Catalog Description

This catalog is arranged in five major sections. The first section, Fresno Pacific College, is presented as a total educational institution. The second major section presents the undergraduate program which leads to the baccalaureate degree. The third and fourth sections describe specialized programs of the college. The final section describes the college's Graduate Division with programs such as the fifth-year teacher education program, and programs leading to advanced teaching credentials and master of arts degrees.

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, national origin, or sex in its educational programs, educational programs, and 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 Title 20, Section 616 of the Higher Education Act of 1965, Appendix F, this is to certify that this school catalog is true and correct in content and policy.
Telephone Directory

Information
Academic Administration
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Admissions (Graduate)
Advancement
Alumni Relations
Athletics
Bookstore
Business Office
Center for Degree Completion
Center for Professional Development

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Division of Social Science
Division of Interdisciplinary Studies

Center for Professional Development

Correspondence
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Fresno Pacific College
1717 South Chestnut Avenue
Fresno, CA 93702

See PPC's homepage at www.fresno.edu
The Fresno Pacific College Mission

As an institution of the Pacific District Conference of the Mennonite Brethren Church, the college communicates a distinctive biblical, Christ-centered vision of community and social order through liberal arts based undergraduate, graduate, and professional higher education.

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

The college is located on a 43-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 400,000. 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. After a transitional junior college phase, 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.

A Unique Education

The college embraces the work, and its peoples as the creation of God and therefore as the proper province of study and service. Through the pursuit of the knowledge of God and its 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.

Fresno Pacific College provides 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, private secular colleges, or other church-related schools. Fresno Pacific College is, rather, a deliberate attempt to realize, through theory and experience, a unique educational vision as expressed in the Fresno Pacific College idea, revised and adopted by the Board of Trustees of the college in 1994.

Theological Orientation of the College

Fresno Pacific College is sponsored by the Pacific District Conference of the Mennonite Brethren Churches. The school is deeply and intentionally rooted in the Anabaptist Mennonite movement, representative of the radical wing of the Protestant Reformation. As such, it is committed to Anabaptist values, including the recapturing of God's Spirit; an emphasis on voluntary discipleship; radical obedience to Jesus as Lord; the global mission of the church; the church as the community of the new covenant; mutual care and wholistic concern for members of Christ's body; and the call to address, in pastoral and prophetic fashion, the peace and justice concerns of the world.

Theological position of the college is represented in the following tenets, compiled from the Confession of Faith of the General Conference of Mennonite Brethren Churches. Whereas Fresno Pacific College enthusiastically embraces this theological tradition, it seeks to do so with charity and humility. In keeping with an expressed desire of its sponsoring body in the early 1980s, namely to "broaden the base" of the institution, the college has deliberately chosen to induct, educate, facade, staff, administer, and board members from a diversity of Christian traditions, who at the same time are supportive of its distinctive and goals. This represents an attempt to embody the New Testament notion of ecumenicity, rooted in a personal relationship with God through Jesus Christ as Lord and Savior, and marked by a fervent commitment to a particular core of beliefs and behaviors by people from greatly diverse races, ethnicities, and nationalities. Accordingly Fresno Pacific College stresses the following conceptions in guiding and shaping the educational community.

God

We believe in one God, eternally existing in three persons: Father, Son and Holy Spirit.

We believe in the God the Father, Creator and Sustainer of this universe, who in infinite wisdom and love planned the redemption of humanity and accomplished it through Jesus Christ. We believe in Jesus Christ, truly God and truly human, who was born of the virgin Mary, lived a perfect life, was crucified for our sins, rose from the dead and was declared God's Son by the Holy Spirit.

We believe in the Holy Spirit who effects redemption in the lives of those who believe in Christ. He convicts, guides, teaches, rebukes, indwells, empowers, comforts, intercedes, unites believers into one body, and glorifies Christ.

The Revelation of God

We believe that God has made his power and deity known in creation. We believe in God the Father, who revealed himself in love and word and deed in the Old Testament. God revealed himself supremely and finally in the Lord Jesus Christ, as recorded in the New Testament. We believe that all Scripture is inspired by God as people of God were moved by the Holy Spirit. We accept the entire Bible as the infallible Word of God and as the authoritative guide for the faith and life of Christian discipleship.

Humanity and Sin

We believe that humanity was created in the image of God, sinless and in fellowship with God, with a free will to make moral choices. Man and woman chose sin and thus brought death upon the whole human race. As a consequence all people are sinful by nature, guilty before God and in need of forgiveness and restoration.

Salvation by Grace

We believe that there is one God and Mediator between God and humanity: Jesus Christ, who by his substitutionary death has redeemed humanity from the power of sin, death and hell. We are saved by God's grace through faith in Christ. Those who repent receive forgiveness of sins and by the power of the Holy Spirit are born into the family of God and, as faithful disciples, joyfully obey God's Word.

The Christian Life

We believe that the Holy Spirit indwells every believer and transforms him/her to witness to Christ in daily life. The Christian lives in fellowship with God and other believers and joins a local church at baptism. The believer contributes to the building of the body of Christ with his/her material and spiritual gifts. By the means of grace provided by Christ, the believer seeks to grow in maturity, as this is expressed particularly in the "fruit of the Spirit." Since the Christian body is a "temple of the Holy Spirit," believers refrain from those things which harm the body and the Spirit of God. In striving for perfection the believer recognizes his/her complete dependence on God and the constant need for God's forgiving and cleansing grace.

The Church of Christ

We believe that the Church was established through Christ's redemptive work in history, and that it is comprised of all who put their faith in Him and who are baptized by the Spirit into one body, regardless of race, nation or class. Despite the diversity in congregations, denominations, the Church is the body of Christ in the Spirit. The local church is an association of baptized believers. Believers manifest loving concern for each other and submit to mutual admonition and discipline. Those who fail and refuse to be corrected are excluded from the fellowship of the church, those who repent are forgiven and restored.

The Mission of the Church

We believe that the Gospel is "the power of God unto salvation," and that the command to make disciples of all nations is the primary task of the church. Every member of the church is called to participate in the mission of the church as he/she is enabled by God's grace.

The Christian Ministries

We believe that God through the Holy Spirit has endowed all believers and gifts for Christian ministries. Some members of the church, however, are called to lead, to preach, to teach, to evangelize, to nurture; other persons are simply given the mission and commissions or doors to people for such ministries and loves, respects and supports those serve faithfully. These in leadership are to live exemplary Christian lives.

Christian Baptism

We believe that Christians should be baptized upon the confession of their faith in Christ. Baptism by water is a public sign that a person has repented of sin, received forgiveness of sins, died with Christ to sin, and been raised to newness of life and received the Holy Spirit. By baptism a believer enters into the fellowship of the local church and commits himself/herself to a life of discipleship and service.

The Lord's Supper

We believe that the Lord's supper is instituted by Christ whose body was broken for us and whose blood was shed to assure salvation for believers and to establish the new covenant. The supper expresses the fellowship and unity of all believers with Christ. It is a supper of remembrance, celebration and praise which strengthens believers for true discipleship and service. All believers examine themselves in preparation for the fellowship of the Lord's supper.

Marriage and the Christian Home

We believe that God instituted marriage for the intimate companionship of husband and wife, and for the procreation and nurture of children. We also believe that God honors singleness. Believers who marry should have a common Christian commitment; a believer should not marry an unbeliever. We believe that divorce is a violation of God's intention for marriage. We believe that God's love, forgiveness and reconciliation is available also to those who experience brokenness in marriage.

The Lord's Day and Work

We believe that God has called us to work and that work is honorable. However, the Christian also needs to have time for worship, instruction in faith and fellowship. Therefore, following the example of the New Testament church, believers gather on the Lord's day for spiritual upbuilding and limit their labors on that day to work of necessity and deeds of mercy.

Christian Integrity

We believe that Christians are obligated to speak the truth at all times. As a witness to our integrity we refrain from lying, out of keeping with what Jesus taught in the Sermon on the Mount. Also, we avoid holding membership in lodges and secret societies, but seek rather to foster fellowship among believers.

The State

We believe that God has instituted the state. Our chief concern and primary allegiance, however, is to Christ's kingdom. We pray for our government, respect those in authority, pay taxes, obey all laws not in conflict with the word of God, and witness against corruption and injustice in society.

Love and Nonresistance

We believe that God and Christ reconciles people to himself and to one another, making peace through the cross. We view violence in all forms as a contradiction to the new nature of the Christian. We believe that the evil and inhuman nature of such actions are contrary to the gospel of love and peace. In times of national conscription or war, we believe we are called to give alternative service when possible. Our bond with other followers of Jesus transcends all racial, social, and national barriers.

Christ's Final Triumph

We believe that God will someday bring His purposes to a final consummation. When Christ returns, the dead in Christ will be raised and together with the living believers they will be transformed and they shall be forever with the Lord. In the end all evil powers will be defeated, and whereas the ungodly shall suffer eternal punishment, the saints shall enjoy eternal bliss in the presence of God.
The Fresno Pacific College Idea

Fresno Pacific College is a Christian College

Fresno Pacific College seeks to be a collegium centered upon Christ and His church. It is committed to the ideals of God's Kingdom and to the perspective of the liberal arts in which integration of faith, learning, and action is a primary goal.

With others in the Anabaptist Mennonite and believers' church tradition, the college encourages voluntary acknowledgment of the sovereignty of God, of the triumph of God's Kingdom, of the presence of God's Spirit in the life of the church, and of the lordship of Christ in all of life.

As an extension of the educational mission of the Mennonite Brethren Church, the college affirms the authority of the Bible over all matters of faith and life; the church as a community of redeemed people; a life of discipleship (leading to holiness, witness, and service); the call to serve Jesus by 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 disciplines such as prayer, study, and meditation.

All authentic knowledge and experience are united under God. All aspects of reality are understood to be parts of a larger whole. There is no contradiction then between the truth of revelation, of scholarly investigation, and of action. The college encourages members of the Fresno Pacific College community toward a reflective and critical perspective on the nature of humanity and its relation to the world. Thus the liberal arts enlarge the foundation for life-long learning and for advanced study in a discipline or profession. The college affirms that wisdom grows out of commitment to Christian faith and to the interpretive perspective of the liberal arts. Both are essential to developing a holistic view of God, self, and the world.

Since education is understood to be a life-long process, the college programs include a variety of academic and professional undergraduate, graduate, and nondegree programs. Each program builds on the integrative foundation of the liberal arts, encouraging thoughtful reflection on these beliefs and values that contribute to personal and societal wholeness. The intersection of Christian belief, the liberal arts, and an ethic of service provide an educational perspective that leads to an examined understanding of God, self, and the world, uniting theory with practice.

Fresno Pacific College is a Community of Learners

Fresno Pacific College recognizes the importance of the interpersonal dimension of the learning process. The college believes that community grows out of common commitments, and that learning is the result of interaction between persons, ideas and experience. Thus the college seeks to create settings in which individuals can achieve such interaction within a community committed to learning and service. It believes that as individuals become more responsible with, accountable to, one another, they are better able to understand themselves and to make thoughtful commitments to God, the church, and the world.

The college seeks to accept each member of the community as unique, with purpose and value. Ethnic and religious identity is affirmed as a basis for respectful pluralism. While acknowledging individual differences, the college also holds to the believers church expression of community as a body which transcends individualism and those cultural, national, and ethnic boundaries which separate and alienate.

Believing that the Gospel transcends the limitations of all cultures and ideologies and that inclusiveness enriches community, Fresno Pacific College welcomes those of different cultural, national, ethnic, and religious backgrounds to participate in its educational experience. The college invites honors from other church traditions, both as faculty and students, to enter into dialogue and faithful practice with those in the Anabaptist and believers church tradition in following Christ and in sharing the college's mission. In keeping with its volunteristic church tradition, the college affirms the community formed as individuals relate to God and does not discriminate against students who cannot freely and honestly make such a commitment. The college encourages persons to serve across cultures and throughout the world as compassionate disciples of Christ and as constructive members of society.

The college believes that knowledge and understanding are formed in community. Real learning takes place through dialogue and discussion between people who have different experiences and perspectives, and that such wisdom begins with humility. These understandings join teachers and students as partners in a mutual search for truth and wholeness.

The college's belief in community expresses itself in patterns of leadership and governance that are servant oriented and participatory, which lead toward consensus decision making.

The college seeks to carry out its educational mission through faculty, students, staff and board who participate in church and society, share a mutual respect for educational goals and community standards and are committed to enhancing the quality of the educational experience for all its members.

Fresno Pacific College is Prophetic

Fresno Pacific College believes that to be prophetic is to serve the church and society by engaging in dialogue with and critique of contemporary culture and practice. The college encourages informed reflection on personal, institutional and societal values which contribute to developing a vision for wholeness, justice and reconciliation. It offers leadership to the church and the world by enabling persons to extend perceptive, creative, and skillful responses to current issues; to illuminate darkness with light and dispel ignorance with wisdom and understanding. It seeks to bring an integrative, Christian ethic and perspective to present day thought and experience and to a common search for the better way.

Fresno Pacific College understands learning to be a journey; a journey of exploration, reflection and transformation; a journey toward deepened meaning and faith growing out of creative encounter with Christ and the world. The college believes that such learning may be nurtured through many different modalities and in many different settings and that it should be encouraged to continue throughout life.

Thus the college values imaginative, experimental and innovative ways of engaging students and faculty in the process of learning even as it seeks to remain faithful to its core values and identity.

Fresno Pacific College is a deliberate and continuous attempt to realize the vision expressed in the Fresno Pacific College Idea. The idea gives the college reason for existence, courage for growth, and stimulus for adventure.
PERSONNEL

THE BOARD OF TRUSTEES

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Wesley Brown, Fresno, Calif.
Vice Chair
Owner-Engineer, MSK and Associates, Geotechnical Consultants

Patrick L. Evans, Fresno, Calif.
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Architect, Oderer Evans, Utility Trailer Sales

Winnie Bartel, Sturtevant, Calif.
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Founder, "Women of Worth" Ministry

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Max Steinert, Bakersfield, Calif.
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Partner, Steinert Enterprise, Property Management

Rev. Karl Anselm, Fresno, Calif.
Moderator, Armenian Evangelical Union of North America

David Beckenhaur, Fresno, Calif.
Alumni Representative
Business Manager, AMHS Education Foundation

Arthur Black, Vancouver, B.C., Canada
President, A.R. Black, Real Estate Development

Dale Callahan, Silverv, Ore.
Pacific District Trustee
Owner, Dale Boise Construction

Mary Corry, Fresno, Calif.
Homemaker and Community Advocate

Pacific District Minister

Dick Falls, Cupertino, Calif.
Senior Vice President, Psychology Systems

Kathy Gray, Redding, Calif.
Manager, Family and Child Counselors/Therapist

Dan Jantz, Fresno, Calif.
Owner, Fresno Bible House

Rev. Vernon E. Janzen, Visalia, Calif.
Pacific District Board of Youth and Life

Mrs. Peter Hanson, Fresno, Calif.
Associate Pastor, Neighborhood Church

Dr. Peter Hanson, Fresno, Calif.
State of California Science, California State University, Fresno

Barbara McDonald, Sioux Falls, S. Dakota
Real Estate Agent

Ramon Oviedo, Selma, Calif.
Assistant Superintendent, Olds School System

Roger Poppen, Bakersfield, Calif.
Pacific District Moderator

Betty Reeves, Fresno, Calif.
Homemaker

Sarah Stockling, Davis, Calif.
Student Representative

President, Fresno Pacific College Student Association

Lowell Stutzman, Grants Pass, Ore.
Owner/Partner, Farmer's Building Supply

Kelly Soares, Lod, Calif.
President/CEO, Lodl Nut Company

Ted Thiessen, Bakersfield, Calif.
Instructor/Consultant—Telecommunications

Board of Directors, Fresno Pacific College Foundation

Dr. Stephen Varvis, Olive, Calif.
Professor of History, Fresno Pacific College

Randy Vogt, Visalia, Calif.
Vice President, Pandolfo Bros., Delano

Edward Young, Bakersfield, Calif.
Financial Counselor, Business and Finance Counselors

TRUSTEES EMERITUS

Peter A. Ems, Ontario, Calif.
Arthur Jost, Hilliard, Ohio
Marvin Steinert, Bakersfield, Calif.
Dr. Joel R. McSpadden, Olive, Calif.

THE ADMINISTRATION AND FACULTY

Date shown is date of first appointment at FPC

Richard Kriegbaum
B.A., Spanish, Whittier College, M.A., Spanish, Ball State University, Ph.D., Higher Education, State University of New York at Buffalo (1964)

Anita Andreasen
Dean of Professional Development Division
B.A., Elementary Education, California State University, Fresno, M.A., Educational Administration, Fresno Pacific College; Ed.D., Organization and Leadership, University of San Francisco (1970)

S. Barnett
Enrollment Education, Professional Development and Administrative Services
B.A., Social Science, Chaminade University, M.A., Public School Administration, Fresno State College; Graduate Studies, Berkeley Baptist Divinity School (1970)

Orin Berg
Enrollment Psychology
B.A., Psychology, Texas A&M College, M.B.A., Religious Education, Central Baptist Seminary; M.S., Counseling and Guidance, Kansas State Teachers College (1967), Ph.D., Counseling Psychology, University of Denver (1977)

Steven Brandt
Director of Literary Services
B.A., History, Fresno Pacific College; M.S., Prison Education, San José State University; M.L.S., University of California, Berkeley; Ph.D., History, University of California, Berkeley (1985)

Donald E. Brauns
B.A., Chemistry, Fresno State College; M.A., Chemistry, Fresno State College; Ph.D., Chemistry, University of the Pacific (1975)

Greg Camp
Bibliographic and Religious Studies

Don Campbell
Director of Athletics
B.S., University of Nevada at Las Vegas; M.A., Physical Education, University of Nevada at Las Vegas; D.A., Physical Education, Middle Tennessee State University (1994)

Douglas Cicero
Theater
B.A., Speech Communication and Theatre, Eastern Oregon College; M.A., Theatre, Bowling Green State University; Ph.D., Theatre, Bowling Green State University (1990)

David Chester
Biology
B.A., Biology/Chemistry, University of Connecticut; Ph.D., Skidmore College, University of Connecticut (1990)

Ben Claassen
Co-Director, Center for Peacekeeping and Conflict Studies; Co-Director, Conflict Management and Peacekeeping Studies, Fresno Pacific College

William Coker
Biology
B.S., Biology, Westminster College, M.A., Biology, California State University, Fresno (1973)

Phillip Collier
Psychology
B.A., Liberal Arts College; B.A., Psychology, California State University, Fresno; B.A., Psychology, California School of Professional Psychology; Ph.D., California School of Professional Psychology (1993)

Robert Coogan
Mathematics
B.A., Physics, Mathematics, The University of British Columbia, M.A., Mathematics, University of Waterloo, Ph.D., Mathematics, University of Waterloo (1993)

Mark Defferdin
Pastoral Counseling Director

Jonathan Dick
Physical Chemistry
B.A., Chemistry, Taylor College; Ph.D., Physical Chemistry, University of Minnesota (1992)

Norma Dick
Education
Head of Foundations, Curriculum and Teaching Division
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)

Robin Dolan
Art
B.A., Art, San Francisco Art Institute; M.A., Art, University of California, Berkeley; M.F.A., Sculpture, Stanford University, California State University, Fresno; Ph.D., Symbolic and Narrative Art, Symbolic Art University of California, San Diego (1996)

Lawrence Eldred
Enrollment Mathematics Education
B.A., Social Science, Speech and California State University, Fresno; M.A., Mathematics Education, California State University, Fresno; R.S.T., Institute, Bowling Green State University (1975)

Kenneth Emmert
Education
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B.A., Bentley College; J.C., General Elementary Education, California State University, Fresno; M.A., Elementary Administration, California State University, Fresno; Ed.D., Administration and Supervision Specialty—Elementary, University of Southern California, Los Angeles (1987)

Arthur Ern
Administrative Vice President
B.S., Mechanical Engineering, California State University, Fresno (1982)

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Education
Director of Reading/Language Arts Program
B.A., University of California, Davis; M.S., School Administration, Peabody University; Ed.D., Curriculum and Instruction, University of Southern California, Los Angeles (1980)

David Freeman
Education
Director of Language Development and TESOL Programs
B.A., Liberal Arts, University of California, Santa Barbara; B.A., Speech Communication, Hampshire College (1973)

Adam James
Administrative Services
B.A., Education, California State University, Fresno; M.A., Education, California State University, Fresno; Ed.D., Law, San Joaquin College of Law (1979)

Dwight James
Physical Education
B.A., Physical Education and Health, Tulane University, M.A., Physical Education, Western Carolina University; B.S., Physical Education, University of North Carolina; Ph.D., Physical Education, University of North Carolina (1973)

Eugene S. Feeman
Education
Head of Language, Literature and Cultural Division
A.B., Tufts College, B.A., Spanish, University of California, Santa Barbara; M.A., Education, Stanford University; M.A., English as a Second Language, University of Arizona; Ph.D., Language and Literacy, University of Arizona (1967)

Will Friesen
Biblical and Religious Studies/Ethics
Chair of Division of Biblical and Religious Studies
B.A., Psychology, Taylor College; M.S., Counseling Psychology, University of Kansas; M.Div., Theology-Historical Studies, Montana Bible Biblical Seminary; doctoral candidate, Pacific Graduate School, ARIZONA (1988)

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

D. Hansman
Social Work
B.S.W., Social Work, University of Missouri; M.S.W., Social Work, University of Denver; doctoral studies, University of California, Davis (1993)

Brock Harris
Center for Degree Completion/Business Administration
B.A., Business, College of Alameda; B.S., International Business Management, San Francisco State University; M.B.A., Management and Marketing, San Francisco State University (1990)

Ruth Teubesch
Finance Vice President
B.A., Languages, San Jose City College; M.S., California State University, Fresno; advanced studies, Management, California Graduate School; doctoral studies, University of La Verne (1990)

Andrew Herrick
Physical Education
B.A., Physical Education and Natural Science, Fresno Pacific College; M.S., Exercise Science, Arizona State University; Ph.D., Exercise and Wellness Education, Arizona State University (1996)

Judith Hillers
Mathematics Education
B.S., Elementary Education, California State Polytechnic College; M.A., Mathematics Education, Fresno Pacific College; Ed.D., Curriculum and Instruction, University of Southern California, Los Angeles (1987)

Joy Hofer
Director of Parish Relations

Phil Hofer
Director of International Programs and Services
B.A., Speech Communication, Fresno Pacific College; M.A., Speech Communication, California State University, Fresno (1973-79; 1985)

Linda M. Huff
Education

James M. Huey, Jr.
Director of Vocations in Administration/Leadership Program
B.A., English/Religious, College of Wooster; M.A., Speech Communication, Kent State University; Ph.D., Speech Communication/Theater, University of Michigan (1995)

Wayne Huey
Music
B.A., Music, Fresno State College; M.A., Music, California State University, Fresno (1972)

Adria James
Administrative Services
B.A., Education, California State University, Fresno; M.A., Education, California State University, Fresno; Ed.D., Law, Son Joaquin College of Law (1979)

2002
UNDERGRADUATE MISSION
The Fresno Pacific College 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.

FALL SEMESTER 1996

<table>
<thead>
<tr>
<th>August</th>
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<tbody>
<tr>
<td>23 Sunday</td>
<td>Orientation and walk-through registration</td>
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<tr>
<td>26 Monday</td>
<td>Classes begin</td>
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<tr>
<td>26-30 Mon-Fri</td>
<td>Late registration, begins noon Monday (late fee applies)</td>
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<tr>
<td>30 Friday</td>
<td>Spring registration</td>
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<td>September</td>
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<tr>
<td>2 Monday</td>
<td>Labor Day - no classes - offices closed</td>
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<tr>
<td>6 Friday</td>
<td>Last day to add a course</td>
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<td>Last day to drop a full semester course</td>
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<td>Last day to drop a term course</td>
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<tr>
<td>October</td>
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<tr>
<td>17-18 Mon-Thu</td>
<td>Midterm break - no classes</td>
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<tr>
<td>22 Tuesday</td>
<td>Midterm grades due from faculty</td>
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<tr>
<td>25 Friday</td>
<td>Last day to apply for participation in commencement (Registrar’s office)</td>
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<td>November</td>
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<tr>
<td>1 Friday</td>
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<td>Last day to completely withdraw from the college</td>
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<td>Last day to change from AU to CR, CR to AU</td>
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<tr>
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<td>Thanksgiving recess - no classes - offices closed</td>
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<td>20-30 Thu-Sat</td>
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<tr>
<td>December</td>
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<tr>
<td>6 Friday</td>
<td>Last day of full classes</td>
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<td>9-12 Mon-Thu</td>
<td>Final examinations</td>
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<tr>
<td>13 Friday</td>
<td>Last day to request an incomplete</td>
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<tr>
<td></td>
<td>Last day to drop a full semester course</td>
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<tr>
<td></td>
<td>Last day to petition to completely withdraw from the college</td>
</tr>
<tr>
<td>18 Wednesday</td>
<td>Graduation day, Convocation</td>
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</tbody>
</table>

SPRING SEMESTER 1997

<table>
<thead>
<tr>
<th>January</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Monday</td>
<td>Orientation and walk-through registration</td>
</tr>
<tr>
<td>6-10 Mon-Thu</td>
<td>Classes begin</td>
</tr>
<tr>
<td>10 Friday</td>
<td>Late registration (late fee applies)</td>
</tr>
<tr>
<td>17 Friday</td>
<td>Last day to register for spring courses</td>
</tr>
<tr>
<td></td>
<td>Last day to pay fees or make payment arrangements</td>
</tr>
<tr>
<td>20 Monday</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a term course</td>
</tr>
<tr>
<td></td>
<td>Last day to change from AU to CR, CR to AU</td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>3-7 Mon-Thu</td>
<td>Spring break - no classes</td>
</tr>
<tr>
<td>4 Tuesday</td>
<td>Midterm grades due from faculty</td>
</tr>
<tr>
<td>21 Friday</td>
<td>Last day to drop a spring semester course</td>
</tr>
<tr>
<td></td>
<td>Last day to completely withdraw from the college</td>
</tr>
<tr>
<td></td>
<td>Last day to change from AU to CR, CR to AU</td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>25 Friday</td>
<td>Last day of spring classes</td>
</tr>
<tr>
<td>28-29 Mon-Thu</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>2 Friday</td>
<td>Last day to request an incomplete</td>
</tr>
<tr>
<td></td>
<td>Last day to petition to drop a spring semester course</td>
</tr>
<tr>
<td></td>
<td>Last day to petition to completely withdraw from the college</td>
</tr>
<tr>
<td>3 Saturday</td>
<td>Commencement</td>
</tr>
</tbody>
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SUMMER TERM 1997

<table>
<thead>
<tr>
<th>May</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Monday</td>
<td>Full-term and summer 1 begin</td>
</tr>
<tr>
<td></td>
<td>Registration begins at 9:00 am</td>
</tr>
<tr>
<td>7 Wednesday</td>
<td>Full-term and summer 1 late registration (late fee applies)</td>
</tr>
<tr>
<td>9 Friday</td>
<td>Last day for CR/NCR option (full-term and summer 1 courses)</td>
</tr>
<tr>
<td>26 Monday</td>
<td>Memorial Day - no classes - offices closed</td>
</tr>
<tr>
<td>30 Friday</td>
<td>Last day to drop a term course</td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>16 Monday</td>
<td>Summer session 2 begins</td>
</tr>
<tr>
<td></td>
<td>Registration begins at 9:00 am</td>
</tr>
<tr>
<td>18 Wednesday</td>
<td>Session 2 late registration (late fee applies)</td>
</tr>
<tr>
<td>20 Friday</td>
<td>Last day for CR/NCR option (session 2 courses)</td>
</tr>
<tr>
<td>27 Friday</td>
<td>Last day to drop a term course</td>
</tr>
<tr>
<td>30 Friday</td>
<td>Last day to change from AU to CR, CR to AU (full-term courses)</td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>4 Friday</td>
<td>Independence Day - no classes - offices closed</td>
</tr>
<tr>
<td>11 Friday</td>
<td>Last day to drop a term course</td>
</tr>
<tr>
<td></td>
<td>Last day to change from AU to CR, CR to AU (session 2 courses)</td>
</tr>
<tr>
<td>25 Friday</td>
<td>Last day of summer term courses</td>
</tr>
<tr>
<td></td>
<td>Last day to request an incomplete</td>
</tr>
<tr>
<td>30 Wednesday</td>
<td>Last day to petition to drop a summer term course</td>
</tr>
<tr>
<td></td>
<td>Graduation day from faculty for full-term, session 1 and session 2 courses, noon</td>
</tr>
</tbody>
</table>
A DEVELOPMENTAL STUDENT LIFE PROGRAM

Fresno Pacific College recognizes the value of a wholeistic and personal approach to education. Since learning takes place in both formal academic settings and within the context of more usual interpersonal relationships, the college provides an extensive program of life-long learning activities concerning the programs which are introduced below may be found in the student handbook available through the office of the dean of students.

Full-fledged of the obligation of Fresno Pacific College to its student is contingent upon each student fulfilling his or her obligation to comply with the behavior and conduct expectations as specified in the student handbook.

Personal Planning

The college attempts in several ways to provide educational opportunities that are personal, diverse and varied.

A fee reimbursement policy allows students to do coursework and complete selected majors not offered on our own campus at California State University, Fresno. A joint degree program arrangement permits Fresno Pacific College students to complete the first year of a law school at the San Joaquin College of Law (two year undergraduate registration option of the catalog.)

Small class sizes and close relationships with instructors allow for personalized educational experiences in ways that are more difficult in larger institutions.

Residence

FBC believes that residence halls provide an educational benefit to students. The experience of living and participating in a residence hall enriches the spiritual, intellectual, emotional and physical life of students who live there. It is by nature experiential—you learn to live with and learn from those who are different. It’s an opportunity to translate faith into living and learning.

All freshmen and sophomores are required to live in campus housing unless they—
- Living at home with their legal guardian,
- Twenty-one (21) years of age or older,
- Married, or
- Carrying fewer than nine (9) units.

Exceptions to this policy may be granted at the discretion of student life or by petitioning (in writing) to the Residence Life Committee. Submit all petitions to the residence director.

