Correspondence and Telephone Directory

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

FRESNO PACIFIC COLLEGE
1717 So. Chestnut Avenue
Fresno, California 93702

Fresno Pacific College is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Information ............................................. 453-2000
Academic Administration .......................... 453-2031
Admissions (undergraduate) ......................... 453-2039
Alumni Relations .................................. 453-2080
Athletics ......................................... 453-2009
Bookshop .................................... 453-2078
Business Office ................................ 453-2034
Financial Aid .................................. 453-2041
Graduate Studies ................................ 453-2016
Hiebert Library .................................. 453-2090
In-Service Education .............................. 453-2015
President’s Office ................................ 453-2010
Public Relations ................................ 453-2000
Residence Life .................................. 453-2059
Registrar/Transcripts .............................. 453-2037
Security ........................................... 251-6767
Student Development .............................. 453-2031
Teacher Education/Placement ...................... 453-2015

This catalog is for informational purposes and does not constitute a contract. It is the policy of Fresno Pacific College not to discriminate on the basis of race, color, nationality, or sex in its admission policy, educational programs, or employment policies, in compliance with all applicable federal regulations. In accordance with requirements of DVB Circular 20-76-84, Appendix P, this is to certify that this school catalog is true and correct in content and policy.
### UNDERGRADUATE COLLEGE CALENDAR

#### Fall Semester 1986

**AUGUST**
- 21–23 Thur–Sat: Registration week—orientation and registration activities. Detailed information will be sent to students during the summer months.
- 25 Monday: Classes begin
- 25–29 Mon–Fri: Late registration period ($30 late fee applicable)
- 29 Friday: Last day to register
- Last day to pay fees or make payment arrangements

**SEPTEMBER**
- 1 Monday: Labor Day—no classes—offices closed
- 5 Friday: Last day to add a class

**OCTOBER**
- 17 Friday: Mid-semester activity day—no classes
- 22 Wednesday: Mid-term grades due from faculty
- 31 Friday: Last day to withdraw from a class
- Last day to change from Audit to Credit registration and from Credit to Audit registration
- Last day for Credit/No Credit grade option

**NOVEMBER**
- 27–28 Thur–Fri: Thanksgiving recess—no classes—offices closed

**DECEMBER**
- 5 Friday: Classes end
- Last day to request an Incomplete grade
- Last day to completely withdraw from the college
- 8–12 Mon–Fri: Final examinations
- 18 Friday: Grades due from faculty

#### Spring Semester 1987

**JANUARY**
- 5 Monday: Orientation and registration
- 6 Tuesday: Classes begin
- 6–9 Tue–Fri: Late registration period
- 9 Friday: Last day to register
- Last day to pay fees or make payment arrangements
- 19 Monday: Martin Luther King Day—no classes—offices closed

**FEBRUARY**
- 16 Monday: President's Day—no classes—offices closed

**MARCH**
- 2–6 Mon–Fri: Spring break—no classes
- 4 Wednesday: Mid-term grades due from faculty
- 6 Friday: Last day to apply for participation in graduation ceremonies
- 20 Friday: Last day to withdraw from a class
- Last day for Credit/No Credit grade option
- Last day to change from Audit to Credit registration and Credit to Audit registration

**APRIL**
- 17 Friday: Good Friday—no classes—offices closed
- 24 Friday: Classes end
- 27–May 1 Mon–Fri: Final examinations

**MAY**
- 2 Saturday: Commencement
- 7 Thursday: Grades due from faculty

### Summer Session 1987

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

**JUNE**
- 12 Friday: First session classes end
- 15 Monday: Second session classes begin
- 17 Wednesday: Last day to register for second session

**JULY**
- 24 Friday: Second session classes end
- 30 Thursday: Grades due from faculty
Fresno Pacific College provides an alternative. As a small, private Christian College in the fine tradition of liberal arts education, Fresno Pacific College offers a distinctive form of value oriented, quality higher education. This catalog is designed to describe the major features of the institution and the programs which are available at Fresno Pacific College.

A Distinctive Institution

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

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

Location
The college is located on a 39-acre campus in Fresno, California, between the high Sierra Nevada mountains, one hour to the east, and the beaches of the Pacific Ocean, two hours to the west. The campus is in the southeastern section of Fresno, a growing metropolitan community with a population of more than 250,000. The area presents an unusually rich mosaic of ethnic peoples. The campus thus provides access to a varied environment with abundant opportunity for educational and recreational activities.

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

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

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

A Unique Educational Mission

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

THE FRESNO PACIFIC COLLEGE IDEA

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

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

**Fresno Pacific College is a Christian College**

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

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

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

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

**Fresno Pacific College is a Liberal Arts College**

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

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

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

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

**Fresno Pacific College is a Community**

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

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

While acknowledging and respecting individual differences, the college affirms the Believers’ Church expression of community as a whole which transcends individualism as well as those cultural, national, and ethnic boundaries which may separate and alienate. Since involvement in mutual worship, study, work, and play strengthens the life of both the individual and the community, residence on campus is encouraged as a means of experiencing the richness of this community.

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

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

Integration of Faith and Learning

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

Calendar

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

Career Preparation

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

Cross-cultural Experiences

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

Personal Planning

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

Dean of Student Development: Gary Nachtigall

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

Residence

Because the college believes that education is most effective in a setting in which living and learning are closely interrelated, a variety of on-campus residential arrangements have been provided. All single students are required to live on campus unless they are:
1) living at home with parents,
2) 21 years of age,
3) post-baccalaureate or graduate students,
4) carrying less than 6 units.

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

The Mentor-Collegium Program

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

Academic Program Advising

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

Noon-Hour Encounter Program

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

Counseling Programs

Faculty mentors and academic program advisors work closely with the specialized counseling services which are also available on campus. Among these specialized counseling services are psychological testing and counseling, financial aid, spiritual counseling, vocational testing and career development, international and minority student concerns.

College Hour

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

Spiritual Development

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

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

Athletics
Fresno Pacific College is a very competitive member of the National Association of Intercollegiate Athletics. Fresno Pacific "Sunbird" teams compete at the intercollegiate level in men's cross country, basketball, and soccer and women's cross country, basketball and volleyball. The "Sunbirds" were runners up in the 1985 NAIA National Soccer Championship Tournament. Active intramural programs for both men and women are maintained under the leadership of the Director of Athletics. Recreational activities such as backpacking, bicycling, and skiing are also scheduled regularly throughout the school year.

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

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

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

Freedom and order are preserved in the community through self-discipline and the self-regulation of the community. Most of the guidelines governing community life are reflections of those traditional cultural values which have characterized nobility of character. Thus, members of the community are expected to demonstrate characteristics of honesty; respect for the rights, opinions, and property of others; respect for the laws of the state; and the creative use of time, energy, and material resources. Students of the college are expected to refrain from drinking intoxicants, smoking, or dancing on campus or at college sponsored events. Students will be expected to refrain from using illegal drugs at all times.

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

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

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

The library provides information resources to support the curriculum and the independent research needs of students and faculty. At present the combined collection includes 110,000 volumes, 892 periodical subscriptions, and over 6,000 non-print items. Approximately 3,500 titles are added annually.

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

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

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

ADMISSION

Director of Admission: Robert Warkentin.

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

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

Application for Admission

GENERAL INSTRUCTIONS FOR ALL APPLICANTS

Students interested in applying for admission should request application materials by contacting the Office of Admissions. Applications for admission will be accepted until July 25 for the fall semester and until December 5 for the spring semester. Student notification is handled on a rolling basis. Notification of acceptance will be sent as soon as all necessary documents are on file.

Applications received later than July 25 for the fall semester or December 5 for the spring semester will be considered, but acceptance and registration are not guaranteed.

Those in need of financial aid must file a Student Aid Application for California (SAAC) with the College Scholarship Service by February 11. Further information and instructions for financial aid applications may be obtained from the Office of Financial Aid. See the section on Financial Aid.

PROCEDURES FOR STUDENTS ENTERING DIRECTLY FROM HIGH SCHOOL

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

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

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

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

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

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

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

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

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

EARLY ADMISSION PROGRAM

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

- SAT eligibility index of 3400 or ACT eligibility index of 830
- Sufficient background in college preparatory courses
- Apparent maturity necessary to function well in a college setting
Admission and Registration

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

ADMISSION

Director of Admission: Robert Warkentin

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

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

Application for Admission

GENERAL INSTRUCTIONS FOR ALL APPLICANTS

Students interested in applying for admission should request application materials by contacting the Office of Admissions. Applications for admission will be accepted until July 25 for the fall semester and until December 5 for the spring semester. Student notification is handled on a rolling basis. Notification of acceptance will be sent as soon as all necessary documents are on file.

Applications received after July 25 for the fall semester or December 5 for the spring semester will be considered, but acceptance and registration are not guaranteed.

Those in need of financial aid must file a Student Aid Application for California (SAAAC) with the College Scholarship Service by February 11. Further information and instructions for financial aid applications may be obtained from the Office of Financial Aid. See the section on Financial Aid.

PROCEDURES FOR STUDENTS ENTERING DIRECTLY FROM HIGH SCHOOL

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

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

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

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

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

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

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

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

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

EARLY ADMISSION PROGRAM

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

- SAT eligibility index of 3400 or ACT eligibility index of 830
- Sufficient background in college preparatory courses
- Apparent maturity necessary to function well in a college setting
EARLY DECISION/EARLY ACTION PLAN

Applicants whose eligibility index at the end of their junior year in high school is at least as high as those required for Early Admission may be accepted at the end of the junior year without waiting for the transcript through the fall semester of their senior year. A final transcript verifying high school graduation must be submitted prior to enrollment.

STUDENTS ENTERING FROM ACCREDITED COLLEGES AND UNIVERSITIES

Students transferring to Fresno Pacific College from other institutions will receive advanced standing credit based on the accreditation of the institution previously attended and the transcripts submitted by the student. In addition to documents required of freshman applicants, transfer applicants must request that an official transcript from each college attended be forwarded to Fresno Pacific directly from each previous college or university attended.

To be considered for admission, a transfer applicant must meet the following conditions:

1. Would have been eligible as a freshman
2. Would have a grade point average of “C” (2.0) or higher in transferable academic courses attempted (excluding physical education, military science, and applied courses) as well as a “C” (2.0) or higher cumulative grade point average.
3. Transfer students who would not have been eligible as freshmen may be accepted if they meet the following criteria:
   1. Have completed 45 or more semester units of transferable academic course work.
   2. Have a grade point average of “C” (2.0) or higher in the academic courses as well as a “C” (2.0) or higher cumulative grade point average.

Fresno Pacific will grant a maximum of 70 semester units of credit from a community or junior college. Courses taken at community or junior colleges in which “D” grades have been earned may not be used to satisfy general education or major requirements.

A minimum of 24 semester units must be completed at Fresno Pacific during the last year prior to graduation.

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

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

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

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

INTERNATIONAL STUDENTS

A TOEFL test or similar test of English proficiency is required of all international applicants whose secondary preparation has been in a school where English is not the principal language of instruction. Applicants who are deficient in English language proficiency will be required to enroll in the IELP program, taking those courses in which the student has deficiencies.

The following documents must be on file before acceptance may be granted to an international student:

1. An application for admission completed by the applicant
2. An autobiography giving personal background information and reasons for requesting admission to Fresno Pacific College
3. Secondary school records together with an English translation if the original documents are not in English. Secondary education records must verify an education equivalent to that of an American education with an academic proficiency meeting the requirements of admissions standards for American students.
4. Records from any college or university previously attended together with an official English translation if the original documents are not in English.
5. Financial resources document verifying sufficient financial support for the student's intended stay at Fresno Pacific College.
6. Character or reference document(s).

APPLICATION FOR RE-ADMISSION

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

ADMISSION TO POST-BACCALAUREATE OR GRADUATE STANDING

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

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

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

LATE REGISTRATION

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

CHANGE IN REGISTRATION

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

CONCURRENT ENROLLMENT

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

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

b. On occasion, a Fresno Pacific College student may find it necessary to take classes at CSUF which are to be applied to a major at Fresno Pacific. The in-state fees at CSUF will be reimbursed to the student by Fresno Pacific under the following conditions:
   (1) the student is a full-time student at Fresno Pacific College;

ACADEMIC INFORMATION

Academic Policies

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

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

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

CLASS STANDING
Undergraduates—Students are classified at the beginning of each semester according to the following classification:
- Freshmen — students who have completed fewer than 30 units of credit.
- Sophomores — students having at least 30, but fewer than 60 units.
- Juniors — students having at least 60, but fewer than 90 units.
- Seniors — students having completed at least 90 units of credit.

