emphasis in School Library Media. The program focuses on an integrated approach to traditional "library" and "media" services through resource based instruction. The program provides a theoretical and practical foundation in school librarianship by developing specialized teaching skills as well as administrative and library science skills.

After completing the coursework for the School Library Media Teacher Credential and successfully passing the Exit Interview, the student may apply for advancement to master's level courses. The following courses meet the requirements for a Master of Arts in Education degree with an emphasis in School Library Media.

**Required Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>LIB 710*</td>
<td>Library Media Center Programs (3)</td>
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<tr>
<td>LIB 715</td>
<td>Administration of School Media Center (3)</td>
</tr>
<tr>
<td>LIB 720</td>
<td>Analysis, Evaluation and Selection of Learning Resources (3)</td>
</tr>
<tr>
<td>LIB 725</td>
<td>Information Services in School Library Media Programa (3)</td>
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<tr>
<td>LIB 730</td>
<td>Curriculum-Based Library Media Program (2)</td>
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<tr>
<td>LIB 735</td>
<td>Media and Technology (2)</td>
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<tr>
<td>LIB 740</td>
<td>Data Base Systems: Management and Instruction Applications (3)</td>
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**or**

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<tbody>
<tr>
<td>LIB 745</td>
<td>Organization of Learning Resources (3)</td>
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<tr>
<td>LIB 792</td>
<td>Field Studies in School Librarianship (4)</td>
</tr>
<tr>
<td>LLC 700</td>
<td>Reading Process and Practice (3)</td>
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<tr>
<td>LLR 730</td>
<td>Exploration in Literature (3)</td>
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<td>Literature Study in the Classroom (3)</td>
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<tr>
<td>LLR 732</td>
<td>Adolescent Literature (3)</td>
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* LIB 710 is prerequisite to all other courses in this program.

**SPECIAL EDUCATION PROGRAM**

**Program Director:** Peter Kopriva, Ed.D.

The Special Education program is designed to offer advanced preparation for teaching individuals who experience special learning needs. Graduate students may elect to pursue those requirements leading to the Specialist Credential in Learning Handicapped, the Specialist Credential in Severely Handicapped, the Special Education Resource Specialist Certificate of Competence, or a Master of Arts in Education Degree with a specialization in 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 prerequisite and advanced competencies. Formal acceptance into the program occurs after (1) the applicant satisfactorily completes the first course in the training program sequence with a 3.0 G.P.A. or higher and (2) is recommended for continuance in the program by the program director, assuming that admission requirements have been met.

General competencies are met by upper division courses offered by the Division of Graduate Studies and Teacher Education.
Prerequisite Component

Educ 505  Curriculum Planning: Bilingual/ESL (3)
Educ 518  Directed Teaching, Multiple Subject (12)
or
Educ 528  Directed Teaching, Single Subject (12)
SED 701  Psychology of the Exceptional Child (3)
SED 703  Psychological Assessment (3)
DVN 772  Educational Statistics (3)

Admission requirements for advanced specialization include holding a basic teaching credential other than on emergency basis.
The requirement for the advanced component is a minimum of 30 semester units.

Required Advanced Component

SED 710  Adapting Instruction to Learning Patterns of Children (3)
SED 711  Educational Diagnosis and Prescription (3)
DVN 771  Research Methods in Education (3)
SED 713  Mental Retardation...Implications and Issues (3)
SED 715  Evaluation and Counseling of Exceptional Pupils (3)
SED 717  Sensory-Motor Development and Training (3)
SED 719  Adapting Behavior for Learning and Interpersonal Effectiveness (3)
SED 721  Career Vocational Guidance and Education (3)
SED 723  Central Language Disorders and Development (3)
SED 792  Practicum—Directed Teaching (3 or 6)

Core Courses

Option 1

Advanced Component (30)
DVN 779  Values in School and Society (3)
LLC 700  Reading Process and Practice (3)
DVN 775  Seminar in Learning Theory (3)
SED 799  Project/Thesis (4)
or
DVN 778A/B  Masters Seminar (3,3)
Completion of option No. 1 calls for 43-48 semester units of work.

Option 2

Advanced Component (30)
DVN 779  Values in School and Society (3)
MED 720  Explorations in Elementary Mathematics (4)
or
MTH 722  Patterns and Systems in Mathematics (4)
DVN 775  Seminar in Learning Theory (3)
SED 799  Project/Thesis (4)
or
DVN 778A/B  Masters Seminar (3,3)
Completion of option No. 2 calls for 43-48 semester units of work.

Option 3

Advanced Component (30)
DVN 779  Values in School and Society (3)
SERS 740  Consultation in Special Education (3)
SERS 741  Laws and Regulations of Special Education (2)

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. Four options are presented to graduate candidates to meet their professional objectives in the Learning Handicapped area of Special Education.

Prerequisite Component

Educ 505  Curriculum Planning: Bilingual/ESL (3)
Educ 518  Directed Teaching, Multiple Subject (12)
or
Educ 528  Directed Teaching, Single Subject (12)
SED 701  Psychology of the Exceptional Child (3)
SED 703  Psychological Assessment (3)
DVN 772  Educational Statistics (3)
SERS 742 Coordination of Special Education Services (3)
SED 799 Project/Thesis (4)
or
DVN 778A/B Masters Seminar (3,3)
Completion of option No. 3 calls for 45-50 semester units of work.
However, with the completion of SERS 740, 741 and 742, the
candidate may apply for the Special Education Resource Specialist
Certificate of Competence.

Option 4
Advanced Component (30)
DVN 779 Values in School and Society (3)
LLC 705 Language Acquisition and Cross-Cultural
Communication (3)
LLD 710 Current Theories, Methods and Materials for Teaching
a Second Language (3)
LLD 750 Introduction to Linguistics (3)
SED 799 Project/Thesis (4)
or
DVN 778A/B Masters Seminar (3,3)
Completion of Option 4 calls for 41-43 semester units of work.
Those students wishing to pursue the ESL Supplementary
Authorization are advised to meet with the Director of the Lan-
guage Development Program.

Severely Handicapped Teaching Credential

Multiple entry provisions are made for the Advanced Specialization
Program in the Severely Handicapped by application and docu-
mentation of prerequisite and advanced competencies.

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 admis-
sion requirements have been met.

General competencies are met by upper division courses offered
by the Division of Graduate Studies and Teacher Education.

Prerequisite Component

Educ 505 Curriculum and Instructional Materials and
Procedures: Planning (3)
Educ 518 Directed Teaching, Multiple Subject (12)
or
Educ 528 Directed Teaching, Single Subject (12)
SED 701 Psychology of the Exceptional Child (3)
SED 703 Psychological Assessment (3)
DVN 772 Educational Statistics (3)

Admission requirements for advanced specialization include
holding a California basic teaching credential other than an
emergency basis.
The requirement for the advanced component is a minimum of 36
semester units.