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 mentor. Freshmen 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 freshman 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. Mentors and collegiums participate together in the Freshman class, Jesus and the Christian Community.

Academic Program Advising

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

Counseling

Fresno Pacific College offers that education occurs wholisticity. The Student Life program is designed to facilitate whole person development in the intellectual, spiritual, physical, cultural, emotional, and social realms. The counseling office is part of the college’s program of Student Life. Growth and development are especially encouraged in the mental, intellectual, and spiritual realms; this empowers the student to function more effectively in the academic setting.

The counseling office follows a developmental model in assisting students. Students are viewed as dynamic individuals who are in the process of becoming the people God intends them to be. Concepts of personal and social responsibility are also emphasized in the philosophy of the counseling office. The promotion of emotional wellness is emphasized. Within this developmental model of wellness lies the recognition that some students may benefit from professional, clinical counseling services, and referrals to such services is accordingly made.

The coordinator of counseling evaluates student concerns, provides limited short-term counseling and oversees crisis intervention services. Referrals can be made to campus counseling centers, as needed. These graduate psychology and marriage/family interns are Christians and work under the supervision of a licensed clinical psychology. Students are also referred to community counseling centers for long-term therapy. Support groups, workshops and presentations are available as on-campus extension mental wellness. A resource library of pamphlets, books and videos is also offered for this purpose and is available with academic work. Academic monitoring and counseling is provided through the counseling office. This includes information on study skills, time management, test-taking, etc.

Tutoring services can be accessed through the Student Life Office and are available in specific situations.

Health Services

The Health Services Office seeks to promote health education, prevention, and self-responsibility to the college community. Sick calls are available on a daily basis for illness consultation. First aid, covering of urgent medical concerns, Insurance information, referrals, and health-related information. As the Health Services Office does not have physical coverage, all medical problems requiring physician attention are referred out to the community.

Health related services are available at no charge to all students, faculty, and staff. First aid kits are available in strategic campus locations and in campus housing; first aid kits are available in restrooms every six months, the registration fee, and the nursing medical technicians are available for serious health related problems or emergencies.

Proof of a measles infection is required of all incoming students. The immunization record will be checked and at the time of registration for classes.

All students are required to carry health insurance while at Fresno Pacific College. For those students who do not have coverage through an employer or through a family health plan, a health plan is available through the college.

Career Preparation

The academic programs of the college reflect confidence that commitment to Christian values, a quality liberal arts education and sound professional preparation are complementary. The undergraduate curriculum is a series of perspectives courses which introduce students to the variety of academic and career preparation programs offered by the college. Many undergraduate majors and most graduate programs include internship experiences.

The Career Resource Center provides a variety of career-related services including career counseling, assessment tools and interpretation, information on job hunting skills, assistance with resume preparation and critiques, a resume library that includes a “take-one” section, graduate school and seminar information including catalogs, information on job opportunities, a monthly newsletter, and much more to assist students in career decision-making and job-interview practices.

Comprehensive, Individualized Attention

The staff of the Career Resource Center (CRC) assists every facet of the student’s career selection and job search. Every student is encouraged to meet individually with the director of the Career Resource Center to develop a career search strategy. Through the use of various assessment tools, students obtain an objective evaluation of their interests, values and motivational skills in order to help them develop career goals.

Information, Ideas and Opportunities

Students have access to a library of career planning and job search resources, including seminars and study abroad opportunities. The CRC also has a number of seminars and guest campus school available for students’ explorations.

Throughout the year, the CRC sponsors and co-sponsors presentations and information sessions to assist students with the career development process.

A Successful Rewarding Career

Our alumni have consistently gained entrance into fine graduate schools in the United States and abroad. Graduates are found in leadership positions in business, education, the social services and ministry, as well as in a broad variety of church-related ministries.

College Life

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

Outreach/Service Ministries

The college encourages students to develop a personal lifestyle which is characterized by service to others. Outreach Ministries and Interns help to connect the student body to voluntary service activities in churches, schools, social service agencies, and non-profit organizations. Leadership for major components of Outreach/Service Ministries. The director of Outreach/Service Ministries provides leadership training for interns and service opportunities for all students willing to serve God and their communities.

The director of Campus Ministries works closely with the Student Ministries team and the team of student leaders to encourage spiritual development and service opportunities for both on and off-campus ministries.

The program’s goals consist of:
- (1) Providing leadership and discipleship training
- (2) Establishing a support network
- (3) Providing meaningful service projects and ministry opportunities

Clubs and Organizations

Students at Fresno Pacific College are encouraged to participate with other students in clubs and organizations 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 Development. Among the organizations which have made significant contributions to the college community are the International Student Club, Mission Club and Shalom Covenant.

Athletics

Fresno Pacific College is a member of the National Association of Intercollegiate Athletics. Fresno Pacific Student teams compete at the Intercollegiate level in men’s cross country, track, basketball, and soccer and women’s cross country, track 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 office of Student Life. Intramural activities such as kickball, baseball, track, and volleyball 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 stage productions, reader theater, one-act play, and a traveling children’s drama group which performs in churches throughout the San Joaquin Valley.

Music

A variety of musical groups is available to students at Fresno Pacific College. 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.
ADMISSION

Enrollment Director: Ceryn Temphurst
Freconi Pacilo 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 Freconi Pacilo College. Students are admitted without discrimination as to race, color, nationality, creed, sex.

General Instructions for All Applicants

Students interested in applying for admission should request application materials by contacting the Admissions Office. Application for admission will be accepted until enrollment is full or until June 31 for the fall semester and until December 4 for the spring semester. Student notification is on a rolling basis. Notification of acceptance will be sent as soon as all necessary documents are on file.

Applications received after enrollment is full or until June 31 for the fall semester or December 4 for the spring semester will be considered, but acceptance and registration are not guaranteed.

Transcripts submitted for admission or on transfer become the property of Freconi Pacilo College and cannot be returned to the applicant or forwarded to other institutions.

Those interested in financial aid should fill out a Free Application for Federal Student Aid (FAFSA) by March 1. Further information and instructions for financial aid applications may be obtained from the Financial Aid Office (see the section on Financial Aid in this catalog).

Procedures for Students Entering Directly from High School

Application

Complete the Freconi Pacilo College undergraduate application and send it to the Admissions Office along with the nonrefundable $50 application fee.

High School Preparation

Provide a formal transcript of work completed to date. Applicants are responsible for submitting a complete high school transcript verifying graduation before enrollment at Freconi Pacilo College.

Students who have not earned a high school diploma will still be considered for admission based on certificates accepted 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) is required for all students applying to or accepted as students at Freconi Pacilo College. Students who are entering directly from high school, Freconi Pacilo College recommends the ACT test.

High School Preparation

The following 11 high school courses will need to be completed with a grade of C- or better as minimum preparation for college-level study at Freconi Pacilo 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 a foreign language.

In order to be granted regular admissions based solely on transcripts through the junior year, a student must present a minimum of a C- in English, two years of college preparatory mathematics, one year of social studies, and one year of foreign language will be required with a grade of C- or better in each. Final transcripts must meet the regular admission GPA requirements above. As 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.

Documents needed for admission for students entering from accredited colleges and universities:

Documents needed for admission for students entering from accredited colleges and universities:

1. An application on form supplied by the institution with the nonrefundable $150 application fee.
2. Official transcript from each college attended.
3. Official transcript from each high school attended.
4. An application for admission is not required to grant admission to transfer students, they are recommended.

Documents needed for admission for students entering from accredited colleges and universities:

1. An application on form supplied by the institution with the nonrefundable $150 application fee.
2. Official transcript from each college attended.
3. Official transcript from each high school attended.
4. An application for admission is 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

Freconi Pacilo College recognizes transfer students from all institutions, where efforts made to complete coursework completed previously with requirements for a degree at Freconi Pacilo College. There is, however, a limitation of 10 units acceptable from unaccredited liberal arts colleges and Bible institutes.

Courses in which 0 grades have been earned will not be granted credit.

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

Procedures for International Students Seeking to Enter the University

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.

International students need good English skills in order to be successful in undergraduate studies. Although TOEFL and SAT scores are not required, both are strongly recommended. Students whose native language is not English, and who submit a TOEFL score of 520 with minimum section scores of 50 on each will be eligible for the regular undergraduate curriculum open to the college.

International students meeting academic requirements but without TOEFL scores, or with a score of less than 520, will be eligible for the International English Language Program (IELP). Students with intermediate level English ability will be permitted to take one of the English courses of the IELP program. Students may take up to 16 units of credit in the IELP courses and apply them as electives to the B.A. degree at Freconi Pacilo College.

Requirements for admission of international students entering the undergraduate programs at Freconi Pacilo College:

1. All international students must meet regular undergraduate requirements for admission or have successfully completed a comparable college preparatory course of study in their own country.
2. Transfer students must have completed satisfactory university level coursework and have successfully completed a comparable college preparatory course of study in their own country.
3. International students must verify financial support.
4. International students must be willing to abide by the standards of the college and will be required to participate in College high and course requirements in biblical studies and religion.
5. International students must be classified as regular undergraduate admission may be considered for admission with requirements.
6. All international students enrolled at Freconi Pacilo College must possess a visa that permits study in the United States.

Documents needed for admission of international students entering the undergraduate programs at Freconi Pacilo College:

1. Application form supplied by the institution with the nonrefundable $150 application fee.
2. Transcripts from all secondary schools and post-secondary institutions attended.
3. Documents must be official and accompanied by a certified translation or an English-speaking curator. Transcripts must be rendered into English. In addition, indicate grades received, identify semesters and transitional marks, and show evidence of secondary level graduation.

International students must have successfully completed a college preparatory course of study in their native country.
3. A completed financial certification form that confirms that the student has sufficient funds to study in the United States.
4. Two letters of recommendation, one from an educator who knows the applicant’s academic abilities and one from a religious or other community leader.
5. Completed autobiographical sketches.
6. Upon acceptance, a Certificate of Eligibility (I-20) will be sent. This is necessary for obtaining a student visa to enter the United States.

Admission for international students requires meeting the following criteria:

1. Application form supplied by the institution with the nonrefundable $150 application fee.
2. Transcripts from all secondary schools and post-secondary institutions attended.
3. Documents must be official and accompanied by a certified translation or an English-speaking curator. Transcripts must be rendered into English. In addition, indicate grades received, identify semesters and transitional marks, and show evidence of secondary level graduation.

Procedures for Students Seeking Application for Readmission

Freconi Pacilo College students who were not enrolled in the previous semester may reapply to the Freconi Pacilo College admission form with the admissions office. Students who have attended another educational institution during the intervening years and have not enrolled at Freconi Pacilo College must have a transcript of their last academic year at Freconi Pacilo College. Freconi Pacilo College students who have not attended another educational institution during the intervening years and have not enrolled at Freconi Pacilo College must have a transcript of their last academic year at Freconi Pacilo College. Freconi Pacilo College students who have not attended another educational institution during the intervening years and have not enrolled at Freconi Pacilo College must have a transcript of their last academic year at Freconi Pacilo College. Freconi Pacilo College students who have not attended another educational institution during the intervening years and have not enrolled at Freconi Pacilo College must have a transcript of their last academic year at Freconi Pacilo College.

Admission for Postbaccalaureate or Graduate Standing

Students who have completed requirements for a bachelor's degree from an accredited college or university may be admitted as students upon validating a special application for admission. For additional information, see the admissions section of this catalog under the Graduate Division.
California State University, Fresno Fee Reimbursement Policy

In certain instances, full-time Fresno State College students may be reimbursed for the cost of the in-state university fee when taking courses at California State University, Fresno. Majors proposed in other areas than those for FFC, where a minor must be approved by the dean of Undergraduate Studies. A minimum of 32 units is a major must be taken at FFC. The in-state university fee for CSU will be reimbursed to the student by FFC under the following conditions:

a. The student is a full-time student of Fresno State College.

b. The student plans to graduate from Fresno State College.

c. The courses which are to be taken at CSU are not offered by Fresno State College in the academic year during which the request is made.

d. The major is approved in advance by the program director or the designated advisor and the registrar at Fresno State College.

For further clarification and procedures, see the registrar’s office.

On occasion, a Fresno State College student may find it necessary to take classes at CSU which are to be applied to a major at Fresno State College. The in-state university fee for CSU will be reimbursed to the student by Fresno State College under the following conditions:

a. The student is a full-time student at Fresno State College.

b. The course is to be taken at CSU is required for the student’s major and is not offered at Fresno State College in the academic year during which the request is made.

c. The course is approved in advance by the department program director and the registrar at Fresno State College.

Joint Degree Program Arrangement with San Joaquin College of Law

Fresno State College seniors may complete the first year of law school as a junior 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 completed 90 units and had satisfactory scores on the Law School Admissions Test to be eligible for enrollment at the law school.

Change in Registration

Students are officially enrolled in all courses listed in their registration forms. 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 through the tenth week of the semester. Complete withdrawal must be cleared through the registrar, counseling office, business office and financial aid office and must have the approval of parents if the student is under 18 years of age. Complete withdrawal from the college is not permitted following the tenth week of the fall and spring semesters. See the financial information section of this catalog for refund policies.

ACADEMIC POLICIES

Student Status

To be classified as a full-time undergraduate student at Fresno State College requires enrollment in programs of 12 or more units each term. A normal course load consists of 12 to 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 fees which are not covered by the fees for part-time students. Students who exceed the 12-unit limit as determined by the registrar must pay the excess fees.

Unclassified Special (Nonmatriculated) Students

Students who wish to take courses for personal enrichment without filling application for a degree, certificate, or certificate program may enroll as special students. Full academic credit will be granted on a case-by-case basis. Special students are not eligible for financial aid and must pay the full tuition rate. These students are not eligible for certain on-campus activities.

Class Standing

Undergraduates

Students are classified at the beginning of each semester according to the number of units completed:

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

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 study.

Senior Citizens (Fee Waiver)

Waiver of fees is available to students who are at least 60 years of age who wish to enroll in classes (noncredit), upon prior approval of the instructor, and subject to space availability. A form application should be filed with the registration office prior to registration.

In general, eligible courses are those in which the student’s involvement beyond attendance is intended to be minimal (e.g., laboratories, seminars, performance courses are generally not eligible). Duties regarding enrollment eligibility and the extent and kind of student involvement considered appropriate are the prerogative of the faculty member.

At least 10 units per semester may be audited prior to graduation.

The registrar’s office has more detailed eligibility, application, and registration information.

Advanced Placement

Students may be granted 3 to 7 semester units of credit for examinations in which they have demonstrated mastery of a subject by 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. Students are awarded for each general examination, credit awarded for subject examination is equal to that of the Fresno Polytechnic College course in which it competes. 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 Polytechnic College courses via examination, subject to approval and the payment of a $25 per unit fee. Credit will be awarded when a grade of C or higher is earned. The registrar is responsible for granting credit to students who pass the examination. Credit earned via course challenge does not count toward the determination of a student’s final status.

Requests for approval should be made through the registrar’s office. Registration for course challenges are made during regular registration periods. Contact the registrar’s office for information concerning limitations and procedures.

Major Programs

Each student must select a major, chosen from the list available in the curriculum and departmental catalog. A minor may not be selected until 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 appointment basis during nonregistration period. Forms for declaring a major or minor 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. The Fresno Polytechnic College is a part of the general education program; courses used to meet Fresno Polytechnic College requirements may not overlap with either general education course or major.

Exceptions: Liberal studies majors may not overlap any courses between their concentration and general education except for Fresno Polytechnic College requirements.

Second Bachelor’s Degree

A second bachelor’s degree may be granted a student under the following conditions:

1. All current Fresno Polytechnic College general education requirements are met.
2. The requirements of a second major are completed (subject to the policy on overlapping majors).
3. At least 36 units (24 units in upper division and at least 12 in the major area) are completed at Fresno Polytechnic 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 Student names, addresses, dates of attendance, major categories

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 stature (height, weight of athletes), date and place of birth.

Currently enrolled students may withdrawing disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withdraw disclosure, written notification must be received in the registrar’s office prior to the end of the law becoming effective.

Directed Studies

Directed studies are courses in which the student possesses a topic not offered in courses offered by the faculty member, the student must be advised by the program director and the dean of graduate studies.

Course Description

Personal study of a topic under the direction and guidance of a faculty member, generally outside regular curriculum 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
Direct entries to the major for regularly offered courses are not to be advised whenever possible since they are demanding of faculty time and deprive the student of the benefits of classroom experience. Direct entries may be approved only to meet the specific program requirements that cannot be met in other ways. They are not to be employed for remedial purposes.

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 take the course elsewhere, the student must follow the procedures of direct study, the following options may 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 courses must meet the following criteria:

- The amount of work required must be equivalent to that required in the regular course.

- The student has the same quality of means as in the regular class.

- There should at least be three hours of consultation between professor and student for each unit of credit gained.

- The request must be approved by the instructor and by the dean of undergraduate studies.

Forms for requesting permission to enroll for direct 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 on 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 regular course offering. 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 a regular college offering.

4. A faculty member is available with the necessary expertise to provide guidance and evaluation.

The approval process is as follows:

- The student presents a faculty member who accepts the proposed work.
- The topic and reasons for wishing to study it.
- A summary of resources available to complete the study.
- The plan for completion of the work.
- The standards of evaluation to be applied for grading.
- The amount of credit proposed.
- A time table for completion of the work.
- A faculty member is consulted to determine the feasibility of the topic to study and to provide independent learning.

Requests for permission to enroll for independent study will be made through the student's college dean or the educational development office. 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.

Grading System
Grading System
A. Grade of C or better is the basic undergraduate/post-baccalaureate grade system at Fresno Pacific College and applies to all coursework acceptable toward a degree program except for those courses graded only on a credit and 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 Superior performance in meeting course objectives; demonstrated mastery of subject matter; initiative and self-direction displayed beyond that required by instructor.</td>
</tr>
<tr>
<td>B</td>
<td>Good Scholarship: 3 points Above average performance in meeting course objectives; confidence in mastery of subject matter; initiative and self-direction beyond that required by instructor.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory Scholarship: 2 points Average performance in meeting course objectives; adequate understanding of subject matter; cooperative attitude toward coursework.</td>
</tr>
<tr>
<td>D</td>
<td>Poor Scholarship: 1 point Minimal performance in meeting course objectives; inadequate understanding of subject matter; negative attitude toward coursework.</td>
</tr>
<tr>
<td>F</td>
<td>Unscholastic Scholarship: 0 points Failure in any one of the above categories; may be corrected within one year.</td>
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</tbody>
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Graduates Not Included in the Grade Point Average

- CR: Credit completion of the course with a performance of C or better.

- NC: No credit: completion of the course with a performance below C; failure to complete all course requirements.

- AU: Audited

- W: Withdrawal

- I: Incomplete

- F: Failure

- I/P: Incomplete/Passing

- S: Satisfactory participation

- U: Unsatisfactory participation

- N/R: No report

Grading Policy for Baccalaureate Colleges and Schools (ABAC) courses

Courses in which the instructor has used the grade of I (Incomplete) are included in the computation of your grade point average providing that the incomplete is completed within the designated time frames and does not have an impact on your final grade.

Course Withdrawal

Withdrawal from courses is permitted without appeal through the twelfth week of each semester. Withdrawal from courses during the first two weeks of each semester does not affect your academic record. Withdrawal between the beginning of the third week and the end of the twelfth week results in a grade of W. Withdrawals are not permitted following the twelfth week, except in cases where circumstances beyond the student's control do not allow continuation (e.g., serious illness, accident or death in the immediate family). Failing or performing poorly in a course, dissatisfaction with the subject matter, class or instructors are not acceptable reasons for withdrawal.

Petitions for withdrawal must be submitted in writing by the student and the petition must be submitted in writing by the student and the dean of undergraduate studies the dean of undergraduate studies. The dean of undergraduate studies will make a decision on the petition within seven business days on the day of formal examination. Petitions are addressed to the Academic Appeals Committee. Approved withdrawals result in a grade of W, and a $55 processing fee is charged to the student's account. A student who is withdrawn after the withdrawal deadline will receive a grade of F.

For summer withdrawal dates, see the summer course calendar.

Withdrawal from the College

Withdrawal from the college are not permitted following the twelfth week, except in cases where circumstances beyond the student's control do not allow continuation (e.g., serious illness, accident or death in the immediate family). Failing or performing poorly in a course, dissatisfaction with the subject matter, class or instructors are not acceptable reasons for withdrawal. Petitions for withdrawal must be submitted in writing by the student and the conclusion of the twelfth week and the last day of formal examination is addressed to the Academic Appeals Committee. Approved withdrawals result in a grade of W for each course, and a $55 processing fee is charged to the student's account. Students registering for withdrawal from the college must be cleared through the registrar's, counseling, business, and financial aid offices. Students under 18 years of age must have the approval of their parent.

Credit/no Credit (CR/NC)

Under certain circumstances students may take courses under the credit/no credit (CR/NC) option rather than for a letter grade. This option is intended to encourage students to take elective studies in advanced levels outside their major field, and as a result, 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 result in general education and major requirements) Applications for the CR/NC option may be made in the registrar's office within the first two weeks of the semester. The student must receive proper notification that he/she will receive a grade of NC if the instructor's office will record grades of A, B, C, and D. If the grade is 0 or F, no credit. Courses taken under this option are not included in 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 have no term or exam. 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 three terms, excluding the summer term.

Incomplete

A grade of Incomplete may be requested for illness, accident or death in the immediate family or other unusual circumstance making it impossible to complete all course requirements as scheduled. Incomplete's are not counted towards in courses for which the instructor has not approved an incomplete. Course requirements must be completed within the following time frame: spring, fall, summer:

- Forms for requesting an incomplete grade are available at the registrar's office. It is the student's responsibility to initiate the incomplete request process by securing the instructor's signature on the form and returning it with the 10 incomplete's due to the registrar's office no later than the Friday of the final examination period (semester) or last day of class (summer term).

- The instructor will be asked to return the students (add in the incomplete) which has been signed by the instructor no later than the completion of the 12th week of the semester or last day of class (summer term). The instructor will be asked to return the students (add in the incomplete) which has been signed by the instructor no later than the completion of the 12th week of the semester or last day of class (summer term).

- Audits

Students wishing to audit courses without receiving college credit may register for three courses as an auditor. Enrolment as an auditor is subject to permission of the instructor. Registration is approved by the registrar, and the student must be enrolled in the course for which the student is interested. It is the student's responsibility to participate in any in-class activities at the discretion of the instructor.

An audited course is listed on the transcript with a grade of NO CREDIT. No credit is received for an audited course.

Grade Reports

Each semester a transcript 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 taken at Fresno Pacific College 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

Requests by students in 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 two times after course completion.

Should a student believe that a serial term has been made, the instructor must be contacted. Should the instructor feel that the course, the instructor will file a grade change form with the registrar's office.

Should the student believe the grade change is warranted for reasons other than clerical error, the student may file a petition (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 two times after course completion.

Repeat Courses

Students may repeat courses in which a grade of C or lower has been earned. When students repeat a course for which a grade of C or lower has been earned, 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 for repeated courses. A student is awarded credit only once for each course. The units in subsequent attempts will not, however, be counted in determining the student's enrollment status and may be some courses may be counted for financial aid purposes. See the financial aid office prior to registration for details.

Students may repeat Fresno Pacific College courses for grade substitution only when repeated courses are taken at Fresno Pacific College. When repeat courses are taken elsewhere, only one may be counted towards the course total. In such cases, grades earned in both classes will affect the student's cumulative grade point average.

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 required to make satisfactory progress toward completion of their program by maintaining a cumulative grade point average of 2.0 on their 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 works 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:

- 1.0 GPA or less in any term.
- Below 2.0 GPA in any semester.
- Below 2.0 GPA for two times when the student is already on probation.
- Below 2.0 GPA in the first two terms following probation conditional dismissal.

Appeal

Students who are disqualified may appeal the decision of the dean of undergraduate studies.

Readmission

Students who have been disqualified from attendance may seek readmission. Satisfactory academic achievement may be required before an additional application for probation. Students who have been on probation or to disqualification will be readmitted on probation that so as mandatory academic progress 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 12 units, with a 4.0 average in a minimum of 6 letter-graded units.

Honor Roll
Completion of a minimum of 12 units, with a 3.5 average or higher in a minimum of 6 letter-graded units.

Students named to the honor roll consistently since matriculation at Fresno Pacific College 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.

Alpha Chi National Honor Society
Each year juniors and seniors are selected by the faculty for membership in the national Alpha Chi Honor Society. Students are selected on the basis of academic success, contribution to campus, church and society, and promise of future success.

Graduation Honors
Students who have earned at least 60 units at Fresno Pacific College are eligible for graduation honors. Eligibility for graduation honors is determined on the basis of the courses for which the 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 commencement. The recipient of this award is selected by the faculty on the basis of academic excellence, contribution to the college community, and future promise.

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, and 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 College.

c. A minimum of 24 units must be taken at FPC. Course challenge credit 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 College or the catalog of the year in which the student completes degree requirements. Students reentering Fresno Pacific College after a continuous absence of three or more fall and/or spring semesters are subject to the catalog requirements (e.g., readmission, curriculum, graduation) and college policies (e.g., transfer, academic) in place during the term of reunion.

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 as petitions. 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 program's available. Majors 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 College, 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. Course challenge credit 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 College or the catalog during the year in which the student completes degree requirements. Students reentering Fresno Pacific College after a continuous absence of three or more fall and/or spring semesters are subject to the catalog requirements (e.g., readmission, curriculum, graduation) and college policies (e.g., transfer, academic) in place during the term of reunion.

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 as petitions. 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.

Certificate in Biblical and Religious Studies
This program consists of one year of full-time study (or equivalent). Ten courses or 30 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 $5 per transcript payable at the time of the request. Transcript request information is available by calling 450-2260.

Transcripts submitted to Fresno Pacific College for admission or credit transfer become the property of Fresno Pacific College and cannot be returned to the student or forwarded to other institutions.

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 4-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 calendar).