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

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

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

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

CREDIT BY EXAMINATION
Students may take a course for credit by examination for which they have not had equivalent high school credit, by enrolling for this course during the regular registration period. A grade of Credit will be given if the student earns a "C" or higher grade. No record will be placed on the transcript for examinations not passed with a "C" or better. A fee of $10 per unit of credit will be charged for these special examinations in addition to tuition.

MAJOR PROGRAMS
Each student must select a major, chosen from those available in the various divisions and departments, no later than the second semester of the sophomore year. If the student is accepted into the program, the designated advisor must approve the student's program each term. Advisors will be available to assist students during the registration period, and are also available on an ongoing basis during each semester. Forms for declaring a major are available in the Registrar's office.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
The Family Educational Rights and Privacy Act outlines certain rights students have concerning access to and release of their educational records. Briefly, the act insures that the college will not release their records to anyone who is not designated by the student to receive them except as provided in the law itself. The law authorizes the release of directory information in the absence of student objection.

COURSE NUMBERING SYSTEM
The following course numbering system is used to indicate the academic level of courses:
1 - 99 Lower division or foundation courses designed primarily for freshmen and sophomores, but open to others as well.
100 - 199 Upper division or advanced courses designed primarily for juniors, seniors, and fifth year students. Open to freshmen and sophomores with consent of instructor and provided prerequisites have been met.
200 - 299 Graduate courses open to holders of a baccalaureate degree and seniors with superior preparation.
300 - 399 In-Service Education courses
Special courses in various departments are available on demand under the following listings:
87, 187 - Topics
88, 188 - Directed Readings
190, 290 - Independent Study
191, 291 - Practicum or Field Work
195 - Convocation Seminar

Grading System

GRADE SYMBOLS
A, B, C, D, F is the basic grading system at Fresno Pacific College and applies to all course work acceptable toward a degree program except for those courses graded solely on a Credit/No Credit basis.

Grades Included in the Grade-Point Average:
A  Superior Scholarship .......................... 4 points
Superior performance in meeting course objectives; demonstrated mastery of the subject matter; initiative and self-direction displayed beyond that required by instructor.
B  Good Scholarship .......................... 3 points
Above average performance in meeting course objectives; considerable mastery of the subject matter; initiative and self-direction beyond that required by instructor.
C  Satisfactory Scholarship ...................... 2 points
Average performance in meeting course objectives; adequate understanding of the subject matter; cooperative attitude toward course work.
D  Poor Scholarship ........................... 1 point
Minimal performance in meeting course objectives; inadequate understanding of the subject matter; neutral attitude toward course work.
F  Unsatisfactory Scholarship ................. 0 points
Failure to meet minimum course objectives; limited understanding of the subject matter; negative attitude toward course work.

Grades Not Included in the Grade-Point Average:
CR ................................................... Credit
Completion of the course with a performance of "C" or better.
NC ................................................ No Credit
Completion of the course with a performance below "C"; failure to complete all the course requirements.
AU ................................................ Audit
W .................................................. Withdrawal
I ..................................................... Incomplete
IP .................................................. In Progress
S (Satisfactory Participation) no credit granted
U (Unsatisfactory Participation) no credit granted

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

Credit/No Credit grades are given in activity, practicum, field work, and advanced standing credit courses. The option of CR/NC as an alternative grade in courses normally graded A,B,C,D,F, is available by request from students, with the instructor’s approval, up to a maximum of 15 units.

A student desirous of taking a course for a CR/NC grade may make the request for that option with the instructor anytime within the first ten weeks of the semester. Forms for this purpose are available from the Registrar.

IN PROGRESS

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

INCOMPLETES

If because of unavoidable circumstances a student finds it impossible to take the final examination or complete all course requirements, a grade of “Incomplete” may be given. A student must have the approval of the instructor, and complete the requirements before the end of the following term. The instructor will report to the Registrar the grade which has been earned on the basis of work completed at that time and which is to be recorded if the course work is not completed by the end of the time extension. Forms for requesting a grade of Incomplete are available from the Registrar. They must be submitted to the instructor no later than Friday before the final examination period. A $10 service fee is required at the time of the request.

AUDIT

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

GRADE-REPORTS

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

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

GRADE CHANGE

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

REPEAT COURSES

Students may repeat courses if they wish to earn a higher grade in courses in which they received a grade of “C” or lower. Repeat courses must be declared at the time of registration. Credit is earned only if no credit was granted for the course previously. If a higher grade is earned in a repeat course, only the final grade is used in calculating the adjusted grade point average. Normal tuition rates will be charged for repeat courses.

Satisfactory Academic Progress

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

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

Academic Honors

SCHOLASTIC HONORS

Students who demonstrate academic excellence are named to the Fresno Pacific Honor Roll. Eligibility for the Honor Roll is determined on the basis of the courses for which the student has registered and the grades earned in those courses. The Honor Roll is published after the termination of each semester. Students are named to the Honor Roll on the following basis:
Dean's Honor Roll — Completion of a minimum of twelve units, with a 4.0 average in a minimum of six letter-graded units.

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

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

WHO'S WHO

Each year several Fresno Pacific students are selected to appear in the national publication WHO's WHO Among College and University Students. This annual publication features the outstanding students in American institutions of higher education.

GRADUATION HONORS

Students who have earned at least 60 units at Fresno Pacific are eligible for graduation honors. Eligibility for graduation honors is determined on the basis of the courses for which a student has registered. Honors are granted on the following basis:

- Summa Cum Laude .................. 3.85 - 4.00 GPA
- Magna Cum Laude .................. 3.65 - 3.84 GPA
- Cum Laude ......................... 3.40 - 3.64 GPA

The Outstanding Graduate Award is presented at the commencement exercise. The recipient of this award is selected by the faculty on the basis of academic excellence, contribution to the College community, and promise for the future.

A special award is given to the graduating student with the highest grade-point average.

Graduation Requirements

DEGREE REQUIREMENTS

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

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

For requirements of the various concentrations or emphases, see the general education distribution listing on page 36 and the Registrar.

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

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

This program consists of one year of full-time study (or equivalent). Nine courses or 30 units, 24 units of which must be in Biblical and Religious Studies, are required. The usual admission requirements to the college apply. However, older adults who are able and motivated to engage in college studies, but who may not have a high school diploma, are eligible for admission to this program.

COMMENCEMENT

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

EXPENSES

Controller: Peggy McAlister

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

Tuition

UNDERGRADUATE PROGRAM
12-18 units (full-time), per semester .......... $2,695.00
Less than 12 units or more than 18 units, per unit ........ 190.00
Audit, per unit (no charge for full-time students) ....... 80.00
Summer sessions, 1986, per unit .................. 105.00
Summer sessions, 1987, per unit .............. not available
Tulare County Internship Program, per unit ...... 190.00
Modesto Center for Biblical Studies, per unit ..... 85.00

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

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

Fees

UNDERGRADUATE FEES
Application fee ..................................... $ 20.00
Tuition deposit .................................... 50.00
Student Association fee:
  Full-time student, per semester .............. 60.00
  Part-time student, per semester (4-11 units) .... 35.00

Health insurance—required of undergraduate students:
  One-year coverage (approximate cost) .......... $160.00
  Exemption from the health insurance fee is available to
  those students filing an exemption request which
  guarantees alternative insurance coverage. Exemp-
  tion forms must be filed by the Friday of the second
  week of classes; forms are available from the
  Business Office.
  International student health insurance is required
  of all international students not otherwise covered.
  Price depends on age and number of dependents.

Private music instruction, per semester .............. 115.00
Organ practice fee, per semester .................. 30.00
Special course activity fee, see course schedule ... A fee is assessed for students enrolled in certain
  classes to cover additional costs of materials,
  facilities, trips, equipment, etc.
Credit by examination, per semester unit of credit, in
  addition to regular tuition for the course ........ 10.00
Special examination fee ........................... 30.00
Graduation fee ..................................... 25.00

SERVICE FEES
Course withdrawal fee (after 10th week) ............... 10.00
Incomplete grade fee .............................. 10.00
Transcript fee (per copy) .......................... 3.00
Placement Service fee (set up and five sets) ....... 40.00
  Additional sets, each .......................... 5.00
One-year subscription to Education Job Bulletin .... 25.00
Late Payment fee .................................. 25.00
  Interest of 10% is assessed on all student balances
  which are unpaid for more than 30 days.
Late registration fee ............................... 30.00
Reinstatement fee .................................. 35.00

ROOM AND BOARD
Residence hall room, per semester ................. 620.00
  Dorm room deposit .............................. 50.00
Apartment occupied by two students:
  Per student, per month ....................... 162.00
  Per student, per semester ................. 695.00
  Apartment deposit, per student .......... 75.00
Board charges:
  19 meals per week ............................ 815.00
  14 meals per week ............................ 705.00
Payment of Accounts

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

PAYMENT SCHEDULE
Given special and unusual circumstances, a payment schedule may be arranged with the Business Office of the College. A new arrangement must be made for each semester. This arrangement:
• must be made on or before Friday of the first week of classes
• must be paid in full before the end of the semester
• will be subject to interest at the rate of 10% per year

LATE PAYMENT
For any payment received more than 10 days later than scheduled, the $25 late payment fee may be assessed.

NON-PAYMENT OF ACCOUNT
Students who have not completed payment of their account or have not made alternative arrangements for a payment schedule by Friday of the first week of classes will be removed from the list of registered students and will be considered to have withdrawn from the college as of that date.

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

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

A student with an unpaid balance will be prohibited from future enrollment.

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

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

TUITION
Withdrawal authorized by Friday of the first week of classes:
100% tuition refund.
Withdrawal authorized by Friday of the second week of classes: 90% of the tuition.
Withdrawal authorized by the third through the seventh week of classes: refund decreases 10% for each week.

NO REFUND is provided if withdrawal is after the Friday of the seventh week of classes.

BOARD
Prorated on a weekly basis to the time of authorized withdrawal (based on number of meals eaten).

ROOM
Any student withdrawing from school or moving off campus after Friday of the first week of classes will receive a 90% refund, if proper notification is given to the resident advisor. Withdrawal during the second week entitles a student to an 80% refund. Withdrawal authorized by the third through the fifth week: refund decreases 10% for each week. No refund is given after the fifth week. If the room is reoccupied by a student previously living off campus, the student’s room refund will be prorated accordingly. It is the responsibility of the withdrawing student to find a replacement. The cost of the room will be prorated for the part of the semester remaining for the new student.

FEES
After Friday of the second full week of classes, fees are not refundable.

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

DISMISSAL
A student who is dismissed or suspended from the college is not eligible for refunds.
REFUNDS FOR STUDENTS ON FINANCIAL AID

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

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

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

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

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

FINANCIAL AID

Director of Financial Aid: Bonnie Brown

GENERAL INFORMATION

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

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

APPLICATION PROCEDURES

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

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

Step 2: California residents must complete both a Student Aid Application for California (SAAC) and Supplement in order to be considered for the Cal Grant program. Completed applications should be sent via certified mail to the College Scholarship Service, Box 70, Berkeley, CA 94701 before the early February deadline.

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

Step 4: All applicants are required to submit appropriate previous year federal tax forms. For Dependent students, this includes both your and your parents’ 1040 or 1040A forms, while for Independent students only your and your spouse’s forms are required. Please note that tax forms are not required by the February 11 priority date. Original evaluation of aid eligibility will be based upon the information provided on your SAAC or FAF. Please forward all tax forms to the Financial Aid Office no later than April 30.

Step 5: Persons interested in applying for FPC Merit Awards and Scholarships must complete an FPC Scholarship Application.