Required Advanced Component

SED 710 Adapting Instruction to Learning Patterns
of Children (3)
SED 711 Educational Diagnosis and Prescription (3)
DVN 771 Research Methods in Education (3)
SED 713 Mental Retardation...Implications and Issues (3)
SED 715 Evaluation and Counseling of Exceptional Pupils (3)
SED 717 Sensory-Motor Development and Training (3)
SED 719 Adapting Behavior for Learning and Interpersonal
Effectiveness (3)
SES 720 Physical Handicaps as Related to Learning
Problems (3)
SED 721 Career Vocational Guidance and Education (3)
SED 723 Central Language Disorders and Development (3)
SES 725 Programming and Instruction for the Severely
Handicapped (3)
SED 792 Practicum—Directed Teaching (3 or 6)

Master of Arts in Education Degree
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, and
3. Curriculum planning.
The candidate has a choice of four (4) Options. Option Number 1
provides an emphasis in the area of reading. Option Number 2 has
its emphasis in mathematics. Option Number 3 provides classes to
qualify the candidate for the Resource Specialist Certificate of
Competence. Option Number 4 includes classes to qualify the
candidate for the ESL Supplementary Authorization.
Required Advanced Component

SED 710 Adapting Instruction to Learning Patterns of Children (3)
SED 711 Educational Diagnosis and Prescription (3)
DVN 771 Research Methods in Education (3)
SED 713 Mental Retardation...Implications and Issues (3)
SED 715 Evaluation and Counseling of Exceptional Pupils (3)
SED 717 Sensory-Motor Development and Training (3)
SED 719 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
SES 720 Physical Handicaps as Related to Learning Problems (3)
SED 721 Career Vocational Guidance and Education (3)
SED 723 Central Language Disorders and Development (3)
SES 725 Programming and Instruction for the Severely Handicapped (3)
SED 792 Practicum—Directed Teaching (3 or 6)

Core Courses

Option 1

Advanced Component (36)
DVN 779 Values in School and Society (3)
LLC 700 Reading Process and Practice (3)
DVN 775 Seminar in Learning Theory (3)
SED 799 Project/Thesis (4)
DVN 778A/B Masters Seminar (3,3)
Completion of option No. 1 calls for 49-54 semester units of work.

Option 2

Advanced Component (36)
DVN 779 Values in School and Society (3)
MED 720 Explorations in Elementary Mathematics (4)
DVN 775 Seminar in Learning Theory (3)
SED 799 Project/Thesis (4)
DVN 778A/B Masters Seminar (3,3)
Completion of option No. 2 calls for 49-54 semester units of work.

Option 3

Advanced Component (36)
DVN 779 Values in School and Society (3)

SER 740 Consultation in Special Education (3)
SER 741 Laws and Regulations of Special Education (2)
SER 742 Coordination of Special Education Services (3)
SED 799 Project/Thesis (4)
DVN 778A/B Masters Seminar (3,3)
Completion of option No. 3 calls for 51-56 semester units of work. However, with the completion of SERS 740, 741 and 742, the candidate may apply for the Special Education Resource Specialist Certificate of Competence.

Option 4

Advanced Component (36)
DVN 779 Values in School and Society (3)
LLC 705 Language Acquisition and Cross-Cultural Communication (3)
LLD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)
LLD 750 Introduction to Linguistics (3)
SED 799 Project/Thesis (4)
DVN 778A/B Masters Seminar (3,3)
Completion of Option 4 calls for 52-57 semester units of work. Those students wishing to pursue the ESL Supplementary Authorization are advised to meet with the Director of the Language Development Program.

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 Program Director of Special Education and meeting general admission requirements.
Special Education Teaching Credential

Required Courses
SERS 740 Consultation in Special Education (3)
SERS 741 Laws and Regulations of Special Education (2)
SERS 742 Coordination of Special Education Services (3)

GRADUATE PROGRAM COURSES

The following three courses may be used by each graduate program as required or appropriate and designated with that program's prefix.

786 Special Topics in Education (1-4)
Prerequisite: Permission of Program Director and Instructor
Special topics in a program or subject area. The content may be varied to meet special needs of students or programs.

788 Directed Studies (1-4)
Prerequisite: Special permission (see Independent and Directed Studies)
May be used, by special arrangement, to permit a student to study subjects not offered in the regular curriculum or to meet program requirements that cannot be met in any other way. The faculty member assumes primary responsibility for its content and design.

789 Independent Studies (1-4)
Prerequisite: Special permission (see Independent and Directed Studies)
Independent Study is offered to provide breadth and enrichment to a student's curriculum. Permits a student to develop, in collaboration with the instructor, a proposed course of study or investigation.

Administrative Services

ADM 700 Curriculum Leadership (4)
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. (Formerly Educ 250)

ADM 705 School and Community Relations (4)
The course considers: (1) the power structure; (2) school/community group relationships and coalitions; (3) social and cultural patterns; (4) written and oral communication; (5) innovation and creativity in program development; (6) identification and resolution of conflict; (7) emerging trends in organization; and (8) group dynamics and interaction. (Formerly Educ 252)

ADM 710 Administration and Personnel Management (4)
This course considers: (1) employer/employee relations; (2) management of personnel; (3) management procedures and skills; (4) employee assessment and evaluation; (5) selection, assignment, and supervision of staff; (6) evaluation skills; and (7) time management. (Formerly Educ 254)

ADM 715 Finance and Legal Aspects (4)
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) budget monitoring skills. (Formerly Educ 256)

ADM 725 Curriculum Assessment (3)
Prerequisite: Preliminary Administrative Services Credential
This course is designed to: (1) diagnose the curriculum strengths and weaknesses of the school; (2) give the candidate knowledge and tools to assess a new curriculum situation; and (3) prepare the candidate for district certification of competency in the area of teacher evaluation. (Formerly Educ 211)

ADM 735 Leadership and Change (3)
Prerequisite: Preliminary Administrative Services Credential
The course will focus on (1) the nature of effective leadership and (2) developing a personal style of effective leadership as a change agent. The case study approach will be used as a major instructional methodology. (Formerly Educ 215)

ADM 736 Leadership and Change — Proact (3)
Prerequisite: Preliminary Administrative Services Credential
A two-day summer orientation program will be held to acquaint the participants with the Principals Inservice Program. This will be followed by six monthly sessions based on the needs of the participants. The course will focus on (1) the nature of effective leadership and (2) developing a personal style of effective leadership as a change agent. (Formerly Educ 215A)
ADM 755 Situational Analysis (1-2)
Prerequisite: Preliminary Administrative Services Credential
A seminar class in which the topics presented will be those of participants as they encounter them on the job, focusing on the curriculum, school community relations, personnel, finance and legal aspects. (Formerly Educ 216)

ADM 792A Practicum #1—Curriculum Research (2)
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 utilizing curriculum themes. Graded CR/NC. (Formerly Educ 251)

ADM 792B Practicum #2—School and Community Relations (2)
An independent field assignment in curriculum/school/community relations. Graded CR/NC. (Formerly Educ 253)

ADM 792C Practicum #3—Administration and Personnel Management (2)
An independent field assignment in administration and personnel management aspects. Graded CR/NC. (Formerly Educ 255)