Conferment of Degrees/Diplomas
Degrees are conferred upon satisfactory completion of all requirements following the final evaluation and transcript posting by the registrar's office. Diplomas are mailed to graduates several weeks after the posting of the degree.
EXPerIENCES
Director of Budget and Finance: Ruth Torres Heinrichs
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 calculated by contributions from churches, alumni and other friends of the
 college. The college moves at the right time to change these charges and policies if
 the Board of Trustees deems it necessary to do so.
Tuition
Undergraduate Program
12-14 units (full-time), per semester: 55,425
Less than 12 units or more than 14 units, per semester: 490
Audit, per unit (no charge for full-time students): 360
Summer sessions, 1996, per week: 250
FEES
Undergraduate application fee (nonrefundable): 510
Postbaccalaureate application fee (nonrefundable): 75
Credit evaluation fee (waived if student enters PC program): 200
Confirmation fee (for new students, nonrefundable): 200
Fall semester registration confirmation fee (continuing students, nonrefundable): 280
Student Association fee:
Full-time students, per semester: 99
Part-time student, per semester: 44-15 units: 58
Health insurance—required of undergraduate students:
One course coverage: 450
Exemption from the health insurance fee is only available to those students filing an
exemption request which guarantees alternative insurance coverage.
Exemption forms must be filed with the business office by the Friday of the second
week of classes; forms are available from the business office. A new exemption
must be filed each full semester.
Intercollegiate athletics fee (per year): 60
Students participating in intercollegiate athletics teams must either purchase the
college student health insurance (below) or have alternative coverage which
includes, specifically, catastrophic athletics coverage. In addition, all athletics must
be the 500 fee for training supplies.
Private music instruction per semester (credit or audit): 175
Special activity fees:
One course schedule: 60
A fee is assessed for students enrolled in certain classes to cover additional costs in
materials, facilities, trip, equipment, etc.
Depression screening fee: 50
Service Fees
Late withdrawal fee (after 10th week, only upon approval of appeal): 555
Ungraded grade fee: 10
Transcript fee (copy): 26
Late payment fee: 95
Late registration/Late withdrawal fee: 75
Reinstatement fee: 45
Special Processing fee: 55
Interest of 1% per annum is assessed on all student balances which are unpaid for
more than 30 days.
Room and Board
Deposit
Residence hall, apartment, house and suite deposits, per person: 700
Residence hall room, per semester:
2 students in a 2-person room, each: 5,845
3 students in a 3-person room, each: 4,845
*Rate depends on room assignments.
Apartment occupied by two people; and houses:
Per person, per semester: 940
Per person, per month: 790
Apartment occupied by three people; and suite apartments:
Per person, per semester: 845
Per person, per month: 710
Wilmotser West Apartments, per semester:
2 students, each: 3,900
3 students, each: 3,760
Board charges, per semester:
10 meals per week: 1,220
15 meals per week: 1,150
8 meals per week: 600
Students living in residence halls must purchase a 20 or 30 meal board plan.
Students living in suites must purchase on meal board plan.
PAYMENT OF ACCOUNTS
Payment of Tuition and Fees
Payment for each semester's expenses (tuition, fees, health insurance, room and
board, etc.) is due and payable in full at the time of registration unless other payment
arrangements are made with the business office before the Friday of the second
week of classes; forms are available from the business office. A new payment
must be filed each full semester.
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
Payment arrangements are an option for undergraduate students who cannot pay the
balance in full by the end of the first week of each semester. The following criteria
relative to both types of payment options available:
1. Complete, written payment arrangements must be on file with the college's financial
   office, due dates stated in the appropriate payment option sections.
2. Agreements are non-transferable to students and the college, legal responsibility is with
   the student, for students under 18 years old, parent is legally responsible and must
   also sign the promissory note until the student turns 18.
3. Payment arrangements may not extend for more than 4 semesters.
4. 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.
5. Students may enroll for a residence hall if the previous semester is not paid in full;
6. Any matters waived or received after the final promissory note is written up will be
   considered a new promissory note and credit toward the next payment due. Promissory
   notes based on adjusted balances will be maintained upon appeal. Work study money,
   non-PC scholarships, grants not earned (including church match money) and
   parent loans will be included in the promissory note balance due unless otherwise
   noted from the grant letter or in the notes on those balances. Two payments are being
   interestless.
1. 10-Month Payment Option
   Participation in this plan is permitted due to small payments, no interest and late
taxes. Mixed or late payments make a student ineligible for future participation in the 10-
month payment plan. If one of the first three summertime payments is missed or late, the
student is ineligible to continue on the plan and must sign a new 4-month payment plan for
fall.
   Requirements:
   1. Equal payments must be made in full, due on 1st of each month, June through April;
   2. Promissory note must be completed prior to progressing with first payment due
      June (Note: Payments for freshmen registering June 27 and transfer students registering
      will be July 1 through April 1, 1996). Responsible for $200 confirmation fee which will
      be considered as first $200 payment on student's account;
   3. Continuing students must have registered by April 26, 1996 and have student
      account with at least $200 balance and have current account in good standing
   4. Continuing students must have clear accounts and have completed with above
      program requirements from previous semesters.
2. 4-Month Payment Option
   Balance is payable in four monthly installments, due on the 1st of each month, September
   through December (fall) and January through April (spring).
   Late fees in January will not apply until the second week of classes.
   A written promissory note must be completed and on file with the financial counselor
   prior to the first payment due date of each semester. It is recommended that this be done
   during the registration process in April or during the fall semester whenever possible;
   otherwise, an agreement payment must be completed with the financial counselor prior
   to the first Friday of a fall semester.
   A new promissory arrangement must be made for each semester.
   Interest fee of 10% of annual amount and $5 late fee will be charged to accounts when
   applicable.
Late Payment
Student accounts with payments received more than five days late will be charged
$50 interest for each late payment, unless on the 30-th month plan.
Payments not made are subject to all financial and academic consequences as
outlined in payment arrangement, payment account and financial aid sections of the
catalog.
Nonpayment of Account
Students who do not make scheduled payments within the two academic weeks of
the payment due date as listed on the promissory note and in the catalog are subject to
administrative withdrawal from the college.
Students without a promissory note but with a due date are subject to the
same consequences and correspondence of students with a promissory note.
Students administratively withdrawn are subject to the processes and fees required
for registration.
Any balance due after the withdrawal process is the responsibility of the student (see
undergraduate enrollment policy).
Students are responsible for the entire payment amount owed to the business office.
Any separation balance at the end of the semester will continue to be subject to interest
charge of 10% per annum. Transcripts, diplomas, grade reports and student information
will be withheld until a financial satisfaction to the college.
Any student may need to enroll for a new semester if there is an unpaid balance on his/her
account. Mixed or late payments will result in the loss of opportunity to utilize the 10-
month payment plan during future semesters.
Financial aid offered to your program but not renewed to the college result in a loss
of institutional financial aid to the student.
Reinstatement Fee
A student who withdraws has had his/her administrative, withdrawal process and
payment records restored. No refunds will be issued except for New Student Orientation
fees. It is the student's responsibility to have his/her registration reinstated. Reinstatement
will be approved upon appeal only and subject to the payment of a $40 reinstatement
fee and completion of arrangements for payment of student's account.
UNDERGRADUATE REFUNDS
Refunds are based on the week during which the official withdrawal forms, signed by
staff members from Financial Aid, counseling, nursing and business offices, 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, less $200 confirmation fee.
Withdrawal authorized by Friday of the second week of classes: 50% of the tuition (student owes 50%)
Withdrawal authorized by the third through the seventh week of classes: refund
60% for each week (student owes 20% third week, 30% fourth week, etc).
Post-REFUND is considered if withdrawal is after the Friday of the seventh week of classes (student
owe 100% tuition).
For all new students, the college complies with the refund policy in Section 468 of Public Law 102-550
Summer Term Tuition
A refund of the total fees, less a $100 handling fee, will be made for withdrawal from
a course before the second calendar day of the session. Beginning with the third calendar
day refunds are made on the following basis:
50% through the fifth calendar day of summer session
30% through the twelfth calendar day of summer session
10% thereafter after the twelfth calendar day of the summer session
Nonrefundable after the twelfth calendar day of the summer session
Independents and dual credit students 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 (board on meal plan).
Room
Any student withdrawing from school or missing off-campus after the beginning of a
semester will receive a prorated weekly refund following the same refund schedule as
tuition refunds.
Room deposits will not be refunded unless the dean of students has been notified that a
student will not be returning prior to July 1 for the fall semester and January 1 for
the spring semester. Any damage costs will be deducted from the deposit.
Fees
Fees for the week of the second week of classes, student association, health insurance, club
and activity fees are not refundable.
Confirmation Fee
Continuing students: A $200 nonrefundable tuition deposit will be required to hold
registration and will be due June 1, 1996. Any student who has a full spring
registration in the spring term after June 1 without a $200 confirmation fee on account
will have registration cancelled. He/she may re-enroll during late registration (first
week of summer classes) but will be subject to enrollment availability and the $55 late
fee.
Students with a 10-month payment plan agreement. The first $200 of monthly payments
become due in the 2nd of the $200 nonrefundable fee.
New students: A $200 nonrefundable tuition fee will be required after the student
is accepted for enrollment. He/she will also hold the student's registration when he/she registers during the summer.
This deposit will be applied toward the student’s account when the student enrolls or classes but will be nonrefundable if student decides not to attend FPC for the next semester. Deposits will not be transferred for future semesters without specific arrangements with the student’s financial counselor.

Music Fees
Private music lesson fees will be refunded based on the number of lessons not taken if the official withdrawal from class occurs on or before Friday of the seventh week of classes. There will be a two-week grace period for music lessons not taken after the seventh week of classes or if class withdrawal occurs after the seventh week of classes.

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 reporting 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 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 is to be reimbursed the financial aid program(s) from which the student received funds.

If the student received financial aid in the form 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 is the responsibility of the student to make the necessary arrangement.

A student withdrawing 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
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 College offers a variety of federal, state and private financial aid programs to assist students who would benefit from education at the college but need financial aid. Such students are encouraged to seek assistance. Financial aid is awarded without discrimination as to gender, race, color, national origin, age, or handicap.

Fresno Pacific College offers three basic types of financial aid: scholarships and grants, which do not need to be repaid; loans, which must be repaid, and employment, which must be competitive. Scholarships, grants, and employment opportunities are awarded on the basis of a combination of scholarships 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 College as a prerequisite for financial aid eligibility.

Step 2: California residents must complete a Free Application for Federal Student Aid (FAFSA) and a GPA Verification form in order to be considered for the Cal Grant program. Completed applications should be sent before the March 2 deadline. Non-California residents, however, after attending the Cal Grant program, are also required to submit the FAFSA. The Financial Aid Form (FARF) is not required.

Step 3: Some applicants are required to submit appropriate federal tax forms. For dependent students, this includes both parents and personal federal tax forms, while for independent students only space’s and personal forms are required. Original evaluation of aid eligibility will be based on the information provided on the FAFSA. Please forward all tax forms to the financial aid office no later than April 15. All applicants must complete an FPC financial aid application.

Step 4: Deadlines
March 2 has been established as the priority date for the completion of financial aid applications. A complete application means the student has: (1) been accepted for admission; (2) submitted a Free Application for Federal Student Aid (FARFSA); 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.

Merit Scholarships
President’s Scholarship
3.6 GPA, 1510 SAT, Christian commitment, history of leadership in church, school and community. New applicants must be misconduct free and agree to live on campus. Letter of recommendation required.

Dean’s Scholarship
3.6 GPA, 900 SAT (minimum 450 math, 450 verbal).

Academic Scholarship
3.4 GPA.

Service/Leadership
2.0 GPA, significant contribution in a service or leadership capacity for a minimum of one year in an organization such as a church, school, community or campus service organization. Must agree to be significantly involved in campus activities. Letter of recommendation required.

Involvement Scholarships
Music
2.0 GPA, audition. Must agree to continued participation in music at Fresno Pacific College.

Drama
2.0 GPA, audition. Must agree to continued participation in drama at Fresno Pacific College.

Ministerial Grant
2.0 GPA, dependent of a practicing pastor or missionary with demonstrated service to church or community. Letter of recommendation required.

Athletics
Men’s and women’s basketball, men’s and women’s track and cross country, men’s soccer and women’s volleyball.

2.0 GPA, tryout with coach and continued participation in intercollegiate athletics.

Church Match
Fresno Pacific College will match a gift from a church up to $200 per semester. Gifts from Pacific District Menno Bible Church are matched at $250.

Need Based Grants
Fresno Pacific College Grant
High financial need. Awarded by financial aid office. Limited by available budget.

Alumni Grant
High financial need. Limited by available budget.

Trustee Grant
High financial need. Limited by available budget.

International Grant
2.0 GPA, potential for contribution to Fresno Pacific College, church and society. Letter of recommendation by Menno Bible Board of Missions and Services, Fresno Pacific College alumni or applicant’s church.

T. R. Trees Grant
Canadian student with academic ability and potential for contribution to Fresno Pacific College, church and society.

Program Scholarships
AHSI Scholarships
Mathematics and natural science department majors with high GPA. A signature application is required. Selections are made by the mathematics and science faculty.

White Family
Biblical Studies and Contemporary Christian Ministries majors. High GPA is recommended but not required.

Luis Foner Gerbracht Scholarship
Major in music and active in church music. Awarded by music faculty.

Graham Gladish Scholarships
Music major with preference given to instrumental musicians. Awarded by music faculty.

Petra Business Leaders Scholarship
Major in business and display leadership skills, Christian commitment and academic ability.

History Department Endowment
History major with high academic ability. Awarded by history department faculty.

Divisional Honor
Awarded to outstanding juniors and seniors by divisional faculty.

Divisional Scholarship
Awarded to outstanding transfers by divisional faculty.

Private Scholarships
Harold Coley Memorial Scholarship
Freshman, sophomore Menno Bible Church students.

Tom and Linda Collins Scholarship
Financial need; strong Christian commitment; preference to relatives of Tom and Linda Collins; preference to members of Menno Bible Church.

Steenert-Roger Memorial Scholarship
Preference to members of Heritage Bible Church; residents of Kern County.

Gossens Family Scholarship
Preference to students who will benefit from Christianity; good academic standing.

Harder Sisters Scholarship
United States citizens; financial need; preference to relatives of Jacob and Susannah Harder.

J. L. Wilber Memorial Scholarship
Junior or senior major in business, education or social science; 3.5 GPA; contribution to church and society.

Henry Kreutzer Memorial Scholarship
Preference to relatives of Henry Kreutzer and members of Bethany Biblical Seminary after graduation.

Heinrich and Helene Towsma Scholarship
United States citizen; Christian commitment; contribution to church, college and community; preference to relatives of Heinrich and Helene Towsma.

L. G. Meidell Scholarship
First year; vital Christian testimony; member of Menno Bible Church; 3.0 GPA.

PDC Women’s Missions Society Scholarship
Children of Menno Bible Church missionaries, or international student.

R. J. Braun Scholarship
Preference to relatives of R. J. Braun; member of Pacific District Conference Menno Bible Church; financial need.

Connie Piagge Memorial Scholarship
Preference to senior; planning career in Christian ministry.

Paul and Judy Kreutzer Scholarship
Men; strong Christian commitment; contribution and leadership in the church; academic ability. Written affirmation by pastoral staff.

Malinda Epp Scholarship
Preference to relatives of Malinda Epp; members of Pacific District Conference Menno Bible Church; financial need.

Kathleen Sue Ague Memorial Scholarship
Financial need; Christian commitment; contribution to church, college and community; preference to relatives of Lee and Vera Ague.

Sam and Anna Funk Memorial Scholarship
Financial need; Christian commitment; contribution to church, college and community; United States citizens; preference to relatives of Sam and Anna Funk, members of Menno Bible Church and missions majors.

Chevron Merit Scholarship
Academic achievement; leadership potential; involvement in class, school and community.

Alvin Petersen Scholarship
Freshman, sophmore Menno Bible Church students; 2.0-3.0 GPA; Cal Grant recipients not eligible; preference to Daunolour High School graduates.

James Stamps Foundation Scholarship
Preparing for full-time Christian ministry.

John Berg Scholarship
Christian commitment; academic ability; contribution to church, college and community; preference to descendants of John and Esther Berg.

Darby-Colly Scholarship
Financial need; Christian commitment; academic ability; contribution to church, college and community.

Dr. Larson-Pasey Community Scholarship
Academic ability; financial need; community service and contribution to the church, college and community; resident within the Buena Vista High School attendance area; member of an ethically underrepresented segment of the campus population.

Margaretha Bergman Scholarship
Junior; financial need; Christian commitment; academic ability; contribution to church, college and community.

Sam and Sarah Wiens Missionary Scholarship
Major in Contemporary Christian Ministries; financial need; academic ability.

Joseph and Amanda Miller Memorial Scholarship
Junior or senior; preference given to children of Menno Bible missionaries or pastoring; desire to enter the ministry.

Grants
Cal Grant A
This state-sponsored program helps low and middle income families meet rental and general living expenses. Awards range between $300 and $2,500 and recipients are selected by the California Student Aid Commission on the basis of need and academic ability. Students with a GPA of 2.0 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 $40,000 are unlikely to qualify. Cal Grant B provides a Benefit allowance of $1,410 for first year students and up to $2,670 for following years and up to $5,340 for tuition for sophomore, junior and senior years.

Pull Grant
Preference is given to a federal program intended to assist low and middle income students to gain access to higher education. Awards range between $500 and $2,470, we based on financial need, and may be used only for a course 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 $1,500 annually. This program is administered through the financial aid office at Fresno Pacific College.

* Dollar amounts based on an anticipated 1996-97 figures
Loans

Perkins Loan (formerly GSL)
This loan is available to undergraduate and graduate students with financial need. (prerequisite is given to undergraduate students). 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 10 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)
Subsidized and unsubsidized loans are available to both graduate and undergraduate students. The variable interest rate is currently 6.8%. With a cap of 8.5%. The loan is obtained from a financial institution working in cooperation with the financial aid office of Fresno Pacific College. Energy loan maximums are $2,625 for freshmen students, $5,500 for sophomore students, $7,500 for all other undergraduate students and new law, medical and graduate candidates, and $9,500 for graduate students, with aggregate maximums of $23,000 and $65,500 respectively. Additional unsubsidized loans are available to independent undergraduate, graduate, or dependent undergraduate students whose parents are unable to get a PLUS loan (see below). Students may borrow $5,400 as a freshman or sophomore, $5,500 as a junior or senior and up to $10,500 as a graduate student. A variable maximum of $23,000 and $65,500 respectively. For undergraduate and graduate students. 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. Currently, the total deduction is 4% of the amount borrowed. These are mandated by federal regulations.

PLUS Loans
Loans funds are available to parents of dependent and independent undergraduate and graduate students. Parents may borrow up to the cost of education minus financial aid and academic year. This program is not based on financial need, however, all borrowers must meet credit analysis standards set by the lending institution. The variable interest rate is currently 8.5%. With a cap of 11%. These loans are subject to the same fees as the Stafford loan. Repayment begins 60 days following disbursement of the loan check. The borrower is generally allowed up to 10 years to repay the loan with a minimum of 600 annual payments.

Other Aid Programs
APPLE Program
The Academic Program of Loans for Education is for those students who will be entering the teacher education field. Under the provisions of the program a student may have up to $18,000 of the student loan debt forgiven by the California Student Aid Commission. Applications are generally due by mid-June each year. The applicants are selected by the financial aid office and the teacher education department using various criteria including, but not limited to, need, loan, debt, and GPA.

Short Term/Emergency Loans
Loans ranging between $500 and $5000 are available to students who are enrolled at least half-time in order to assist them in responding to emergencies or unexpected circumstances. These loans may be repaid within 60 days or at the end of the semester during which the loan is made. However, some loans have a term of 12 months. 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)
ColStaff 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 and personal office are responsible for coordinating on-campus jobs. Eligibility is based primarily on financial need. Students may work no more than 20 hours per week during regular school sessions but 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 eligible to receive a work study award with loans.

Institutional Work Study (IWS)
Institutional work study is similar to CWS but it is funded totally by Fresno Pacific College. Opportunity is given to students who are eligible to qualify for CWS and 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 package, care must be taken to ensure that total aid awarded does not exceed each student’s need. When total aid exceeds need an overaward exists. In these situations the aid package will be reviewed and appropriate reductions will be made. This coordination process therefore clarifies 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 maintain satisfactory progress toward a degree or certificate. A qualitative and quantitative standard must be maintained.

Qualitative
Students must earn and maintain a minimum 2.0 GPA on a 4-point scale (some programs require a higher GPA). Students who earn the following will be automatically disqualified from receiving 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-time 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 must be made up by the end of the following term.
2. 100% of FPC cumulative units attempted must be completed in total terms of attendance regardless of whether aid was received. This applies only to continuing financial aid eligibility. Withdrawals in terms when aid is not received are not calculated for the GPA.
3. Due to varying transfer requirements, changing majors, double majors, etc., it is possible that a student might need additional semesters beyond the term to complete a program (e.g., eight semesters for a bachelor’s degree or ten semesters for the teacher credential program). In such cases, financial aid may be continued if all other satisfactory progress and aid eligibility requirements are met.
4. Aid eligibility is determined during the period of enrollment until disqualification and when the appeals process is completed. Repeat courses are funded only when repeating an F for which it units have been completed. Deficiencies must be made up at FPC. Prior notification to the financial aid office is strongly suggested.

Appeal
Students who are disqualified may appeal to the director of financial aid.

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 students have not registered for Selective Service, or are unwilling to provide documentation to verify compliance, students are not eligible to receive financial aid from federally funded programs.
INTRODUCTION

The introductory section of Fresno Pacific College's catalogue is described in a narrative 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 an emphasis on student development on campus. In the logo, the central image of the books is the flame and are surrounded by symbols or concepts, faithfulness, wisdom, and service. These are central visions for the college that encourage us to embody the ideals of the college's Idea and logo. This curriculum is extensible in three parts: general education, the major, and the minor.

The General Education Program is intended to provide a foundation for wide, faithful development in a world that offers a variety of orientations to human ideas and cultures, particularly to our fundamental human questions: Who are we? Who are we? How are we? Who are our neighbors? 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 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.

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 students with the opportunity to pursue special interests, to prepare for particular careers, or to prepare for advanced study in graduate or professional schools. This Major Program, which is optional, has two primary purposes. The first is to provide students with opportunities to develop their understanding and experience of values central to the mission of the college. The minors in the division of biblical and religious studies and minors that build on the Focus Series in the general education program particularly contribute to 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 Christ, committed to church, rooted in character, faithful in vocation and service, active in peacemaking, builders of community, and transformers of culture.

THE BACHELOR OF ARTS DEGREE 124 Units

THE COLLEGE HOUR

Purposes

• To form, celebrate, and worship through music, the arts, and public discourse in the context of the college community

REQUISITE COURSES

<table>
<thead>
<tr>
<th>College Hour</th>
<th>(required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(maximum)</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td></td>
</tr>
</tbody>
</table>

THE GENERAL EDUCATION PROGRAM 58-61 Units (not including language requirement)

The Stories of Peoples and Cultures

Themes as the building of Christian community, visible discipleship that practices ethical faithfulness and integrity, service to humanity, and working for justice and reconciliation, which are explored in these series.

Select two courses

- 110  Analects History and Thought
- 115  Anabaptist History and Thought
- 116  Anabaptist History and Thought
- 117  Introduction to Mennonite History
- 118  Introduction to the Mennonite Arts

**1. Studies in Conflict and Peacemaking**

Coordinator, Daniel Reimer

The compelling need for people skilled in peacemaking is self-evident in our present world. Interpersonal, family, neighborhood, work and other conflicts abound in our communities and nation as well as in other communities and nations around the world. The purpose of this series is to explore the biblical, theological, and ethical foundations of conflict, peacemaking, and justice, as well as the dynamic of conflict and the possibilities for interpersonal, intragroup, intergroup, international and intercultural peacemaking.

- 440  Conflict and Peacemaking
- 444  Conflict Management and Resolution
- 446  Conflict Management and Resolution
- 447  Mediation Practicum
- 448  Mediation Practicum

**2. Environmental Studies**

Coordinator, Nancy Fuller

Questions of the human role within the environment, the value of wilderness, the destruction of the diversity of life, global hunger and poverty, the sustainability of modern agriculture and industry, and the preservation of global climate are examples of critical issues that face us as human beings. The purpose of this series is to engage these issues from the theological and ethical commitments to the environment.

- 425  Environmental Ethics and the Environment
- 426  Introduction to Environmental Studies

**4. Studies in Leadership and Community**

Coordinator, Laura Schmit

Leadership and Fellowship are practiced in a variety of contexts. This Focus Series offers the combination of personal thought and the practice of leadership from the perspectives of biblical and theological reflection, and the practice of management and administration in voluntary, collegial and humanistic contexts. It offers the opportunity of grappling with the complexities of the contexts in which we can and should be led in the various communities of which we are a part. It attempts to open up our understanding of how we shape and are shaped by others through these experiences.

- 406  Christian Leadership and Administration
- 407  Christian Leadership and Administration

**5. Intercultural Studies**

The focus of this study is the breadth of intercultural issues, which may be as diverse as the ways in which we may and should be led in the various communities of which we are a part. It attempts to open up our understanding of how we shape and are shaped by others through these experiences.

- 506  Intercultural Studies
- 507  Intercultural Studies

The General Education Program S8-61 Units (not including language requirement) would be the most recommended courses for you, given your interests and goals.
The Tools of Human Inquiry and Communication

Purposes
- To understand the philosophical and conceptual foundations underlying mathematical and communication processes.
- To understand and become skilled in using mathematical symbols and writing clear and effective scientific and technical reports.
- To understand and becoming skilled in analysis, synthesis, reasoning, problem solving and creative processes.
- To develop a basic understanding of the language and culture of another language-group with whom we share this earth.

REQUIRED COURSES (Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 120</td>
<td>Principles of Mathematics (or alternative, Math 1104 and 1108) (4)</td>
</tr>
<tr>
<td>Math 140</td>
<td>Precalculus</td>
</tr>
<tr>
<td>Comp 110</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Comp 120</td>
<td>Oral Communication</td>
</tr>
</tbody>
</table>

Foreign Language: Requirement may be met by one of the following:
- 1. Two years of high school study in a single language with a minimum GPA of 2.0.
- 2. One year of college language study in a single language with a minimum GPA of 2.0.
- 3. Examination (CLIL or MLT or oral translation of TOEFL) for international students.

The Modes of Human Inquiry and Thought

Purposes
- To understand the specialized methods of inquiry and thought of the modern world.
- To understand how Christian faith shapes our understanding and use of these methods.

REQUIRED COURSES (Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>(select two courses) (6)</td>
</tr>
<tr>
<td>Lit 180</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>Mass/Art 100</td>
<td>Introduction to Music and Art</td>
</tr>
<tr>
<td>Art 110</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>Phil 100</td>
<td>Introduction to Philosophy</td>
</tr>
</tbody>
</table>

Natural Science (select two courses) (8)
- Biol 101: Principles of Biology
- Chem 101: General Chemistry
- Phys 125: Physical Science
- Phys 130: Studies in Earth Science
- Phys 160: Studies in Space Science

Social Science (select two courses) (6-8)
- Bus 105: Principles of Economics
- Hist 150: American Civilization
- Pol 120: American Politics and World Geography
- Soc 120: Cultural Geography
- Psy 120: Introduction to Psychology
- Soc 120: Introduction to Sociology

The Stewardship of the Body

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

REQUIRED COURSES (Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 205</td>
<td>Concepts of Wellness</td>
</tr>
<tr>
<td>PE Activity Course**</td>
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</tbody>
</table>

** Special requirement for liberal studies majors
*** Liberal studies majors shall complete three of these courses
**** For liberal studies majors, 20-21 units are required
***** Liberal studies majors should complete one of the following:
- Two courses in World History or Western Civilization prior to entering the college.

Note: A minimum of three courses may be approved as part of the requirements of any of the following programs: music, music and general education. The Focus Seminar is a part of the general education program, required of all freshman Focus Seminar requirements and not part of any general education courses.

Special Off-campus Programs

Freese Pacific College offers a series of special experiences some of which transcend both the general education program and the majors. These special programs are described below.

American Studies Program, Washington, D.C.

The American Studies Program of the United States Government offers a two-year program in American studies. The program is designed to provide students with a comprehensive understanding of the United States, its history, culture, and institutions. It covers a wide range of topics, from political science and American government to social and cultural issues.

The program is intended for students who are interested in pursuing careers in the field of American studies. It provides a solid foundation in the history, politics, and culture of the United States, and is designed to prepare students for a career in government, education, or related fields.

The program is available to students who meet the admission requirements and are interested in pursuing a career in American studies. It is open to students from all backgrounds and is designed to accommodate the needs of students from diverse disciplinary perspectives.

The program is located in Washington, D.C., and provides students with opportunities to study at the university level, to intern at governmental agencies, and to participate in a wide range of extracurricular activities. It offers a variety of courses, including courses in American government, history, literature, and culture.

United States Based Programs

The United States Based Programs offers a range of programs designed to provide students with a comprehensive understanding of American history, culture, and institutions. The programs are designed to provide students with a solid foundation in the history, politics, and culture of the United States, and are intended to prepare students for a career in government, education, or related fields.

The programs are available to students who meet the admission requirements and are interested in pursuing a career in American studies. They are open to students from all backgrounds and are designed to accommodate the needs of students from diverse disciplinary perspectives.

The programs are located in various locations across the United States, and provide students with opportunities to study at the university level, to intern at governmental agencies, and to participate in a wide range of extracurricular activities. They offer a variety of courses, including courses in American government, history, literature, and culture.

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MINISTRY EMPHASSES
Choose one of the following emphases: (9 units)

Children's Ministries
BB 362 Introduction to Children's Ministries (3)
BB 426 Practicum in Children's Ministries (2,2)

Youth Ministries
BB 363 Introduction to Youth Ministries (3)
BB 426 Practicum in Youth Ministries (2,2)

Adult (Pastoral) Ministries
BB 364 Introduction to Adult Ministries (3)
BB 426 Practicum in Adult Ministries (2,2)

Wisdomship Ministries
BB 378 Introduction to Wisdomship Ministries (3)
BB 426 Practicum in Wisdomship Ministries (2,2)

Electives
Choose three of five from the following:
BB 315 Ministry to Youth (1)
BB 319 Biblical Literature (3) (see note, either Old Testament or New Testament)
BB 410 Biblical Interpretation (4)
BB 446 Theological Ethics of Conflict and Pacemaking (4)
Core 426 Theological Frameworks of Wisdom (4)
Core 441 Group Dynamic and Leadership (3)
Core 443 Mediation Pracicum (3)
BB 456 Music in the Church (3)

Misc.
BB 400 Music in the Church (3)
PL 110-114 Pastoral Activity (1)
CSc 350 Marriage and Family (3)
BB 480 Contemporary Christian Ministries Seminar (1-2)

Choose from the following:
Walk Through the Bible (2) (Youth Specialists)
Personal Counseling (1)
Preaching (2)
Cells and Socs (2)
Christian Education Seminar (1)

Required Courses (41 units)

Biblical and Religious Studies Courses (41 units)

BIBLICAL AND RELIGIOUS STUDIES COURSES

100 Jesus and the Christian Community - Freshmen
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 and small group experiences, and is led by an interdisciplinary team of college faculty. (Offered fall semesters)

170 Introduction to Theology and Ethics (Same as PHS 170)
This course will provide students with an introduction and overview of the major theological and ethical affirmations in the Christian tradition. (Offered fall semesters)

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.
429 Christian Thought II (3) A study of the development of early Christian thought after the first century. The course will emphasize the contributions of the Greek and Latin fathers, the apologists, and the early ecclesiastical councils. The course will examine the theological relationships among the most prominent theologians of Palestine, Greece, North Africa, Italy, and Spain. (Offered fall semester)

430 Contemporary Theology (4) Survey of 19th-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. (Offered spring 1997, 1999)

435 Ahanbap'ish History and Thought (Same as Hist 320) (4) A study of ethnic-political developments within the context of other 16th-century developments. The movement will be examined in relation to the larger bekaah's church tradition. (Offered spring 1997, 1999)

437 Reformation History and Theory (Same as Hist 380) (4) Concentrates on the age of Reform from the mid-14th century through the reformation 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 1998, 2000)

440 Biblical Interpretation (4) A survey and analysis of canonicity, manuscript evidence, and the transmission of the text, distinctive schools of interpretation, and present-day critical approaches to biblical studies. (Offered fall 1994, 1998)

445 Theology of Mission (4) The course investigates the complex, biblical terms 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. (Offered spring 1998, 2000)

447 Theology of the Human Person (4) A study of the Hebrew-Christian understanding of humanity in the image of God and in covenant. Both biblical and theological texts on human nature and deity are examined. Themes include creation, sin, freedom, equality, and the holiness, justice, and holiness, problems of evil, death and hope, immortality, and wholeness. (Offered fall 1996, 1998)

450 Introduction to Mononette History (Same as Hist 330) (4) A survey of the Anabaptist-Mennonite tradition in Europe and North America with special emphasis on the emergence of the American Brethren movement. (Offered fall 1997, 1999)

453 American Religious History (Same as Hist 350) (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.

460 Religions of the World (4) 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. (Offered spring 1998, 2000)

465 Theological Ethics of Pacifism (4) A study of the biblical teaching on conflict, peace, and justice, including questions raised on historical and theological levels. Central 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 areas. (Offered spring semester)

470 Contemporary Christian Ministries Seminar (1-2) A rotating series of special seminars designed to select the elective menu of the Contemporary Christian Ministries major will be offered. Some of these will be the product of a specific agency (Youth Ministries, Walk Through the Bible), and others will be regular Foreside Pacific College offerings (Ethics and Sects, Peacekeeping).
220 Printmaking
Prerequisite: Art 140 (may be taken concurrently)
Techniques of woodblock and linoleum block printing.

288 Directed Study
Prerequisite: Approval of program director and director of undergraduate studies
See course description and policy under the academic policies section of the catalog.

320 Painting II
Prerequisite: Art 140
Permission of instructor. A survey of watercolor and monotype.

340 Drawing and Design II
Prerequisite: Art 140
An extension of the principles developed in Drawing I. Component handling of the drawing medium will be focused as well as creativity and expression.

390 Ceramic Sculpture and Intermediate Pottery
Prerequisite: Art 140
Higher levels of creative expression through large, dynamic, functional pieces, such as wall hangings and sculptural forms will be encouraged. A more developed handling of the student's working wheel is required.

450 Project in Art
Prerequisite: Senior standing and consent of instructor
For advanced students with art major; seniors may use the final project before completion of major. Involves a public presentation of work from production to exhibit.