DEADLINES

February 11 has been established as the “priority date” for completed financial aid application. A “complete” application means that the student has: (1) been accepted for admission, (2) submitted a Student Aid Application for California (SAAC) or Financial Aid Form (FAF), and (3) submitted an FPC Scholarship Application (item 3 is optional and is only required of students wishing to be considered for merit awards and scholarships). All applications completed on or before February 11 are given first priority in the awarding process. Applications completed after February 11 will be reviewed and awarded on a “first come — first served” basis until all available funds are exhausted.
SCHOLARSHIPS

Each year Fresno Pacific offers scholarships to its finest students. Recipients are expected to provide leadership and be significantly involved in activities at FPC. Awards are available only to full-time (12 or more units) undergraduates. Those meeting the eligibility requirements may apply for and receive a combination of these awards. In some cases awards may meet the full cost of tuition. Awards are renewable based on continued involvement in FPC programs and activities (i.e. College Hour, campus events, etc.). The minimum grade point average for each category (except Scholastic Achievement, Valedictorian, Salutatorian, and Top 5 Percent) is 2.50. Other eligibility requirements are listed below. (Please note that in most cases financial need is considered in the award process; however, some awards are based on merit only. In all cases institutional scholarships will be awarded in coordination with state and federal funds.)

Scholastic—Awards ranging between $500 and $1500 are available to students who possess an academic grade point average of 3.44.

Valedictorian—A scholarship of $3000 is available to entering freshmen who have been selected Valedictorian of their high school graduating class, and who have earned a grade-point average of 3.85 or higher.

Salutatorian—A scholarship of $2500 is available to entering freshmen who have been selected Salutatorian of their high school graduating class, and who have earned a grade-point average of 3.65 or higher.

Top 5 Percent—A scholarship of $2000 is available to entering freshmen who are certified to be ranked in the top five percent of their high school graduating class, and who have earned a grade-point average of 3.40 or higher.

Applicants for the Valedictorian, Salutatorian, and Top 5 Percent scholarships must come from a graduating class of at least 25 students. Continuation of these awards is based upon earning and maintaining a minimum academic GPA of 3.50. Those falling below this level will forfeit future eligibility. Recipients are encouraged to reside in the campus dormitories.

Service/Leadership—25 awards ranging from $200 to $500 are available to students who have demonstrated significant involvement in church, service, youth group, or community activities, and commitment to continued involvement while at FPC.

Music—30 awards ranging from $200 to $1000 are available to applicants who have demonstrated excellence in past musical performances and commitment to continued participation and growth.

Drama—10 awards ranging from $200 to $500 are available to applicants who have been and will continue to be significantly involved in various aspects of drama productions.

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

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

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

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

Fifth Year Grant—(Teacher Credential Candidates only) Eligibility based on need and consecutive years of attendance at FPC. Grant maximums are:

- 25% for two years of consecutive attendance
- 35% for three years of consecutive attendance
- 50% for four years of consecutive attendance

Recipients must have completed their B.A. degree, be active in the FPC Student Educators Club, and be enrolled in undergraduate courses.

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

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

GRANTS

Cal Grant A—This state-sponsored program helps low and middle income families meet tuition and general fee expenses. Awards range between $330 and $4110*, and recipients are selected by the California Student Aid Commission on the basis of need and academic ability. Students with a GPA of 2.50 or higher are encouraged to apply.

Cal Grant B—Similar to Cal Grant A, this program is intended for students from low income families who would be unable to attend college without this grant. Generally, students with family income in excess of $20,000 are unlikely to qualify. Cal Grant B provides a living allowance of $1280 for first year students and up to $5150* ($1280* for living expenses and $3810* for tuition) for sophomore, junior, and senior years.

Bilingual Teacher Grant—Sponsored by the State of California, this program provides up to $4045* per year to needy students pursuing a bilingual teaching degree.

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

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

* Dollar amounts based on 1985–86 figures

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

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

LOANS

National Direct Student Loan (NDSL)—This is a 5% simple interest loan made to undergraduate and graduate students with financial need. Students must be enrolled at least half time and achieve satisfactory academic progress. An eligible student may borrow up to a total of $6,000 at the undergraduate level and $12,000 for graduate study (this total includes any amount borrowed as an undergraduate). Repayment begins six months after graduation or withdrawal from school. A student may be allowed up to ten years to repay, based on the amount he has borrowed. During the repayment period, 5% interest will be charged on the unpaid balance of the loan principal. Loan repayment can be deferred under certain circumstances. The NDSL has cancellation provisions for borrowers who enter the field of teaching in designated schools. This loan is administered through the Financial Aid Office of Fresno Pacific College.

California Guaranteed Student Loan (CGSL)—This loan is available to both graduate and undergraduate students and is based in part on family "Adjusted Gross Income" and financial need. Those families with a combined (student plus parents) Adjusted Gross Income of less than $30,000 automatically qualify, while those above $30,000 qualify only through a special Need Test formula. The interest rate is 8% and the loan is obtained from a bank working in cooperation with the Financial Aid Office at Fresno Pacific College. Yearly loan maximums are $2500 for undergraduates and $5000 for graduate students, with aggregate maximums of $12,500 and $25,000 respectively. An origination fee of 5% of the full value of the loan, in addition to a 1% insurance premium is deducted from the student's loan check by the lender in order to help defray the costs of the program. These are mandated by federal regulations.
Parent Loans—The California Loans to Assist Students (CLAS) Program is now operational. Loan funds are available to parents of dependent students and independent undergraduate and graduate students. Parents may borrow up to $3000 per academic year with an aggregate limit of $15,000. This program is not based on financial need; however, all borrowers must meet credit analysis standards set by the lending institution. The interest rate is 12% and repayment begins 60 days following disbursement of the loan check. The borrower is generally allowed at least five years to repay the loan with a minimum 3600 annual repayment.

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

EMPLOYMENT
College Work Study (CWS)—College Work Study is a federally sponsored employment program which enables students to gain employment experience while earning a portion of their financial aid. The Student Placement Office is responsible for coordinating on-campus jobs. Eligibility is based primarily upon financial need. Students may work no more than 20 hours per week during regular school sessions and no more than 40 hours per week during vacation periods. College Work Study funds are available only to students who demonstrate financial need.

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

The Student Placement Office is responsible for coordinating all employment opportunities, both on and off campus, for FPC students. The Human Resources Office is responsible for determining need and therefore work study eligibility. Pay rates for both CWS and IWS positions begin at $5.35 per hour and vary according to experience and required skills. 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 impractical. In this event students may be able to replace a work study award with loan funds.

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

SATISFACTORY PROGRESS
Financial Aid recipients at Fresno Pacific College are expected to make satisfactory progress toward a degree or credential. Students must earn and maintain a minimum 2.0 grade point average on a 4-point scale (some aid programs require a higher GPA). Students who earn the following will be automatically disqualified from receiving future financial aid funds:

1. Earn a GPA less than 2.00 in two consecutive terms at Fresno Pacific College
2. Successfully complete less than 24 units in two consecutive full-time terms at Fresno Pacific College
3. Earn a GPA of 1.00 or less in any given term at Fresno Pacific College

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

REWARDS
During the 1986-87 academic year financial aid funds disbursed to Fresno Pacific students will exceed $2 million. The reward potential is high, since over 80% of FPC students receive some form of financial aid. Contact the Financial Aid Office for further information.

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

Undergraduate Curriculum

Dean of Undergraduate Studies: Robert Enns

DIVISION OF BIBLICAL AND RELIGIOUS STUDIES

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

Minors:
- Biblical Studies
- Missions
- Conflict and Peacemaking

DIVISION OF HUMANITIES

Majors:
- English — Literature emphasis
- English — Writing emphasis
- English — Drama emphasis
- English — Communication emphasis
- English — Single Subject Teaching Credential emphasis
- Modern Languages
- Music — Performance/Composition emphasis
- Music — Single Subject Teaching Credential emphasis

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

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

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

Minors:
- Mathematics
- Systems Analysis
- Biology
- Chemistry

Supplementary Teaching Authorizations:
- Introductory Mathematics
- General Science
- Biology
- Chemistry
- Personal Health

DIVISION OF THE SOCIAL SCIENCES

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

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

DIVISION OF EDUCATION

Majors
- Physical Education — Single Subject Teaching Credential emphasis

Multiple Subject Credential programs:
- Liberal Studies
- Liberal Studies — Mexican American Emphasis
Single Subject Teaching Credentials are available in the following areas:
- English
- Life Science
- Mathematics
- Music
- Physical Education
- Social Science

Undergraduate Academic Programs

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

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

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

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

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

The General Education Program

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

THE CHRISTIANITY AND CULTURE SERIES
Program Director: Delbert Wiens

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

Lit 20/Bib 20 Literature of the Ancient World (4)
Bib 21 Creating a Christian Civilization (4)
Hist 131 Renaissance and Reformation (3)

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

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

Biblical and Religious Studies: (one course per year while in attendance at FPC)
- Freshman Year (select one)
  - Bib 20 Literature of the Ancient World (4)
  - Bib 21 Creating a Christian Civilization (4)
  - Bib 71 Origins of Christianity (3)
- Sophomore Year
  - Bib 102 or Bib 103 Biblical Literature (3)
- Junior Year
  - Theology or Christian Life and Church elective (3)
- Senior Year
  - An elective course from the Biblical and Religious Studies Division
Humanities: (four courses from three areas)

Com 11 Written Communication (required) (3)
Com 12 Oral Communication (required) (3)

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

Natural Science and Mathematics: (three courses from three areas including one lab course)

Math 1 Principles of Mathematics (4)

Life Science (select one)
Biol 1 Principles of Biology (lab course) (4)
Biol 2 Botany (lab course) (4)
Biol 3 Zoology (lab course) (4)

Physical Science (select one)
Chem 1 General Chemistry (lab course) (4)

Phys 5 Studies in Physical Science (3)
Phys 12 Studies in Earth Science (3)

Social Science: (four courses from three areas)

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

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

Perspective Courses

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

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

Internship Programs

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

Cross-Cultural Study Programs

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

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

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

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

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

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

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

INTENSIVE ENGLISH LANGUAGE PROGRAM

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

Instruction is offered in the following language skill areas:

- Eng 1A,B Writing and Grammar (4)
- Eng 5A,B Reading and Vocabulary (3)
- Eng 12A,B Listening Comprehension and Conversation (1)
- TOEFL Test of English as a Foreign Language

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

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

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

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

Pre-Professional Programs

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

Chairman: Devon Wiens

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

Biblical and Religious Studies Major

Program Director: Devon Wiens

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

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

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

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

Biblical and Religious Studies Minor

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

Required Courses (7 courses — 21 units)
Bib 21 Creating a Christian Civilization (3)

or
Bib 71 Origins of Christianity (3)
Bib 102 Biblical Literature (two courses, one in Old Testament (3) and one in the New Testament (3)
Bib 119 Jesus and His Teaching (3)

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

Choose one of the following:
Bib 136 The Church and its Mission (3)
Bib 140 Discipleship and Evangelism (3)
Bib 141 Worship and the Devotional Life (3)
Contemporary Ministries Major

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

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

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

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

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

3) An emphasis. This option augments the Contemporary Ministries major with a 20–22 unit inter-disciplinary program. It is designed for students who plan to enter directly into full-time ministry and want to build skills in a particular area. Emphasis programs will be arranged in consultation with the Contemporary Ministries program director and an advisor in the selected discipline. Emphasis programs can be developed in areas such as the following: Music, Children and Youth, Social Service, Hispanic Church, Communications, Christian Education, etc.