ADM 792D Practicum #4—Finance and Legal Aspects (2)
This class is a combination of independent study and seminar. The student will learn a portfolio of previous practicums and personal data to demonstrate competence in finance and legal aspects as well as first tier requirements. Graded CR/NC. (Formerly Educ 257)

ADM 793A Practicum #5—Curriculum (2)
Prerequisites: ADM 725 and Preliminary Administrative Services Credential
An independent field assignment in curriculum in the schools. Graded CR/NC. (Formerly Educ 214A)

ADM 793B Practicum #6—Values (2)
Prerequisites: DVN 779 and Preliminary Administrative Services Credential
An independent field assignment in values application in the schools. Graded CR/NC. (Formerly Educ 214B)

ADM 793C Practicum #7—Change (2)
Prerequisites: ADM 735 or ADM 736 and Preliminary Administrative Services Credential
An independent field assignment in change in the schools. Graded CR/NC. (Formerly Educ 214C)

ADM 793D Practicum #8—Evaluation (2)
Prerequisites: DVN 771 and Preliminary Administrative Services Credential
This course is a combination of independent study and seminar in the evaluation of schools including finance and legal aspects as well as second tier requirements. Graded CR/NC. (Formerly Educ 214D)

ADM 793E Internship (2-4)
Prerequisite: Preliminary Administrative Services Credential
The completion of a leadership role or task, other than those performed in the candidate's own job, in his or her own district or in another district for a minimum of 30 hours during the semester. Graded CR/NC. (Formerly Educ 214E)

ADM 793F Participation (2-4)
Prerequisite: Preliminary Administrative Services Credential
The participation in a district or agency sponsored leadership program which meets regularly to prepare candidates for school administrator roles for a minimum of 30 hours during the semester (ACSA, CTA, ASCD, CSLA, etc.). Graded CR/NC. (Formerly Educ 214G)

Curriculum and Instruction

CRI 700 Curriculum Design and Evaluation (3)
This course is an introduction to a variety of curriculum and evaluation models, with analysis of assumptions about teaching and learning inherent in specific curriculum practices and assessment procedures. (Formerly Educ 277)

CRI 701 Current Topics in Curriculum (3)
This course is an update on current issues, concerns and strategies in major curriculum areas and includes the study of California State Framework documents. (Formerly Educ 278)

CRI 702 Seminar in Curricular Innovations and Change (3)
A review of various historical and contemporary proposals for restructuring curriculum design and development. Includes discussion of the implementation literature including CBAM and other change models. (Formerly Educ 277B)

CRI 703 Seminar in Curriculum Integration (3)
Discussion of and practice in the development of thematic curricula utilizing a variety of concepts and factual information traditionally limited to separate disciplines. Discussion also of ways in which conceptions from various disciplines (e.g. the sciences, the social sciences and the humanities) help illuminate the study of any subject area. (Formerly Educ 277C)
CRI 720  Early Adolescent Psychology  
An introductory study of the cognitive and affective developmental characteristics and learning styles of early adolescents. (Formerly Educ 277D)  

CRI 721  Middle School Foundations  
Study of contemporary trends in Middle School curriculum and institutional structures including discussion of sociological and philosophical issues and on-site visits. (Formerly Educ 277E)  

CRI 730  Social Science Concepts and Instructional Approaches  
An introduction to conceptual and pedagogical issues related to the social sciences curriculum. Included are discussion of themes such as citizenship, democracy and social inquiry and analysis of curriculum documents and frameworks approved by the State of California. (Formerly Educ 277A)  

CRI 731  The Social Sciences and Religion  
Study of the role of religion in the social sciences including consideration of how to effectively teach the impact of religion without engaging in promotion of any particular religious position. Includes also an explanation of the conflict between secular and religious modes of understanding in the social sciences. (Formerly Educ 278A)  

CRI 799  Project/Thesis-Curriculum and Instruction  
Prerequisite: Graduate standing; Consent of Graduate Program Director  
Supervised project work or thesis in the field of Curriculum and Instruction. Graded CR/NC. (Formerly Educ 299C)  

Divisional Courses  

DVN 771  Research Methods in Education  
A study of the nature of systematic 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. This course is designed to introduce the graduate student to research and methods employed in the research methodology. Topics include identification of educational research problems, use of library resources, data gathering and processing, evaluation of research articles, and the integration of research articles into a topic of the student’s choice. (Formerly Educ 218)  

DVN 772  Educational Statistics  
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. (Formerly Educ 274A)  

DVN 775  Seminar in Learning Theory  
Prerequisite: Graduate standing; Consent of Graduate Program Director  
This course addresses the question, "What is learning?" through a survey of contemporary writing that ranges from Piaget to discovery learning; from information processing to the roots of whole language. In each case, students are encouraged to focus on practical classroom applications. (Formerly Educ 289)  

DVN 778A  Issues in Education  
Prerequisite: Graduate standing; 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. (Formerly Educ 298A)  

DVN 778B  Proposal Writing  
Prerequisite: Graduate standing; 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. (Formerly Educ 298B)  

DVN 779  Values in School and Society  
Prerequisite: Graduate standing  
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. (Formerly Educ 212)  

School Library Media  

LIB 710  Library 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. (Formerly Educ 240A and 240B)  

LIB 715  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. (Formerly Educ 240C)
LIB 720  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 non-book materials. The characteristics of different media and their appropriateness for specific instructional situations will be covered. (Formerly Educ 240E)

LIB 725  Information Services in School Library Media Programs
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. (Formerly Educ 240G and 240H)

LIB 730  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. These services are cooperatively planned and taught with the classroom teacher through the content areas. (Formerly Educ 240F)

LIB 735  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. (Formerly Educ 240K)

LIB 740  Database Systems: Management and Instruction Applications
Prerequisite: LIB 735
Techniques of searching and managing on-line search services will be addressed in this course. Topics include searching strategies, database evaluation, implementation and management of search services, application of database information, on-line experience, and integration of technology into the curriculum. (Formerly Educ 240L)

LIB 745  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. (Formerly Educ 240D)

LIB 750  Advanced Topics in School Libraries
A seminar/final course studying various roles and functions of the school librarian. The student will focus on contemporary and controversial issues facing the school librarian. These issues will include legal issues, leadership and management, technological advances, censorship and information theory. (Formerly Educ 240N)

LIB 792  Field Studies in School Librarianship
Prerequisite: Consent of Graduate Program Director
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. (Formerly Educ 240M)

LIB 799  Project/Thesis-School Library Media
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis in the field of School Library Media. Graded CR/NC. (Formerly Educ 299H)

Language, Literacy and Culture
Note on course prefixes in the Language, Literacy, and Culture Division:

LLC - courses common to all programs in the division of Language, Literacy and Culture
LLR - courses taken only by students in the Reading Credential program
LLB - courses taken only by students in the Bilingual Credential program
LLD - courses taken by students in the Language Development and Bilingual programs

LIB 700  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. (Formerly Educ 220)