482 Practicum in Art
Prerequisite: Consent of instructor
Practicum in Art should be a project of study planned with the student and the art program director. The study project could involve working in an assistant for the Visual Arts Center, various other agencies, or doing an apprenticeship with a Visual artist.

486 Topics in Art
Prerequisite: Permission of instructor
May be repeated for credit with different topics and emphasis.

488 Directed Study
Prerequisite: Approval of program director and director of undergraduate studies
See course description and policy under the academic policies section of the catalog.

490 Independent Study
Prerequisite: Senior standing. Satisfactory GPA. Approval of instructor and director of undergraduate studies
See course description and policy under the academic policies section of the catalog.

THEATER PROGRAM
Program Director: Douglas Lichety Coskey
The study of the history, literature, and artistic techniques in theater will provide the student with an integrated discipline, combining elements of music and art. Students will explore all forms to depict a whole image of the truth. The study of theater will provide supplemental preparation in the areas of communication, group process, organization, aesthetics and public presentation; skills valuable in a variety of fields, as well as preparation for graduate school, theatre ministry, or community theatre.

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LITERATURE COURSES

Foundational Study

100 Introduction to Literature
A study of outstanding examples of the genre: 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.

100 Directed Study
Prerequisite: Approval of program director and one of undergraduate study
See course description and policy under the academic policies section of the catalog.

Biblical Literature

310-319 Biblical Literature (Same as Bi 310-319)
An exponential 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 Old Testament 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.)

310-349 Biblical Literature (Same as Bi 330-349)
An exponential study of selected writings from the New Testament. These studies are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible exponential 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.) Note: One Biblical Literature course per year will be taught in Spanish.

American Literature

350 American Wilderness and Philosophy
(Same as Hist 400 and Phil 431)
An exploration of American ideas about wilderness, the natural world, and the human relationship to them.

355 American Literature: 19th Century
Prerequisite: Lit 180
A study of significant poetry and fiction of this period of American literature including Whitman, Dickinson, Crane, Howells, Twain, Melville, Thoreau, and others. Enrollments may vary.

370 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 Fitzgerald, Hemingway, Faulkner, Tom Wolfe, Etheridge, Walker, and others.

375 American Literature: 20th Century Poetry
Prerequisite: Lit 180
Study and analysis of selected American poets equal emphasis on poetic form and thematic concerns, includes Frost, Eliot, Stevens, Plath, and others.

Dramatic Literature

380 Theater History and Literature, Part I
Prerequisite: Lit 180
A study of the history of literature from the ancient Greeks through the 16th century.

385 Theater History and Literature, Part II
Prerequisite: Lit 180
A study of the history of literature from the 17th century to the present.

395 Text and Performance (formerly Oral Interpretation)
A study of performance as a critical tool for understanding human communication. The course will examine the components of performance including text, performance, audience, and context.

GENERAL STUDY

400 English Literature
A study of the intellectual and cultural life of the middle/high ages and the literature of medieval England. Topical studies include chivalric life and romance; the literature and theology of monastic life; chivalric literature; and the aristocratic, theological, and philosophic poetry of the period. May be repeated for credit with the approval of the program director.

405 The Renaissance and English Literature
(Same as Hist 375)
Through readings in the humanistic literature of Italy and England, this course covers the development of the early modern period from Petrarch through the English literature ending with Milton. Thought patterns, themes, and topical genres are examined including the literature of the court, science and appreciation of the comic, ironic, comical, pastoral, and satirical drama of the Renaissance: religious experience; and the distinctive character of the Christian humanist tradition in thought and poetry.

410 Literature and Culture of Early Modern Europe
(Department of Modern Languages)
A survey of the history of literature and culture of Europe from 1500-1700. The literature and society 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 redefined role of women during these centuries.

415 Shakespeare
Prerequisite: Lit 180
A study of selected poetry and fiction from these two periods. Course includes the major Romantoc poets and major poets and novels of the Victorian period.

425 English Literature: 20th Century Literature
Prerequisite: Lit 180
A study of the poetry and short fiction of several major writers from 1900 to the 1960s, including W. B. Yeats, T.S. Eliot, Dylan Thomas, S. S. Huey, and others.

426 English Literature: C. S. Lewis
Prerequisite: Lit 180
A study of selected works of fiction including “The Screwtape Letters,” “Space Trilogy,” “The Lion, the Witch and the Wardrobe,” and others.

440 Spanish Literature
Prerequisite: Lit 180
This course includes a brief history of the Spanish language, and a study of the major literary works of Spain along with their corresponding historical periods. The goals of the class are: (a) to make 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 students to recognize the styles of various epochs and authors. Spanish speaking students who pursue this course must have completed Advanced Spanish. Syntax is anerequisite as well as the Spanish prerequisite mentioned above.

445 Spanish-American Literature
Prerequisite: Lit 180
Literary works of the famous authors from Mexico, Central and South America countries will be studied, analyzed and critiqued. The historical setting of the works and the biographies of the authors will also be examined. This course is taught in the Spanish language.

460 Multicultural Literature
Prerequisite: Lit 180
An examination of several literary works that draw from the rich cultural heritage of various ethnic groups. The works include works by African American, Hispanic American, and Native North American authors. The works focus on the themes of race, gender, and ethnicity within the American experience.

465 Literature for Children and Young Adults
This course is a survey course in the literature for children (from preschool through pre-high school age). The course is primarily designed for early childhood and elementary teachers in the selection and use of literature in classroom settings.

Specialized Study

480 Topics in Literature
Occasional or experimental courses designed to meet student interest and needs.

485 Directed Study
Prerequisite: Approval of program director and one of undergraduate study
See course description and policy under the academic policies section of the catalog.

490 Independent Study
Prerequisite: Written petition 3.0 GPA, Approval of instructor and dean of undergraduate study
See course description and policy under the academic policies sections of the catalog.

496 Literature Internship
Prerequisite: Consent of instructor
A personalized study under the supervision of a faculty member for students in the later stages of their major who may wish to assist with research, data, lab responsibilities, instruction, or another directed study.

LANGUAGE COURSES

English Language

310 First and Second Language Acquisition
An introduction to the ways in which humans acquire a first and second language, and the conditions which support acquisition.

320 Teaching a Second Language
Prerequisite: Ed 120 or consent of instructor
This course will provide insights into how a second language is learned and demonstrate methods 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 promote language mediate through classrooms. Models and methods of bilingual education will be discussed, as well as methods of language assessment and evaluation. Students who anticipate teaching non-native speakers of English at home or abroad will find this course the theoretical and practical aspects of teaching as a second language.

330 Linguistics and Modern Grammar
Prerequisite: Comp. C 120 I and II
A study of the structure of the English language through an analysis of phonology, morphology, and syntax. Emphasis is placed on the sentence as a primary structure and the application of grammar to writing.

340 Introduction to Linguistics
Prerequisite: Comp. C 110 I
Language is studied as a system of rules including phonology, syntax, semantics and pragmatics. Students also discuss language universals and current usage standards.

INTENSIVE ENGLISH LANGUAGE PROGRAM
Program Director: Doreen Myrick
The courses in the Intensive English Language Program are courses for international students and new immigrants who have just arrived in the United States. The program focuses on improving the students' proficiency.

ENGLISH AS A SECOND LANGUAGE COURSES

005 TDOLP Preparation Course
(Non-credit)
The second semester meets three hours per week and focus on each skill area tested in the TOEFL. The text for this course is the TOEFL, written and oral. Practice TOEFL tests as well as the institutional TOEFL are administered each semester.

111 Grammar - 1
(3)

112 Grammar - 2
(3)

113 Grammar - 3
(3)

Using a communicative approach, these classes will help students to increase their English language skills by focusing on grammatical structures in context. Each level may be repeated one time per credit.

114 Reading - 1
(3)

115 Reading - 2
(3)

116 Reading - 3
(3)

These classes will help students to develop skills necessary to understand a wide variety of texts. Through intensive and comprehensive reading assignments in which skills such as inferencing, generating, and summarizing are practiced, students will particularly prepare to work with academic texts. Each level may be repeated one time per credit.

117 Listening/Speaking - 1
(3)

118 Listening/Speaking - 2
(3)

119 Listening/Speaking - 3
(3)

These courses teach the students the basic development and organizational skills needed for effective writing, through effective writing exercises, students will improve their understanding of English usage and form. Literary research and term paper writing will also be introduced. Each level may be repeated one time per credit.

124 Listening/Speaking - 1
(3)

125 Listening/Speaking - 2
(3)

126 Listening/Speaking - 3
(3)

The purpose of this course is to develop effective listening and speaking skills in order to enable students to understand lectures and participate in discussions. Each level may be repeated one time per credit.

SPANISH AND LANGUAGE CULTURE MAJOR
Program Director: Hugo Zorrilla
The major offers two emphases: (1) Latin American cultures emphasis, and (2) Spanish Language emphasis. All majors will complete the same requirements listed below, and select one of the two emphases.

For students who minor in Spanish in English or Spanish students who have studied Spanish in any school of Latin America or Spain and who wish to speak the Spanish language fluently, there exists the possibility of designing a personalized major or minor by combining with the appropriate Library Director.

PREREQUISITES

(Span 100, 8 courses, 24 units)
Span 100 Elementary Spanish (4)
Span 105 Intermediate Spanish (4)

COMMON REQUIREMENTS TO BOTH EMPHASIS

(Span 115, 8 courses, 24 units)
Hist 415 History of Latin America (3)
Lit 440 Spanish Literature I (3)
Lit 445 Spanish American Literature (3)
Span 305 Advanced Spanish I-Spanish 3 (3)
Span 306 Advanced Spanish II-Spanish 4 (3)
Span 370 Literary Spanish Prose (3)
undergraduate

latin american cultures emphasis

In addition to the common requirements listed above, REQUIRED COURSES (2 courses, 9 units)

Spanish 315 Literary Spanish: Poetry (3)
Spanish 320 History of the Spanish Language (3)
Spanish 335 Formal Spanish Oral Communication (3)

Spanish language emphasis

In addition to the common requirements listed above, REQUIRED COURSES (12 units)

One semester or semesters of formal second-year Spanish in Latin America or Spain. Students must confer with the program director for selection of specific courses. There are two options for meeting this requirement.

1. Bryn Mawr College-American Studies Program in Spain, Ecuador or Mexico
2. Coalition for Christian Colleges & Universities Latin American Studies Program

Spanish minor

REQUIRED COURSES (7 courses, 22 units)

Spanish 110 Elementary Spanish (4)
Spanish 108 Intermediate Spanish (4)
Spanish 115 Advanced Spanish: Syntax (3)
Spanish 205 Spanish Composition and Conversation (3)
Spanish 315 Formal Spanish Oral Communication (3)

Spanish courses

100 Elementary Spanish (4)
This is the beginning course of a series acquiring the student with the basic structure and pronunciation of Spanish through intensive practice in speaking, reading and writing.

105 Intermediate Spanish (4)
Prerequisite: Spanish 100

110 Elementary Spanish: Poetry (3)
This course is designed for the student who has completed an introductory course, or who desires to begin at the second level only after passing an examination in elementary Spanish. The course is programmed to study all of the themes, moods, and voices of the works and to provide the student with the basic communicative skills for reading, speaking, reading and writing the language with confidence.

208 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.

300 Advanced Spanish: Syntax (3)
Prerequisite: Spanish 100 and 105

305 Spanish Composition and Conversation (3)
Prerequisite: Spanish 100

Spanish 335 Formal Spanish Oral Communication (3)
Prerequisite: Spanish 205 or consent of instructor

music

Program Director: Larry Werkersten

The music major at Fresno Pacific College provides students with preparation for life-long appreciation and participation in a rich variety of musical forms. The major combines theory with practical participation in a variety of types of musical activity. The major provides three emphases. One emphasis is designed to increase student competence in performance or composition, another prepares students for music ministry in the church, and the third satisfies California state requirements for the subject matter teaching credential in music. This major is not limited to those planning a career in music. Proficiency must be demonstrated by the end of the junior year. Attendance at departmental concerts and recitals will be required. Students will be expected to complete the equivalent of two years of study in a second language. Students who are interested in the music major at Fresno Pacific College in or careers in music should enroll in the Elements of Music/Music Career early in their college program.

music major

The music major consists of the following courses plus one of the emphases below:

General Education Prerequisites (18 units)

Music 100 Introduction to Music and Art (3)
Music 101 Elements of Music/Composition (3)

Required Courses (30-32 units)

Music 210 Music Theory and Ear Training (4)
Music 230 Music Theory and Counterpoint (4)
Music 310 Music Theory and Analysis (4)
Music 410 Music Theory in the Twentieth Century (4)
Music 340 Music Research (3)
Music 350 Music History (3)
Music 351 Music History 1750-1900 (3)
Music 352 Twentieth Century Music History and World Music (4)
Music 450 Music in the Church (3)
Music 495 Senior Project (1-3)

Applied Music (7-10 units)
Eight hours of private instruction in an instrument or voice, including four semesters at the advanced level.

Ensemble (4-8 units)
Four semesters of participation in a performing ensemble at the advanced level.

Additional Requirements

Students must enroll in one class or private instruction in piano until the piano proficiency test has been passed. Attendance at departmental recitals and concerts is required.

Performance/Composition Emphasis

Choose two of the following with the consent of advisor. (8 units)

Music 230 Lyric Fiction (5) (Required for voice majors)
Music 411 Music Composition (3)
Music 450 Conducting (3)
Music 451 Conducting (3)
Music 460 Vocal Teaching Skills (2)
Music 461 Piano Teaching Skills (1)

Church Music Emphasis (10-14 units)

Music 450 Conducting (3)
Music 451 Conducting (3)
Music 460 Vocal Teaching Skills (2)
Music 493 Church Music Internship (2-4)

Requirements for Subject Matter Credential

Students planning to complete the subject matter credential must complete the following courses before entering the education department fifth year program:

Music 100 Learning Community (1)
PS 320 American Politics and Society (4) or equivalent
PS 325 Adolescent Development (4) or equivalent
SO 450 American Tribalism and Pluralism (3) or equivalent
Note: Additional requirements for the subject matter credential are listed in the education section of the catalog.

CLAD/CLAD

Teaching in the interdisciplinarily cultural public school setting requires knowledge of how to work effectively with students from a variety of linguistic and cultural backgrounds. The overall goal of this program is to prepare teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the CLAD program. All CLAD classes are offered on campus. Beginning students are encouraged to attend the orientation and work with a mentoring teacher before completing the CLAD requirements. In addition, prospective teachers who are bilingual, or who would like to become bilingual, are encouraged to complete the CLAD requirements. Classes included in these requirements are listed in the education section of the catalog.

Music minor

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

Required Courses (24 units)

Music 100 Introduction to Music and Art (3)
Music 101 Elements of Music/Composition (3)
Music 210 Music Theory and Ear Training (4)
Music 230 Music Theory and Counterpoint (4)
Music 410 Music Theory in the Twentieth Century (4)
Music 340 Music Research (3)
Music 350 Early Music History (3)
Music 351 Music History 1750-1900 (3)
Music 352 Twentieth Century Music History and World Music (4)
Music 450 Music in the Church (3)
Music 495 Senior Project (1-3)

Applied Music (7-10 units)
Eight hours of private instruction in an instrument or voice, including four semesters at the advanced level.

Ensemble (4-8 units)
Four semesters of participation in a performing ensemble at the advanced level.

Additional Requirements

Students must enroll in one class or private instruction in piano until the piano proficiency test has been passed. Attendance at departmental recitals and concerts is required.

Performance/Composition Emphasis

Choose two of the following with the consent of advisor. (8 units)

Music 230 Lyric Fiction (5) (Required for voice majors)
Music 411 Music Composition (3)
Music 450 Conducting (3)
Music 451 Conducting (3)
Music 460 Vocal Teaching Skills (2)
Music 461 Piano Teaching Skills (1)

Music Courses

101 Introduction to Music and Art (3)

An integrated study of music and art and an introduction to creating an understanding and appreciation of various types of human artistic expression.

101 Elements of Music/Composition (3)

Essential knowledge and skills in music reading and performing are emphasized in this class. Prospective elementary school teachers will find the musical content in preparation for classroom experience. Students with an interest in a music major, but with limited musical experience, will find this to be an invaluable introduction to the major. Students with demonstrable skills in music and voice will enroll directly in Music 101. This course fulfills the requirements for the liberal studies major.
110L Music Theory and Ear Training (4)
Prerequisites: MUS 101 or equivalent
This course introduces the basic principles of music notation and music theory. The required lab will be devoted to sight-singing and music theory exercises.

115, 315 Music Primer (1, 2-4 per year)
Prerequisite: Consent of instructor
Credit in music practice is given for participation in major college performance. Students should register for practice only after they have been chosen by auditions or have received permission. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.
Grade: CR/NC

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 tours on an extended basis throughout the year.
Grade: CR/NC

117, 317 Vocal Arts Chamber (1)
Performance of a variety of sacred literature. Participation of singers from the college and the community is encouraged.
Grade: CR/NC

118, 318 Vocal Ensemble (1)
May include Women’s Choral performance of vocal music for SSA groups under the direction of the music faculty.
Grade: CR/NC

119, 319 Pacific Chamber Singers (2)
Performance of choral music of jazz, ethnic, and vocal choral literature. Singers selected by audition and must also participate in MUS 116/117. Contact: Current Choir Director.
Grade: CR/NC

120, 320 Instrumental Ensemble-Brass, Woodwind, Strings, Handbells, Flute
Prerequisite: Audition
Performance of instrumental music in small groups. Credit: CR/NC

121, 321 Jazz Ensemble (2)
Prerequisite: Audition
Study and performance of compositions for jazz band or combo. Grade: CR/NC

122, 322 Baroque Ensemble (2)
Performance of music of the Baroque era in small ensembles. These groups perform on campus and in the community

130, 330 General Class (2)
Prerequisite: by permission of the instructor. This section will focus on the specific course on the operation of the major college performance. The course meets twice weekly and may be repeated, with the instructor.

135, 335 Private Instruction in Music (1)
Prerequisite: by permission of the instructor. Two levels are available: 1) private instruction in voice or piano, 2) private instruction in voice or piano for the non-music major. Contact the director of instrumental and vocal music for further information.

431-449 Private Instruction in Piano, organ, harpsichord, voice, brass instruments, woodwinds, strings instruments, guitar, and percussion is available with an additional fee. Contact the director of instrumental and vocal music for further information.

210L Music Theory and Counterpoint (4)
Prerequisite: MUS 110
This course includes study of music appreciation and music theory with the introduction of music theory. The required lab will be devoted to sight-singing, ear training and music theory exercises.

230 Lyric Dictation
Prerequisite: MUS 101 or equivalent
Students are required to ear and sight-read major and minor keys for a total of 2 hours per week. Students must prepare an original dictation each week. Weekly dictations must be sight-read at the next class meeting.

240 Directed Study
Prerequisite: Consent of instructor
Further instruction on music teaching and music theory. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.
Grade: CR/NC

245 Electroacoustic Music (3)
Prerequisite: Consent of instructor
Realization of electronic music using computer software and electronic hardware. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

450 Conducting I (3)
This course assumes the basic skills of a student who has completed MUS 110 and Music Theory and Counterpoint (MUS 210L). In addition to conducting skills the student will be introduced to instrumental techniques, and program construction.

451 Conducting II (3)
This course is an introduction to the art of conducting. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

460 Vocal Teaching Skills (3)
Methods of teaching vocal technique and singing to various voice levels. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

461 Piano Teaching Skills (3)
Methods of teaching piano technique and playing to various piano levels. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

465 Techniques in the Elementary School (3)
Prerequisite: MUS 100 or equivalent
Students will learn how to teach singing and music appreciation in an elementary school setting. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

470 Music in the Classroom (3)
Music skills and effective means of teaching the subject are the focus of this class. Special emphasis will be placed on the methodology of music learning. Students will learn the basics of reading and performing music. This course fulfills the requirement of the liberal studies major.

475 Music and the Environment (3)
Prerequisite: Consent of instructor
This course introduces the basic principles of music and the environment. The required lab will be devoted to ear training.

480 Research Seminar (3)
Prerequisite: Consent of instructor
A seminar of semester will be devoted to the study of current research areas in music education. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

490 Independent Study (1-4)
Prerequisite: Consent of instructor
A seminar of semester will be devoted to the study of current research areas in music education. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

495 Senior Project (2)
Students are required to complete a project in their senior year. This project will typically include the areas of steers and music theory. Contact the instructor for further information.

498 Directed Study
Prerequisite: Consent of instructor
Further instruction on music teaching and music theory. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.

501 Studies in Music Education
Prerequisite: Consent of instructor
A general discussion of the field of public school music education, focusing on historical and philosophical development, current issues in the profession, and principles of curriculum development. The instructor of this course covers various issues such as the supervision of the prospective music teacher during initial classroom observation and leading student teaching.

510 Elective Study (3)
Prerequisite: Consent of instructor
A seminar of semester will be devoted to the study of current research areas in music education. Contact the instructor for further information. Credit may be repeated in the same area of instrumental performance. Your long participation may achieve four units of credit in special cases. The course may be repeated.
PHILOSOPHY COURSES

100 Introduction to Philosophy
   3 Introduction to the fundamental problems and methods of philosophy.
   3 An introduction to formal and informal logic.

110 Introduction to Philosophical Ethics
   3 An introduction to ethics with emphasis upon Aristotle, Aquinas, Kant, Mill and Nietzsche.

175 Introduction to Theology and Ethics (Same as BIB 170)
   4 The course will provide students with an introduction and general overview of the major theological and ethical affirmations in the Christian tradition.

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.

333 Medieval Philosophy
   3 A study of the tradition of thought, characterized by the goal of "faith seeking understanding," from the fourth through the 15th century.

335 Modern Philosophy
   3 The history of Western philosophy, from Descartes to the present.

370 Contemporary Philosophy (Same as Hist 370)
   4 Examines major trends in European thought during the 19th and 20th centuries.

405 Philosophy of Religion (Same as BIB 405)
   3 Studies in the nature and validity of religious ideas.

450 American Wilderness Literature and Philosophy (Same as Hist 450 and Lit 350)
   3 An exploration of American ideas about wilderness, the natural world and the human relationship to them.

450 History of Political Theory and Ideas
   3 A survey of political theorizing and the development of specific ideas on political order and disorder from Greece and Rome, the Old and New Testaments, Christian doctrine of medieval and early modern Europe, the development of modern political thought to the current movements of liberalism, conservatism and various other ideologies. Particular attention will be given to the various understandings of the purpose, patterns and limits of political theorizing, order and power.

460 Philosophy of History (Same as Hist 460)
   4 An examination of patterns and revisions in history and of method.

470 History and Philosophy of Science and Technology
   4 A study of the history and philosophy of science and technology. (Same as BIB 470)

BIOLOGY MAJOR

Program Director: Michael Kusz

The biology major at Ference College provides students with an understanding of the unifying concepts, diversity, function, and importance of organisms. It provides a general background in the supporting physical sciences.

The biology major is appropriate for students interested in graduate school or in professional fields. Students may augment their coursework in biology by concurrent enrollment at LSU in a number of courses in the physical sciences.

Total coursework requirements include a minimum of 48 units within the Division of Natural Sciences and Mathematics in addition to the general education pre-requisites of which a minimum of 24 must be upper division.

GENERAL EDUCATION PREREQUISITES

Biol 101L Principles of Biology (4)
Chems 101L General Chemistry (4)
Hist 110 Principles of Mathematics (4)
Hist 140 Precalculus (4)

REQUIRED COURSES (48 units minimum)

Biological Science

Cellular and Molecular Biology
Chemistry
Organismal Biology
Population Biology
Philosophical or Evolutionary Biology
Biology

Course chosen one of the following:
Biol 440L, Cell and Molecular Biology (4)
Biol 450L, Genetics (4)
Biol 204L, Botany (4)
Biol 205L, Zoology (4)
Biol 331L, Human Anatomy (4)
Biol 332L, Human Physiology (4)
Biol 470L, History and Philosophy of Science (4)

Chemistry

Course chosen one of the following:
Chems 102L, General Chemistry (4)
Chems 105L, Bio-Organic Chemistry (4)
Chems 311L, Organic Chemistry (4)

Mathematics

Course chosen one of the following:
Math 210, Calculus (4)
Math 300, Probability and Statistics (3)
Pre 301, Statistics (3)
CS 120, Introduction to Computer Science (3)

Additional Course

One additional course from physical science, chemistry, or mathematics beyond the general education prerequisites and the requirements listed above.

Biology Minor

The biology minor will increase the student's understanding of the world's living organisms. Humans being are studied as part of the living order, including their relationship to the rest of life. This program will be helpful for those majoring in contemporary medicine, education, psychology, science, allied health fields, agriculture, and ecological studies. This minor may satisfy the state credential requirement for the supplementary authorization in biology.

REQUIRED COURSES (5 courses, 20 units)

Biol 101L Principles of Biology (4)
Biol 204L, Botany (4)
Biol 205L, Zoology (4)
Chems 101L, General Chemistry (4)
Chems 331L, Human Anatomy (4)
Biol 450L, Genetics (4)
Biol 470L, History and Philosophy of Science (4)

BIOLOGY COURSES

101L Principles of Biology
   4 3 Hours lecture, 2 Hours lab.
   An examination of the cell, inheritance, ecology, human biology, the diversity of life, and evolutionary theory. Emphasis is given to understanding central concepts and to the process of science. Attention is given to the relationships between biology and Christian faith and practice. It provides foundational understanding for general education, liberal studies and science majors.

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, anatomy, morphology, physiology, life history, and environmental interactions.

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.

280L 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.

300 Biology Concepts for Teachers
   3 Prerequisite: Two years of high school biology.
   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 biotechnology. A variety of activities will be explored for appropriately presenting these fundamental biological concepts.

310L Ecology
   4 3 Hours lecture, 3 Hours lab.
   Prerequisite: Biol 101L or consent of instructor.
   A study of the interrelationships between organisms and their environment and as analysis of the principle factors contributing to the distribution and abundance of living organisms. Participation in field trips is required.
REQUIREMENTS FOR SUBJECT MATTER CREDENTIAL

Students planning to complete the subject matter credential must complete the following courses before entering the education department fifth year program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Math 120</td>
<td>4</td>
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<td>Math 400</td>
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<td>Math 404</td>
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<td>Math 408</td>
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<td>Math 452</td>
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<td>CS 120</td>
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<td>CS 220</td>
<td>4</td>
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<tr>
<td>Phys 120</td>
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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 fulfilling of personal interest. The minor satisfies the state credentialing requirement for the supplementary authorization in mathematics. Students working towards this authorization should include Math 120 and Math 404.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Math 120</td>
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<tr>
<td>Principles of Mathematics (4)</td>
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<td>Math 140</td>
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REQUISITED COURSES

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<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Math 140</td>
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<td>Math 210</td>
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<td>Math 220</td>
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<td>Math 360</td>
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<td>Math 370</td>
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<td>Math 480</td>
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MATHEMATICS COURSES

110A Principles of Mathematics: Part One

- Prerequisite: Intermediate algebra or geometry and two years of 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; efficient graphing calculator use is encouraged.

110B Principles of Mathematics: Part Two

- Prerequisite: Math 110A.
- 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; efficient graphing calculator use is encouraged.

110C Principles of Mathematics: Part Three

- Prerequisite: Math 110B.
- 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; efficient graphing calculator use is encouraged.
PHYSICAL SCIENCE COURSES

101L Physical Science
3 hours lecture, 3 hours lab
An integrative study of the physical sciences including the history and methodology of science, the relationship of basic physical truths and the relationship of modern technology to science and its consequences for society.

110 Conceptual Physics
Prerequisite: Interdepartmental
This class is designed to familiarize novice calculus based students with 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 estimation of uncertainties, proper terminology and the scientific method.

120L General Physics I
3 hours lecture, 3 days lab
Prerequisite: Mat 210 or consent of instructor
Fundamental principles of classical physics includes statics, kinematics, rigid body motions, conservation laws, basic thermodynamic concepts, waves, sound, light, heat and quantum mechanics.

121L General Physics II
3 hours lecture, 3 days lab
Prerequisite: Phy 120 or consent of instructor
Fundamental principles of electromagnetic theory, electrostatics, electric fields, currents, magnetic fields, electromagnetic induction, Maxwell’s equations, special relativity, quantum mechanics, and genetics.

150 Studies in Earth Science
This course presents the concepts of the major geological processes affecting our physical earth and helps students appreciate the earth and understand environmental issues. An interactive CHORON is used to illustrate the principles presented. Required for all liberal studies majors.

160 Studies in Space Science
Introduction to the fundamental principles of space science, including the study of the earth and its atmosphere, the solar system—its components and their origins—stellar evolution and cosmology. Emphasis will be placed on important themes such as Newton’s laws of motion and gravitation, conservation of energy, conservation of angular momentum, Doppler shifts, the fundamental nature of matter, atomic structure, and geodynamics, and general relativity.

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.

310 Physics Concepts for Teachers
Prerequisite: Teaching credential and teaching experience
This course is designed to teach these 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.

350 Education and Physics Concepts for Teachers
Prerequisite: Teaching credential and teaching experience
This course is designed to present the concepts which form the basis for teaching earth science. Topics include the geophysical processes of astronomy, and the relationship of earth science to mankind. Lab exercises and demonstrations are included.

486 Topics in Physical Science
1-3 credits
Occasional or experimental courses designed to meet student interest and needs.

489 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.

490 Independent Study
Prerequisite: Junior or senior standing, 3.0 GPA, GPA of instructor and dean of undergraduate studies
See course description and policy under the academic policies section of the catalog.

Social Sciences
Chair: Richard Unruh
The social science division brings together several disciplinary programs (business administration, geography, political science, psychology, social work, sociology) which are concerned with understanding various aspects of the human social world. As Fresno Pacific College, such an understanding is sought within a Christian framework informed by the values inherent in the Adventist-Mammoth cultural orientation of the college. The division aims to make a significant contribution to the 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 supplemented by professional preparation should be complementary. A wide variety of career opportunities exists for individuals with a education in either the discipline of business or the disciplines of major influenced by the division. Some of these are available upon completion of a bachelor’s degree; others require graduate study. The division seeks to prepare students both for immediate postbaccalaureate careers and for graduate education.