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

Required Courses (8 courses — 28 units)
Bib 50 Perspectives on Contemporary Ministries (1)
Bib 119 Jesus and His Teachings (3)
Bib 136 The Church and Its Mission (3)
Bib 139 Educational Ministries of the Church (3)
Bib 189A The Church in the Modern World (3)
Bib 191 Contemporary Ministries Practicum (3,3,3)

Two of the following:
Bib 137 Current Perspectives on Missions (3)
Bib 140 Discipleship and Evangelism (3)
Bib 141 Worship and the Devotional Life (3)
Bib 148 Christian Youth Ministries (3)
Bib 148 Church Leadership (3)
Mission Major

Program Director: Roy Just

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

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

General Education Requirements:
Christianity and Culture Series
Theology (3)
Biblical Literature (3)

Required Courses (11 courses — 40 units)
Bib 50 Perspectives on Contemporary Ministries (1)
Bib 102 Biblical Literature Elective (3)
Bib 119 Jesus and His Teachings (3)
Bib 137 Current Perspectives on Mission (3)
Bib 138 Expansion of the Christian Faith (3)
Bib 140 Discipleship and Evangelism (3)
Bib 167 Theology of Mission (3)
Bib 184 Religions of the World (3)
Com 101 Cross-Cultural Communication (3)
Soc 102 Cultural Anthropology (3)
Bib 191 Practicum (supervised internship in a cross-cultural setting) (12)
Cluster in either Humanities or International Studies (required)

HUMANITIES CLUSTER

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

INTERNATIONAL STUDIES CLUSTER

Required Courses (7 courses — 22 units)
Bus 146 International Economics and Banking (3)
Geog 4 World Geography (3)
Geog 122 Cultural Geography (3)
Hist 111 Social History of Japan (3)
Soc 109 Social History of Japan (3)
Hist 160 History of Mexico (3)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)

Mission Minor

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

Required Courses (7 courses — 21 units)
Bib 21 Creating a Christian Civilization (3)
or
Bib 71 Origins of Christianity (3)
Bib 102 Biblical Literature (3)
Bib 119 Jesus and His Teaching (3)
Bib 138 Expansion of the Christian Faith (3)
Bib 140 Discipleship and Evangelism (3)
Bib 167 Theology of Mission (3)
Bib 184 Religions of the World (3)
In addition, a study of a foreign language and/or a cross-cultural experience is strongly recommended.
Conflict and Peacemaking Minor

Coordinator: Dalton Reimer

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

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

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

**Required Courses** (6 courses — 18 units)

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

Choose three of the following:

- Bib 148 Church Leadership
- Bib 157 Christian Faith & Political Issues
  or
- PS 100 Christian Faith & Political Issues
- Bib 162 Anabaptist History and Thought
- Bib 178 Introduction to Mennonite History
  or
- Hist 105 Introduction to Mennonite History
- Biol 112 Ecology
- Bus 110 Management Theory
- Bus 111 Organization and Human Behavior
- Bus 151 Personnel Management
- Com 128 Group Dynamics and Leadership
  or
- Psy 128 Group Dynamics and Leadership

PS 123 America in a Global Community
PS 141 World Politics and Society
PS 150 Social Problems and Public Policy
  or
Soc 150 Social Problems and Public Policy
PS 165 Urban America: Problems and Politics
Psy 145 Social Psychology
  or
Soc 162 Social Psychology
Soc 165 Marriage and Family
SW 135 Social Work Methods II
SW 140 Social Work Methods III

**Biblical and Religious Studies Courses**

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

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

60  Introduction To Theology (3)
This course seeks to familiarize the student with the basic doctrinal affirmations of the historic Christian faith and to explore the biblical basis of these doctrines.

71  Origins Of Christianity (3)
A brief look at the major epochs of Hebrew history, such as the creation, exodus event, conquest of Canaan, rise of the monarchy, and the prophetic movement. A more detailed survey of the Christian movement from the coming of Christ through the formation of the canon.

89  Creative Spiritual Formation (1)
A practical introduction to the classic disciplines, skills, and techniques of the spiritual life including prayer, Bible study, meditation, journaling, fasting, simplicity, small groups, service. The class will emphasize experiential learning through keeping a personal spiritual journal, involvement in small groups, and participation in community service.

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

**BIBLE**

102  Biblical Literature (Same as Lit 102) (3)
An expotional study of selected writings from the Old Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expositional courses includes offerings in various parts of the Bible.
103 Biblical Literature (Same as Lit 103)  
An expository study of selected writings from the New Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible.

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

107 Introductory Greek  
A continuation of Bible 106.

108 Greek Reading  
A continuation of Bible 107.

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

115A Elementary Hebrew  
A presentation of the elements of the language, basic vocabulary, idiomatic expressions, strong verbs. Attention is given to the tools necessary to make the language functional in exegesis.

115B Hebrew Grammar  
Following a review of basic grammar, attention is given to the weak verbs. Selected Scripture portions will be read.

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

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

### CHRISTIAN LIFE AND CHURCH

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

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

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

138 Expansion of the Christian Faith  
This course is designed to study the missionary movements through the centuries. Major emphases focus on biblical, theological, anthropological, sociological, and cross-cultural principles operative in the history of the Christian expansion. Not offered 1986-87

139 Educational Ministries of the Church  
A study of the theology, philosophy, and skills for education in a church setting, including Sunday school, worship, small groups, and discipleship as educational processes. Not offered 1986-87

140 Discipleship and Evangelism  
This course will develop a biblical understanding of discipleship and evangelism in order to understand more fully and to critique their modern forms. Not offered 1986-87

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

146 Christian Youth Ministries  
An analysis of principles and methods in contemporary Christian youth ministry; a practical study of the options in ministry available to the student today.

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

### INTERDISCIPLINARY

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

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

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

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

156 Psychology of Religion (Same as Psy 150)  
Prerequisite: Psy 42, Soc 41, or consent of instructor  
A study of the religious experience from a psychology perspective. Primary emphasis is given to the psychological aspects of the Christian experience. Topics studied include methods of integrating psychology and religion, worship, conversion and Christian growth, belief and doubt, guilt, health and healing, stress and the ministry.
157  Christian Faith and Political Issues (Same as PS 100) (4)
While Christians are not to be of the world, they are nevertheless in the world—and expected to exercise a positive influence there. This course seeks to awaken students to their social and political responsibilities as Christians, challenge them to take those responsibilities seriously, and aid them in deciding how to respond to issues of current concern.

159  Sociology of Religion (Same as Soc 159) (3)
A study of the social dimension of religious experiences, movements, and institutions. The positions of major theorists such as Durkheim, Weber, and Berger will be examined. The personal and social significance of religious phenomena will be considered in readings, lectures, and research projects.
Note: Interdisciplinary courses may not be taken to fulfill general education requirements for Biblical and Religious Studies unless one Bible and one Theology course have already been taken.

THEOLOGY

160  Contemporary Theology (3)
Survey of nineteenth century origins, followed by analysis of current trends in modern theology. Emphasis will be placed on readings works of representative theologians. While the course will be structured for survey, opportunity will be provided for in-depth study of selected topics. Not offered 1986-87.

162  Anabaptist History and Thought (3)
A study of the presentation movements within the matrix of Orthodox and Reformation history of sixteenth century Europe.

164  Theological and Popular Understandings of Jesus (3)
A survey and analysis of the various answers to Jesus’ question, “Who do men say that I am?” The biblical data which bear on the subject are studied along with the theological and popular uses to which the data have been put historically. Not offered 1986-87.

165  History and Interpretation of Scripture (3)
A survey and analysis of canonization, manuscript evidence, and the transmission of the text, distinctive schools of interpretation, and present-day critical approaches to biblical study. The “how” and “why” of the Bible will be studied. Not offered 1986-87.

166  Theology of the Human Person (3)
A study of the Hebrew-Christian understanding of being in the image of God and in covenant. Basic biblical and theological texts on human nature and destiny are examined. Themes include: creation, sin, freedom, soul and body, masculine and feminine, problem of evil, death and hell, incarnation, and wholeness.

167  Theology of Mission (3)
The course investigates the crucial biblical texts forming the foundation for the missionary mandate of the Christian Church. Special focus is given to an understanding of the Old Testament expectation, the Great Commission, the purpose of the church, the motivation for mission, and one’s personal response to God’s call in the contemporary world.

168  History of Christianity (3)
A survey of the Christian tradition from apostolic times to the present. The medieval church, reformation, and post-reformation will receive special emphasis. The Church will be viewed in its relationship to other segments of society. Not offered 1986-87.

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

183  History of American Evangelicalism (Same as Hist 107) (3)
A survey of the way in which the American Evangelical tradition has contributed to the shaping of American political, social, and cultural life, and the way in which the American experience has in turn shaped the Evangelical tradition. Not offered 1986-87.

184  Religions of the World (3)
An analytical and comparative study of the major living religions of the world. Examples from both the Far East and the Near East are studied.

186  Biblical Theology of Conflict and Peacemaking (3)
A study of the biblical teaching on conflict, peace, and justice, including questions raised on historical and theological levels. Crucial aspects of the study will include the Old and New Testament teachings on covenant and justice, peace and war, Jesus as exemplar of peacemaking, and the church’s responsibility in conflict and peacemaking arenas.

187  Topics in Biblical Studies (3)
Courses which cover subject matter not included in regular Bible courses may be given credit as special topics in Bible.

188  Readings in Biblical Studies (1-3)
Individually designed readings for advanced students.

189A  The Church in the Modern World (3)
Prerequisite: Senior standing
A seminar which provides the student with an opportunity to reflect upon the way their major and intended vocation fit into their larger religious and philosophical commitments.

190  Independent Study (1-3)
Independent study is available to pursue a topic of interest through individually oriented research. Principles and methods of research in biblical studies and religion; preparation of a research paper on a specific area in biblical studies and religion. Enrollment limited to those students who can use their initiative and creativity to obtain greater depth in their major field.

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

191A  Mission Practicum (1-12)
Practical experience in evangelism and church planting is necessary to round out the classroom experience. After course orientation, the student will participate in cross-cultural opportunities under appropriate supervision. The Fresno area, San Francisco and Los Angeles offer experiences for shorter (3-4 weeks) or longer (3 months) training periods through cultural immersion. Some weekly opportunities may be arranged locally during a regular semester.

195  Convocation Seminar (1)
Participation in special seminar/workshop series associated with the College Hour program. These intensive learning encounters help to enrich existing areas of study by taking advantage of national and international resource persons.
HUMANITIES

Chairman: Larry Warkentin

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

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

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

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

Art Program

Program Director: Dave Hembre

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

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

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

Art Minor

Required Courses (7 courses — 21 units)
Art 4 Painting (3)
Art 5 Basic Drawing and Design (3)
Art 6 Ceramics (3)

or

Art 8 Crafts (3)

Art 132 Creative Processes (3)
Art 61 Introduction to Music and Art (3)
Advanced Art elective (3)
Advanced Art elective (3)

Art Courses

2 Watercolor
Exploration of the basic techniques of watercolor including work in the studio setting and outdoors. Not offered 1986-87 (3)

4 Painting
An introduction to painting processes through studio problems and critiques. Other mediums will be explored as well as paint. The class is designed also to familiarize the student with new concepts of art emerging in the past ten years. (3)

5 Basic Drawing and Design
Using various mediums and subject matter to explore the function of drawing as an art form. (3)

6 Ceramics
Prerequisite: Consent of instructor
The class will deal with the fundamentals of forming clay, both hand construction and utilizing the potter’s wheel; basic techniques of surface embellishment; and methods of glaze application. Nonfunctional, as well as functional, form will be encouraged. (3)

8 Crafts
This class is designed to introduce a variety of crafts to the student. It will be of special interest to those planning a career in teaching or work with summer camps, church groups, community service groups, etc. We will explore the basic techniques of ceramics, basket weaving, loom weaving, printing, paper making, and other crafts. Along with learning vocabulary and technique, the focus will be on creative expression through crafts. (3)

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

132 Creative Processes
Prerequisite: Consent of instructor
This class is designed for students in any of the creative arts. Through projects and discussion, we will explore the theories, strategies, functions, and expressions of creativity. Although the class will explore many forms of artistic expression, the student will be encouraged in his or her personal medium of creative expression. Not offered 1986-87 (3)

185 Art Study Tour
Tours of Los Angeles and San Francisco museums and artists’ studios for in-depth viewing of major art collections and special exhibitions will be the focus of this course. Each tour will be prefaced by readings and discussion of things to be seen, and followed by individual or small group study projects. (2)
187 Topics in Art
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular art courses may be given credit as special topics in art.