LIB 705  Language Acquisition and Cross-Cultural Communication
This course examines the development of oracy and literacy of first and second language learners as well as the effects of cultural background on language acquisition. (Formerly Educ 235)
LLD 710 Current Theories, Methods, and Materials for Teaching a Second Language (3)
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. (Formerly Educ 237)

LLR 715 Writing Process and Practice (3)
This course explores the relationship between reading and writing in primary, intermediate, and secondary classrooms. Writing as a process is a major focus of the course. Teaching techniques which support early literacy development are discussed as are practical strategies for developing a viable writing program K-12. (Formerly Educ 242)

LLC 720 Language Assessment and Evaluation (3)
Prerequisite: LLC 700
This course is designed to help teachers develop skills in assessment of oral language and reading and make instructional decisions based on such assessment. (Formerly Educ 224)

LLC 725 Practicum in Language and Literacy (3)
Prerequisite: LLC 700
Instruction of an individual or a small group in the Fresno Pacific College reading/writing/language practicum. Graded CR/NC. (Formerly Educ 226 and 291)

LLR 730 Exploration in Literature (3)
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. (Formerly Educ 226)

LLR 731 Literature Study in the Classroom (3)
Prerequisite: LLC 700
Designed for the teacher who is familiar with literature for children and young adults, this course provides students the opportunity to explore the theory and practice of incorporating literature study in the classroom. (Formerly Educ 226B)

LLR 732 Adolescent Literature (3)
Prerequisite: LLC 700
This course familiarizes students with literature written for adolescents and young adults. In addition, students explore a variety of ways to promote reading in the secondary classroom. (Formerly Educ 226C)

LLD 735 Current Theories, Methods and Materials for Bilingual Education (3)
This course examines current theories about bilingualism, various bilingual curriculum models and methods, and materials used to teach in bilingual classrooms. Students read about and experience empowering bilingual students through the teaching of the course bilingually. A whole language approach is emphasized. (Formerly Educ 232)

LLR 740 Reading/Writing in the Content Area (3)
Prerequisites: LLC 700 & LLR 715
This course has two major areas of focus. The first is to examine teaching strategies to help students deal with content area texts. The second explores integration of the language arts within the content area. (Formerly Educ 221)

LLB 745 Social and Cultural Issues of the Diverse School Population of California (3)
An examination of the folklore and culture of California's diverse peoples. From this base, present social and cultural issues are presented leading to an understanding of the diversity of our schools and society. (Formerly Educ 233)

LLB 747 Current Trends and Issues in Bilingual Education (3)
This course is designed to examine rationales of bilingual education based on an historical framework. This course will consider socioeconomic and political issues that affect the education of language minority students. (Formerly Educ 231)

LLD 750 Introduction to Linguistics (3)
This course involves students in projects designed to employ linguistics methods to study aspects of grammatical competence in the areas of morphology, phonology, and syntax. (Formerly Educ 234)

LLD 755 Linguistics for Second Language Teaching (3)
This course examines discourse analysis and considers how cross-cultural factors influence communication. Students examine both differences between ways men and women use language and differences in classroom discourse between teachers and second language students. (Formerly Educ 234A)

LLC 760 Supervision in Language and Literacy (3)
Prerequisites: LLC 700, LLC 720 & LLC 725
Instructional leaders support and supervise classroom teachers in a Fresno Pacific College reading/writing/language practicum. Graded CR/NC. (Formerly Educ 247 and 247A)
LLC 765  Advanced Topics in Language, Literacy and Culture (3)
In a seminar setting, students read extensively to synthesize current theories in language, literacy and culture in order to further clarify their own theory of learning. Required coursework leads students to their own research for grant writing, project or thesis. (Formerly Educ 225 and 289B)

LLC 767  Current Trends in Language and Literacy (1-3)
Prerequisite: Consent of Graduate Program Director
This course is designed to bridge theory and practice. It consists of individual study carried out under the guidance of a faculty member. The participant selects a current trend or problem in reading/writing/language, explores recent literature in the topic, and considers instructional implications of the findings. May be repeated. Graded CR/NC. (Formerly Educ 245)

LLR 769  Seminar in Language and Literacy (1-1-1)
Prerequisite: Graduate standing
A visiting scholar leads students in the examination of critical issues in reading/writing/language theory and practice. Graded CR/NC. (Formerly Educ 249)

LLB 799  Project/Thesis-Bilingual Cross-Cultural (4)
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis in the field of bilingual cross-culture education. Graded CR/NC. (Formerly Educ 299C)

LLD 799  Project/Thesis-Language Development (4)
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis in the field of Language Development. Graded CR/NC. (Formerly Educ 299F)

LLR 799  Project/Thesis-Reading/Language Arts (4)
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project or thesis work in reading education. Graded CR/NC. (Formerly Educ 299A)

Mathematics-Science-Computer

Computer

MCE 730  BASIC Programming I (2-4)
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. (Formerly Educ 287A)

MCE 731  BASIC Programming II (2-4)
All commands learned in 287A will be explored in greater detail for extensive use in more complex problems. Includes flowcharting, graphics, data files, sorting routines, software evaluation, computer equipment review, values in using computers, and the educational use of computers. (Formerly Educ 287B)

MCE 732  PASCAL Programming I (2-4)
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, when, and when PASCAL can be useful to educators will be explored. (Formerly Educ 287F)

MCE 733  PASCAL Programming II (2-4)
Utilizes all the basic concepts introduced in beginning PASCAL and combines 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. (Formerly Educ 287G)

MCE 734  LOGO Programming I (2-4)
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. (Formerly Educ 287H)

MCE 735  LOGO Programming II (2-4)
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." (Formerly Educ 287I)

MCE 736  COBOL Programming (2-4)
A language designed to handle business problems. Dealing 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. (Formerly Educ 287V)
MCE 737 Assembly Language Programming (2-4)
Introduction to programming in assembly and machine language and
including screen graphics, images, and integration of assembly language
with high level languages. (Formerly Educ 287P)

MCE 740 Evaluation and Integration of Software (3-9)
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 need 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. The
course may be repeated. (Formerly 271A-E)

MCE 741 Curricular Applications of Software (2-4)
This course covers special topics for specific subject areas. The focus will
be identifying appropriate classroom software and integrating that software
into classroom instruction. The course may be repeated in different
curricular areas. (Formerly Educ 271H)

MCE 742 Writing Educational Microcomputer Instructional Programs (2-4)
Designing and writing educational microcomputer programs for use in the
classroom. Stating the problem, writing objectives, creating a storyboard,
coding, and documentation. (Formerly Educ 287E)

MCE 750 Word Processing (2-4)
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 curricula will be emphasized. (Formerly Educ 287J)

MCE 752 Data Base Management (2-4)
A data base management program in widespread use will be selected for
each course offering. Each will be explored fully and applications to
educational uses will be emphasized. (Formerly Educ 287K)

MCE 754 Electronic Spreadsheets (2-4)
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. (Formerly Educ 287L)

MCE 756 Integrated Systems (2-4)
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. (Formerly Educ 287N)

MCE 760 Advanced Independent Computer Study (2-8)
Prerequisite: Consent of Graduate Program Director
Explore advanced commands and topics in the area of computers and their
relevance to education. (Formerly Educ 287W)