BUSINESS ADMINISTRATION
Program Director: Dennis Langhofer
The business administrative program offers courses in accounting, economics, finance, management, and marketing. It is a professional program which prepares students for careers in business and education. This is done through majors in accounting, management, and business secondary teaching, and a minor in business administration. The majors provide preparation for entry-level positions in manufacturing, retailing, insurance, small and large businesses, and related agencies, professional groups, and secondary education.

Distinctive Features
The business administration program works to develop an understanding of the relationship between business, Christian faith, and discipline. Christian values and perspectives are an integral part of administration. A commitment to quality, 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 interpet theory and practice by participating in practical business projects or student teaching.

Admission to the Program
Students who are interested in majoring in the business administration program should complete their core business 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 College. Prerequisites for admission to the program are: a 2.5-grade point average and a 2.0 GPA in all of a student’s Foundational Business Core. Applicants are evaluated on their personal qualities and aptitude for strong performance in the business and education professions as well. Completion of 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, enjoying 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 and retain high level accounting position in any business or organization. Students interested in public accounting obtain in foundational preparation for successful completion of the Certified Public Accounting (CPA) Examination.

P R E Q U I S IT E S 

(3 courses, 10 units)

105 Principles of Economics
150 Computer Software in Business (3 or equivalent)
360 Administrative Communication (3 or equivalent)

REQUISITES

(13 courses, 32-33 units)

Foundational Business Core
140 Managerial Economics (3)
240 Principles of Accounting (3)
240 Principles of Accounting (3)
463 Business Statistics (3)

Advanced Business Core
140 Marketing Management (3)
330 Management Theory (3)
365 Business Ethics (3)
410 Business Finance (3)
415 Law, Business and Society (4)
412 Case Studies in Strategic Management (4)

Accounting Courses
400 Intermediate Accounting (3)
410 Intermediate Accounting (3)
410 Cost Accounting (3)
415 Tax Accounting (3)
415 Auditing (3)
415 Advanced Accounting (3)

MARKETING/MANAGEMENT MAJOR
The marketing/management major is intended for students who are people-oriented, enjoy group situation, and are challenged by solving problems with an aim toward both individual and collective well-being. They develop communication skills, acquire management abilities, and learn management techniques. Students are prepared for entry-level administration and specialize in management of businesses, and for graduate study in business or related areas.

P R E Q U I S IT E S

(3 courses, 10 units)

105 Principles of Economics (3)
110 Computer Software in Business (3 or equivalent)
130 Administrative Communication (3 or equivalent)

REQUISITES

(74 courses, 152-153 units)

Foundational Business Core
140 Managerial Economics (3)
240 Principles of Accounting (3)
463 Business Statistics (3)

Advanced Business Core
140 Marketing Management (3)
330 Management Theory (3)
365 Business Ethics (3)
410 Business Finance (3)
415 Law, Business and Society (4)
412 Case Studies in Strategic Management (4)

Marketing/Management Courses
320 Consumer Behavior (3)
355 Case Studies in Marketing Management (3)
365 Organizational and Human Behavior (3)
370 Personnel Management (3)
380 Business Law (3)
410 International Finance and Banking (3)
415 Topics in Business (3)
Specialized Study
482 Case Studies in Strategic Management
Prerequisite: Second year, 622, completion of required business courses and consent of instructor. 3 units
Problems of management, including development of appropriate strategy and implementation. Designed to provide the student with the opportunity to apply principles acquired at the undergraduate level to actual decision-making situations. Students prepare a written strategic plan and make a final oral report on their plan. (Spring semester)

486 Topics in Business
Occasional or experimental special courses designed to meet student interest and needs. 1-4 units

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.

490 Independent Study
Prerequisite: 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.

GEOGRAPHY
Program Director: Gary Nachtsheim

Geography is the bridge between the natural and social sciences. Central to geographic inquiry is a concern with the human occupancy of the earth, the character of the human environment, and the interrelationships that link humans and the physical world. The geography program offers selected courses to enrich a variety of other programs of the college.

GEOGRAPHY COURSES
Foundational Study
120 World Geography
A systematic survey of world regions. A geographic perspective is brought to political, economic, social, and cultural and environmental structures and relationships. Emphasizing cultural and physical geography, the course surveys each region as a location, component countries, world role, distinctive physical and cultural characteristics, relation to other world areas, and major problems. 1-4 units

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.

170 Cultural Geography
An investigation into the human and natural-landscape relationships of the world. A systematic survey of cultural phenomena, their distribution and location. A survey of cultural features in terms of cultural landscapes, human modification of the natural environment and patterns of population and settlement geography.

330 Urban Geography
A systematic presentation of urban environments. An understanding of the changing urban environment from ancient to modern to modern times; the relationship of the urban center to its surrounding hinterland; the interdependence of its functional parts; and problems in urban regions.

Specialized Study
486 Topics in Geography
Occasional or experimental special courses designed to meet student interest and needs. 1-4 units

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.

490 Independent Study
Prerequisite: 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.

HISTORY
Program Director: Steve Varvis

History is a dialogue between the past and the present. Over against the valuations of the present it provides a way to locate ourselves in time and space. Over against the limitations of the present, it offers the Reality that the highly valued and the experienced of other peoples in other times. This is the help that helps us when were and when were not. It is the difference that makes a paradoxical and provisional effort to "haul back" 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 social thought. It prepares students for graduate studies or professional study and secondary teaching through majors in intellectual history and social science (secondary teaching emphasis). Since almost every imaginable kind of present thought and action is related to the past, many students also find through history courses an enriched understanding of themselves and the modern world. It is a way to prepare for enlightened participation in the public life 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 civilizations. 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 in professional study in fields such as law, history, science, archival management, and public history.

PREREQUISITES
(7 courses, 21-22 units)

Hist 120
Ancient Civilizations (4)
Hist 125
Medieval and Early Modern Civilizations (4)
Hist 143
Modern Civilizations (4)
Hist 144
American Civilizations (4)
Hist 145
Introduction to Music and Art (3)
Hist 146
Introduction to Literature (3)
Hist 147
Introduction to Philosophy (3)

REQUIRED COURSES
(10 courses, 36-37 units)

Hist 360
Cultural History of Greece (4)
Hist 365
Cultural History of Rome (4)
Hist 370
Modern European History (4)
Hist 405
Modern European Intellectual History (3)
Hist 406
History of Latin America (3)
Hist 425
American Intellectual History (3)
Hist 460
History of Political Theory (3)
Hist 483
Choose one of the following:
Bib 480
Bible and Interpretation (4)
Hist 320
Anarchist History and Thought (4)
Hist 345
Latin American Religious Thought (3)
Hist 350
American Religious History (4)
Hist 430
American Wilderness Literature and Philosophy (4)
Hist 435
American Theatre and Music (3)
Hist 466
Topics in History (3-4)
Hist 402A
Senior Seminar in History (2)
Hist 402B
Senior Seminar in History (2)

HISTORY COURSES
Foundational Study
120 Ancient Civilizations
Prerequisite: 120 is 300 and 400 recommended. A study of the beginning of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrews, Greece, Roman civilizations, and the classical civilizations of India and China. Attention is given to the perception of geography in the emergence of human societies, the creation of art, architecture, literature, and religion, and the emergence of ideas that became the foundation of modern civilizations. (Offered Fall and Spring semesters)

130 Medieval and Early Modern Civilizations
Prerequisite: 130 is 300 recommended. A study of major Western and non-Western civilizations from A.D. 500-1500. 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.

Attn: It is given to the central role of the Renaissance and Reformation in the emergence of the modern world and the rise and spread of the nation-state: the importance of religion in shaping the modern world and the continued development of social, economic, and political structures; the geography of the early modern world, and the idea whose effects continue to influence politics, science, religion, culture, and the arts of the present day. (Offered Fall and Spring semesters)

140 Modern Civilizations
Prerequisite: The 120 and 130 recommended. A study of major Western and non-Western civilizations from the 17th century to the present. Included is the role of ideological ideas, the Industrial Revolution, the rise of nationalism and colonialism, World War II and its consequences, and the emerging issues of internationalization and militarization. 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 relationship to the way 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 and Spring semesters)

145 American Civilization
A study of the development of American culture and society from the colonial period to the present. Major themes and events are examined within the context of American geography, religions, and immigrant heritage, and sociopolitical development. (Offered Fall and Spring semesters)

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.

Religious History
320 Anarchist History and Thought (Same as Bib 415)
A study of Anarchism while the context of the 19th century developments. The movement will be examined in relation to the larger laborer's church tradition. (Offered Spring semesters)

330 Introduction to Menomonite History (Same as Bib 450)
A survey of the Anabaptist-Mennonite tradition in North America and with special emphasis on the emergence of the Menomonee Brotherhood movement. (Offered Fall 2007-2008 and 2009-2010)

345 Latin American Religious Thought (Same as Bib 355)
This course is designed to teach the student the nature and tendency 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. (Offered Fall 2007, 2008, 2009, 2010, 2011, 2013)

350 American Religious History (Same as Bib 455)
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 been transformed by the religious tradition.

History of Europe
360 Cultural History of Greece

365 Cultural History of Rome
A cultural-historical History of Rome from its beginning to the demise of the western Roman Empire. (Offered Spring 1996, 2008, 2009)

370 Medieval Life, Thought and Literature (Same as Bib 400)
A study of the intellectual and cultural life of the high Middle Ages and the literature of the major intellectual centers. The course includes study of literature, the philosophy and theology of Roman law, the sciences, and the arts. (Offered Fall 1997, 2001, 2003)

375 The Renaissance and English Literature (Same as Lit 465)
Through reading the major authors, the early development of modern political, science and aesthetic ideas, and the evolution of the modern English tradition, the course will explore the interaction of ideals and the factors that shaped the modern world. (Offered Spring 1996, 1998, 2000, 2002)


400 California History and Politics (Same as PS 340)  
Prerequisites: HR 150 and PS 120 recommended  
California is often viewed as the "motherlode" for rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic, and political development of California from earliest settlement to the present. Topics include: Pioneers, the Gold Rush, ethnic communities, social inequality, political and economic issues (Fall semester) (O)
Interdisciplinary Studies

Chair: Steve Varvis
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, the physical education major, the conflict and peacebuilding minor, and social studies minor.

LIBERAL STUDIES MAJOR
Program Director: Linda Hoff
Within the context of the Fresno Pacific College Idea, the Liberal studies major at Fresno Pacific College serves to fulfill the 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 interrelationships among knowledge, experience, responsibility, and values.

A major for diversity.

The liberal studies major is an interdisciplinary major which has been established specifically to meet the standards of the California Teaching Commission for multiple subject candidates seeking to enter teacher education programs for teaching at the elementary level in the state of California. Course descriptions will be found in the various departmental sections of this catalog.

- General education courses, major courses and concentration courses provide the requirements for a multiple subject waiver to enter the teacher education program. Grades of D or worse are not accepted in a waiver program. Students must maintain a CGPA of 2.75 or better and a satisfactory portfolio during the last semester of their bachelor's program to qualify for a waiver.

GENERAL EDUCATION
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 an asterisk (*). More information about the general education section of this catalog.

REQUISITE COURSES (33 courses, 48-51 units)

Language
Choose one of the following:

- Linguistics and Modern Languages (4)
- Introduction to Linguistics (4)

Mathematics

- Calculus (150)
- Introduction to Environmental Studies (4)
- Studies in Earth Science (4)

Science

- General Biology (4)
- California History and Politics (4)
- Child Development (3)

- United States and California History (3)
- An American History and Humanities

Visual and Performing Arts

If Introduction to Art and Music was chosen for general education then students may choose from either art or music as below. If Introduction to Art was chosen, then students must choose a music course below.

Art

- Painting (1)
- Drawing and Design (3)
- Ceramics (1)
- Printmaking (1)

Music

- Elements of Musicianship (3)
- Music in the Classroom (3)

Drama

Creative Drama (1)

Physical Education

- Physical Education Methods (3)

Education

- Learning Communities (1)

CONCENTRATIONS (Choose one concentration)

All students wishing to receive a multiple subject waiver to enter teacher education programs for teaching at the elementary level in the state of California must complete a concentration of 12 or more units in one discipline or area of study. The concentrations are expansions of a candidate's 4-year Series and Biblical literature required as part of general education. Other concentrations in more traditional academic subjects are also available that do not overlap with the Focus Series. A list of these options are available from your liberal studies advisor.

Concentration in Conflict and Peacebuilding

Focus Series

- Theological Ethics of Conflict and Peacebuilding (4)
- Conflict Management and Resolution (3)
- Conflict Resolution (1)

Biblical Literature

- Jeremiah, Minor Prophets, John, Corinthians

- Jeremiah

- Minor Prophets

- John

- Corinthians

Focus Series

- Urban Geography (3)
- Urban Geography (3)
- Urban Geography (3)
- Urban Geography (3)
- Urban Geography (3)

Focus Series

- Criminal Justice in America (3)
- Criminal Justice in America (3)
- Criminal Justice in America (3)
- Criminal Justice in America (3)

Focus Series

- World

- Cultural Geography (3)
- Cultural Geography (3)
- Cultural Geography (3)
- Cultural Geography (3)

*Upper level courses in the same division may be substituted for students nearing completion of a multiple subject teaching credential.

**Required and only of students entering a multiple subject program for teaching at the elementary level in the state of California.
540 Senior Seminar
The course is designed to help senior students explore and define for practical applications concepts encountered in the transition from college to the post-grad period. Special attention will be given to job-hunting skills including interview and resume writing as well as budget, risk management, and support system development.

550 Anaphotist-Memnonites Studies
320 Introduction to the Memnonites Arts
This interdisciplinary course includes contemporary and historical Memnonites-expressions of poetry, music, art, fiction, and divination. The course will also offer opportunities for creative expression in a variety of arts.

Environmental Studies Minor
150 Introduction to Environmental Studies
An interdisciplinary study of the relationships between people and their environment. The use of natural resources, environmental degradation, and human populations are examined from an ecological, social, and religious perspective.

460 Environmental Issue Analysis
An interdisciplinary analysis of a selected environmental issue. Limited to juniors and seniors who have completed Environmental Studies minors.

482 Environmental Studies Practicum
Supervised work in an approved organization such as a planning agency or nonprofit group involved with environmental issues. Limited to juniors and seniors who have completed Environmental Studies minors.

550 Interdisciplinary Studies
350 Orientation to Interdisciplinary Studies
The purpose of this course is to prepare students to live and study for a period of time in another culture or country in another country. Beyond the benefit received from being a part of an international interdisciplinary study experience.

Independent and Directed Study
268 Directed Study
Prerequisite: Approval of the director and of at least one advisor/mentor. See course description and policy under the academic policies section of the catalog.

464 Thesis in Interdisciplinary Studies
Occasional or experimental courses designed to meet student interest and needs.

484 Directed Study
Prerequisite: Approval of the director and of at least one advisor/mentor. See course description and policy under the academic policies section of the catalog.

PHYSICAL EDUCATION PROGRAM
Program Director: William Cockerman

The physical education program at Brown University is designed to prepare students in understanding and participating in the broad variety of physical education, health, and recreational activities which are an important aspect of this contemporary society.

110 Perspectives on Christian Leadership
Exploration and application of principles of Christian Leadership using self-selected readings from scripture, and Biblical sources, with lectures, self-assessment, discussion, and short writing assignments. Open to members of president's scholars.

120 Perspectives on Christian Leadership
Exploration and application of principles of Christian Leadership using self-selected readings from scripture, and Biblical sources, with lectures, self-assessment, discussion, and short writing assignments. Open to members of president's scholars, senior leadership scholarships, and with approval of director.

220, 420 Leadership Development and Practicum
President's Scholars, resident and mentor assistants, student government members and selected others have the opportunity to receive training and experience in a variety of topics related to leadership. This course is open to the leadership development program of the Student Life, Grad. CUSC.
TEACHING EMPHASIS

REQUIREMENTS FOR CREDENTIAL

Students seeking to fulfill the physical education program as subject matter credential, in addition to the above courses, must also complete the following:

120 units: Science (3 credits)

120 units: English Literature (3 credits)

120 units: History and Political Science (3 credits)

120 units: Physical Education (3 credits)

120 units: Health Education (3 credits)

120 units: Music Education (3 credits)

120 units: Art Education (3 credits)

120 units: Foreign Language (3 credits)

120 units: Computer Science (3 credits)

120 units: Business Administration (3 credits)

120 units: Social Sciences (3 credits)

120 units: Physical Education Core Courses (26 units)

120 units: Health Education and Physical Education (3 credits)

120 units: Business Administration (3 credits)

120 units: Social Sciences (3 credits)

120 units: Physical Education Core Courses (26 units)

120 units: Health Education and Physical Education (3 credits)

120 units: Business Administration (3 credits)

120 units: Social Sciences (3 credits)

120 units: Physical Education Core Courses (26 units)

120 units: Health Education and Physical Education (3 credits)

120 units: Business Administration (3 credits)

120 units: Social Sciences (3 credits)

120 units: Physical Education Core Courses (26 units)

120 units: Health Education and Physical Education (3 credits)

120 units: Business Administration (3 credits)

120 units: Social Sciences (3 credits)

120 units: Physical Education Core Courses (26 units)

120 units: Health Education and Physical Education (3 credits)

120 units: Business Administration (3 credits)

120 units: Social Sciences (3 credits)
325 340 350 355 370 375 380 385 400 405 407 420 425 430 440

Modality and Therapy (3)
Prerequisite: PS 310
Principles and practices of prevention and rehabilitation of athletic injuries; conditioning, stretching, screening, 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.

Tests and Measurements in Physical Education (3)
The course begins with a basic introduction to statistics. It is continued with lecture, laboratory and field experiences, and tests pertinent to evaluation in physical education. Use of those elementary statistical techniques with applications to educational health and physical education research is stressed and includes computer applications.

Kinesiology (4)
Prerequisite: BSC 311. Recommended: PS 140
Biomechanics including anatomical and physiological fundamentals of human movement, principles of mechanics as they apply to human motion, and the application of those principles to motor skills. Laboratory and field work included.

Physiology of Exercise (4)
Prerequisite: BSC 220. Recommended: PS 240
Physiological basis of movement, work and exercise: physiological concepts related to such processes as respiration, circulation, muscle function, metabolism, nutrition and their role in physical activity. Laboratory and field work included.

Sport Facility Management and Design (2)
An analysis and understanding of facility design and management as it relates to specific programs or institutional needs. Includes field trips to a variety of event facilities and stadiums.

Organization and Administration of Physical Education and Athletics (3)
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 interpersonal skills related to the organization are discussed. Philosophy, program development operations, budgeting, personnel and staff development will be addressed.

Sport Marketing and Promotion (3)
The impact of marketing on the economic well-being of the organization. Topics include: 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 marketing and promotional campaigns.

Legal Environment of Physical Education and Sport (3)
An analysis of the legal issues within the sport enterprise will be examined. Topics include: collective bargaining agreements, agent representation, liability concerns, control of amateur, professional and school sport, and risk management as it relates to sport.

Sport Psychology (3)
Prerequisite: PS 108
An overview of fundamental psychological theory and its application to sport. Includes research in the areas of social learning, memory, motivation, competitiveness, and behaviors that ensure personal and societal development.

History and Philosophy of Physical Education and Sport (3)
Prerequisite: HIST 106
Examination of historical components including the study of media, intellectual and entertainment 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.

Sports Officials (2)
A clinical approach to officiating various sports such as basketball, football, soccer, baseball, volleyball, and others.

Recreation Leadership (3)
Prerequisite: PS 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 recreational situations. Covers the basics of recreation.

430 Coaching Methods (3)
Examines various methods, principles and procedures regarding the successful coaching of team and individual sports. Emphasis is placed on the development of a sound coaching philosophy consistent with current understandings of sport psychology, sport psychology, sport pedagogy, sport psychology and sport management. Topics will also include discussions of ethics, morality, and values relative to the coaching profession.

450 Adaptive Physical Education (1)
Prerequisite: PS 310
Examines the characteristics and etiologies of various diseases, and researches the laws and treatment programs necessary for providing physical education for students with special needs.

460 Elementary Physical Education Methods (3)
Prerequisite: EDU 300. Recommended: PS 240 and EDU 102
Involves the planning of physical education curricula for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods, is monitored. School routines and techniques for evaluation of the elementary physical education program is part of the experience. Emphasis is also given to trends in movement education.

465 Secondary Physical Education Methods (3)
Prerequisite: EDU 224. Recommended: PS 240 and EDU 102
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 allocation, and program evaluation. Field work is included.

476 Physical Education Internship (1-3)
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 evaluates by a qualified faculty member or sport management industry professional. The internship may be taken in place of the senior practicum.

480 Sport and Society (3)
Prerequisite: Junior or Senior status and SAC 120
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 in classical and modern thought.

482 Senior Practicum in Physical Education (1-3)
A practicum course in which the student is required to teach an elementary physical education class off campus, directed by an experienced class at PFC, and directed by a PFC instructor. Practicum students are typically expected to supervise and provide supervision to another professional. They must be supervised and evaluated by a qualified faculty member.

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

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.

490 Independent Study (1-4)
Prerequisite: Junior/Senior standing. 3.00 GPA; Approval of instructor and dean of undergraduate studies
See course description and policy under the academic policies section of the catalog.

ATHLETICS COURSES

Intercollegiate Athletics-Graded CR/NC* (1)
110, 310 Varsity Women's Volleyball (2)
120, 320 Varsity Men's Soccer (2)
130, 330 Varsity Women's Cross Country (3)
135, 335 Varsity Men's Cross Country (3)
140, 340 Varsity Women's Basketball (2)
145, 345 Varsity Men's Basketball (2)
150, 350 Varsity Women's Track (2)
155, 355 Varsity Men's Track (2)

* Limited number of credits and intramural athletic courses apply to degree requirements. See graduation requirements section of the catalog.
EDUCATION
Chair: Karen Neufeld

BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD)

Program Director: Yvonne S. Freeman

The BCLAD is available to prepare students who are proficient in a secondary language to teach in bilingual education programs in the public schools. Performance in the language is determined by a state-approved exam administered at Fresno Pacific College or at other approved agency. coursework is offered in language acquisition, second-language teaching methods, linguistics, culture, and second-language literature. This coursework leads to a multiple subject or subject matter credential with a bilingual cross-cultural language and academic development emphasis that combined with the Fresno Pacific College teacher preparation program.

REQUIRED COURSES
Soc 310 Cultural Communities of Central California (3)
or
Soc 410 American Ethnicity and Diaspora (3)

Ling 340 Introduction to Linguistics (4)

Spanish language competence through the advanced level
Ling 210 First and Second Language Acquisition (5)
Ling 220 Teaching a Second Language (5)
Ltg 445 Spanish American Literature (3)
or
Ltg 450 Contemporary Hispanic Literatures (3)

Span 305 Spanish Composition and Conversation (3)

Span 325 Formal Spanish Oral Communication (3)

CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD)

Program Director: David Freeman

The CLAD is available to prepare students, who are not themselves bilingual, to teach second language learners in the public schools. coursework is centered on language acquisition, second-language teaching methods, linguistics, and culture. This coursework leads to a multiple subject or subject matter credential with a cross-cultural language and academic development emphasis combined with the Fresno Pacific College teacher preparation program.

Up to two courses may be taken as part of general education or the liberal studies major. The other four courses may count as electives.

REQUIRED COURSES
Two semesters of language study in same language (5-8)
Ling 210 First and Second Language Acquisition (5)
Ling 220 Teaching a Second Language (5)
Ling 310 Linguistics and Modern Grammar (4)
or
Ling 340 Introduction to Linguistics (4)

Soc 310 Cultural Communities of Central California (3)
or
Soc 410 American Ethnicity and Diaspora (3)

INTERN PROGRAM (BCLAD/CLAD)

The internship program of Fresno Pacific College is designed to meet the specific needs of the participating districts for teachers with a CLAD/CLAD emphasis. Prospective interns include bilingual certified professional working in participating districts as well as students (including interns) who demonstrate the readiness and experience to handle easily field experiences in classrooms of the collaborating districts rather than as paid professionals or as volunteer tutors. Potential candidates will be recruited as early in their junior year and most demonstrate commitment to working with language minority students by working toward CLAD/CLAD, passing personal maturity, having up-to-date record of interest in the field verified through a high CST, and having experience in a variety of education settings such as tutoring, membership in Teachers of Tomorrow Club, etc. Those whose evaluations indicate potential for becoming independent teachers will be admitted into the intern program. Collaborating districts will provide those with paid partial funding during and after completion of their student teacher classes. Appropriate levels of mentoring to foster interns success as CLAD/CLAD teachers will be provided by both the collaborating districts and Fresno Pacific College. Candidates who are hired to work in a district as an intern commit to remunerating with the district for a period of time equal to the time invested in them by district. Selected interns and interested interns in the intern program should contact the teacher education office.

EDUCATION COURSES
380 Learning Communities (1)

A similar course with two-hour, two-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 Garrison observatories in relation to academic studies of the multiple subject and subject matter waiver programs. Students should enroll during their junior or senior year of their waiver programs.

BACHELOR OF ARTS DEGREE IN MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT

The Bachelor of Arts in Management and Organizational Development (BOMD) 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 students to complete their degree. These components of learning comprise the personalized program: class work, portfolio, and the thesis.

The first component consists of 12 classroom courses which address pertinent issues and ideas related to success. These seminars provide hands-on information that can be put into immediate practice on the job. The program consists of one right class a week for 15 weeks. Classes are four hours per session and are comprised of 10-20 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-long learning experiences, such as military service or specialized professional training. Since learning takes place in many environments outside the classroom, up to 24 units of college credit may be earned for the learning gained from these experiences. Students will be asked to identify their learning in papers to be evaluated by faculty.

The third component of the program is the baccalaureate thesis, an applied research project designed according to personal interests. Most students elect to solve a problem directly related to their work. In addition to meeting requirements for units of credit, the thesis is then presented to the employee. Many BOMD graduates have earned promotion 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 at least seven years of paid gainful experience. Contact the Center for Degree Completion for complete program information at (209) 345-2288.

FINANCIAL INFORMATION
Tuition, per semester ........................................ 5,875
Application fee (non-refundable) ........................ 30
Confirmation fee (non-refundable) ......................... 200
Continuation fee .................................................. 376
Student Associate fee ........................................... 63
Library fee .......................................................... 45
Life Learning Planner (LLP), per year ......................... 40
Independent study, per unit .................................. 40
Books, first semester ............................................. 40
Books, second semester ....................................... 298
Degree application fee ......................................... 50
Transcript fee (per page) ....................................... 1.50
Late payment fee ................................................ 35
Remittance fee .................................................... 40
Interest of 1% per month is assessed on all student balances which are a month over 30 days.
See newer section on payment accounts under Financial Information.

COURSES
Psy 430 Adult Development and Life Planning

The emphasis in module one is on the experiential nature of nontraditional education and adult development theory. Students will work with various theories and frameworks that will provide a coherent basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and weaknesses that result in the identification and adjustment of the adult's area of personal growth.

Box 431 Organizations and Environment

This module focuses on organizational 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.
**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 the ultimate purpose of improving elementary and secondary education. Its programs are designed by the Christian faith and seek to teach learners in ways of teaching and relating that would advance a Christian foundation.

Professional development courses at Fresno Pacific College serve a distinct audience consisting of practicing preachers through twelfth grade teachers and school administrators. The primary goal of the division is to meet the needs of school districts and provide training that will strengthen the teachers, the school district, and the students they serve.

**PROFESSIONAL DEVELOPMENT**

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.

**Policy Statement:**

Professional Development courses are primarily designed for students who have baccalaureate degrees and appropriate teaching credentials. Courses may also be used, upon approval of the appropriate district officials, for professional advancement. Professional development credits are post-baccalaureate, nondegree units, which may also be used (under preapproved circumstances) to satisfy some degree and credential requirements. Each college or university or state credential 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 districts, credential offices, or personnel officers before enrolling for professional development credits to satisfy any degree, credential, or local school district requirements.

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.

**Financial Information**

Because of the variety of ways in which professional development courses are offered, tuition differs from that of the traditional undergraduate and graduate programs. Costs of materials and other fees are based on the course curriculum and on the geographic location of the student enrolled in the course. Each course or course offering carries its own statement of the fee structure.

**College Credit**

College credit is earned on a semester hour basis. Numbers 1000-1999 and 2000-2999 designate courses whose purposes are 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/interaction per semester unit of credit.

**Grading Standards**

The college's professional development courses are graded based on the completion of specific criteria set forth in the course syllabus. Professional development courses are recorded as credit/no credit. An earned grade meeting all the requirements as outlined in the course syllabus is equivalent to a B+ grade. Students wishing to be evaluated according to a letter grading scale of must seek and receive written approval no later than the first class sessions.

For details regarding course offerings and schedules, contact the Professional Development Division by telephone at (559) 455-2701, by mail at the college address, by email, profdev@fpc.edu

**Course Numbering System**

The following course numbering system is used to indicate professional development college credit courses and continuing education units (CEUs): 2000-1999 Post-baccalaureate professional development credit courses for education. 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.

**2000-1999** Post-baccalaureate, professional development correspondence 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. May be applied to the bachelor of arts degree with approval of the dean of undergraduate studies.

Continuing education units (CEUs). Not for college credit. Courses designed to enhance the knowledge and skills for professionals. One CEU is awarded for each 10-hour lecture experience.

**COURSE DESCRIPTIONS**

One, two, and three unit courses are designed from the generic courses as described below.

**Mathematics**

These courses are designed to explore subject area content, current theories, methodologies, and instructional materials for implementation in the classrooms. Emphases include logic and language, number, measurement, discrete mathematics, statistics and probability, geometry, algebra, and functions.

**Language Arts/Reading/English**

These courses are designed to explore subject area content, current theories, methodologies, and instructional materials for implementation in the classrooms. Emphases include integrating instruction in language arts, establishing literature based programs, using core literacy works, unscreened extended readings, using recreational, motivational reading, and developing composition, oral language, and listening skills.

**Social Science**

These courses are designed to explore subject area content, current theories, methodologies, and instructional materials for implementation in the classrooms. 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**

These courses are designed to explore subject area content, current theories, methodologies, and instructional materials for implementation in the classrooms. Emphases include developing various perceptions (visual, auditory, tactile, and kinesthetic) as well as positive emotional and aesthetic responses. It explores the relationships that exist among dance, drama, literature, music and visual arts, and other areas of the curriculum.