188 Readings in Art
Prerequisite: Consent of instructor
Individually designed readings in art for advanced students.

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

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

General Education Prerequisites:
Com 11 Written Communication (minimum of B level work) (3)
Com 12 Oral Communication (minimum of B level work) (3)
Lit 62 Introduction to Literature (3)

Required Courses (10 courses — 30–32 units)
Com 150 Communication and the Church (3)
(Senior Capstone Course)
Com 155 Modern English Grammar (3)
Lit 105 American Literature (3)
Lit 130 English Literature (3)
Lit 132 Shakespeare (3)

EMPHASIS I: LITERATURE
Lit 105 American Literature (3)
Lit 130 English Literature (3)
Lit 166 Oral Interpretation of Literature (3)
Lit 180 Critical Approaches to Literature (3)
Com 191 Communication Internship (3)

EMPHASIS II: WRITING
Com 157A Creative Writing: Poetry (3)
Com 157B Creative Writing: Fiction (3)
Com 158 Advanced Composition (3)
Com 190 Independent Study in Advanced Writing
Com 191 Practicum in Communication

EMPHASIS III: DRAMA
Lit 107 Drama Literature (3)
Com 122 Oral Interpretation of Literature (3)
Com 124 Readers Theatre: Literature and Production (4)
Com 134 Dramatic Arts and Performance (3)
Com 136 Drama Production Seminar (2–4)

EMPHASIS IV: COMMUNICATION
Com 128 Group Dynamics and Leadership (3)
Com 153 Media and Society (3)
Com 101 Cross-cultural Communication (3)
Com 168 Conflict Management and Resolution (3)
Com 186 Project in Communication

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

English Major
Program Director: Wilfred Martens

The English major at Fresno Pacific College is designed to provide students with background in literature, writing, drama, and communication. The major will be valuable for the student who is interested in exposure to the significant literature of the Western world as well as serving as an introduction to the more technical aspects of language, criticism, and communication. The major will also prepare students for work at the graduate level.

The program places considerable emphasis upon understanding the relationship between Christian faith and literary expression of the significant issues of human existence.

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

English majors will be expected to complete the equivalent of one year of study in a second language. Participation in a cross-cultural learning experience is encouraged.
General Education Requirements:
Com 11  Written Communication (3)
Com 12  Oral Communication (3)
Lit  62  Introduction to Literature (3)
One of the following:
Mus  61  Introduction to Music and Art (3)
Phil  63  Introduction to Philosophy (3)

Required Courses (13 courses — 39 units)

Literature
Lit   105  American Literature (2 courses) (6)
Lit   130  English Literature (3)
Lit   132  Shakespeare (3)
Lit   180  Critical Approaches to Literature (3)
One of the following:
Lit   141  Spanish Literature (3)
Lit   142  Chicano Literature (3)

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

Communication
Com 122  Oral Interpretation of Literature (3)
Com 101  Cross-cultural Communication (3)
Com 128  Group Dynamics and Leadership (3)
One of the following:
Com 150  Communication and the Church (3)
Com 153  Media and Society (3)

English Minor

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

Required Courses (7 courses — 21 units)
Lit   62  Introduction to Literature (3)
Lit   105  American Literature (3)
Lit   130  English Literature (3)
Lit   132  Shakespeare (3)
Lit   180  Critical Approaches to Literature (3)
Lit   141  Spanish Literature (3)
or
Lit   142  Chicano Literature (3)
Com 157  Creative Writing (3)
or
Com 158  Advanced Composition (3)

Career/Church Communication Minor

Program Director: Dalton Reimer

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

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

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

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

Spanish Language and Culture Major

Program Director: Les Mark

The Spanish Language program offers two types of majors. Those students wishing to major in Spanish but not planning to teach language should consult the program director for requirements. Those students wishing to earn a single subject teaching credential in Spanish Language and Culture must follow the program outlined below.
Required Courses (10 courses — 30 units)
- Com 101 Cross-cultural Communication (3)
- Eng 110 English as a Second Language (3)
- Hist 160 History of Mexico (3)
- Lit 141 Spanish Literature (3)
- Lit 142 Chicano Literature (3)
- Span 103 Spanish Composition and Conversation (3)
- Span 112 Advanced Spanish (3)
- Span 121 History of the Spanish Language (3)
- Span 123 Spanish for Bilinguals (3)
- Span 188 Readings in Spanish (3)

Spanish Minor
Required Courses (7 courses — 23 units)
- Span 11 Elementary Spanish (4)
- Span 21 Intermediate Spanish (4)
- Span 103 Spanish Composition and Conversation (3)
- Span 112 Advanced Spanish (3)
- or
- Span 123 Spanish for Bilinguals (3)
- Lit 141 Spanish Literature (3)
- or
- Lit 142 Contemporary Chicano Literature (3)
- Span 188 Readings in Spanish (3)

Choose one of the following:
- Eng 110 English as a Second Language (3)
- Span 121 History of the Spanish Language (3)
- Hist 160 History of Mexico (3)

Communication Courses

1. Basic Composition (3)
A composition course for those students whose test scores are low or whose writing skills do not meet the requirements of Com 11. Does not satisfy composition requirements for graduation.

3. Reading/Study Skills Development (2)
This course will help the student in need of better skills to build basic reading efficiency and study skills including: time management, note-taking, test-taking, and essay and research paper preparation. Graded CR/NC

4. Composition Workshop (1-3)
Course emphasizes basic composition skills with application to the short essay, the research paper, and the essay exam. Each of the following segments may be taken separately as a 1-unit mini-course; or all segments may be taken for 3 units; Segment 1 — expository writing; Segment 2 — the research paper; Segment 3 — the essay exam. Cannot be used as a substitute for Communication 11.

5. Rapid Reading (2)
The purpose of this course is to increase reading efficiency in the areas of reading rate, comprehension, and vocabulary. This course is designed for the average reader, not for those with specific reading difficulties or deficiencies. Graded CR/NC

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

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

15, 115. Drama Practicum (1-2)
Prerequisite: Consent of instructor
Credit in drama practicum is given for participation in major college productions. Students may receive credit on permission of the instructor in both acting and production capacities. Students should register for practicum only after they have been cast in a role, or have received permission. Credit may be received in the following areas: acting, costuming, set design, and make-up. Year-long participation may achieve four units of credit in special cases. The course may be repeated. Graded CR/NC

101. Cross-Cultural Communication (Same as Soc 101) (3)
Prerequisite: Com 11 & Com 12
Study of the principles involved in communication between persons of different cultures. Emphasis is placed on the practical aspect of inter-cultural communication through cross-cultural contacts.

116. Religious Drama Practicum (1-2)
Prerequisite: Consent of instructor
Credit is given in Religious Drama Practicum only for involvement in a major religious play, or religious drama troupe. Credit is given on permission of the instructor. Graded CR/NC

122. The Oral Interpretation of Literature (Same as Lit 166) (3)
An approach to understanding literature by reading it aloud. Equal emphasis is given to literary analysis and effective reading techniques. Course activities include reading, analysis, and actual performance of prose, poetry, and drama.

128. Group Dynamics and Leadership (Same as Psy 128) (3)
Prerequisite: Psy 42
A study of the nature of group tasks, inter-personal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of church groups, business and professional groups, educational groups, and small groups in society generally.
128B Parliamentary Procedure
A study of the rules which govern decision-making in more formal and larger democratic groups. Recommended to be taken in conjunction with Group Dynamics and Leadership.

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

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

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

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

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

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

157A Creative Writing: Poetry
Prerequisite: Com 11
Exploration and practice of various imaginative writing modes. Open to beginning writers. Not offered 1986–87

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

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

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

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

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

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

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

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

ENGLISH LANGUAGE

110 English As a Second Language
This course will provide insights into how we learn a second language and demonstrate the kind of classroom activities that best facilitate second language acquisition. An overview of traditional methods with special focus on current language teaching practice will give students some understanding of how to cope in the multicultural classroom of today.
Bilingual students and students who anticipate teaching ESL at home or abroad at some time will find that this course reviews the theoretical and practical aspects of teaching ESL.

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

INTENSIVE ENGLISH LANGUAGE

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

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

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

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

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

SPANISH LANGUAGE

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

21 Intermediate Spanish
Prerequisite: Spn 11
The course is structured for the student who has completed an introductory course, or who desires to begin at the second level only after passing an examination in elementary Spanish. The course is a programmed approach to increase the student's ability to understand the culture and speak the language fluently.

103 Spanish Composition and Conversation
Prerequisite: Spn 21
This course is designed for the student who possesses the skills normally required in two years of college Spanish. The student will focus on developing vocabulary, comprehension, style, translation, and free composition.

112 Advanced Spanish
Prerequisite: Spn 21 or 2 years of Spanish
A course designed for students interested in developing reading, vocabulary, comprehension, and composition. Emphasis placed upon Spanish grammatical structure.

121 History of the Spanish Language
Prerequisite: Spn 21
The course is primarily structured for those students who will teach Spanish-speaking children or the Spanish language. The course emphasizes the evolution of the Spanish language from the Pre-Roman Era to the Modern period, and its relationship in terms of structural similarities and differences to the English language. Taught in English or Spanish, according to demand.

123 Spanish For Bilinguals
Prerequisite: Spn 21 or Spanish fluency
A course designed for students who can speak the language but have minimal skills in grammar and writing. It aims to give students the skills for improving their conversation and composition.

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

Literature Courses

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

62 Introduction to Literature
A study of outstanding examples of the genres: epic, drama, poetry, novel, short story, and essay. Designed to introduce the student to the world of literature, to create an appreciation for it, and to give the tools for further independent study.
102 Biblical Literature (Same as Blb 102)
An expository study of selected writings from the Old Testament. These writings are studied in an attempt to understand their original meaning and their relevance for the contemporary Christian church. The cycle of Bible expository courses includes offerings in various parts of the Bible. (May not be used to satisfy Literature or English requirements in the major, minor, or general studies.)

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

105A American Literature: 19th Century
Prerequisite: Lit 62
A study of significant poetry and fiction of this period of American literature including Dickinson, Cooper, Crane, Hawthorne, Irving, James, Melville, Twain, Whitman, and others. Emphases may vary.

105B American Literature: Steinbeck
Prerequisite: Lit 62
A study of the major California novels of John Steinbeck including Grapes of Wrath, Cannery Row, The Long Valley, Pastures of Heaven, and others. Not offered 1986–87

105C American Literature: Faulkner
Prerequisite: Lit 62
Intensive reading of the fiction of Faulkner. Course includes study and analysis of the Southern literary context as well as the impact of the author on contemporary literature. Not offered 1986–87

105D American Literature: California Literature
Prerequisite: Lit 62
This course includes the early California writings of Mark Twain, John Steinbeck, and William Saroyan. Not offered 1986–87

105E American Literature: 20th Century Poetry
Prerequisite: Lit 62
Study and analysis of selected American poets with equal emphasis on poetic form and thematic concerns. Includes Frost, Cummings, Eliot, and others. Not offered 1986–87

105G American Literature: The Novel
Prerequisite: Lit 62
Reading, discussion, and written analyses of major American novels, usually selected to reflect a significant trend in American literature. May include Dreiser, Fitzgerald, Hemingway, Faulkner, Penn Warren, Cather, Ellison, and others. Not offered 1986–87

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

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

130B English Literature: 20th Century Literature
Prerequisite: Lit 62
A study of selected works of poetry and fiction up to the 1960's, including Conrad, T.S. Eliot, Joyce, D.H. Lawrence, Katherine Mansfield, W. H. Auden, Dylan Thomas, Yeats, and others. Not offered 1986–87

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

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

141 Spanish Literature
Prerequisite: Lit 62
A study of major writers and literary periods of Spain and Latin America. Material will change from year to year in order to study writers such as Miguel de Unamuno, Jose Ortega y Gasset, Federico Garcia Lorca, Jorge Luis Borges, Octavio Paz; also considered will be periods such as the Golden Age, Romanticism, and Twentieth Century. This course will be taught in the Spanish language during even numbered years and in the Spanish language during odd numbered years.

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

166 Oral Interpretation of Literature (Same as Com 122)
Prerequisite: Lit 62
An approach to understanding literature by reading it aloud. Equal emphasis is given to literary analysis and effective reading, analysis, and actual performance of prose, poetry, and drama.