Mathematics

MED 710 Integration of Mathematics and Science (2)
Participants will become thoroughly acquainted with AIMS (Activities that
Integrate Mathematics and Science) materials through hands-on activities;
gain an understanding of the underlying approach, philosophy, learning
theory, content, and methodology of AIMS; study numerous scientific
principles and concepts; engage in science processes; and make applica-
tions of mathematical concepts and skills. Cooperative learning will be
stressed and experienced in the context of hands-on explorations. The
content and emphasis of the course will vary significantly to allow students
to repeat the course in successive semesters. Graded CR/NC. (Formerly
Educ 286)

MED 720 Explorations in Elementary Mathematics (Math Festival) (4)
The course is designed to foster the development of meaning in mathemat-
ics and the understanding of mathematical concepts through an activity-
based approach to instruction. A primary focus of the course is problem-
solving and how to incorporate problem-solving strategies into the
mathematics curriculum. An additional emphasis is the integration of
mathematics into other areas of the curriculum including language arts,
social studies and science. The content and emphasis of the course will
vary significantly to permit students to repeat the course in successive
terms. Graded CR/NC. (Formerly Educ 284)

MTH 722 Patterns and Systems in Mathematics (Math Festival) (4)
Subject matter in the course is drawn from each of the following categories:
algebra, functions, measurement, geometry, statistics and probability, logic
and language, number, and discrete mathematics. With the goal of seeing
mathematics as an integrated whole, emphasis is placed on higher order
thinking skills: reasoning, problem-solving, and making connections.
Students explore problems and describe results using graphical, numerical,
physical, algebraic, and verbal mathematical models or representations.
The content and emphasis of the course will vary significantly to permit
students to repeat the course in successive terms. Graded CR/NC.
(Formerly Math 284)

MTH 724 Problem Solving in Mathematics (Math Festival) (4)
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. (Formerly Math 282)
MTH 752  Leadership Seminar in Mathematics/Science Education  (2)
The seminar is designed to prepare teachers for leadership roles in the
area of mathematics and science. Content of the seminar includes a
theoretical and philosophical framework. A particular focus is on facilitat-
ing integrated mathematics/science workshops in school districts. The content
and emphasis of the seminar will be intentionally varied so that students
may repeat the course in successive semesters. Graded CR/NC. (Formerly
Educ 283)

MTH 753  Concepts of Algebra  (3)
An in-depth study of the underlying concepts and relationships of arith-
metic 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.
(Formerly Math 285)
**MED 799** Project/Thesis-Mathematics-Science-Computer  (4)  
Prerequisite: Graduate standing; Consent of Graduate Program Director  
During the entire program candidates design curriculum 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 curriculum units in mathematics and science for K-8. Graded CR/NC. (Formerly Educ 299B)

**Science**

**MSE 730** Processes and Concepts in Science (Science Festival)  (4)  
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. (Formerly Educ 281)

**MSE 740** Science Teaching Methods  (1)  
This course will provide a background in science methodology, concentrating on a hands-on science process approach. Topics covered will include effective communication strategies, classroom management, safety aspects, lab and computer applications, community resources, and goals/objectives. (Formerly Educ 293)

**MSE 741** Science and the Integrated Curriculum  (1)  
This course involves an evaluation and critique of past and current science education curricula. Students will analyze selected curricula to compare the crucial bases of their development: historical, philosophical, psychological, and scientific. Students will be required to write their own lessons and activities. (Formerly Educ 295)

**MSE 742** Seminar in Science Education Trends  (1)  
In this course, students will evaluate and critique current trends in science education. Students will search current and recent literature which applies to each individual’s chosen science area and level. Assignments will be both general and individualized. (Formerly Educ 296)

**MSE 743** Evaluation in the Science Classroom  (1)  
This course explores the whole area of evaluating student performance in the science classroom. Topics studied will include the correlation of teaching objectives, alternative forms of testing, CAP Tests, performance evaluations, and statistical interpretation. Students will develop a philosophy of testing, as well as competence in constructing, administering, and interpreting both formal and informal tests. (Formerly Educ 297)

**MSE 744** Science for Students with Special Needs  (1-3)  
This course will provide a foundation for understanding various categories of disabilities. It will also concentrate on how to teach such students hands-on science lessons. This course is appropriate for preschool through secondary levels, teachers with classroom or special area experience, and all classroom environments. (Formerly Educ 298)

**MSI 750** Botany Concepts  (3)  
Prerequisite: Teaching credential and teaching experience  
This is a survey of the fundamental botanical concepts, including plant anatomy, physiology, morphology, genetics, ecology and taxonomy. Lectures, classroom activities, field trips and laboratory activities are included. (Formerly Sci 204)

**MSI 751** Zoology Concepts  (3)  
Prerequisite: Teaching credential and teaching experience  
This is a survey of the fundamental zoological concepts, including both invertebrates and vertebrates. Topics will include anatomy, animal kingdom, cells to organisms, ecology, evolution, genetics, and physiology. Lectures, classroom activities, field trips and laboratory activities are included. (Formerly Sci 280)

**MSI 752** Human Anatomy and Physiology Concepts  (3)  
Prerequisite: Teaching credential and teaching experience  
A detailed study will be made of the structure and function of the human body. Lectures will emphasize the various organ systems and their interrelationships; for example, the physical and chemical properties of muscles, nervous conduction, respiration, and excretion. Laboratories will include vertebrate dissection and physical/chemical physiology. (Formerly Sci 205)

**MSI 753** Ecology Concepts  (3)  
Prerequisite: Teaching credential and teaching experience  
This course is a study of the interrelationships between organisms and their environment, including an analysis of the principle factors contributing to the distribution of living organisms: food production, food chains, energy recycling, and human influence. Ecological principles will be stressed, along with their economic and aesthetic ramifications. Lectures, labs, and field trips will be included. (Formerly Sci 206)

**MSI 760** Chemistry Concepts  (3)  
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. Basic principles of chemistry will be included: inorganic and organic structure, bonding, nomenclature, properties of matter, electrochemistry, nuclear chemistry, molecular orbital theory, chemical thermal dynamics, metals/non-metals, nomenclature and properties of compound compounds, and an introduction to organic chemistry. Lectures and labs will be included. (Formerly Sci 219)
MSI 761  Physics Concepts  (3)
Prerequisite: Teaching credential and teaching experience
This course is designed to give the teacher an understanding and appreciation of the basic principles in mechanics, heat, magnetism, electricity, wave motion, sound, light, and modern physics. Lectures and labs will be included. (Formerly Sci 223)

MSI 762  Earth Science Concepts  (3)
Prerequisite: Teaching credential and teaching experience
This course will provide the teacher a comprehensive understanding of the basic principles of geology, meteorology, and astronomy. It will include the nature of minerals/rocks, geological processes, geological maps, weather, climates, stars and planets. Lectures, labs, and field trips will be included. (Formerly Sci 222)

MSE 799  Project/Thesis-Science Education  (4)
Prerequisite: Graduate standing; Consent of Graduate Program Director
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 science for K-8. Graded CR/NC.