**Science**

These courses are designed to explore subject area content, current theories, methodologies, and instructional materials for implementation in the classrooms. Emphases include the development of self-awareness, decision-making and coping skills in the following content areas: personal health, consumer and community health, injury prevention and safety, nutrition, alcohol and other drugs, nutrition, environmental health, family living, individual growth and development, and communicable and chronic diseases.

**Physical Education**

These courses are designed to explore subject area content, current theory, methodologies, and instructional materials for implementation in the classrooms. Emphases include movement skills and remediation knowledge, self-image and personal development, and social relationships.
Multicultural Education
These courses are designed to explore subject area content, current theory, methodology, and instructional materials for implementation in the classroom. Emphasis includes social norms, institutional norms, cultures different from one's own, the school as an organization, small group behavior, interpersonal relating, and communication, and the self.

Bilingual Education
These courses are designed to explore subject area content, current theory, methodology, and instructional materials for implementation in the classroom. Emphasis includes 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.

Multimedia/Computer Education/Technology
These courses are designed to explore current theory, methodology, instructional materials, and usage of multimedia equipment and computers for implementation in the classroom. Emphasis includes integrating instruction through the use of technology, programming skills for computers, word processing skills, use of spreadsheets and data bases, review of instructional software, and integrating multimedia materials into subject area disciplines.

Human Behavior/Classroom Management
These courses are designed to explore subject area content, current theories, methodology, and instructional materials for implementation in the Classroom. Emphasis includes child through adult development, school climate, appropriate student and teacher behavior, student misbehavior, and conflict resolution strategies for organizing and operating a classroom.

GRADUATE MISSION
The mission of the graduate division at Fresno Pacific College is to model and to instill the kingdom of God in this world. The division seeks to do this by offering graduate programs within an educational setting which is committed to meeting the needs of individuals, among both education and learners wholistically and model a learning community. Its goal is to educate students who will share these commitments and who will exemplify the highest standards of professional and moral behavior in the pursuit of excellence in their chosen field.
**FALL SEMESTER 1996**

**Session 1 and Full-Term**

<table>
<thead>
<tr>
<th>August</th>
<th>Monday</th>
<th>Full semester begins (full-term and session 1) On campus registration begins at noon in the registrar's office</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>Monday</td>
<td>Labor Day - no classes - offices closed</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Last day to register for full-term or session 1 courses without late fee</td>
</tr>
<tr>
<td>9-13</td>
<td>Mon-Fri</td>
<td>Late registration week for full-term and session 1 courses (35$ late fee applies)</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Last day to register for full-term and session 1 courses Last day to change from CR to AU All to CR for full-term and session 1 courses</td>
</tr>
<tr>
<td>October 18</td>
<td>Friday</td>
<td>Last day of classes for session 1 courses Last day to drop session 1 courses</td>
</tr>
</tbody>
</table>

**Session 2**

<table>
<thead>
<tr>
<th>21</th>
<th>Monday</th>
<th>Graduate fall session 2 begins On campus registration begins at 9 a.m. in the registrar's office Last day to file application to M.A. candidacy to be eligible to enroll in M.A. seminar or project/thesis proposal class next semester Application for degree due in graduate office</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1</td>
<td>Friday</td>
<td>Last day to register for session 2 courses without late fee Late registration week for session 2 courses (35$ late fee applies)</td>
</tr>
<tr>
<td>4-6</td>
<td>Mon-Fri</td>
<td>Last day to register for session 2 courses</td>
</tr>
<tr>
<td>8</td>
<td>Friday</td>
<td>Last day to change from CR to AU All to CR for session 2 courses</td>
</tr>
<tr>
<td>20-30</td>
<td>Thu-Sat</td>
<td>Thanksgiving recess - no classes - offices closed</td>
</tr>
<tr>
<td>December 13</td>
<td>Friday</td>
<td>Last day of full-term and session 2 courses Last day to request an incomplete for full courses Last day to drop full-term and session 2 courses Last day to drop first and session 2 courses Last day to request and pay fee for continuation of project/thesis</td>
</tr>
<tr>
<td>18</td>
<td>Wed</td>
<td>Grades due from faculty for full-term, session 1 and session 2 courses, noon</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER 1997**

**Session 1 and Full-Term**

<table>
<thead>
<tr>
<th>January 6</th>
<th>Monday</th>
<th>Spring semester begins (full-term/session 1) On campus registration begins at 9:00 a.m. Last day to register for full-term or session 1 courses without late fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Friday</td>
<td>Martin Luther King, Jr. Day - No classes - offices closed</td>
</tr>
<tr>
<td>20-24</td>
<td>Mon-Fri</td>
<td>Late registration week for full-term and session 1 courses (35$ late fee applies)</td>
</tr>
<tr>
<td>24</td>
<td>Friday</td>
<td>Last day to register for full-term/session 1 courses Last day to change from CR to AU All to CR for full-term and session 1 courses</td>
</tr>
<tr>
<td>February 10</td>
<td>Monday</td>
<td>Lincoln's Birthday - No graduate classes</td>
</tr>
<tr>
<td>17</td>
<td>Monday</td>
<td>President's Day - No classes - offices closed</td>
</tr>
<tr>
<td>28</td>
<td>Friday</td>
<td>Last day of classes for session 1 courses Last day to drop Session 1 courses</td>
</tr>
</tbody>
</table>

**Session 2**

<table>
<thead>
<tr>
<th>March 3</th>
<th>Monday</th>
<th>Graduate spring session 2 begins On campus registration begins at 9 a.m. in the registrar's office Last day to file application to M.A. candidacy to be eligible to enroll in M.A. seminar or project/thesis proposal class next semester Application for degree due in graduate office</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Friday</td>
<td>Late registration week for session 2 courses Last day to register for session 2 courses without late fee Last day to register for session 2 courses Last day to change from CR to AU All to CR for session 2 courses Good Friday - no classes - offices closed</td>
</tr>
<tr>
<td>17-21</td>
<td>Mon-Fri</td>
<td>Late registration week for session 2 courses Last day to register for session 2 courses Last day to change from CR to AU All to CR for session 2 courses</td>
</tr>
<tr>
<td>23</td>
<td>Friday</td>
<td>Good Friday - no classes - offices closed</td>
</tr>
<tr>
<td>28</td>
<td>Friday</td>
<td>Last day of full-term and session 2 courses Last day to request an incomplete Last day to drop full-term and session 2 courses Last day to request and pay fee for continuation of project/thesis</td>
</tr>
<tr>
<td>May 4</td>
<td>Sunday</td>
<td>Commencement</td>
</tr>
<tr>
<td>7</td>
<td>Wed</td>
<td>Grades due from faculty for full-term, session 1 and session 2 courses, noon</td>
</tr>
</tbody>
</table>

**SUMMER TERM 1997**

**Session 1 and Full-Term**

<table>
<thead>
<tr>
<th>May 5</th>
<th>Monday</th>
<th>Summer term begins (full-term and session 1) On campus registration begins at 9:00 a.m. in the registrar's office</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Friday</td>
<td>Last day to register for full-term and session 1 courses without late fee</td>
</tr>
<tr>
<td>19-23</td>
<td>Mon-Fri</td>
<td>Late registration week for full-term and session 1 courses (35$ late fee applies)</td>
</tr>
<tr>
<td>23</td>
<td>Friday</td>
<td>Last day to register for full-term and session 1 courses Last day to change from CR to AU All to CR for full-term and session 1 courses</td>
</tr>
<tr>
<td>June 26</td>
<td>Monday</td>
<td>Memorial Day - No classes - offices closed</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Last day of classes for session 1 courses Last day to drop session 1 courses</td>
</tr>
</tbody>
</table>

**Session 2**

<table>
<thead>
<tr>
<th>June 16</th>
<th>Monday</th>
<th>Summer session 2 begins On campus registration begins at 9 a.m. in the registrar's office Last day to file application to M.A. candidacy to be eligible to enroll in M.A. seminar or project/thesis proposal class next semester Application for degree due in graduate office</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Friday</td>
<td>Late registration week for session 2 courses without late fee Last day to register for session 2 courses</td>
</tr>
<tr>
<td>30-4</td>
<td>Mon-Fri</td>
<td>Late registration week for session 2 courses (35$ late fee applies)</td>
</tr>
<tr>
<td>July 4</td>
<td>Friday</td>
<td>Independence Day - No classes - offices closed Last day to change from CR to AU All to CR for session 2 courses</td>
</tr>
<tr>
<td>25</td>
<td>Friday</td>
<td>Last day of classes for session 2 courses Last day to request an incomplete for summer term courses Last day to drop session 2 courses Last day to request and pay fee for continuation of project/thesis</td>
</tr>
<tr>
<td>30</td>
<td>Wed</td>
<td>Grades due from faculty for full-term, session 1 and session 2 courses, noon</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAMS

Fresno Pacific College's graduate division is dedicated to service and 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 take a commitment to the highest standards of professionalism, moral and personal growth.

The division offers a master of arts degree in the following fields:

MA Degree: 36 units (60 for masters)

GRADUATE PROGRAMS

EDUCATIONAL ADMINISTRATION

Graduate Certificate in Educational Administration

Professional Credential

34 units

Graduate Certificate

48 units or 40 units + 120 hours

MA Degree

36 units (60 for masters)

FOUNTAIN, CURRICULUM & TEACHING

Curriculum & Teaching

Middle School Certificate

9 units

MA Degree

37 units

Library Media Teacher

Certification

32 units

MA Degree

42 units (60 for masters)

LANGUAGES, LITERACY & CULTURE

Blended Elective

6 units

Visitors' Committee

46 units

MA Degree

37 units (60 for masters)

CRLA Certification

12 units

MA Degree

37 units (60 for masters)

LANGUAGE DEVELOPMENT

MA Degree

37 units (60 for masters)

TEFL/ESL

37 units

MA Degree

37 units (60 for masters)

MATH/SCIENCE/COMPUTER EDUCATION

Mathematics Education

MA, Master School Enthusiast

36 units

MA, Secondary School Enthusiast

36 units

Mathematics/Science Education

MA, Integrated Math/Science Enthusiast

36 units

Science Education

MA, Science Education Enthusiast

36 units

Computer Education

MA, Computer Education Enthusiast

36 units

FUPP PERSONNEL

School Counseling

School Counseling Credential

36 units

MA, Counseling Enthusiast

49 units

School Psychology

School Psychology Credential

45 units (curriculum-based)

MA, School Psychology Enthusiast

45 units (curriculum-based)

SPECIAL EDUCATION

Special Education

Learning Handicapped Credential

39 units

Physically Handicapped Credential

39 units

Severely Handicapped Credential

39 units (611 curriculum-based)

Inclusive Special Education

MA, Learning Handicapped Enthusiast

34-55 units (curriculum-based)

MA, Physically Handicapped Enthusiast

49-55 units (curriculum-based)

MA, Severely Handicapped Enthusiast

49-55 units (curriculum-based)

TEACHING EDUCATION

Multiple Subject Preliminary Credential

31 units

Subject Matter Preliminary Credential

24 units

CLAD MLI or MA Credential

25 units

BCLAD MLI or MA Credential

25 units

INDIVIDUALIZED MASTER OF ARTS

Individualized Master of Arts in Administration

35-45 units

ADMINISTRATIVE LEADERSHIP

MA: Administrative Leadership

18 units

CONFLICT MANAGEMENT AND PEACEMAKING

MA: Conflict Management & Peacemaking

18 units

When all requirements for a credential have been completed, the application for the credential must be submitted to the Fresno Pacific College central office for processing. The division also offers certificate programs in Teaching English to Speakers of Other Languages (TTEOL), the insurance specialist, the middle school, church conflict management and peacemaking, mediation, restorative justice, and school conflict management and peacemaking.

ADMISSION

Admissions Philosophy

The graduate programs at Fresno Pacific College are guided by the college philosophy articulated in its graduate mission statement which emphasizes involvement, integrated approach to education, learning in community, integration of theory and practice, and a commitment to life-long learning. The admission process seeks to admit students who are likely to respond positively to those goals within a context of academic excellence.

The graduate division encourages applications from recent graduates as well as from those who may have been out of school for some time or whose first language is not English. This division is prepared to consider individual cases on the basis of academic potential in making admission decisions when deemed appropriate.

Admissions Criteria

In order to be admitted to one of Fresno Pacific College's graduate programs, students must meet three general admissions criteria as well as any additional program specific requirements.

Academic

Appropriate academic background for pursuit of the selected course of study.

Evidence that the student is capable of graduate level performance and is likely to be successful in the selected program.

Professional

Evidence of personal values that are generally compatible with the mission and philosophy of the college and graduate school.

Professional Evidence of commitment to professional growth and excellence and an orientation toward serving human needs within the professional context.

General requirements are normally satisfied as indicated in the respective programs. Classification requirements below. Additional requirements of individual programs are specified in the program descriptions.

Classification

All students must first be admitted to the graduate division in order to register for graduate courses at Fresno Pacific College. For most programs applicants may meet this requirement either of the two ways:

1. Application for unilateral standing with subsequent application for admission to classified standing.

2. Direct application for classified standing.

Applications for classified standing are made upon admission and are submitted during orientation.

Applications for classified standing must be made prior to, or simultaneously with, initial registration for a course at Fresno Pacific College. Application requires graduation in good standing from a regionally accredited baccalaureate institution (or its equivalent as determined by the college). A $10 nonrefundable application fee must accompany the application. A minimum of 12 units taken in classified standing may be applied toward completion of a program or degree.

Applicants granted admission to unclassified standing must apply for (and be granted) admission to classified standing prior to or in the second term of attendance.

When all requirements for a credential have been completed, the application for the credential must be submitted to the Fresno Pacific College central office for processing. The division also offers certificate programs in Teaching English to Speakers of Other Languages (TTEOL), the insurance specialist, the middle school, church conflict management and peacemaking, mediation, restorative justice, and school conflict management and peacemaking.
### GRADUATE DIVISION ADMISSION REQUIREMENTS

All graduate programs have the following requirements for admission to classified standing: Orientation Interview with Program Director, Applicant and Applicants. Fee, if appropriate.

<table>
<thead>
<tr>
<th>Graduate Division/Program</th>
<th>Additional Admission Requirements</th>
<th>Requirements at Exit Interview</th>
<th>Encouraged for Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Credential</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
<td></td>
</tr>
<tr>
<td>Professional Credential</td>
<td>All students, except masters in administrative position, 1 or 3 years teaching experience</td>
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<tr>
<td>Foundations, Curriculum &amp; Teaching</td>
<td></td>
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<tr>
<td>Counseling &amp; Testing</td>
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<tr>
<td>MA Degree</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Creative Writing &amp; Culture</td>
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<tr>
<td>MA Degree</td>
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<tr>
<td>Astrophysics &amp; Cosmology</td>
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<tr>
<td>MA Degree</td>
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<tr>
<td>Latin American Studies</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Language Development</td>
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<tr>
<td>MA Degree</td>
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<tr>
<td>History</td>
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<tr>
<td>MA Degree</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>World Languages</td>
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<tr>
<td>MA Degree</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Mathematics/Science/Computer Education</td>
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<tr>
<td>Mathematics Education</td>
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<tr>
<td>MA, Secondary School Emphasis</td>
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<tr>
<td>Physics &amp; Applied Mathematics/Computer Science</td>
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<td></td>
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</tr>
<tr>
<td>MA, MSE/Multiscope Emphasis</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Science Education</td>
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<td></td>
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<tr>
<td>MA, Science Education Emphasis</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Computer Education</td>
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<tr>
<td>MA, Computer Education Emphasis</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Public Personnel</td>
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<tr>
<td>Ornithology</td>
<td>Basic Credential or Certificate of Clearance, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>MA Degree</td>
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<tr>
<td>General Psychology</td>
<td>Basic Credential or Certificate of Clearance, O'BEST®</td>
<td>3 years teaching experience</td>
<td></td>
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<tr>
<td>MA Degree</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
<td></td>
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<tr>
<td>MA Degree</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Learning Handicapped/Deaf</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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</tr>
<tr>
<td>Physically Handicapped/Intellectually Disabled</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>Pervasive Special Education</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>MA Learning Handicapped/Deaf</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
<td></td>
</tr>
<tr>
<td>MA Physically Handicapped</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>MA Severity Handicapped/Deaf</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
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<tr>
<td>MA Degree</td>
<td>Basic Credential, O'BEST®</td>
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<td></td>
</tr>
<tr>
<td>MA Degree</td>
<td>Basic Credential, O'BEST®</td>
<td>3 years teaching experience</td>
<td></td>
</tr>
</tbody>
</table>

Senior admissions to the University of California will require a total of 18 units or concurrent study. The admissions committee reserves the right to request additional information if deemed necessary. (See chart on previous page for additional admission requirements as determined by ongoing work toward the candidates' degrees.)

### Application for Classified Standing

All students who wish to work toward a degree, certificate, or scholarship must apply for, and be granted, classified standing in the division and in the program for which they are applying. Students seeking financial aid are required to be admitted to classified standing before financial eligibility can be determined. These students are advised to apply for admission during the semester prior to their need for financial aid. The deadline to submit all admission requirements for admission approved for the next semester is the first day of session 2 (see graduate calendar).

### Admission Requirements

#### Unclassified Standing

Baccalaureate degree from a regionally accredited institution or equivalent.

#### Classified Standing

Admission to classified standing shall be based on the following minimum requirements:

1. Completion of an application for admission to graduate classified standing accompanied by a nonrefundable application fee.
2. Submission of the official transcripts verifying graduation from a regionally accredited baccalaureate institution or its equivalent. Official transcripts of any graduate work taken at other institutions deemed by the applicant to be relevant to their application and/or their intended work at the University of California are also required. (Any courses to be considered for transfer as a basis for waiver of specific course requirements must be supported by official transcripts.)
3. Completion of at least 6 graduate units in the proposed program of study at the University of California with a minimum 3.0 grade point average and submission of a reference from a reference of a University of California graduate faculty where the student has taken a class (form available in the graduate office) of a GPA or MAT examination score (International students refer to No. 4 of next section). Official transcripts verifying completion of a master's degree from an accredited institution will also fulfill this requirement.
4. Submission of a portfolio containing a personal statement that reflects personal and professional development and a work sample that includes two written pieces which demonstrate the ability to be thoughtful and reflective on a topic related to the proposed field of study. (Refer to application packet for detailed information.)
5. Three references, at least two of which shall be from an academic supervisor or administrator who is able to comment on the professional work and personal characteristics. Individuals applying directly from a bachelor's degree program may submit references from undergraduate professors but are encouraged to include a well-connected reference related where possible. (The third may be from a former University of California faculty member.
6. Personal interview with the director (or designee) of the program to which admission is being made. Alternative arrangements may be made for out-of-state or international students applying from overseas.
7. Successful completion of the GRE® or a basic teaching credential and verification of teaching experience will be required in some advanced residential programs in education.
8. Specific programs or emphases may have additional requirements. These include a request to complete additional coursework in areas of weakness prior to or concurrent

**REGISTRATION**

Class Schedules are normally available two months prior to the beginning of each term. Schedules are free of charge and may be obtained by calling the registrar's office at 507-632.

Registration generally begins four weeks prior to the beginning of each term. Late registration week (5/23) last week in the third week of each session. Registration after late registration week is subject to approval and only by the dean of graduate studies. In such cases, special processing and late registration fees apply.

Students may register in the following ways:

1. Telephone registration, open to students who have been admitted to either unclassified or classified standing.
2. Counter registration at the registrar's office.
3. Mail registration. Registration materials will be sent upon request. Students may call the registrar's office at 507-632.

**PROGRESSION TOWARD DEGREE**

**Requirements for Advancement to Candidacy**

All students who intend to take a degree must apply for advancement to candidacy so that a preliminary evaluation of their readiness to work on the project/thesis or the masters' written examination may be determined.

In order to advance to candidacy, students are to submit an application for A.M. candidacy to the graduate office in the semester prior to which they enroll in the first semester course or the project/thesis proposal course. Students are encouraged to submit the application by the first day of session two in order to allow enough time for the evaluation to take place.

**Enrollment in Project/Thesis or Masters Seminars**

Candidates may enroll in project/thesis or masters seminars 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, be approved for master of arts candidacy, and signed approval of the topic of the project/thesis advisor and committee.

**Project/Thesis**

Projects and theses are understood to be two different products with two objects that are both similar and different from each other. The general objective of this process is that students demonstrate their ability to reflectively apply the knowledge and expertise
which they have acquired in their program of studies toward the enhancement of knowledge or understanding, or toward a solution of some problem, in their field. A thesis is understood to be a supervised individual project, based upon an original theoretical foundation, which aims to achieve knowledge, provides an enhanced understanding in some way further illustrating the theory upon which it is built. A thesis is understood to be a supervised independent research undertaking and is also built upon an original theoretical foundation. It differs from a thesis, however, in that it is aimed at exploring or enhancing application of theory to one or more specific settings. No academic distinction is made between a project or a thesis.

When students near the end of their coursework, they are scheduled an appointment with the program director to discuss ideas for possible thesis or project. Prior to beginning work on the project or thesis, students will enroll in at least one supervisory course. The course is taught to students and will result in a completed project. The course will review procedures as well as provide a conceptual overview of the process of formulating and preparing a thesis. An individualized office is appointed for each student pursuing a thesis or project by the program director. The advisor serves as chair.

After completion of the project/thesis proposal course, candidates may enroll in the remaining units of the project and final course grade will be based on a review of the project/thesis proposal course, completion of the project/thesis proposal course, and final completion of the project/thesis proposal course.

Course Numbering System
The following course numbering system is used to indicate the academic level of graduate courses:

- 500-599: Graduate courses leading to the teaching credential. Open to holders of a bachelor’s degree
- 600-699: Graduate courses leading to the teaching credential. Open to holders of a bachelor’s degree
- 700-799: Graduate courses open to holders of bachelor’s degree
- 800-899: Doctoral courses
- 900-999: Independent study

Graduation Symbol
A, B, C: The basic graduate symbol in a transcript of Pacific College and applies to all coursework acceptable toward a degree program (except those courses guided solely on a credit/credit basis).

Grades Included in the Grade Point Average
A, B, C: 4-point scale

Grades Not Included in the Grade Point Average
Class completion credit is not included in the calculation of the grade point average. Courses with a grade of F, W, or I are also not included in the calculation of the grade point average.

Auditor
Students wishing to attend classes without receiving college credit may register for these courses as auditors. Auditors must be approved by the program director and will not be required to participate in any classroom activities at the discretion of the professor.

In-Progress
A grade of “IP” is used for courses such as project or thesis which require more than 10 weeks for completion. 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.

Grade Change
Graduate students by a petition to the registrar’s office are considered official, and may be changed only in the best interest of the student. Grade changes may not be made more than two terms after course completion. Only one petition may be submitted per course.

Incomplete
A grade of “IP” may be assigned when a student has met the requirements for a course, however, the student is unable to take a final exam or complete a course assignment due to a personal problem. The course must be taken for a grade, either an “A” or “F.”

Grade Transcripts
Grades shown on a student’s transcript are computed based on a four-point grading scale of A, B, C, D, and F. A grade of A represents a quality of excellence, B represents a quality of high distinction, C represents a quality of distinction, D represents a quality of satisfactory performance, and F represents a quality of failure. Grading policies are the same for all courses, whether taught by the university or by its designees.

FINANCIAL INFORMATION

Tuition

<table>
<thead>
<tr>
<th>Tuition Level</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Graduate (700 level)</td>
<td>$1,200 per unit</td>
</tr>
<tr>
<td></td>
<td>Undergraduate (500 level)</td>
<td>$1,000 per unit</td>
</tr>
<tr>
<td></td>
<td>Teacher Education (300 level)</td>
<td>$900 per unit</td>
</tr>
<tr>
<td></td>
<td>Graduate (700 level)</td>
<td>$1,200 per unit</td>
</tr>
<tr>
<td></td>
<td>Undergraduate (500 level)</td>
<td>$1,000 per unit</td>
</tr>
<tr>
<td></td>
<td>Teacher Education (300 level)</td>
<td>$900 per unit</td>
</tr>
<tr>
<td></td>
<td>Doctorate (900 level)</td>
<td>$1,500 per unit</td>
</tr>
</tbody>
</table>

Transfer of Courses
Course credit is transferable with approval of the program director. Course credits may be accepted for credit in the program if the credits are applicable to a student’s degree program and are approved by the program director. The program director will review the course and determine if the course will be accepted for credit. Course credits may then be transferred between programs at Pacific College and other institutions of higher education provided the credits are applicable to the student’s program of study.

Financial Aid

Students enrolled in at least 12 units of graduate level courses are considered full-time students. Students must meet a minimum of 6 units in a term to be eligible for federal financial aid.
programs may take courses at the regular graduate school tuition rate; however, if they later elect to use the program, they will be responsible for completing the full $15,000 assessment.

*This rate is subject to possible adjustment during the final semester due to transferred credits.

Service Fees
Application for admission to postgraduate or graduate study: $75
Unofficial transcript request fee: $7
Basic credential evaluation fee: $25
Late registration/late fee: $75
Late payment fee: $5

*Not charged for processing fee.

Appeals
Appeal of official actions policies may be made by filing an official petition with the business office. This petition will be reviewed by the student accounts committee, which is made up of representatives from faculty, business office, registrar’s office, financial aid office, and student Life Office. Appeal of committee decisions may be made to the president or director of budget and Finance, who will review the committee’s decisions.

FINANCIAL AID

General Information
Freeman School of Business 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 the School of Business offers two basic types of financial aid: scholarships and grants, which are not 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 must be admitted to the school and should follow the steps below:

Step 1: Submit a completed Freeman School of Business application for admission and arrange for transcripts, test scores, and any other supporting documents to be sent to the college. Financial aid applications must be for complete full-time enrollment in the school. The application may be submitted through the Web site or completed and mailed to the school. Grants awarded by the School of Business Financial Aid Office have guaranteed receipt of up to $750. A student who may have had financial aid in the past must reapply each year for financial aid.

Step 2: Submit a completed application for Federal Student Aid forms (FASFA) to the financial aid office.

Step 3: Submit the FAFSA, Application for Federal Student Aid (FASA) to the School of Business Financial Aid Office.

Step 4: Submit a signed copy of all personal and spouse’s federal income tax returns. Those students not employed full-time who receive federal financial aid must complete this form, even if they are not employed full-time. Students not employed 10 hours per week may request a full-time income tax return. Students who are employed full-time must have all information completed and submitted by the deadline.

Processing Time
The application process may be lengthy. The following is an average processing time:

- FAFSA processing: 2-3 weeks
- Award determination: 1 week
- Student financial contact: 2-6 weeks
- Loan processing: 1-4 weeks
- Other processing time: 1-2 weeks

FPC Church Match
FPC Church Match will match gifts from the church up to $200 per semester, not to include summer. Westside Bethel Church gifts are matched 2 to 1.

Graduate Grant
$750 award (per year for three courses taken within the award period) for students seeking financial need, dedication and commitment to quality scholarship. Each academic year a minimum of 4 units of graduate work completed is required.

The student should provide notice of a pending position or internship that he or she has received with the School of Business Financial Aid Office.

Graduate School
Graduate School is designed for students interested in pursuit of graduate education. It is an accelerated program designed to be completed in one year. The program is open to students who have completed a bachelor’s degree and have a minimum GPA of 3.0. Students must be willing to commit full-time to the program.

The Graduate School offers two main types of financial aid:

**Satisfactory Progress for Financial Aid**

Financial aid recipients at Freeman School of Business are expected to make satisfactory progress toward a degree or certificate. Students must maintain a minimum 3.0 grade point average or 4.5 credit hour load. Successful completion less than the number of units for which work was authorized.

- A, B, C, D, and F grades are all considered

- A minimum of 4 units of graduate work completed is required.

- The student should provide notice of a pending position or internship that he or she has received with the School of Business Financial Aid Office.
Division Head: Kenneth Engstrom, Ed.D.

ADMINISTRATIVE SERVICES PROGRAM

Program Director: Kenneth Engstrom, Ed.D.

The college offers work leading to a preliminary credential, a professional credential and a master's 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 practica 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 be, at the discretion of the program director, be transferred into the 40 unit administration 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 of the general policy will apply to such units of credit shall apply. A maximum of 6 units may apply to either the preliminary credential or the professional credential.

Preliminary Administrative Services Credential* (first tier)

A minimum of 24 semester units of coursework is required for the preliminary credential.

The program components of the preliminary credential are divided into a series of four 4-unit courses and two 2-credit practicum experiences. The coursework scope and sequence is developed to provide an acceptable balance between theory and practice. The practicum experiences are designed and oriented directly to the formation of concepts appropriate to a particular course. The projects will deal with real, actual, on-site problems of the administrator at a specific school.

The practicum must be performed at a school where at least 20% of the pupils are of either ethnic/social 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 coursework requires completion of a preliminary administrative services credential (24 units).

Required Courses

- AGR 700 Curriculum Leadership I (6)
- AGR 705 Community Relations (2)
- AGR 706 Administrative Technology (2)
- AGR 710 Administration and Personnel Management (4)
- AGR 715 Finance and Legal Aspects (4)
- AGR 725A Practicum 1—Curriculum Leadership (2)
- AGR 725C Practicum 2—Community Relations/Administrative Technology (2)
- AGR 725D Practicum 3—Administration and Personnel Management (2)
- AGR 725E Practicum 4—Finance and Legal Aspects (2)

More necessary California requirements for an entry-level administrative position in grades K-12.

- Master of Arts in Education

Administrative Services Emphasis

A minimum of 36 semester units of coursework is required for a master of arts in education with an emphasis in administrative services. Coursework scope and sequence is developed to provide an acceptable balance between theory and practice. Up to 10 units of transfer credit may apply to the master of arts degree. Transfer credit must be taken in at least 27 units of credit in addition to the transfer credit in order to be considered for the program.

Required Courses

- AGR 710 Curriculum Leadership (6)
- AGR 715 Community Relations (2)
- AGR 725 Administrative Technology (2)
- AGR 710 Administration and Personnel Management (4)
- AGR 715 Finance and Legal Aspects (4)
- AGR 725A Practicum 1—Curriculum Leadership (2)
- AGR 725C Practicum 2—Community Relations/Administrative Technology (2)
- AGR 725D Practicum 3—Administration and Personnel Management (2)
- AGR 725E Practicum 4—Finance and Legal Aspects (2)

Middle School Certificate Program

The middle school certificate program is a six unit program designed to introduce students to a wide range of middle school issues and trends.