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

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

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

188 Readings in Literature
Prerequisite: Consent of instructor
Individually designed readings for advanced students.

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

Program Director: Larry Warkentin

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

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

Music Major
Performance / Composition Emphasis

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

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

Choose two courses (one from each of the two following areas):
Mus 116 Vocal Teaching Skills (2)
Mus 117 Piano Teaching Skills (2)
Mus 141A Conducting I (3)
Mus 142 Music Theory and Composition (3)

Applied Music Courses:

Private Instruction — Four semesters of private instruction in a chosen instrument or voice, at the advanced level (3)
Ensemble — Four semesters of participation in a performing ensemble at the advanced level (4–8)

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

Music Major — Single Subject Teaching Credential Emphasis

Required Courses
Mus 5 Basic Musicianship (3)
Mus 10 Music Theory I (3)
Mus 11 Music Theory II (3)
Mus 61 Introduction to Music and Art (3)
Mus 110 Music Theory III (3)
Mus 111 Music Theory IV (3)
Mus 112 Music History – Vocal (3)
Mus 113 Music History – Instrumental (3)
Mus 116 Vocal Teaching Skills (2)
Mus 130A Skills in Orchestral Instruments — Brass (2)
Mus 130B Skills in Orchestral Instruments — Woodwinds (2)
Mus 130C Skills in Orchestral Instruments — Percussion (2)
Mus 130D Skills in Orchestral Instruments — Strings (2)
Mus 140 Music in the Church (3)
Mus 141A Conducting I (3)
Mus 141B Conducting II (3)
Mus 145 Studies in Music Education (3)
Mus 199 Senior Project 1–3
Elective in Music (3)

Applied Music Courses:

Private Instruction — Eight semesters of private instruction in a chosen instrument or voice, including four semesters at the advanced level (8)
Ensemble — Eight semesters of participation in a performing ensemble, including four semesters at the advanced level. Students with an instrumental music emphasis must have at least two semesters in a larger ensemble. This is available through concurrent enrollment with California State University, Fresno. Contact your program director for details on how this can be arranged. (8)
Additional Requirements:
1) A piano proficiency test must be passed before the end of the junior year.
2) Attendance at departmental recitals and concerts is required.

Music Minor

Music exists to express those non-verbal emotions and thoughts which cannot be communicated in other art forms. The music program exists to teach students the skills and concepts of music so that they may effectively communicate its meaning in their writing and performing. The music minor serves to give students the necessary basic skills for understanding and appreciating music.

Required Courses (20 units)

Mus 5 Basic Musicianship (3)
Mus 10 Music Theory I (3)
Mus 11 Music Theory II (3)
Mus 61 Introduction to Music and Art (3)
Mus 112 Music History (3)

or

Mus 113 Music History (3)
Mus 140 Music and the Church (3)

Four semesters of participation in a performing ensemble (4-6)

Music Courses

5 Basic Musicianship
This class introduces students to the fundamentals of music. Prospective elementary school teachers will find it useful in learning to work with sound from a non-technical point of view. Persons with an interest in a music major, but with limited musical experience will find it a good introduction to the major. Students with demonstrable skills equal to this course will enroll directly in Theory I.

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

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

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

18, 118 Choral Ensemble
Choral literature performed by separate ensembles for men and women. These groups are open without audition. Graded CR/NC

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

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

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

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

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

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

32 Class Voice
Vocal instruction offered in small groups.

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

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

61 Introduction to Music and Art (Same as Art 61)
An integrated study of music and art designed to create an understanding and appreciation of varied types of human artistic expression.
110 Music Theory III
Prerequisite: Mus 11
Continued study of harmony with emphasis on analytical skills.
Not offered 1986–87

111 Music Theory IV
Prerequisite: Mus 110
Continued study of harmony, with emphasis on creative application in music composition. Not offered 1986–87

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

113 Music History
Prerequisite: Mus 61
A study of instrumental music in the history of Western music from antiquity to the present.

116 Vocal Teaching Skills
Methods of vocal instruction and solutions to various vocal problems are explored. The class is designed for those who plan to teach singing or work with choirs. Each class member will work with a private voice student as part of the course subject matter. Not offered 1986–87

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

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

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

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

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

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

141A Conducting I
This course assumes the basic skills a student has acquired in Theory II. In addition to conducting skills the student will be instructed in rehearsal techniques, simple arranging, orchestration and program construction. Not offered 1986–87

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

142 Music Theory and Composition
Prerequisite: Consent of faculty
Creative exercises in writing music for a variety of vocal and instrumental combinations. Not offered 1986–87

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

145 Studies in Music Education
Prerequisite: Consent of instructor
A general discussion of the field of public school music education, focusing on historical and philosophical developments, current issues in the professions, and principles of curriculum development. The instructor of this course serves as one of the supervisors of the prospective music teacher during initial classroom observation and during student teaching. Not offered 1986–87

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

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

148 Readings in Music
Prerequisite: Consent of instructor
Individually designed readings for advanced students.

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

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

Program Director: Delbert Wiens

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

Philosophy Minor

Required Courses (6 courses — 19 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 63</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 66</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 152</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two of the following:</td>
<td></td>
</tr>
<tr>
<td>Phil 130</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 135</td>
<td>Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 137</td>
<td>Contemporary Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>Phil 160</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Phil 161</td>
<td>Philosophy of History</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophy Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>66</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>130</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>135</td>
<td>Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>137</td>
<td>Contemporary Philosophy (Same as Hist 148)</td>
<td>3</td>
</tr>
<tr>
<td>152</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>160</td>
<td>Philosophy of Religion (Same as Bib 155)</td>
<td>3</td>
</tr>
<tr>
<td>161</td>
<td>Philosophy of History (Same as Hist 160)</td>
<td>3</td>
</tr>
<tr>
<td>187</td>
<td>Topics in Philosophy</td>
<td>1-3</td>
</tr>
<tr>
<td>188</td>
<td>Readings in Philosophy</td>
<td>1-3</td>
</tr>
<tr>
<td>190</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Notes:
- Prerequisite: Consent of instructor
- Courses which cover subject matter not included in regular philosophy courses may be given credit as special topics in philosophy.
- Individually designed readings for advanced students.
- Independent study is available to pursue a topic of interest through individually oriented research. Enrollment is limited to those able students who in the opinion of the division chairman would profit by the opportunity to use their initiative and creativity to obtain greater depth in their major field.
NATURAL SCIENCES AND MATHEMATICS

Chairman: Donald Braun

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

Mathematics Major

Program Director: Wilbert Reimer

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

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

<table>
<thead>
<tr>
<th>Mathematics Major — Computer Science Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Prerequisite:</strong></td>
</tr>
<tr>
<td>Math 1 Principles of Mathematics (4)</td>
</tr>
<tr>
<td><strong>Required Courses</strong> (17 Courses — 55–59 units)</td>
</tr>
<tr>
<td>Math 3 Calculus I (4)</td>
</tr>
<tr>
<td>Math 4 Calculus II (4)</td>
</tr>
<tr>
<td>Math 5 Calculus III (4)</td>
</tr>
<tr>
<td>Math 120 Algebra and Number Theory (4)</td>
</tr>
<tr>
<td>Math 130 Problem Solving (3)</td>
</tr>
<tr>
<td>Math 154 Probability and Statistics (4)</td>
</tr>
<tr>
<td>Math 170 Beginning BASIC Programming (3)</td>
</tr>
<tr>
<td>CS 170A Intermediate BASIC Programming (3)</td>
</tr>
<tr>
<td>CS 171 Beginning PASCAL Programming (3)</td>
</tr>
<tr>
<td>CS 171A Intermediate PASCAL Programming (3)</td>
</tr>
<tr>
<td>CS 171B Advanced PASCAL Programming (3)</td>
</tr>
<tr>
<td>CS 173 Beginning LOGO Programming (3)</td>
</tr>
<tr>
<td>CS 173A Intermediate LOGO Programming (3)</td>
</tr>
<tr>
<td>CS 177 Introduction to Data Base Systems (3)</td>
</tr>
<tr>
<td>CS 177B Electronic Spreadsheets (3)</td>
</tr>
<tr>
<td>CS 177F Practicum in Data Base/Spreadsheets (2–6)</td>
</tr>
<tr>
<td>Choose one of the following:</td>
</tr>
<tr>
<td>CS 172A Fortran Programming (3)</td>
</tr>
<tr>
<td>CS 172B Cobol Programming (3)</td>
</tr>
</tbody>
</table>
Mathematics Major — Single Subject Teaching Credential Emphasis

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

Required Courses (13 courses — 43 units)
Math 3 Calculus I (4)
Math 4 Calculus II (4)
Math 5 Calculus III (4)
Math 101 Principles of Geometry (3)
Math 103 History of Mathematics (3)
Math 120 Algebra and Number Theory (4)
Math 130 Problem Solving (3)
Math 141 The Real Number System (3)
Math 154 Probability and Statistics (4)
Math 170 BASIC Programming I (3)
Math 173 LOGO Programming I (3)
Math 191 Practicum in Mathematics (2)
CS 171 PASCAL Programming I (3)

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

Supplementary Authorization to Teach Introductory Mathematics

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

Mathematics Courses

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

3 Calculus I
Prerequisite: Two years high school algebra
Analytic geometry, relations and functions, limits and continuity, differentiation, applications of differentiation.

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

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

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

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

105 Principles of Mathematics for Teachers
Prerequisites: Teaching credential and teaching experience
This course provides a study of significant mathematical topics including algebra, geometry, and probability. Mathematical discovery, inductive and deductive reasoning, and problem solving receive emphasis.
108 Calculus for Teachers
Prerequisite: Teaching credential and teaching experience
This course deals with algebra, analytic geometry, relations and functions, limits and continuity, differentiation and the definite integral. Extensive applications of calculus are included.

120 Algebra and Number Theory
Prerequisite: Math 3 or consent of instructor
Groups, rings, integral domains, ordered fields, isomorphisms, rational, real, and complex numbers, divisibility, prime numbers, greatest common divisor, Euler's function, continued fractions, congruences, Diophantine equations.

124 Statistics (Same as Bus 102, Psy 124)
Prerequisite: Math 1
Organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods.

130 Problem Solving
Prerequisite: Math 3
An investigation of the process of problem solving in mathematics. Topics studied include specialization, generalization, analogy, induction, recursion, etc. Practice in applying these ideas to a variety of nonroutine problems.

140 Arithmetic and Algebra of the Rational Number System
Prerequisite: Math 1
Development of the rational number system and its sub-systems from the informal point of view; sets, relations, operations, and equivalence classes; definitions of number systems, isomorphisms, algorithms for operations with numbers, prime numbers; applications. Prepares teachers for K-9 mathematics.

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

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

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

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

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

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

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

Computer Science Program

Program Director: Ted Ostrander

Computer and information science is the science of information, its representation, its storage, its structures, its display and the processes by which it is transformed. The Systems Analysis major offers preparation for careers in the fields of electronic data processing and decision support systems. Systems Analysis will overview computer systems and the implementation and design of hardware and software systems. Topics will include process communication, cooperating sequential processes, resource protection, recoverability, and systems programming language.

Systems Analysis Major

"The computer's essence is its universality, its power to simulate. Because it can take on a thousand forms and can serve a thousand functions, it can appeal to a thousand tastes."

Recommended Prerequisites:

| CS 6  | Introduction to Systems Analysis (1) |
| CS 7  | Introduction to Word Processing (1)  |
| CS 8  | Introduction to Spreadsheet (1)     |
| CS 9  | Introduction to Database Management (1) |

Required Courses (15 Courses — 44-51 units)

| CS 171 | PASCAL Programming I (3) |
| CS 171A | PASCAL Programming II (3) |
| CS 174 | Systems Analysis (3) |
| CS 177 | Introduction to Database Systems (3) |
| CS 177B | Electronic Spreadsheets (3) |
| CS 177D | Integrated Systems (3) |
| CS 177F | Practicum in Database/Spreadsheet (2-6) |
Systems Analysis Minor

Students majoring in other programs may wish to minor in Computer Analysis since a basic knowledge of the theory and practice of computing is useful in a wide variety of other fields. Fresno Pacific College also offers coursework in systems analysis in conjunction with the mathematics and business departments. Students who are interested in the fundamental relationship between mathematics and computer programming may refer to the computer science emphasis in the mathematics major. Students who are interested in the utilization of computer skills and technologies in the business context will be interested in the Management Information Systems emphasis in the business major.