Pupil Personnel

PPS 700  Introduction to Counseling  (3)
This course is a study of the principles and practices of counseling psychological theories. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem-solving and role-playing. (Formerly Educ 209A)

PPC 702  Education and Career Planning  (3)
Introduces students to theories, methods, assessment instruments and materials used in educational and career guidance. Emphasis on development of comprehensive personal theory of career guidance. (Formerly Educ 210)

PPS 704  Counseling Theory and Techniques  (3)
Prerequisite: PPS 700
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. (Formerly Educ 209B)

PPS 706  Counseling the Exceptional Child  (3)
A study of the psychological characteristics, cognitive styles, behavior patterns, and learning problems of exceptional students. Provides background of information helpful in developing communication and counseling skills in working with children having special needs. (Formerly Educ 208A)

PPS 708  Counseling the Multicultural Child and Parent  (3)
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. (Formerly Educ 208B)

PPS 710  Principles of Psychological Assessment and Measurement  (3)
Principles of construction and evaluation of educational and psychological tests. Principles, procedures and techniques in counseling and guidance. (Formerly Educ 203A)

PPS 712  Laws and Ethics  (3)
Current and proposed legislation in parent-child relationships; encompasses attendance and discipline procedures, pupil records, special programs, employment of minors, liability, juvenile court system, due process and miscellaneous laws and ethics. (Formerly Educ 211A)

PPS 714  Case Study Practicum/Group Process  (3)
Study of techniques of counseling through role playing and small group experiences. Gain experience in counseling students and parents from various socioeconomic and ethnic backgrounds. Graded CR/NC. (Formerly Educ 201A)

PPC 718  Issues and Research in School Counseling  (3)
The study of various roles and functions of the educational counselor. The student will study contemporary and controversial issues as they relate to the field of guidance. Emphasis will be placed on student choices and decisions, crisis counseling, conflict resolution, confidentiality, discipline, ethical concerns and community issues. (Formerly Educ 217)

PPP 720  Seminar in School Psychology  (4)
The Seminar in School Psychology is designed to provide an introduction to the basic tenants and elements of school psychology. Areas of emphasis will include the ethical, legal, and philosophical foundations of school psychology as well as the pragmatic issues surrounding provision of effective psychological services to both students and staff. (Formerly Educ 202)
PPP 722 Assessment I
This course is designed to acquaint students with the knowledge of human assessment and train students in assessment methods and theories particularly related to intellectual and cognitive characteristics of typical and atypical pupils, including limited English proficient pupils, as these factors affect learning performance. Graded CR/NC. (Formerly Educ 202A)

PPP 724 Assessment II
The student will be trained to administer, score, and interpret a variety of assessment instruments frequently used with children. Assessment measures to be covered include non-verbal cognition, perceptual/motor skills, and adaptive behavior. Within each assessment domain, each student will acquire acceptable administration, scoring, and interpretive skills within each of the aforementioned domains. Graded CR/NC. (Formerly Educ 202D)

PPP 726 Abnormal Psychology
This course will cover the major areas of abnormal psychology that a school psychologist is likely to encounter in performing his/her professional responsibilities. Discussion will focus on childhood, adolescent, adult, and general disorders that are manifested by children and adults. The course will be presented from a practical and theoretical perspective. (Formerly Educ 202C)

PPP 728 Psychology of Personality and Personal Adjustment
The student will be trained to administer, score, and interpret a variety of personality assessment instruments frequently used with children to include collection background data, interview methods, observational assessment, screening for emotional disorders, objective personality assessment, and projective measures. (Formerly Educ 202E)

PPP 730 Clinical Intervention: Individual and Group Process
Students will gain knowledge and skills in individual and group intervention techniques. Interventions include client-centered consultation, behavior management, conflict resolution, family consultation, group activities, assessment/referral, and collaboration with other professionals and agencies. Graded CR/NC. (Formerly Educ 202F)

PPP 732 Neuropsychology of Learning
This course is designed to cover theory and research regarding brain behavior relationships, the area of the brain responsible for observable behaviors, and the various theories developed regarding these phenomena. The course also discusses the formation of the brain and relationship to physical and intellectual functioning. (Formerly Educ 202G)

PPP 734 Early Intervention and Development Assessment
This course will cover normal and exceptional development from birth through preschool years. There will be discussion and investigation of various developmental delays, including environmental reasons (nutrition teratogens), disease, infections, toxins, genetic difficulties, and more. The students will become familiar with how children are referred for assistance, definitions of intensive and non-intensive services, and types of assessments needed. (Formerly Educ 202H)

PPP 736 Issues and Research in School Psychology
The study of various roles and functions of the school psychologist. The student will study contemporary ethical and controversial issues as they relate to the field of school psychology. (Formerly Educ 217A)

PPC 792A Field Experiences
Prerequisite: Consent of Graduate Program Director
Field work experience under the supervision of a credentialed Pupil Personnel Services Guidance Counselor to integrate theoretical training with practical experience, Field practice should be at least 450 hours. Graded CR/NC. (Formerly Educ 291B)

PPC 792B Seminar in Field Experience
The seminar is designed to complement the PPC 792A Field Experience course by assisting the candidate in fulfilling the designated competencies through a process of individual, group and faculty participation. Graded CR/NC. (Formerly Educ 291D)

PPP 793 Supervised Experience
Prerequisite: Consent of Graduate Program Director
This course consists of field work experience in California Public Schools under the supervision of a credentialed PPS School Psychologist or an Educational Psychologist. Field practice shall be at least 540 hours. Emphasis is given to continuing development of understanding and abilities to utilize theory skills, and knowledge related to the responsibilities of a school psychologist. Graded CR/NC. (Formerly Educ 292B)

PPC 799 Project/Thesis-School Counseling
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis work in the field of Pupil Personnel Services: School Counseling. Graded CR/NC. (Formerly Educ 299E)

PPP 799 Project/Thesis-School Psychology
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis work in the field of Pupil Personnel Services in the area of school psychology. Graded CR/NC.
Special Education

SED 701 Psychology of the Exceptional Child (3)
An introductory course which provides an understanding of the psychological characteristics, cognitive styles, behavior patterns, and learning problems of exceptional students. Meets "mainstreaming" requirements for California credential candidates. (Formerly Educ 208)

SED 703 Psychological Assessment (3)
Administration of assessment instruments and interpretation of resulting data including diagnostic tests, inventories, and scales. Field work in school required. (Formerly Educ 203)

SED 710 Adapting Instruction to Learning Patterns of Children (3)
Designed to build skills in developing curriculum appropriate to the modality strengths of individual children and creating a learning environment structure suitable to children who have modality weaknesses. (Formerly Educ 260)

SED 711 Educational Diagnosis and Prescription (3)
Prerequisite: SED 710
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. (Formerly Educ 261)

SED 713 Mental Retardation...Implications and Issues (3)
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. (Formerly Educ 270A)