Required Courses

- CR 701 Current Topics in Curriculum (3)
- CR 702 Early Adolescents and Psychology (3)
- CR 721 Middle School Theoretical Frameworks (3)

Concentration in School Conflict Management and Peace-making

The school psychology and conflict management concentration is intended to prepare teachers and curriculum specialists to become effective conflict managers and educators in peace-making and the conflict management in their classrooms and schools. This emphasis also requires a minimum of 37 units of coursework.

Required Courses

- CR 701 Current Topics in Curriculum (3)
- CR 715 Seminar in Conflict Theory (3)

Master of Arts in Education

Curriculum and Teaching Emphasis

The curriculum and teaching program has multiple subject areas as secondary paths allowing teachers to study these areas most relevant to their teaching. This program prepares people to teach innovatively on the focus of the most recent research connected closely to actual classroom situations and environments.

The curriculum and teaching programs are supervised by various school counselors as an alternative to a specific subject major degree. Multiple subject areas students find themselves introduced to new thinking in all subject areas. This degree is helpful to those teachers who want to teach or school curriculum development teams or master or rival teachers and for curriculum consultants.

The master of arts in education degree with a curriculum and teaching emphasis requires a minimum of 37 semester units of coursework.

Library Media Teacher Program

Program Director: Norma Dick

Fresno Pacific College offers a master of arts degree with an emphasis in school library media teacher. 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 school library media teacher credential program is designed to ensure the school library media teacher credential program has been approved by the Professional Educators Commission on Teacher Credentials. This course of study is specifically intended to prepare librarians for service inside the school environment. There are three options to enter the school library media teacher credential program: have passed the CSET before being admitted to the program. Teaching qualifications are essential and a minimum of three years of successful teaching experience is desirable.
**Language, Literacy and Culture Division**

**Division Head: David Freeman, Ph.D.**

This division houses four programs, all of which are concerned with language literacy. The programs cover all levels and which reflect the bi-cultural perspective on learning. The division joins together the following programs: bilingual cross-cultural, language development, reading, language arts, and teaching English to speakers of other languages (TESOL). In the following pages, each of the programs is described along with course requirements for certificates, credentials, and/or degrees offered by each. The chart below summarizes which courses are required for each option afforded by the division.

**Note:** These courses used to complete a master's degree may not also be used for another master's degree. However, there are restrictions on using a course for more than one certificate or degree. For example, it would be possible to complete a master of arts in literacy with a reading and a language arts emphasis and the take additional courses for a TESOL certificate. It is also possible to earn a master of arts in education with an emphasis in one area of literacy by taking additional courses.

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**Master of Arts in Education School Library Media Teacher**

**Emphasis**

A maximum of 42 semester units are required for a master of arts in education 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 the 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 with a special emphasis in school library media.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>LIL 760</td>
<td>Library Media Center Programs (5)</td>
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<td>LIL 715</td>
<td>Administration of School Media Center (3)</td>
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<tr>
<td>LIL 720</td>
<td>Analysis, Evaluation and Selection of Learning Resources (3)</td>
<td>3</td>
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<tr>
<td>LIL 725</td>
<td>Information Services in School Library Media Programs (2)</td>
<td>2</td>
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<tr>
<td>LIL 730</td>
<td>Curriculum-Based Library Media Program (2)</td>
<td>2</td>
</tr>
<tr>
<td>LIL 735</td>
<td>Media and Technology (2)</td>
<td>2</td>
</tr>
<tr>
<td>LIL 740</td>
<td>Data Base Systems: Management and Instructional Applications (1)</td>
<td>1</td>
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<tr>
<td>LIL 745</td>
<td>Organization of Learning Resources (3)</td>
<td>3</td>
</tr>
<tr>
<td>LIL 792</td>
<td>Field Studies in School Librarianship (4)</td>
<td>4</td>
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<tr>
<td>LIL 796</td>
<td>Reading Process and Practice (3)</td>
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<tr>
<td>LIL 770</td>
<td>Literature in the Classroom (3)</td>
<td>3</td>
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<tr>
<td>LIL 772</td>
<td>Adolescent Literature (3)</td>
<td>3</td>
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</table>

* LIL 710 is prerequisite to all other courses in this program.

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**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 with a bilingual cross-cultural emphasis.

The program is designed to prepare teachers to work with the ever-growing number of bilingual students in our public schools. The courses are based on the latest research in the areas of bilingual education and second language acquisition. Not only are the courses provided with current theory, they are also given opportunities to reflect on how their theories translate into practice.

All courses in the bilingual cross-cultural program are taught by highly qualified instructors who have both practical and theoretical knowledge of issues in bilingual education, second language acquisition, second language teaching methods, testing, and linguistics. Courses follow an interactive rather than a lecture format with an emphasis on practical application of concepts studied.

**Bilingual Cross-Cultural Specialist Credential**

The bilingual cross-cultural specialist credential requires a minimum of 24 semester units of coursework, including supervised field experiences with limited and non-English speaking students.

In addition to the regular requirements, bilingual candidates must demonstrate proficiency in a second language by holding a valid California multiple-subject credential with a bilingual emphasis, by passing the state certificate of competence examination, or by passing the Foreign Language Bilingual exam.

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**BILINGUAL CROSS-CULTURAL PROGRAM**

**Course**

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<tr>
<th>Course Number</th>
<th>Course Title</th>
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<td>LIL 760</td>
<td>Reading Process and Practice (3)</td>
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<tr>
<td>LIL 795</td>
<td>Language Acquisition and Cross-Cultural Communication (3)</td>
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<tr>
<td>LIL 715</td>
<td>Current Theories, Methods and Materials for Teaching a Second Language (3)</td>
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<td>Pedagogy and Language Literature (3)</td>
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<tr>
<td>LIL 735</td>
<td>Current Theories, Methods and Materials for Bilingual Education (3)</td>
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<tr>
<td>LIL 845</td>
<td>Educational and Professional Development (3)</td>
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<tr>
<td>LIL 760</td>
<td>Cross-Cultural Identity and Education (3)</td>
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<tr>
<td>LIL 750</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>LIL 725</td>
<td>Advanced Language (3)</td>
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**REQUICK COURSES**

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<tr>
<td>LIL 750</td>
<td>Introduction to Linguistics (3)</td>
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**Master of Arts in Education Bilingual Cross-Cultural Education Emphasis**

Candidates may qualify for the master of arts in education with a bilingual cross-cultural emphasis by completing a minimum of 37 semester units of coursework. The following courses are required:

**REQUICK COURSES**

<table>
<thead>
<tr>
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</tr>
<tr>
<td>LIL 725</td>
<td>Advanced Language (3)</td>
<td>3</td>
</tr>
</tbody>
</table>
LANGUAGE DEVELOPMENT PROGRAM

Program Director: David Freeman, Ph.D.

The language development program offers courses leading to a CLA-U authorization and to a minor in arts education with a language development emphasis.

The language development program is designed for teachers who work with English learners. Courses help prepare teachers to provide both English language development (ELD) and content instruction for English learners (specialty designed academic instruction in English).

All courses in the language development program are taught by highly qualified instructors who both possess practical and theoretical knowledge of issues in second language acquisition, second language teaching, and cross-cultural communication. Courses follow an intensive format with an emphasis on practical applications of concepts studied.

CLA-U Authorization

The CLA-U (cross-cultural language and academic development) authorization is required for teachers who work with English learners. The CLA-U is a 12-credit program which authorizes teaching of both ELD (English language development) and SDAEL (specialty designed academic instruction in English). Teachers who complete the course work and meet the requirements for both the ELD and SDAEL authorization may apply for the CLA-U authorization. This program has been approved by the commission on teachers credentialing.

REQUISITE COURSES FOR CLA-U AUTHORIZATION
- ELD 285 Language Acquisition and Cross-Cultural Communication (5)
- ELD 710 Current Theories, Methods, and Materials for Teaching a Second Language (3)
- ELD 720 Current Theories and Methods for Bilingual Education (3)
- ELD 750 Introduction to Linguistics (3)

Master of Arts in Education Language Development Emphasis

Candidates may qualify for the master of arts in education with a language development emphasis by completing a minimum of 36 semester units of coursework as follows.

REQUISITE COURSES
- ELD 720 Reading Process and Practice (3)
- ELD 725 Language Acquisition and Cross-Cultural Communication (5)
- ELD 710 Current Theories, Methods, and Materials for Teaching a Second Language (3)
- ELD 720 Language Assessment and Evaluation (3)
- ELD 725 Practices in Language and Literacy (3)
- ELD 720 Research in Language, Literacy, and Culture (3)
- ELD 710 Supervision in Language and Literacy (3)
- ELD 750 Introduction to Linguistics (3)
- ELD 750 Introduction to Linguistics (3)
- ELD 779 Violence in School and Society (3)
- ELD 780 Proposal and Project/Thesis (3, 3)

Master of Arts in Education Reading/Language Arts Emphasis

Candidates may qualify for the master of arts in education with a reading/language arts emphasis by completing a minimum of 37 semester units of coursework as follows.

REQUISITE COURSES
- ELD 720 Reading Process and Practice (3)
- ELD 725 Language Acquisition and Cross-Cultural Communication (5)
- ELD 710 Current Theories, Methods, and Materials for Teaching a Second Language (3)
- ELD 720 Language Assessment and Evaluation (3)
- ELD 725 Practices in Language and Literacy (3)
- ELD 750 Introduction to Linguistics (3)
- ELD 779 Violence in School and Society (3)
- ELD 780 Proposal and Project/Thesis (3, 3)

ELECTIVE COURSE
- ELD 767 Current Trends in Language and Literacy (3)

Master of Arts in Education Reading/ESL Emphasis

The master of arts in education with an emphasis in reading/ESL is designed for those teachers who wish to teach reading and the community college level. Candidates may qualify for this degree by completing a minimum of 37 semester units of coursework as follows.

REQUISITE COURSES
- ELD 720 Reading Process and Practice (3)
- ELD 725 Language Acquisition and Cross-Cultural Communication (5)
- ELD 710 Current Theories, Methods, and Materials for Teaching a Second Language (3)
- ELD 715 Writing Process and Practice (3)
- ELD 712 Adolescent Literacy (3)
- ELD 729 Language Assessment and Evaluation (3)
- ELD 725 Practices in Language and Literacy (3)
- ELD 726 Pedagogy in ESL (3)

TEACHERS OF ENGLISH AS A SECOND LANGUAGE (TESOL) PROGRAM

Program Director: David Freeman, Ph.D.

The TESOL program is designed for candidates who wish to teach in international settings or who wish to teach community college or adult ESL classes in the United States. The college offers both the TESOL Certificate program and a major in TESOL. The TESOL degree is widely recognized. Courses in this program present current research-based theory and engage students in activities that help them put this theory into practice.

Candidates are scheduled to complete the certificate during two semesters and the master of arts in the summer (June, July, August). A candidate could begin in the summer and finish at the end of the following summer.

Certificate

The TESOL certificate consists of 18 semester units of coursework. Fresno Pacific College issues the TESOL Certificate to students who complete the following six courses.

REQUISITE COURSES
- ELD 200 Reading Process and Practice (3)
- ELD 205 Language Acquisition and Cross-Cultural Communication (3)
- ELD 710 Current Theories, Methods and Materials for Teaching a Second Language (3)
- ELD 216 Practices in ESL (3)
- ELD 250 Introduction to Linguistics (3)
- ELD 775 Language for ESL (3)

Master of Arts in TESOL

Candidates may qualify for the master of arts in TESOL by completing a minimum of 37 semester units.

REQUISITE COURSES
- TESOL certificate courses (above), plus:
  - ELD 715 Writing Process and Practice (3)
  - ELD 340 Reading/Thinking in the Content Areas (3)
  - ELD 325 Current Theories, Methods and Materials for Bilingual Education (3)
  - ELD 345 Cultural Diversity and Education (3)
  - ELD 755 Research in Language, Literacy, and Culture (3)
  - ELD 779 Violence in School and Society (3)
  - ELD 780 Proposal and Project/Thesis (3, 3)
Division Head: Richard Thiessen, Ph.D.

This division offers four different programs, each heading to a variety of arts in education degree: mathematics, science, education, integrated mathematics/ science, and computer education. Each program involves a minimum of 36 semester units, including a common core of the required courses.

**MATHEMATICS EDUCATION PROGRAM**

Program Director: Richard Thiessen, Ph.D.

**Master of Arts in Education Mathematics Education Emphasis**

The mathematics education program offers a choice of two options. One is designed primarily for middle school teachers with multiple subject certification. The second is designed for high school teachers of mathematics having a single subject credential in mathematics. Students in the program may choose one or the other of the two options or may, with advisor approval, design their own program by selecting courses from each of the two options.

**Middle School Option**

This option offers a balance of courses from mathematics and mathematics 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 backgrounds.

**REQUIRED COURSES**

- MTH 710 Introduction to Mathematics of Science (2)
- MTH 724 Patterns and Systems in Mathematics (4)
- MTH 724† Problem Solving in Mathematics (4)
- MTH 751 Informal Geometry (3)
- MTH 755 Concepts of Algebra (3)
- MTH 755 Probability and Statistics (Middle School Emphasis) (3)
- MTH 757 Contemporary Mathematics (3)
- MTH 765 History of Mathematics (3)
- MTH 766* Special Topics (1-5)
  *May be repeated with advisor approval.

**Core**

- CRH 702 Seminar in Curricular Innovations and Change (3)
- DNV 775 Seminar in Learning Theory (3)
- DNV 777 Values in School and Society (3)
- MTH 716 Proposal and Project/Thesis (1, 3)
  or
- DNV 778A/B Masters Seminars (3, 3)

**INTEGRATED MATHEMATICS/SCIENCE EDUCATION PROGRAM**

Program Director: David Youngs

**Master of Arts in Education Integrated Mathematics/Science Education Emphasis**

This course of study is designed for multiple subject certified teachers. Program work 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 in leadership training.

**REQUIRED COURSES**

- MTH 710 Introduction to Mathematics of Science (2)
- MTH 720 Explorations in Elementary Mathematics (4)
- MTH 722 Patterns and Systems in Mathematics (4)
- MTH 730 Processes and Concepts in Science (Science Festival) (4)
  *May be repeated with advisor approval.

**Core**

Choose at least two units selected from the following courses (other courses may be substituted with advisor approval):

- MTH 730 Botany Concepts (3)
- MTH 751 Zoology Concepts (3)
- MTH 760 Chemistry Concepts (3)
- MTH 761 Physics Concepts (3)
- MTH 762 Earth Science Concepts (3)
- MTH 755 Informal Geometry (3)
- MTH 755 Concepts of Algebra (3)
- MTH 755 Probability and Statistics (Middle School Emphasis) (3)
- MTH 765* Special Topics (1-5)
  *May be repeated with advisor approval.

**Core**

- CRH 702 Seminar in Curricular Innovations and Change (3)
- DNV 775 Seminar in Learning Theory (3)
- DNV 777 Values in School and Society (3)
- MTH 716 Proposal and Project/Thesis (1, 3)
  or
- DNV 778A/B Masters Seminars (3, 3)

**ELECTIVES**

Six additional units approved by the program director. These may be selected from the courses listed above or other courses that are graduate level and support the intention of the program.

**SCIENCE EDUCATION PROGRAM**

Program Director: Ben Van Wagner, Ed.D.

**Master of Arts in Education Science Education Emphasis**

This major is designed for 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 about their ability and knowledge of the subject.

The program is designed for science teachers who want 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 elementary and middle school teachers but is open to teachers of all levels. A minimum of 36 units is required in the program. Twelve of these units are science content in the specialized life science areas and 14 are in areas of science education.

**REQUIRED COURSES**

- MTH 710 Introduction to Mathematics of Science (2)
- MTH 730 Processes and Concepts in Science (Science Festival) (4, 4)
- MTH 765 Science for Students with Special Needs (1, 1)
  *Choose 45 units from the following courses:
- MTH 740 Science Teaching Methods (1)
- MTH 741 Science and the Integrated Curriculum (1)
- MTH 742 Seminar in Science Education Trends (1)
- MTH 743 Evaluation in the Science Classroom (1)
- MTH 744 Science for Students with Special Needs (1)
Pupil Personnel Division

Division Head: Dale Matson, Ph.D., N.C.S.P.

The pupil personnel division offers coursework leading to a master of arts in education with emphases in school counseling and school psychology. Credentials are available in pupil personnel service: school counseling, and pupil personnel services: school psychology.

SCHOOL COUNSELING PROGRAM

Program Director: Faculty

Pupil Personnel Services: School Counseling Credential

The pupil personnel services: school counseling credential requires a minimum of 36 semester units of coursework in the advanced component listed below. Up to 9 units from an accredited graduate program may be transferred at the discretion of the program director. In addition to these 36 units, three 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

See 420  Intercultural Communication (3)
Py 550  Child Development (3)
DNV 772  Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

CB 704  School Conflict Management and Mediation (3)
PSC 702  Introduction to Guidance and Counseling (3)
PSC 702  Education and Career Planning (3)
PSS 704*  Counseling Theory and Techniques (3)
PSS 706  Counseling the Exceptional Child (3)
PSS 708  Counseling the Multi-Cultural Child and Parent (3)
PSS 710  Principles of Psychological Assessment and Measurement (3)
PSS 712  Laws and Ethics (3)
PSS 714  Group Process and Consultative Strategies (3)
DNV 775  Seminar in Learning Theory (3)
PSC 720  Seminar in Field Experience (2)
*Prerequisite to PSC 714

Core Courses

PSC 718  Issues and Research in School Counseling (3)
DNV 771  Research Methods in Education (3)
DNV 779  Values in School and Society (3)
PSC 798  Proposal and Project/Thesis (1, 3)
or
DNV 778/B  Masters Seminar (3,3)

SCHOOL PSYCHOLOGY PROGRAM

Program Director: Dale Matson, Ph.D., N.C.S.P.

Pupil Personnel Services: School Psychology Credential

The pupil personnel services: school psychology credential requires a minimum of 62 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 16 units of credit from an accredited graduate program in counseling, psychology or 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

See 420  Intercultural Psychology (1)
Sec 420  Intercultural Communication (3)
Py 550  Child Development (3)

REQUIRED ADVANCED COMPONENT

PSS 700  Introduction to Guidance and Counseling (3)
CB 704  School Conflict Management and Mediation (3)
PSS 704  Counseling Theory and Techniques (3)
PSS 706  Counseling the Exceptional Child (3)
PSS 708  Counseling the Multi-Cultural Child and Parent (3)
PSS 710  Principles of Psychological Assessment and Measurement (3)
PSS 712  Laws and Ethics (3)
PSS 720  Group Process and Consultative Strategies (3)
DNV 775  Seminar in Learning Theory (3)
DNV 778/A  Seminar in Field Experience (2)
*Prerequisite to PSS 714

Master of Arts in Education

Pupil Personnel Services: School Counseling Emphasis

A minimum of 48 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 the 48 units, three 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

See 420  Intercultural Communication (1)
Py 550  Child Development (3)
DNV 772  Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

PSS 700  Introduction to Guidance and Counseling (3)
PSS 706  Education and Career Planning (3)
PSS 704*  Counseling Theory and Techniques (3)
PSS 706  Counseling the Exceptional Child (3)
PSS 708  Counseling the Multi-Cultural Child and Parent (3)
PSS 710  Principles of Psychological Assessment and Measurement (3)
PSS 712  Laws and Ethics (3)
PSS 720  Group Process and Consultative Strategies (3)
PSS 720  Seminar in School Psychology (4)
PSS 722  Assessment (4)
PSS 724  Assessment (4)
PSS 726  Abnormal Psychology (3)
PSS 728  Psychology of Personality and Personal Adjustment (4)
PSS 730  Wellness as an Intervention (3)
PSS 732  Neuropsychology of Learning (3)
PSS 734  Early Intervention and Developmental Assessment (4)
DNV 772  Educational Statistics (3)
DNV 775  Seminar in Learning Theory (3)
PSS 793  Supervised Experience (1-4)

Core Courses

PSS 736  Issues and Research in School Psychology (3)
DNV 771  Research Methods in Education (3)
DNV 779  Values in School and Society (3)
PSS 798  Proposal and Project/Thesis (1, 3)
or
DNV 778/B  Masters Seminar (3,3)

Certificate Program in School Conflict Management and Peacemaking

See catalog section for master of arts in Conflict Management and Peacemaking for information.

Pupil Personnel Services: School Psychology Emphasis

A minimum of 75 units of coursework is required for a master of arts in education with an emphasis in pupil personnel services: school psychology specialization. In addition to these units, certain prerequisite courses are required.
Special Education Division

Division Head: Peter Koperva, Ed.D.
The special education division is designed to offer advanced preparation for teaching individuals who experience special learning needs. Graduate students may elect to pursue four 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 with a specialization in special education.

SPECIAL EDUCATION PROGRAM

Program Directors:
Learning Handicapped: Joseph Taylor, Ed.D.
Physically Handicapped: Severely Handicapped: Peter Koperva, Ed.D.

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 an interview with the program director, assuming that all admission requirements have been met, and a sequence of coursework and study has been agreed upon.

General competencies are met by upper division courses offered by the divisions of graduate studies and teacher education.

Admission requirements for advanced specialization include holding a basic teaching credential other than an emergency basic.

PRELIMINARY COMPONENT

EdEd 518 Directed Teaching, Multiple Subject (1.25)
or
EdEd 528 Directed Teaching, Subject Matter (1.25)
SID 701 Psychology of the Exceptional Child (3)
SID 703 Psychological Assessment (3)
DNN 772 Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

The requirement for the advanced component is a minimum of 30 units.

SED 710 Adapting Instruction to Learning Patterns of Children-Learning Handicapped (3)
SED 711 Educational Diagnosis and Prescription-Learning Handicapped (3)
DNV 771 Research Methods in Education (3)
SID 715 Mental Retardation: Implications and Issues (3)
SID 716 Evaluation and Counseling of Exceptional Pupils (3)
SID 711 Sensory Motor Development and Training (3)
SID 719 Adopting Behavior for Learning and Interpersonal Effectiveness (3)
SID 721 Career Vocational Guidance and Education (3)
SID 722 Central Language Disorders and Development (3)
DNV 772 Practices—Directed Teaching (3 or 4)

Core Courses

Option 1

Advanced Component (30-33 units) plus the following:

DNV 779 Values in School and Society (3)
ELL 200 Reading Process and Practice (3)
GenEd 777 Seminar in Learning Theory (3)
SID 706, 708 Proposal and Project Thesis (1, 3)
or
DNV 778A/B Masters Seminar (3, 3)
Completion of option 1 total for 40-44 semester units of work.

Option 2

Advanced Component (30-33 units) plus the following:

DNV 779 Values in School and Society (3)
MED 720 Explorations in Elementary Mathematics (4)
or
MTH 122 Patterns and Systems in Mathematics (4)
DNV 771 Seminar in Learning Theory (3)
SID 706, 708 Proposal and Project Thesis (1, 3)
or
DNV 778A/B Masters Seminar (3, 3)
Completion of option 2 total for 44-48 units of work.

Option 3

Advanced Component (30-33 units) plus the following:

DNV 779 Values in School and Society (3)
SID 701 Educational Diagnosis and Prescription-Learning Handicapped (3)
SED 710 Adapting Instruction to Learning Patterns of Children-Learning Handicapped (3)
or
SED 710 Adapting Instruction to Learning Patterns of Children-Learning Handicapped (3)
SED 711 Educational Diagnosis and Prescription-Learning Handicapped (3)
DNV 771 Research Methods in Education (3)
SID 713 Mental Retardation: Implications and Issues (3)
SID 716 Evaluation and Counseling of Exceptional Pupils (3)
SID 730 Psychological, Sociological and Vocational Implications of Physical and Health Disabilities in the School and Community (3)
SID 719 Adopting Behavior for Learning and Interpersonal Effectiveness (3)
SID 720 Physical Handicaps as Related to Learning Problems (3)
SED 731 Teaching Students with Physical and Health Disabilities: Curriculum and Instructional Consideration (4)
SID 723 Central Language Disorders and Development (3)
DNV 770 Directed Teaching Workshop (3 or 4)
DNV 770 Directed Teaching Workshop—Physically Handicapped (1)

Core Courses

Option 1

Advanced Component (30-34 units) plus the following:

DNV 779 Values in School and Society (3)
ELL 200 Reading Process and Practice (3)
SID 701 Seminar in Learning Theory (3)
SID 706, 708 Proposal and Project Thesis (1, 3)
or
DNV 778A/B Masters Seminar (3, 3)
Completion of option 1 total for 40-44 units of work.

Option 2

Advanced Component (30-34 units) plus the following:

DNV 779 Values in School and Society (3)
MED 720 Explorations in Elementary Mathematics (4)
or
MTH 122 Patterns and Systems in Mathematics (4)
DNV 771 Seminar in Learning Theory (3)
SID 706, 708 Proposal and Project Thesis (1, 3)
or
DNV 778A/B Masters Seminar (3, 3)
Completion of option 2 total for 44-48 units of work.

Option 3

Advanced Component (30-34 units) plus the following:

DNV 779 Values in School and Society (3)
SID 701 Educational Diagnosis and Prescription-Learning Handicapped (3)
or
SED 710 Adapting Instruction to Learning Patterns of Children-Learning Handicapped (3)
SED 711 Educational Diagnosis and Prescription-Learning Handicapped (3)
DNV 771 Research Methods in Education (3)
SID 713 Mental Retardation: Implications and Issues (3)
SID 716 Evaluation and Counseling of Exceptional Pupils (3)
SID 730 Psychological, Sociological and Vocational Implications of Physical and Health Disabilities in the School and Community (3)
SID 719 Adopting Behavior for Learning and Interpersonal Effectiveness (3)
SID 720 Physical Handicaps as Related to Learning Problems (3)
SED 731 Teaching Students with Physical and Health Disabilities: Curriculum and Instructional Consideration (4)
SID 723 Central Language Disorders and Development (3)
DNV 770 Directed Teaching Workshop (3 or 4)
DNV 770 Directed Teaching Workshop—Physically Handicapped (1)

Core Courses

Physically Handicapped Teaching Credential

Multiple entry programs are made for the advanced specialization program in physically handicapped by application and documentation of prerequisite and advanced competencies.

General acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of coursework and study has been agreed upon.

Several competencies are met by upper division courses offered by the divisions of graduate studies and teacher education.

Admission requirements for advanced specialization include holding a California basic teaching credential or that an emergency basic.

PRELIMINARY COMPONENT

EdEd 518 Directed Teaching, Multiple Subject (1.25)
or
EdEd 528 Directed Teaching, Subject Matter (1.25)
SID 701 Psychology of the Exceptional Child (3)
SID 703 Psychological Assessment (3)
DNV 772 Educational Statistics (3)

REQUIRED ADVANCED COMPONENT

SED 710 Adapting Instruction to Learning Patterns of Children-Learning Handicapped (3)
SED 711 Educational Diagnosis and Prescription-Learning Handicapped (3)
DNV 771 Research Methods in Education (3)
SID 715 Mental Retardation: Implications and Issues (3)
SID 716 Evaluation and Counseling of Exceptional Pupils (3)
SID 711 Sensory Motor Development and Training (3)
SID 719 Adopting Behavior for Learning and Interpersonal Effectiveness (3)
SID 721 Career Vocational Guidance and Education (3)
SID 722 Central Language Disorders and Development (3)
DNV 772 Practices—Directed Teaching (3 or 4)

Core Courses

Option 1

Advanced Component (30-33 units) plus the following:

DNV 779 Values in School and Society (3)
ELL 200 Reading Process and Practice (3)
GenEd 777 Seminar in Learning Theory (3)
SID 706, 708 Proposal and Project Thesis (1, 3)
or
DNV 778A/B Masters Seminar (3, 3)
Completion of option 1 total for 40-44 semester units of work.

Option 2

Advanced Component (30-33 units) plus the following:

DNV 779 Values in School and Society (3)
MED 720 Explorations in Elementary Mathematics (4)
or
MTH 122 Patterns and Systems in Mathematics (4)
DNV 771 Seminar in Learning Theory (3)
SID 706, 708 Proposal and Project Thesis (1, 3)
or
DNV 778A/B Masters Seminar (3, 3)
Completion of option 2 total for 44-48 units of work.

Option 3

Advanced Component (30-34 units) plus the following:

DNV 779 Values in School and Society (3)
SID 701 Educational Diagnosis and Prescription-Learning Handicapped (3)
or
SED 710 Adapting Instruction to Learning Patterns of Children-Learning Handicapped (3)
SED 711 Educational Diagnosis and Prescription-Learning Handicapped (3)
DNV 771 Research Methods in Education (3)
SID 713 Mental Retardation: Implications and Issues (3)
SID 716 Evaluation and Counseling of Exceptional Pupils (3)
SID 730 Psychological, Sociological and Vocational Implications of Physical and Health Disabilities in the School and Community (3)
SID 719 Adopting Behavior for Learning and Interpersonal Effectiveness (3)
SID 720 Physical Handicaps as Related to Learning Problems (3)
SED 731 Teaching Students with Physical and Health Disabilities: Curriculum and Instructional Consideration (4)
SID 723 Central Language Disorders and Development (3)
DNV 770 Directed Teaching Workshop (3 or 4)
DNV 770 Directed Teaching Workshop—Physically Handicapped (1)

Core Courses

Master of Arts in Education Physically Handicapped Emphasis

Special Education Program Goals

The master of arts degree in the area of physically handicapped will provide for a great deal of flexibility and direction for teachers in the areas of:

1. Prescription techniques
2. Subject matter content
3. Curriculum planning

The candidate has a choice of three options. Option 1 provides an emphasis in the area of reading. Option 2 has its emphasis in mathematics. Option 3 provides classes to qualify the candidate for the industry specialist certificate of competence.

REQUIRED ADVANCED COMPONENT

SED 710 Adapting Instruction to Learning Patterns of Children-Learning Handicapped (3)
DNV 770 Directed Teaching Workshop (3 or 4)
or
DNV 770 Directed Teaching Workshop—Physically Handicapped (1)

Core Courses

Severely Handicapped Teaching Credential

Multiple entry programs are made for the advanced specialization program in the severely handicapped by application and documentation of prerequisite and advanced competencies.