Required Courses (7 courses — 21 units)

- CS 171 PASCAL Programming I (3)
- CS 171A PASCAL Programming II (3)
- CS 174 Systems Analysis (3)
- CS 177 Introduction to Database Systems (3)
- CS 177B Electronic Spreadsheets (3)

Select 6 units from the following:

- CS 170A BASIC Programming I (3)
- CS 171B PASCAL Programming III (3)
- CS 172A Fortran Programming (3)
- CS 172B Cobol Programming (3)
- CS 173A LOGO Programming I (3)
- CS 177E Word Processing (3)
- CS 177F Practicum in Database/Spreadsheet (2–4)
- CS 178A Simulations (3)
- CS 178D Interactive Computer Graphics (3)
- CS 191 Assembly Language (3)

Computer Science Courses

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

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

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

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

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

170A BASIC Programming II
Prerequisite: CS 170
Advanced statements, commands, and operators; 2 and 3-dimensional arrays, sequential and random access files, sorting algorithms, writing of major original programs, and applications.

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

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

171B PASCAL Programming III
Prerequisite: CS 171A
Explores advanced commands in depth, pointers, binary trees, sets, linking, simulations; problem solving applications; creation of a major functional program with documentation.

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

172B Cobol Programming
A language designed to handle business problems. Deals with the development and application of the four divisions of the language: identification, environment, data, and procedure. High level compiled language with an English-like syntax.
173 LOGO Programming I (Same as Math 173) (3)
Prerequisite: Math 1
Introduction to LOGO programming: graphics commands, editing commands, filling and managing workspace, operators, and conditionals; creation of an original program; applications to mathematics, especially geometric problem solving using recursions, trigonometric functions, law of sines, law of cosines, etc.

173A LOGO Programming II (3)
Prerequisite: CS 173
Advanced graphics commands; filling and managing workspace commands; input/output commands; word/list operations; operators, and conditionals; advanced applications to mathematics; creation of a major original program.

174 Systems Analysis (Same as Bus 174) (3)
Prerequisites: CS 171A, CS 177F
This course will overview computer systems and the implementation and design of hardware and software systems. Topics will include process communication, cooperating sequential processes, resource protection, recoverability, and systems programming language.

175 Computer Programming III (3)
Prerequisite: Completion of the language involved through the intermediate level.
This individualized course is designed to solve complex problems using advanced applications of programming. Includes system analysis and design. The environment created will be that of the professional service center or software development organization.

177 Introduction to Data Base Systems (Same as Bus 177) (3)
Comprehensive study of selected data base systems in widespread use; applications to areas of student interest.

177A Applications of Data Base Systems (3)
Emphasis on applications of data base systems including a major project in the area of student interest.

177B Electronic Spreadsheets (Same as Bus 177B) (3)
This course will explore several electronic spreadsheets from simple to advanced. Mastery in one advanced spreadsheet is required together with extensive application.

177D Integrated Systems (3)
This course will focus on the integration of word processing, spreadsheets, database, reports and graphic presentations.

177E Word Processing (3)
Several word processing programs will be explored with mastery in at least one major word processing program. Application will occur in many disciplines.

177F Practicum in Database/Spreadsheet (3)
Prerequisites: CS 177, CS 177B, CS 177D
This course will be a utilization of applications programs in real-world situations.

178A Simulations (3)
This course presents simulation and model building as tools to be used in the analysis of complex, real-world phenomena.

178D Interactive Computer Graphics (3)
Topics in computer graphics: display technology, graphic coordinate systems, color representation, animation graphics, and three-dimensional representation.

179 Assembly Language (3)
Prerequisite: One of the following: CS 170, 171, 172A, 172B
Introduction to programming in assembly and machine language and including screen graphics, images, and integration of assembly language with high level languages.

190 Independent Study (1–3)
Prerequisite: Consent of instructor
Independent study is available to pursue a topic of interest through individually oriented research.

191 Project / Project (3–9)
Prerequisite: CS 175
Designed to allow students to engage in practical, life-like projects utilizing computer techniques.

Natural Science Major

Program Director: Donald Braun

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

Students who are interested in working in health services or education will be encouraged to become familiar with Hispanic language and culture. A cross-cultural learning experience will also be encouraged. Students who are interested in a career in education should enroll in Perspectives on Education early in their college program.
Natural Science Major — Pre-Health Sciences Emphasis

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

Required Courses (14 Courses, 53–54 units)
- Biol 65 Human Anatomy (4)
- Biol 66 Human Physiology (4)
- Biol 103 Zoology (4)
- Biol 120 Genetics (4)
- Chem 2 General Chemistry (4)
- Chem 110 Organic Chemistry (4)
- Chem 111 Organic Chemistry (4)
- Chem 151 Quantitative Analysis (4)
- CS 170A BASIC Programming II (4)
  or
- CS 171 PASCAL Programming I (3)
- Math 3 Calculus I (4)
- Math 124 Statistics (3)

Three of the following:
- Biol 120 Genetics (4)
- Biol 112 Ecology (4)
- Math 4 Calculus II (4)
- Math 5 Calculus III (4)
- Psy 125 Physiological Psychology (3)

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

Recommended — Marine Biology

Biology Minor

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

Required Courses (5–6 Courses — 20 units)
- Biol 1 Principles of Biology (4)
- Biol 2 Botany (4)
- Biol 103 Zoology (4)

Select 8 units from the following:
- Biol 65 Human Anatomy (4)
- Biol 66 Human Physiology (4)
- Biol 112 Ecology (4)
- Biol 120 Genetics (4)
- Biol 180 History and Philosophy of Biology (3)
Chemistry Minor

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

Required Courses (5—6 Courses — 20 units)
Chem 1 General Chemistry (4)
Chem 2 General Chemistry (4)
or
Chem 5 Bio-organic Chemistry (4)
Chem 110 Organic Chemistry (4)
Chem 151 Quantitative Chemistry (4)
Select 4 or more units from the following:
Chem 111 Organic Chemistry (4)
Chem 187 Topics in Chemistry (1—3)
Chem 188 Readings in Chemistry (1—3)

SUPPLEMENTARY AUTHORIZATION TO TEACH
GENERAL SCIENCE, BIOLOGY, AND CHEMISTRY

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

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

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

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

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

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

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

Biology Courses

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

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

3 Zoology
Prerequisite: Bio 1 or consent of instructor
A survey of the animal kingdom emphasizing the adaptive nature of taxonomic diversity in structure, function, life history and behavior.

65 Human Anatomy
3 hours lecture; 2 hours lab. Prerequisite: Bio 1 or equivalent
An introductory systems approach to gross and microscopic structure of the human body.

66 Human Physiology
3 hours lecture; 2 hours lab. Prerequisites: Bio 65 or Chem 1 or consent of instructor
Homeostasis in the human body; an introductory course for study of principles, integrated function, and fine structure of the human body.

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

104 Zoology and Human Beings for Teachers
Prerequisite: Teaching credential and teaching experience
A study of the diversity, structure, and function of selected animals, with special emphasis and detail given to man.
112 Ecology
3 hours lecture; 2 hours lab. Prerequisite: Bio 1 or consent of instructor
A study of the interrelationships between organisms and their environment and
an analysis of the principal factors contributing to the distribution and abundance
of living organisms. Participation in field trips is required.

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

120 Genetics
4 hours lecture and demonstration. Prerequisite: Bio 1
Principles and physical basis of heredity; biochemical patterns of gene action;
the genetic hazards of radiations are also considered.

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

180 History and Philosophy of Biology
Prerequisite: Consent of instructor
A study in a seminar setting of the major landmarks in the development of
the discipline of biology, with the view to understand the various forces involved in
these developments.

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

188 Readings in Biology
Prerequisite: Consent of instructor
Individually designed readings in biology for advanced students.

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

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

Chemistry Courses

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

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

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

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

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

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

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

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

135 Environmental Chemistry for Teachers
Prerequisite: Teaching credential and teaching experience
A study of the interaction of chemical processes with mankind. Topics to be in-
cluded are food additives, air and water pollution, hazardous wastes, and the
problems of using nuclear energy.

151 Quantitative Analysis
2 hours lecture; 6 hours lab
A study of the principles of gravimetric and volumetric analysis, including
instrumental analysis.
187 Topics in Chemistry
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular chemistry courses may be given credit as special topics in chemistry.

188 Readings in Chemistry
Prerequisite: Consent of instructor
Individually designed readings in chemistry for advanced students.

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

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

---

Physical Science Courses

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

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

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

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

Chairman: Richard Unruh

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

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

BUSINESS

Program Director: Ruth Funk

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

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

Accounting Major

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

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

Required Courses: (18 Courses — 55 units)
Bus 50 Perspectives on Business (1)
Bus 2 Principles of Economics — Micro (3)
Bus 3 Principles of Accounting (3)
Bus 4 Principles of Accounting (3)
Bus 100 Principles of Marketing (3)
Bus 102 Business Statistics (3)
Bus 110 Management Theory (3)
Bus 111 Organization and Human Behavior (3)
Bus 118 Legal Environment of Business (3)
Bus 120A Intermediate Accounting (4)
Bus 120B Intermediate Accounting (4)
Bus 132 Cost Accounting (3)
Bus 133 Business Finance (3)
Bus 144 Tax Accounting (4)
Bus 162 Auditing (3)
Bus 170 BASIC Programming I (3)
Bus 189 Business Ethics (3)
Bus 191A Practicum in Accounting (3)
Business Major

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

Business Major — Management Information Systems Emphasis

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

Required Courses (18 courses — 52–54 units)
- Bus 50 Perspectives on Business (1)
- Bus 2 Principles of Economics — Micro (3)
- Bus 3 Principles of Accounting (3)
- Bus 4 Principles of Accounting (3)
- Bus 100 Principles of Marketing (3)
- Bus 102 Business Statistics (3)
- Bus 110 Management Theory (3)
- Bus 111 Organization and Human Behavior (3)
- Bus 118 Legal Environment of Business (3)
- Bus 133 Business Finance (3)
- Bus 170 BASIC Programming I (3)
- CS 177E Word Processing (3)
- Bus 189 Business Ethics (3)
- Bus 191 Practicum in Business (3)

Choose two of the following:
- Bus 151 Personnel Management (3)
- Bus 158 Business Communication (3)
- Bus 187 Topics in Business (3)
- Psy 128 Group Dynamics and Leadership (3)
- Psy 174 Counselling (4)
- Soc 168 Conflict Management and Resolution (3)
- Soc 109 Social History of Japan (3)

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

Business Major — Accounting Emphasis

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

Required Courses (17 courses — 51–52 units)
- Bus 50 Perspectives on Business (1)
- Bus 2 Principles of Economics — Micro (3)
- Bus 3 Principles of Accounting (3)
- Bus 4 Principles of Accounting (3)
- Bus 100 Principles of Marketing (3)
- Bus 102 Business Statistics (3)
- Bus 110 Management Theory (3)
- Bus 111 Organization and Human Behavior (3)
- Bus 118 Legal Environment of Business (3)
- Bus 133 Business Finance (3)
- Bus 170 BASIC Programming I (3)
- Bus 189 Business Ethics (3)
- Bus 191A Practicum in Accounting (3)

Choose four of the following:
- Bus 120A Intermediate Accounting (4)
- Bus 120B Intermediate Accounting (4)
- Bus 132 Cost Accounting (4)
- Bus 144 Tax Accounting (4)
- Bus 162 Auditing (3)
Business Major — Finance Emphasis

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

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

Choose two of the following:
Bus 2 Principles of Economics — Micro (3)
Bus 4 Principles of Accounting (3)
Bus 111 Organization and Human Behavior (3)
Bus 118 Legal Environment of Business (3)
Bus 133 Business Finance (3)

Business Courses

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

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

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

4 Principles of Accounting (3)
Prerequisite: Bus 3

10 Consumer Economics (3)
General budgeting rules, checks and credit instruments, use of consumer credit, investing, insurance, real estate, negotiations, careers, planning of estates and taxes. Not offered 1986-87

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

100 Principles of Marketing (3)
Prerequisite: Junior standing or consent of instructor
A survey of the major marketing methods, institutions, and practices. Analysis of market structure, environment, demand characteristics, and market strategy; product research and development; distribution alternatives; promotional programs and pricing decisions.

102 Business Statistics (Same as Math 124, Pay 124) (3)
Prerequisite: Math 1 or consent of instructor
Organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods.
110 Management Theory
Prerequisite: Junior standing or consent of instructor and declaration of major
Analysis of basic administrative functions, developing forms of organizations, dynamics of organization, implementation of change, leadership, power and authority.