SED 716 Evaluation and Counseling of Exceptional Pupils (3)
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. (Formerly Educ 267)

SED 717 Sensory-Motor Development and Training (3)
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. (Formerly Educ 263)

SED 719 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
Designed to study facets of affective behavior, alternative strategies of behavior management, interpersonal communicative skills, and implementation of pupils' programs to staff and parents. (Formerly Educ 264)

SESH 720 Physical Handicaps as Related to Learning Problems (3)
Designed to develop necessary skills in pupil assessment and instructional program adaptation for physically handicapped pupils. Competencies to be developed are: (1) to define common physical exceptionalities; (2) to describe commonalities among physically handicapped and nonexceptional pupils; (3) to assess the effect of various physical handicaps upon functional performance; (4) to examine curriculum appropriate for the physically handicapped; and (5) to identify appropriate testing instruments. (Formerly Educ 265)

SED 721 Career Vocational Guidance and Education (3)
Designed to study the comparison and evaluation of various vocational/career education models at the local, state, and federal levels. Vocational development, work experience programs and career education systems are examined. Problems in vocational counseling are analyzed. (Formerly Educ 266)

SED 723 Central Language Disorders and Development (3)
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. (Formerly Educ 262)

SESH 725 Program and Instruction for Severely Handicapped (3)
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. (Formerly Educ 270)
SERS 740 Consultation in Special Education (3)
Prerequisite: Special Education Credential
Consultation in special education provides instruction in the areas of the consulting function, staff development and inservice education function, and skills related to the parent education function. (Formerly Educ 269)

SERS 741 Laws and Regulations of Special Education (2)
Prerequisite: Special Education Credential; SERS 740 or SERS 742
This class is a combination of independent study and practicum. The candidate will satisfactorily demonstrate the skills, knowledge and performance competencies in accordance with the legal regulations of the Education Code, Title V, Administrative Code, and other documents of law as related to special education. (Formerly Educ 269A)

SERS 742 Coordination of Special Education Services (3)
Prerequisite: Special Education Credential
Candidates shall satisfactorily demonstrate the skills, knowledge, and performance competencies identified for each of the objectives of the Coordination Function. (Formerly Educ 269B)

SED 792 Practicum — Directed Teaching — Learning Handicapped/Severely Handicapped (3 or 6)
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. (Formerly Educ 268)

SED 799 Project/Thesis-Learning Handicapped/Severely Handicapped (4)
Prerequisite: Graduate standing; Consent of Graduate Program Director
Supervised project work or thesis work in the field of Learning Handicapped or Severely Handicapped. Graded CR/NC. (Formerly Educ 299D)
Fresno Pacific College is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges and authorized to offer coursework through the Professional Development Division. The courses are primarily designed for students who have baccalaureate degrees and appropriate teaching credentials. They may also be used, upon approval of the appropriate district officials, for professional advancement. Professional Development credits are post-baccalaureate, non-degree units, which may also be used (under pre-approved circumstances) to satisfy some degree and credential requirements. Each college or university or state credentialing agency has its own policies regarding the types of credit it will accept for specific degree or credential programs. Students should seek approval of their appropriate deans or credential officers before enrolling in Professional Development credits to satisfy any degree or credential requirements.

Fresno Pacific College is committed both to academic excellence and to the Christian faith. The College offers the B.A. degree in a broad range of the liberal arts and sciences, the M.A. in Education, and the courses in the Professional Development Division. A residential college, Fresno Pacific College is characterized by personal friendliness and close-knit community living, with maximum interaction between teachers and students.

The College’s Professional Development courses are graded based on the completion of specific criteria set forth in the course syllabus. All courses in the Division carry the education prefix. On the college transcripts, courses in this Division are numbered 1000-1999 for workshops and seminars and 2000-2999 for correspondence/independent study courses.

Courses are offered in a variety of ways: traditional classes, independent studies, correspondence courses, study tours, workshops, seminars, conferences and institutes. Courses are marketed on the basis of need as determined by the educational consumer.

COURSE DESCRIPTIONS

One, two, and three unit courses and/or workshops are designed from the generic courses as described below:

Mathematics
This course is designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the classroom. Emphases include problem-solving, calculator technology, computational skills, estimation and mental arithmetic, and computers in mathematics education.

Language Arts/Reading/English
This course is designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the classroom. Emphases include integrating instruction in language arts, establishing literature based programs, using core literary works, recommended extended readings, using recreational-motivational reading, and developing composition, oral language, and listening skills.

Social Science
This course is designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the classroom. Emphases include:

- Knowledge and cultural understanding including historical, ethical, cultural, geographic, economic, and social political understanding;
- Democratic understanding and civic values including national identity, constitutional heritage, civic values, rights, and responsibilities;
- Skills attainment and social participation including basic study skills, critical thinking skills, and participation skills.

Visual/Performing Arts
This course is designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the classroom. Emphases include developing avenues of perception (visual, aural, tactile, and kinesthetic) as well as positive emotional and aesthetic responses. It explores the relationships that exist among dance, drama/theater, music and visual arts, and other areas of the curriculum.
Science
This course is designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the classroom. Emphases include achieving scientific attitudes, achieving rational and creative thinking processes, achieving manipulative and communicative skills, and achieving scientific knowledge.

Health
This course is designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the classroom. Emphases include the development of self-awareness, decision-making and coping skills in the following content areas: personal health, family health, nutrition, mental-emotional health, use and misuse of substances, diseases and disorders, consumer health, accident prevention and emergency health services, community health, and environmental health.

Physical Education
This course is designed to explore subject area content, current theory, methodology, and instructional materials for implementation in the classroom. Emphases include curriculum development, coaching methods, team sports, individual sports, recreational aspects, body function and care, and tests/measurements.

Multi-Cultural Education
This course is designed to explore subject area content, current theory, methodology, and instructional materials for implementation in the classroom. Emphases include societal norms, institutional norms, cultures different from one's own, the school as an organization, small group behavior, interpersonal relating and communicating, and the self.

Bilingual Education
This course is designed to explore subject area content, current theory, methodology, and instructional materials for implementation in the classroom. Emphases include development of proficiency in understanding, speaking, reading and writing English, student achievement of psychosocial adjustment, use of assessment and diagnostic data, and instructional materials development.

Audio-Visual/Computer Education/Technology
This course is designed to explore current theory, methodology, instructional materials and usage of audio-visual equipment and computers for implementation in the classroom. Emphases include integrating instruction through the use of technology, programming skills for computers, word processing skills, uses of spread sheets and data bases, review of instructional software, and integrating audio-visual material into subject area disciplines.

Human Behavior/Classroom Management
This course is designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the classroom. Emphases include child through adult development, school climate, appropriate student and teacher behavior, student misbehavior, and conflict resolution strategies for organizing and operating a classroom.

College Credit
College credit is earned on a semester hour basis. Numbers 1000-1999 and 2000-2999 designate courses whose purpose is to meet objectives which cannot be served by established undergraduate and/or graduate offerings. Coursework offered for college credit adheres to fifteen contact hours plus research/integration per semester unit of credit.