General acceptance into the program occurs after an interview with the program director, assuming that all admission requirements have been met, and a sequence of coursework and study has been agreed upon.

Admission requirements for advanced specialization include holding a California basic teaching credential other than an emergency basic.

PRELIMINARY COMPONENT

EdEd 518 Directed Teaching, Multiple Subject (1.25)
or
EdEd 528 Directed Teaching, Subject Matter (1.25)
SID 701 Psychology of the Exceptional Child (3)
SID 703 Psychological Assessment (3)
DNV 772 Educational Statistics (3)
Master of Arts in Education 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 direct entry for teachers in the area of:

1. Description of special education.
2. Subject matter content, and
3. Curriculum planning.

The candidate has a choice of four options. Option 1 provides an emphasis in the area of reading. Option 2 is emphasis in mathematics. Option 3 provides classes to qualify the candidate for the resource specialist certificate. Option 4 includes classes to qualify the candidate for the ESOL supplementary authorization.

REQUIRED ADVANCED COMPONENT

DVM 710 Adopting Instruction to Learning Patterns of Children Severely Handicapped (3)

DVM 711 Educational Diagnosis and Prescription-Severely Handicapped (3)

DVM 717 Research Methods in Education (3)

DVM 719 Mental Retardation, Impairments and Issues (3)

DVM 721 Evaluation and Counseling of Exceptional Pupils (3)

DVM 727 Sensory Motor Development and Training (3)

DVM 729 Adopting Behavior for Learning and Interpersonal Effectiveness (3)

DVM 720 Physical Handicaps, Related to Learning Problems (3)

DVM 721 Career Educational Guidance and Education (3)

DVM 723 Language Studies and Development (3)

DVM 725 Programming and Instruction for the Severely Handicapped (3)

DVM 792 Practicum—Directed Teaching (3 or 6)

CORE COURSES

Option 1

Advanced Component (36-39 units) plus the following:

DVM 719 Values in School and Society (3)

DVM 720 Explorations in Everyday Mathematics (4)

DVM 722 Patterns and Systems in Mathematics (4)

DVM 725 Seminar in Learning Theory (3)

DVM 796, 799 Proposal and Project/Thesis (1, 3)

DVM 878/878A Masters Seminar (3, 3)

Completion of option 2 calls for 48-54 units of work.

Option 2

Advanced Component (36-39 units) plus the following:

DVM 719 Values in School and Society (3)

DVM 720 Explorations in Everyday Mathematics (4)

DVM 722 Patterns and Systems in Mathematics (4)

DVM 725 Seminar in Learning Theory (3)

DVM 796, 799 Proposal and Project/Thesis (1, 3)

DVM 878/878A Masters Seminar (3, 3)

Completion of option 2 calls for 48-54 units of work.

Option 3

Advanced Component (36-39 units) plus the following:

DVM 719 Values in School and Society (3)

DVM 720 Consultation in Special Education (3)

DVM 741 Laws and Regulations of Special Education (2)

DVM 742 Contribution of Special Education Services (3)

DVM 796, 799 Proposal and Project/Thesis (1, 3)

DVM 878/878A Masters Seminar (3, 3)

Completion of option 3 calls for 48-54 units of work. However, with the completion of DVM 741, 742, and 743, the candidate may apply for the special education resource specialist certificate.

Option 4

Advanced Component (36-39 units) plus the following:

DVM 719 Values in School and Society (3)

DVM 720 Psychological, Sociological, and Vocational Implications of Physical and Health Disabilities: Curriculum and Instructional Considerations (4)

DVM 796, 799 Proposal and Project/Thesis (1, 3)

DVM 878/878A Masters Seminar (3, 3)

Completion of option 4 calls for 51-55 units of work. Those students wishing to pursue the physically handicapped credential are advised to meet with the director of the physically handicapped program.

Resource Specialist Certificate of Competence Program

The clear-rather than a comprehensive certificate of competence is designed for teachers who hold a special educational credential and who have taught for three years, including both the regular and special education classes.

The certificate program is designed to develop specific knowledge, skills, and competence in the following essential functions:

1. Consultant services.
2. Program development and evaluation services.
3. Program development and evaluation services.
4. Staff development and instruction.
5. Parent education.

Requirements

Filing application with program director of special education and meeting general admission requirements.

Special education teaching credential

REQUIRED COURSES

SBS 740 Consultation in Special Education (3)

SBS 741 Laws and Regulations of Special Education (2)

SBS 742 Coordination of Special Education Services (5)

Full-Time Preliminary Subject Matter Credential

The full-time preliminary subject matter credential program is a two semester program for candidates enrolled full-time at the college. Courses are primarily day courses. Upon satisfactory completion of the following series of courses, Fresno Pacific College will recommend the issuance of a preliminary subject matter credential in the field of Spanish. Candidates are required to obtain a minimum grade of C in all courses.

EDU 500 Foundations of Education (4)

EDU 511 Directed Teaching, Multiple Subject (2)

EDU 512 Directed Teaching Elementary Science (2)

EDU 514 Teaching Elementary Mathematics (5)

EDU 515 Teaching Elementary Reading and Writing (4)

EDU 556 Multiple Subject Curriculum II: BCLAD and CLAD (2)

EDU 557 Multiple Subject Curriculum III: BCLAD and CLAD (2)

EDU 598 Directed Teaching, Multiple Subject (12)

Part-Time Preliminary Subject Matter Credential

The part-time preliminary subject matter credential is for multiple subject or subject matter teacher candidates who are already working in schools in coordinated positions, or who attended day classes full-time due to other work or family responsibilities. Teacher candidates in the part-time program will need to take at least one course every seven weeks. The courses are sequenced so the required courses except student teaching are evening classes and typically require one evening per week. Students in the program should also expect to spend some time in school settings. Those school assignments may involve one to two hours per week during some semesters. In addition, teacher candidates in the part-time program will need to complete one 30-hour initial student teaching assignment and a one-segment that student teaching assignment during the final semester. Candidates who are enrolling on an emergency credential basis, or who have completed the student teaching prerequisites in their current position, may qualify for the credential in their current position. Students receiving their credential in this program will typically complete the program in approximately one year after their candidate enrollment in the program. Teachers who are taking courses as part of their teaching credential program, in addition to their on-campus teaching responsibilities, are required to attend periodic professional development sessions to complete the requirement.

EDU 500 Foundations of Education (4)

EDU 511 Directed Teaching, Multiple Subject (2)

EDU 512 Directed Teaching Elementary Science (2)

EDU 514 Teaching Elementary Mathematics (5)

EDU 515 Teaching Elementary Reading and Writing (4)

EDU 556 Multiple Subject Curriculum II: BCLAD and CLAD (2)

EDU 557 Multiple Subject Curriculum III: BCLAD and CLAD (2)

EDU 598 Directed Teaching, Multiple Subject (12)
Professional Clear Multiple and Subject Matter Credentials
(The Fifth Year)
In order to convert the preliminary credential into a professional clear credential, the candidate must complete a total of 30 units of post-baccalaureate coursework, including state-mandated courses in drug substance abuse and nutrition with CPR training (EDUX 502; Health Education), maintaining 3 year GPAs (Psychology of the Exceptional Child and compute II: Introduction to Using Computers in the Classroom). Multiple subject candidates must also complete LEAD 400; Literature for Children and Young Adults.
The basic credential program shall take 22–37 units, and is an acceptable fifth-year program. Other approved options for fifth-year coursework include completing an additional major or teaching authorization to be added to the first credential, another credential for teaching at a different level, an advanced specialist credential, or a master of arts in education program. Consult teacher education division advisor regarding these options; see program and course descriptions in the graduate education section of this catalog.

BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD)
Program Director: Yvonne S. Freeman
The CLAD program is available to prepare students who are proficient in a second language to teach English in bilingual schools. Proficiency in the language medium is determined by a state approved exam administered at Fresno Pacific College or other approved agency. coursework is centered on language acquisition, second language teaching methods, linguistics, culture, and second language literature. Teacher candidates must complete the approved CLAD courses as part of their basic credential program as identified under interdisciplinary studies in the undergraduate section of the catalog or the CLAD authorization courses with bilingual proficiency as identified under the language, literature and culture, and graduate division. Cross-cultural Language and Academic Development (CLAD)
Program Director: David Freeman
The CLAD is available to prepare students who are not themselves bilingual, to teach second language learners in the public schools. coursework is centered on language acquisition, second language teaching methods, linguistics, and culture. Teacher candidates must complete the approved CLAD courses as part of their basic credential program as identified under interdisciplinary studies in the undergraduate section of the catalog or the CLAD authorization courses as identified under the language, literature, and culture, and graduate division. Up to two courses may be taken in place of general education in the liberal studies major. The other four courses may count as concentration.

INTERNM PROGRAM (BCLAD/CLAD)
The internship program at Fresno Pacific College is designed to meet the specific needs of the participating districts (currently 13) for teachers or a CLAD or CLAD emphasis. Perspective interns include bilingual classified personnel working in participatory districts as well as students (including transfer) who demonstrate the maturity and experience to handle early field experiences in classrooms of the collaborating districts, either as paid para-professionals or as volunteer tutors. Potential candidates will be recruited as early as their junior year and must demonstrate commitment to working with language minority students by working toward a BCLAD/CLAD process personal history, have a proven record of interest in teaching verified by having taken the CRT, and have experience in a variety of educational settings such as tutoring, membership in Teachers of Tomorrow, etc. Those whose evaluations indicate potential for becoming independent teachers will be admitted into the intern program. Collaborating districts will provide these individuals with paid positions during and after completion of their teacher education courses. Appropriate levels of mentoring to foster intern success as BCLAD/CLAD teachers will be provided by both the collaborating district and Fresno Pacific College. Candidates who are hired to work in a district as an intern continue to remain with the hosting district for a period of time equal to the time invested in them by the district (program pending FPC approval).

Individualized Master of Arts Program

Program Director: John H. Yoder, Ph.D.
The individualized master of arts program (IMAP) provides a structure for masters level study in areas where the college has significant strengths but does not offer a formal program. The program offers the opportunity for students, in consultation with an advisor, to design a program of specific areas of interest subject to approval by the IMAP council and the availability and willingness of faculty in college to supervise study in the proposed area. A significant provision of the program is the possibility of developing an area of expertise and resources outside of the college, such as, the Memorial Brethren Biblical Seminary, in pursuing the proposed study. All proposals are subject to approval by the department council and the IMAP council.

APPLICATION AND ADMISSION

Applicants to the IMAP follow all normal admissions procedures and requirements. In addition they submit a preliminary program of study plan. Students are expected to have sufficient background in the proposed area of study to make their success in the program likely. The Program or Degree Committee may recommend or require prerequisite studies if deemed appropriate.

Steps for Admission to the Program
1. Prospective students should consult with an advisor or make a phone call to the program director (representative) to discuss their interests, to determine whether or not the program is likely to meet their needs and whether or not the college is able to offer study in the proposed area.
2. Obtain an application packet for the IMAP from the graduate office and follow all instructions. Note that in addition to the personal statement required of all graduate applicants, IMAP applicants prepare a preliminary study plan (two to three pages long) which will later be developed into their final study plan, and which includes their proposed objectives, a proposed concentration, a summary of their proposed study of at least 40 units, and a summary of their background and study in the proposed area. Additional details are provided in the application packet.
3. Following review of the application by the IMAP council, the student will be assigned a faculty advisor with an ear. The advisor will make a recommendation to the IMAP council who will make the final decision about admission.
4. During the first semester following admission to the IMAP, students enroll in IMAP 700 during which they develop their final study plan in consultation with the advisor and the degree council. The final study plan must be approved by the department council and the IMAP council. Students who do not have an approved final study plan by the end of the first semester following admission must petition to the IMAP council for an extension of time in order to register for additional courses.

OVERVIEW OF PROGRAM STRUCTURE

1. The degree normally consists of 40 units or their equivalent (35 unit minimum) which must constitute a coherent disciplin ary and interdisciplinary focus and will include a core of at least three units in biblical/theological studies in a related area and four units of thesis or equivalent.
2. Subject to the specified requirements and if final approval by the IMAP program committee, the structure and content of the program is negotiated with the advisor and the degree council and may consider the adaptation of other advanced degree programs such as the Independent study or research, tutorial, seminar or supervised field experience (normally limited to one third of total units or other approved experiences. A significant portion of the program (equivalent to at least 6 units) shall be taken at Fresno Pacific College in a setting which provides for interaction with others such as a class, seminar, or colloquium.
4. A minimum of 12 units completed prior to admission to the program may be approved for transfer from other accredited (or equivalent) graduate programs and must be included in the proposed program of study. Such credit must be relevant to the program of study and the student is responsible for taking courses in their discipline.
5. Units to be counted as part of the college’s catalog as part of an approved program, and which will be earned subsequent to admission into the IMAP, are not subject to the above resolution.

Tuition and fees:
Normal graduate tuition and fees apply and the usual provisions for financial aid are available. Fresno Pacific College has a cooperative agreement with the Memorial Brethren Biblical Seminary to equalize tuition for graduate courses and to facilitate cross-institutional placement.

Faculty:
The program director and a standing IMAP council provide general oversight to the program under the guidance of the program graduate committee. The IMAP council oversees the general and course requirements of the program and appoints a faculty advisor and a degree committee for each admitted student.

Admission and retention requirements of the degree committee are regular Fresno Pacific College faculty. Outside enrollment from outside the college with recognized experience and expertise in the area of study may be included to serve as members of the degree committee or as instructors or supervisors of student learning experiences.
Management and Leadership Program

Program Director: James M. Holm, Jr., Ph. D.

The administrative leadership program is designed for administrators and managers in all types of organizations, for future administrators and managers, and for people whose career or vocational choices will require them to meet leadership challenges.

The program grew out of Fresno Pacific College's fundamental mission to help improve the church and society. It is founded on the liberal arts tradition, built around a core of recognized academic subjects, tempered by a value-centered analysis, and is woven into a series of required and elective courses designed to develop professional competencies. It is a professional degree with a difference.

MASTERS OF ARTS IN ADMINISTRATIVE LEADERSHIP

Embodied in the principles of democracy and capitalism is the need for leaders of integrity and vision at all levels of society. In 1967, President Kennedy observed, "Before my time is ended, I shall have to know whether a nation organized and governed such as ours can endure. The outcome is no means certain." At times, everyday, it seems this issue is still in doubt.

A major part of the administrative leadership challenge we face is the need for continuously expanding our capacity to create and grow. Daily, we are administrating "lurking dead rods of leaders." The "next successful corporations," the future, will be those that will make known "succession planning," "will be the backbone of a business organization." It is to meet these two needs that Fresno Pacific College has developed its master of arts in administrative leadership— a program to develop new leadership with integrity, vision, and dedication to administering leading organizations.

Admission

Students may enter the program during the fall, spring, or summer terms. Applicants must meet all graduate school requirements. In addition, depending upon the applicant’s interests and background, some special admission requirements may apply. A bulletin on admission requirements is available from the graduation division office; consultation with program personnel is required.

Provisions for developing entrance level competencies, if necessary, can be made from the college’s general curriculum by special arrangement.

Course of Study

The program consists of 25 unit core curriculum and 12 units of advanced elective study in the student’s areas of professional interest.

REQUIRED COURSES

Core Courses (25 units)

The purpose of the core courses is to provide breadth of understanding of the basic challenges, skills, and responsibilities of an administrative leader, and a basic level of competency in leadership skills. While the course content covers the same topics taught in traditional and executive M.B.A. programs (including areas such as accounting, advertising, economics, marketing, management strategy, total quality, and public relations), the material is adapted and presented, as outlined below, to minimize understanding of the complex interconnectedness among these areas and the administrative leader’s need to understand and work creatively with people in all areas.

Semester One

MUL 715 The Individual, Organization and Community (3)
MUL 725 The Focus and Function of Organizations (3)
MUL 729 Foundations of Management (3)
Semester Two

MUL 730 Financial Decision-Making and Control (3)
MUL 735 Leadership, Quality and Organizational Dynamics (3)
MUL 798 Proposal for Project/Thesis (1)
Semester Three

MUL 730 Advanced Decision-Making and Control (3)
MUL 735 Leadership, Quality and Organizational Dynamics (3)
MUL 799 Changing Global Community (3)
MUL 798 Project Thesis (3)

Elective Courses (12 units)

The purpose of the elective courses is to provide a depth of background in the principles and skills inherent in a student’s chosen professional area of concentration. Six units of electives must be completed prior to advancement.

MUL 700 Selected Topics in Human Relations and Resources (1-3)
MUL 701 Selected Topics in Financial Management and Decision Making (1-3)
MUL 702 Selected Topics in Current Issues (1-3)
MUL 703 Professional Practicum (1-3)

Additional Leadership Opportunities

Two additional leadership opportunities support the program and the community: best practice workshops, seminars and forums that are business/student learning laboratories.

Best Practice Workshops

 forums, seminars, and forums focus on current issues and challenges and present the best solutions and practices currently available for addressing them. Best Practice Workshops are facilitated by professionals from across the country who have built their business and reputation on solving leadership challenges.

Leadership Learning Labs

An opportunity for businesses and organizations outside the academic community to bring their current challenges or plans for growth to a laboratory setting where they may be explored and evaluated without significant investments of time and money.

Graduates of Fresno Pacific College’s administrative leadership program receive two unique benefits:

• free admission after graduation to all Best Practice Workshops

• free diagnostic seminars for themselves and their employers/employees in the Leadership Learning Lab.


MASTERS OF ARTS IN CONFLICT MANAGEMENT AND PEACEMAKING

The master’s program in conflict management and peacemaking integrates biblical perspectives with historical and contemporary perspectives of conflict and peacemaking.

The focus on conflict management assumes that all conflicts can be managed to minimize opportunity costs and minimize dangers. The focus on peacemaking is the sense of the biblical shadow assumes that the movement of conflict management must be toward the restoration of wholeness. Shadow calls for the unifying of truth, justice and righteousness with respect, civility and love (agape) in a movement toward wholeness. The restoration of wholeness is the ultimate goal of peacemaking. This theme runs as a Memnon through the program.

While no assumptions are made about the religious orientation of students admitted to the program, the program is centered in Christian values and thought. It recognizes that the practice of peacemaking is shaped today by an unusual confluence of biblical and secular thinking. Therefore, the program seeks to integrate both worlds in preparing people who are not only managers of conflict, but also are rooted in the deeper values of the field.

Purpose

The purpose of the master of arts in peace education and conflict management is to prepare persons in conflict management and peacemaking who:

• understand the biblical, theological and historical foundations of conflict and peacemaking.

• understand the origins, nature and dynamics of conflict,

• are skilled in analyzing conflict situations,

• are skilled in managing and resolving conflicts,

• are skilled in mediating and facilitating others in managing and resolving conflicts, and

• can provide leadership in developing programs of conflict management and peacemaking in the institutions of the church, school and society.

Nature of Program

The program is designed to accommodate students who are employed full-time in the workplace as well as full-time students. All required courses are offered at least once every two years.

The program is interfaced with several certificate programs. These programs can be taken separately or be incorporated as electives in the master’s program.

Multiple types of instruction are used in the program:

• basic and advanced institutes

• traditional courses (including courses designed to accommodate both upper division and graduate students in a single class)

• seminars

• tutorials modeled after the systems used at universities such as Oxford and Cambridge.

One or two students work with a faculty tutor in maintaining a particular subject area.

• independent study

• practicums/internships

• project/thesis

Courses in the Certificate Program in Biblical Seminar are included as options within the program.

Admission Requirements

Applicants need to meet the standard requirements for admission into the Fresno Pacific College graduate school. In addition, a volunteer experience in an organizational setting related to the proposed concentration in the program is highly recommended. In the case of the school conflict management and peacemaking concentration, applicants must have a teaching credential or be currently employed in a school counseling or leadership position.

REQUISITE COURSES

(minimum 40 units)

Core

GDP 700 Basic Institute in Conflict Management and Mediation (2)
GDP 704 School Conflict Management and Mediation (3)
GDP 702 Theological Ethics of Conflict and Peacemaking (3)
MBS 746 Violence and Nonviolence (3)
GDP 748 Conflict Analysis (3)
GDP 738 Introduction to Alternative Dispute Resolution (3)
GDP 736 Introductory Practicum in Mediation (1)
GDP 738 Advanced Mediation (3)
GDP 700 Self-Mediation and the Law (3)
GDP 702 May be waived if student has had previous experience in mediation

Projects/Thesis

GDP 700 Proposal and Project/Thesis (1, 3)

Concentration (30 units minimum)

Choose one of the following concentrations:

Church Conflict Management

GDP 752 Church Conflict Management and Leadership (3)
GDP 746 Group Dynamics and Processes (3)
MBS 746 Interpersonal Communication: Family, Systems, Congregations (3)
GDP 738 Historical Peacemakers (3)
GDP 748 Discipline That Restores (3)
GDP 754 Curriculum in Conflict and Peacemaking (3)

Mediation

GDP 738 Institute in Establishing a Mediation Practice (1)
GDP 736 Mediation Certificate Course (3)
GDP 752 Family Mediation (3)
GDP 754 Internship in Mediation (4-6)

Restorative Justice

GDP 791 Institute in Victims’ Offender Reconciliation Program (2)
GDP 746 Restorative Justice (3)
GDP 754 Internship in Mediation (4-6)

School Conflict Management and Peacemaking

GDP 750 Historical Peacemakers (3)
GDP 765 Institute in School Free-Mediation Programs Development (2)
GDP 746 Institute in Discipline That Restores Programs Development (3)
GDP 748 Discipline That Restores (3)
GDP 754 Curriculum in Conflict and Peacemaking (3)

Personalized (to meet a special interest/need)

Electives

Choose from the listed courses to complete the program.

CERTIFICATE PROGRAMS IN CONFLICT MANAGEMENT AND PEACEMAKING

Certificate programs in conflict management and peacemaking are designed for professional and lay people who wish to develop expertise in a particular area of the field. They require graduate level work and are interfaced with the master of arts in peace education and conflict management. They may be taken independently or may constitute a portion of the master's program in the field.
Certificate Program in Restorative Justice
The purpose of this certificate program is to prepare people to become trainers and leaders in developing victim-offender reconciliation and other restorative justice programs.

REQUISITE COURSES
(CP 700 Basic Institute in Conflict Management and Mediation (2)
CP 702 Ethnological Theories of Conflict and Peacemaking (1)
CP 703 Violence and Nonviolence (1)
CP 705 Conflict Analysis (1)
CP 704 Church Conflict Management and Leadership (2)
CP 706 Introduction to Peacemaking (1)
CP 710 Group Dialogues and Process (1)
MS 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 716 Discipline That Restores (2)
CP 718 Advanced Mediation (3)

Elective (3 units)
Choose 3 units from the following courses:
CP 710 Group Dynamics and Processes (1)
CP 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 720 Advanced Mediation (3)
CP 722 Conflict Resolution (2)
CP 724 Advanced Mediation (3)
CP 726 Peacemaking in Practice (1)
CP 711 Group Dialogues and Process (1)
CP 710 Group Dynamics and Processes (1)
CP 718 Advanced Mediation (3)
CP 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 720 Mediation and the Law (3)
CP 724 Interpersonal Communication: Family, Systems, Congregations (3)
CP 726 Peacemaking in Practice (1)
CP 727 Group Dialogues and Process (1)
CP 727 Group Dialogues and Process (1)
CP 728 International Law and Practice (3)
CP 729 Advanced Mediation (3)
CP 730 Mediation and the Law (3)
CP 732 Conflict Resolution (2)
CP 733 Advanced Mediation (3)
CP 734 Group Dialogues and Process (1)

Elective options for graduate students in the School Counseling Program or the school psychology program (3 units)
PS 720 Cultural Counseling: The Multicultural Child and Parent (3)
PS 721 Community Counseling (3)
PS 728 Group Process and Consultative Strategies (3)

Certificare Program in School Conflict Management and Peacemaking
This program is intended to prepare teachers and counselors/school leaders to become effective conflict managers and educators in conflict management and peacemaking in their classrooms and schools.

REQUISITE COURSES
(CP 700 Basic Institute in Conflict Management and Mediation (2)
CP 702 Ethnological Theories of Conflict and Peacemaking (1)
CP 703 Violence and Nonviolence (1)
CP 705 Conflict Analysis (1)
CP 704 Church Conflict Management and Leadership (2)
CP 706 Introduction to Peacemaking (1)
CP 710 Group Dialogues and Process (1)
CP 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 720 Advanced Mediation (3)
CP 722 Conflict Resolution (2)
CP 724 Advanced Mediation (3)
CP 726 Peacemaking in Practice (1)
CP 711 Group Dialogues and Process (1)
CP 710 Group Dynamics and Processes (1)
CP 718 Advanced Mediation (3)
CP 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 720 Mediation and the Law (3)
CP 724 Interpersonal Communication: Family, Systems, Congregations (3)
CP 726 Peacemaking in Practice (1)
CP 727 Group Dialogues and Process (1)
CP 728 International Law and Practice (3)
CP 729 Advanced Mediation (3)
CP 730 Mediation and the Law (3)
CP 732 Conflict Resolution (2)
CP 733 Advanced Mediation (3)
CP 734 Group Dialogues and Process (1)

Elective options for graduate students in the School Counseling Program or the school psychology program (3 units)
PS 720 Cultural Counseling: The Multicultural Child and Parent (3)
PS 721 Community Counseling (3)
PS 728 Group Process and Consultative Strategies (3)

RELATED SEMINAR PROGRAM
Seminary Certificate Program in Conflict Management and Peacemaking
The Marqsiellite Bethlehime Biblical Seminary offers a program to prepare seminary students as well as parish church leaders for effective management of both interpersonal and church conflicts.

The purpose of this certificate program is to provide a seminary course in conflict management and peacemaking. The course will be offered in a seminar format and will be taught by a lead professor and a guest professor.

REQUISITE COURSES
(CP 700 Basic Institute in Conflict Management and Mediation (2)
CP 702 Ethnological Theories of Conflict and Peacemaking (1)
CP 703 Violence and Nonviolence (1)
CP 705 Conflict Analysis (1)
CP 704 Church Conflict Management and Leadership (2)
CP 706 Introduction to Peacemaking (1)
CP 710 Group Dialogues and Process (1)
CP 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 720 Advanced Mediation (3)
CP 724 Advanced Mediation (3)
CP 726 Peacemaking in Practice (1)

Elective (3 units)
Choose 3 units from the following courses:
CP 710 Group Dialogues and Process (1)
CP 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 720 Advanced Mediation (3)
CP 722 Conflict Resolution (2)
CP 724 Advanced Mediation (3)
CP 726 Peacemaking in Practice (1)
CP 711 Group Dialogues and Process (1)
CP 710 Group Dynamics and Processes (1)
CP 718 Advanced Mediation (3)
CP 719 Interpersonal Communication: Family, Systems, Congregations (3)
CP 720 Mediation and the Law (3)
CP 724 Interpersonal Communication: Family, Systems, Congregations (3)
CP 726 Peacemaking in Practice (1)
CP 727 Group Dialogues and Process (1)
CP 728 International Law and Practice (3)
CP 729 Advanced Mediation (3)
CP 730 Mediation and the Law (3)
CP 732 Conflict Resolution (2)
CP 733 Advanced Mediation (3)
CP 734 Group Dialogues and Process (1)
Pillar Personnel
Registration for courses prefeed PPP will require formal admission to the School Psychology program or approval of the program director.

PPP 701 Introduction to Guidance and Counseling
This course is a study of the principles and practice of counseling psychology. It seeks to develop counseling self-awareness and beginning skills in interviewing and problem-solving and role-playing.

PPP 702 Education and Career Planning
This course is designed to improve decision-making and career planning skills. It integrates social, psychological, and educational instruments and materials used in career and educational counseling. Emphasis is given on development of personal career awareness.

PPP 704 Counseling Theory and Techniques
Prerequisite: PPP 701
This course covers the major theories and methods as applied to counseling through a critical analysis of pertinent literature.

PPP 708 Counseling the Exceptional Child
This course examines the counseling of emotionally disturbed, behaviorally disordered, and physically handicapped children. Emphasis is given to the development of counseling skills and techniques in working with children having special needs.

PPP 715 b Counseling the Multicultural Child and Parent
This course is designed to provide teachers with an understanding of the basic concepts and principles of counseling that are applicable to working with culturally diverse children and their families. Emphasis is given to the development of counseling skills and techniques in working with children having special needs.

PPP 717 Principles of Psychological Assessment and Measurement
This course provides an in-depth study of educational and psychological tests. Principles, procedures, and techniques in counseling and guidance are covered.

PPP 718 Laws and Ethics
Current and proposed legislation pertaining to children, youth, and the mentally ill. Emphasis is given to professional ethics and the legal and ethical responsibilities of psychologists in working with children and youth.

PPP 719 Group Process and Consultation Strategies
Current and proposed legislation pertaining to children, youth, and the mentally ill. Emphasis is given to professional ethics and the legal and ethical responsibilities of psychologists in working with children and youth.

PPP 720 Career Counseling
This course is designed to provide teachers with an understanding of the basic principles of counseling that are applicable to working with students in the high school. Emphasis is given to the development of counseling skills and techniques in working with students in the high school.

PPP 722 Seminar in School Psychology
This course is designed to provide teachers with an understanding of the principles of counseling that are applicable to working with students in the high school. Emphasis is given to the development of counseling skills and techniques in working with students in the high school.

PPP 723 Field Experience
This course is designed to provide teachers with an understanding of the principles of counseling that are applicable to working with students in the high school. Emphasis is given to the development of counseling skills and techniques in working with students in the high school.

PPP 724 Field Experience
This course is designed to provide teachers with an understanding of the principles of counseling that are applicable to working with students in the high school. Emphasis is given to the development of counseling skills and techniques in working with students in the high school.

PPP 725 Field Experience
This course is designed to provide teachers with an understanding of the principles of counseling that are applicable to working with students in the high school. Emphasis is given to the development of counseling skills and techniques in working with students in the high school.

PPP 730 Advanced Assessment
This course is designed to provide teachers with an understanding of the principles of counseling that are applicable to working with students in the high school. Emphasis is given to the development of counseling skills and techniques in working with students in the high school.
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