Grading Standards
Professional Development courses are recorded as credit/no-credit. An earned credit grade meeting all the requirements as outlined in the course syllabus is equivalent to a "B" letter grade. Students wishing to be evaluated according to a grading scale of A, B must seek and receive written approval no later than the first class session.

For details regarding course offerings and schedules, contact the Professional Development Division by telephone at (209) 453-2015 or by mail at the College address.
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B.A., Accounting and Quantitative Methods, University of Oregon; M.B.A., California State University, Fresno. (1984)

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General Education, Pacific Bible Institute; General Education, Fresno City College; B.A., Education, California State University, Fresno; M.A., Education Administration, California State University, Fresno. (1991)

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B.A., German, Wilfred Laurier University; M.S., German Language and Literature, University of Waterloo; Graduate Studies in Linguistics, University of Waterloo. (1983)

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

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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)

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Center for Degree Completion
B.S., Comprehensive Sciences, Roberts Wesleyan College; Ed.M., Guidance and Student Personnel, University of Buffalo; Ph.D., Education Administration, SUNY at Buffalo. (1991)

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Director of Library Services

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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)

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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)
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 Program  
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 of Language Development Program  

Yvonnes S. Freeman  Education  
Director of Bilingual Education and TESOL Programs  
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)

Will Friesen  Biblical Studies/Psychology  
B.A., Psychology, Tabor College; M.S., Counseling-Psychology, University of Kansas, Lawrence; M.A., Theology-Historical Studies, Mennonite Brethren Biblical Seminary; doctoral candidate, McGill University, (1980)

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

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B.S.W., Social Work, University of Missouri; M.S.W., Social Work, University of Denver, (1981)

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B.A., Humanities, Fresno Pacific College; M.S., Business, California State University, Fresno; Advanced Studies, Management, Claremont Graduate School, (1980)

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B.S., Elementary Education, California State Polytechnic College; M.A., Mathematics Education, Fresno Pacific College; Graduate Studies, Curriculum and Instruction, University of Southern California, (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  
Chair of Division of Biblical and Religious Studies  
Diploma of Biblical Studies, Ontario M.B., Bible Institute; B.A., English, McMaster University; Th.B., Theology, Mennonite Brethren Bible College; B.D., Theology, Mennonite Brethren Biblical Seminary; Th.M., Missions and Evangelism (Urbanology), Golden Gate Baptist Theological Seminary; Graduate Studies, Theological Union, (1968)

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Director of 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., University of Southern California, (1989)

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B.A., Music, Occidental College; M.A., Vocal Performance, California State University, Los Angeles; D.M.A., Arizona State University, (1977)

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Director of Special Education Program  
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Diploma, Bible, Multnomah School of the Bible; B.A., History, Tabor College; M.S., Spanish, Emporia State University; M.A., Curriculum and Instruction, San Diego State University; Ph.D., Education, The Claremont Graduate School. (1990)

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Keith Martens  Campus Pastor/Ministries Coordinator

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

Roberta E. Mason  Education/Reading

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Athletic Director

Gary Nachtigall  Geography
Director of College Hour
B.A., Social Science, Tabor College; M.A., Geography, Fresno State College. (1961)

David Neely  Director of Development

Karen Neufeld  Education
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B.S., Elementary Education, Kansas State University; M.S., Elementary Education, Kansas State University; Ed.D., Educational Administration, University of Kansas. (1980)

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Ted Nickel  Psychology
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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)

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**Business**

Director of Center for Degree Completion

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**Physical Education**

B.A., Physical Education, Trinity Western University; M.A., Physical Education, California State University, Fresno. (1989)

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**Special Education**

A.A., Liberal Arts, Jones County Junior College; B.S., Special Education, University of Southern Mississippi; M.Ed., Special Education, University of Southern Mississippi; Ed.D., Special Education, The University of Alabama, (1990)

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B.A., Sociology, California State University, Fresno. (1966)

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**Mathematics Education**

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B.A., Mathematics, Friends University; M.N.S., Mathematics, University of Oklahoma; Ph.D., Mathematics Education, University of Oklahoma. (1987)

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**History**

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**Political Science**

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**Reading**

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**Science Education**


Stephen Varvis  
**History**

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

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**Music**

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

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**Business/Political Science**

Director of Grants and Research
A.A., Liberal Arts, Fresno City College; B.A., Social Science (History), Fresno Pacific College; J.D., The San Joaquin College of Law. (1963)

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**Economics**

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

Arthur J. Wiebe  
**Emeritus, Mathematics Education**

President Emeritus

Elias 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. (1963)

Joel Wiebe  
**Coordinator, Accreditation Self-Study**

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**

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)
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*Dean of Student Development*

B.A., History, Fresno Pacific College; M.A., Social Science, Azusa Pacific  
University, (1981)

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*Academic Vice President*

B.A., Mathematics, Drake University; M.A., Christian Education, Wheaton  
College; B.D., Wheaton College Graduate School of Theology; Ph.D.,  

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*Dean of Graduate Studies*

B.S., Elementary Education, Eastern Mennonite College; M.Ed., Counsel-  
ing Education, University of Virginia; Ph.D., Educational Psychology,  
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*Mathematics Education*

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*Accounting*

B.S., Social and Behavioral Science, Michigan State University; MBA,  
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Theological Seminary. (1989)

Hugo Zorrilla  
*Biblical Studies/Spanish*

Th.B., Seminario Bíblico Latinoamericano, San Jose, Costa Rica; B.A.,  
Classic Studies, Universidad de Costa Rica, Central America; M.A., New  
Testament, Trinity Evangelical Divinity School, Deerfield; Ph.D., Theology,  
Universidad Pontificia de Salamanca, Spain. (1989)
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 is 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 in Him have forgiveness of sins through His blood.
- Christ rose bodily from the dead and ascended into heaven where He is now the believer’s High Priest and Advocate.
- The imminent return of Christ from heaven will be personal and visible, and He will judge the living and the dead.
- An individual becomes a child of God by being born of the Holy Spirit by the Word of God through a personal faith in Jesus Christ.
- The church, instituted by Christ, consists of all true believers, and the Great Commission to make disciples 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.

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

The Fresno Pacific Undergraduate Program exists to provide a distinctively Christian experience 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.

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. The College 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.

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 profes-
sional leadership in the framework of Christian values and relationships.

**Professional Development Mission**

The Professional Development Division exists to provide on-going training for the improvement and enhancement of the personal and professional effectiveness of educators with a view to improving elementary and secondary education.

The Professional Development Division is a direct extension of the educational mission of Fresno Pacific College and is based on the framework of understanding articulated in the Fresno Pacific College Idea. It is, therefore, developed under the assumption that it represents an educational mission which extends, in concentric circles, from the heart of the College to the farthest reaches of society.

The Professional Development Division accomplishes its mission through programs which are shaped by the Christian faith and which seek to train learners in ways of teaching and valuing that would emanate from a Christian foundation. These include a high regard for the value of the individual student, a concern for the maximum development of his/her potential, a concern for peace and justice, and a commitment to high standards of ethical and moral behavior.