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

118 Legal Environment of Business
Prerequisite: Bus 110
Function of law in implementing solutions to human problems through examination of legal theories, principles and formulas; general overview of constitutional law, civil procedure and the federal and state court systems; relation of the legal system to business through the examination of law with emphasis in the fields of contracts, agency, property and business organizations; case studies; research; analysis, Not offered 1986–87

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

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

130 Personal Finance
Purpose of course is to provide a framework for consumer decisions in our economic environment. Covers budgeting, investments, risk management, purchasing, estate planning and tax planning, Not offered 1986–87

132 Cost Accounting
Prerequisite: Bus 4, Math 1
Industrial Accounting, including standard methods of job costing as well as use of computers and statistical applications. Not offered 1986–87

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

135 Investments
Prerequisite: Business Finance

137 Financial Decision Models
Prerequisite: Bus 133
Quantitative methods for financial management decision-making regarding investment decisions, tax decisions, and other financial management responsibilities. Not offered 1986–87

139 Risk Management
Prerequisite: Bus 116
Analysis of insurance contracts and policies, determination of risk vulnerability, risk control methods for business and industry, personal insurance programs including property-casualty, disability and life, Not offered 1986–87

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

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

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

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

162 Auditing
Prerequisite: Bus 120B (may be taken concurrently)
Methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor. Generally accepted techniques for evaluation of internal control procedures as well as auditing of computer accounting systems will be utilized. Not offered 1986–87

167 Advanced Accounting
Prerequisite: Bus 120B
Partnership, corporation, governmental and institutional accounting.

170 BASIC Programming I (Same as CS 170)
Prerequisite: Business Finance
Introduction to computer programming using BASIC language. Includes core commands, variables, algorithms, tracing, modifying, and comparing programs; and problem solving experiences.

174 Systems Analysis (Same as CS 174)
Prerequisites: CS 171A, CS 177F
This course will overview systems in the organization and how these systems can be managed. Topics will include processes, communication.

177 Introduction to Database Systems (Same as CS 177)
Comprehensive study of selected data base systems in widespread use, applications to areas of student interest.
177B  Electronic Spreadsheets (Same as CS 177B) (3)
This course will explore several electronic spreadsheets from simple to advanced. Mastery in one advanced spreadsheet is required together with extensive application.

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

188  Readings in Business (1–3)
Prerequisite: Consent of instructor
Individually designed readings in business.

189  Business Ethics (3)
Prerequisite: Senior standing
A look at problems and policies within organizations, particularly focusing on a Christian perspective in solving them. Major focus will also dwell on values and religion as they influence and are influenced by business and other organizations.

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

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

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

---

**GEOGRAPHY**

Program Director: Gary Nachtigall

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

---

**Geography Courses**

4  World Geography (3)
A systematic survey of the world's physical features. The emphasis is on cultural features, economic development, resources, and man-land relationships. The basic unit of study is the political state. When appropriate, groups of states are used based on similarities of climate, culture, and landforms. This class will benefit all persons who are seeking to develop a world view.

122  Cultural Geography (3)
An investigation into the man-land relationships of the world. A systematic survey of the cultural phenomena and their distribution on the earth's surface. Cultural features such as religion, population, rural and urban settlements are studied from the vantage point of similarities and differences world-wide.

190  Independent Study (1–4)
Prerequisite: Consent of instructor
This study makes possible individually-oriented reading, research, and special projects under faculty supervision. Enrollment is limited to those who would profit by the opportunity to use their initiative and creativity to obtain greater depth in their study of geography.
HISTORY

Program Director: Paul Toews

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

The History program offers courses in American and European history, and in Western intellectual and cultural history. It prepares students for graduate or professional study, secondary teaching, and enlightened participation in the modern world through a major and minor, and its course offerings in general.

History Major

The History major is designed to prepare students for graduate study in disciplines such as history, theology, and philosophy; professional study in fields such as law, library science, archival management, and public history; teaching social science in secondary schools; and an enhanced understanding of themselves and the modern world. Participation in a cross-cultural learning experience is encouraged, and the equivalent of one year’s study of a second language is strongly recommended. Students majoring in history are also advised to consider completing a second major in a related field.

General Education Prerequisites:
Hist 1 Western Heritage I (4)
Hist 2 Western Heritage II (4)
Hist 33 American Civilization (4)

Required Courses: (8–9 courses — 30 units)

The major can be tailored to student interests, though the following courses are strongly recommended for inclusion:
Hist 125 Cultural History of Greece (4)
Hist 126 Cultural History of Rome (4)
Hist 130 Renaissance and Reformation (3)
Hist 134 Early Modern Europe (3)

Hist 148 Modern European History (4)
Hist 165 Twentieth Century America (4)
Hist 169 American Intellectual History (4)

History Minor

The training and discipline derived from historical studies provides a valuable experience for all educated persons seeking to understand themselves and their world. Desirable as strong supplemental preparation for careers in journalism, management, public relations, publishing, banking, and government service.

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

History Courses

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

2 Western Heritage II (Same as Bib 21) (4)
Against the background of the rise of Rome, this course surveys the convergence of Greek and Judaeo-Christian cultures under the aegis of Roman political institutions. Extensive readings in original texts are used to trace the development of the Christian Church and the attempt to create a unified Christian civilization during the Middle Ages.
25 California History and Politics (Same as PS 25) (3)
Prerequisites: Bus 1, Hist 33, PS 1 recommended
California is often viewed as the “trendsetter” for the rest of the nation. This course seeks to explain why by acquainting students with the social, cultural, economic, and political development of California from early settlement to the present. At the same time, it familiarizes them with the state’s current political system and the policies that surround it. (Meets the California history and government requirement for credential candidates.)

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

105 Introduction to Mennonite History (Same as Bib 178) (3)
A survey of the Anabaptist-Mennonite tradition in Europe and North America with some special emphasis on the emergence of the Mennonite Brethren movement. Not offered 1986–87

107 History of American Evangelicalism (Same as Bib 138) (3)
A survey of the way in which the American Evangelical tradition has contributed to the shaping of American political, social, and cultural life, and the way in which the American experience has in turn shaped the Evangelical tradition. Not offered 1986–87

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

125 Cultural History of Greece (4)
A cultural-intellectual history of Greece to Alexander the Great.
Not offered 1986–87

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

131 The Renaissance and Reformation (3)
A study of the transition from medieval to modern Europe. It will include a survey of the way in which new understandings in religion, philosophy, and politics shattered the intellectual and ecclesiastical unity of Europe.

134 Early Modern Europe (3)
A survey of the rise of Absolutism following the Wars of Religion, Mercantilism and international trade in Western Europe. Popular revolts during the 17–18th centuries, The French Revolution and Napoleonic empire, and its impact upon European society. Not offered 1986–87

148 Modern European History (Same as Phil 137) (3)
A survey of European history and an examination of major trends in European though, from the Enlightenment to the present.

160 History of Mexico (3)
A survey of Mexican history from the pre-Columbian era to the present. Focus is on the religious, cultural, and political ideals which have molded the major epochs of Mexican history. Not offered 1986–87

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

165 Twentieth Century America (4)
A history of the United States from the 1890’s to the present with attention to the structure of the urban and industrial order, attempts to change that structure, and overseas expansion. Not offered 1986–87

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

175 Historical Peacemakers (3)
This course will survey some of the important persons and movements that have used peaceful methods to achieve substantial historical change. Included will be M.D. Gandhi, Martin Luther King, Daniel Dolci, A.J. Muste, the American Abolitionists, and the Danish Resistance Movement during World War II.
Not offered 1986–87

180 Philosophy of History (Same as Phil 161) (3)
An examination of pattern and meaning in history and of historical method. Not offered 1986–87

187 Topics in History (1–4)
Prerequisite: Consent of Instructor
A variety of topical courses may be offered beyond the regularly scheduled courses.

188 Readings in History (1–4)
Prerequisite: Consent of Instructor
Individually designed readings for advanced students.

190 Independent Study in History (1–4)
Prerequisite: Advanced standing in history
Independent study is available to pursue a topic of interest through individually oriented research. Course is designed to allow students to become participants in the process of historical research and writing.
Political Science

Program Director: Richard Unruh

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

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

Political Science Minor

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

Required Courses (24 units)
PS 5/105 American Politics and Society (4)
PS 141 World Politics and Society (4)
PS 188 Readings in Political Science (4)

Choose three of the following courses or the American Studies Program
PS 123 America in a Global Community (4)
PS 150 Social Problems and Public Policy (4)
PS 155 Urban Society and the Welfare State (4)
PS 165 Urban America: Problems and Politics (4)
PS 175 Criminal Justice in America (4)
PS 189A American Studies Program (12-16)

Political Science Courses

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

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

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

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

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

100 Christian Faith and Political Issues (Same as Bib 157)
While Christians are not to be of the world, they are nevertheless in the world—and expected to exercise a positive influence there. This course seeks to awaken students to their social and political responsibilities as Christians, challenge them to take those responsibilities seriously, and aid them in deciding how to respond to issues of current concern.

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

141 World Politics and Society
Prerequisites: Bus 1, Geog 4, PS 1, PS 5 recommended
Modern communications and transportation, increasing economic interdependence, and the spread of political unrest and conflict have made Americans more aware of the impact of the world on their lives. Yet their understanding of other countries, and the forces that influence relationships with the United States, is often limited. This course acquaints students with the social, economic, and political systems of selected nations, helps them to understand why those nations function in the world community as they do, and stimulates a concern for the nature of America's relationship with those nations. Not offered 1986-87
150 Social Problems and Public Policy (Same as Soc 150 & SW 145)
Prerequisites: Bus 1, PS 1, PS 5, Psy 42, Soc 41 recommended
Poverty, sexism, racism, crime, drug abuse, mental illness, and family breakup are examples of major social problems that have increasingly come to concern our society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

155 Urban Society and the Welfare State (Same as SW 121)
Prerequisites: Bus 1, Hist 33, PS 1, PS 5, Soc 41 recommended
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu which has shaped them over time, develops an awareness of the impact they have had on their recipients, and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issue of social justice. Not offered 1986–87

165 Urban America: Problems and Politics
Prerequisites: Bus 1, Hist 33, PS 1, PS 5, Soc 41 recommended
Urbanization is a phenomenon that has far-reaching consequences—for individuals, societies, and the world. It is at the same time creative and disruptive, liberating and imprisoning. This course acquaints students with the causes of urbanization, helps them understand the nature of the process, makes them aware of its effects on people (including themselves), and familiarizes them with the political institutions and processes through which the problems it spawns are dealt with in America. Not offered 1986–87

175 Criminal Justice in America
Prerequisites: PS 1, PS 50, PS 5, PS 150, Psy 42 recommended
A society says much about its value system by the way it treats those members who have violated the accepted standards of behavior. This course acquaints students with the American criminal law system, exposes them to its mode of operation through literature and field examination, invites them to assess the justice of its processes and decisions, and encourages a particular concern on their part for the latter. Not offered 1986–87

187 Topics in Political Science
Courses which cover subject matter not included in the regular curriculum.

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

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

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

PSYCHOLOGY

Program Director: Orrin Berg

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

Psychology Major

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

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

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

Psychology Minor

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

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

Psychology Courses

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

42  Introduction to Psychology
The objectives of this course are to present the student with an overview of the facts and issues of the discipline, to examine the relationship of psychology to religion, and to explore the implications of the subject matter for how we live. Such topics as perception, learning, biofeedback, stress, normality, therapy, and community are discussed. This course is prerequisite for all other psychology courses offered.

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

101  Experimental Psychology
Prerequisite: Psy 42 & Psy 124
An introduction to the experimental methodology used in psychological research. Techniques used by the psychologist in the study of such topics as learning, psychophysiology, and social psychology. Weekly laboratory periods. Not offered 1986–87

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

110  History and Systems of Psychology
Prerequisite: Psy 42, Senior status or consent of instructor
Two foci will organize the material covered in this course. First, the intellectual history of contemporary psychological perspectives is reviewed. Then the various systems of psychology (behaviorism, psychoanalysis, existentialism, and positivism) are examined. Not offered 1985–87

115  Psychology of Learning
Prerequisite: Psy 42
A study of the major principles and theories of learning. The practical application of learning to such areas as education, behavior control and modification, and psychotherapy will be studied. Not offered 1986–87

118  Child Development
Prerequisite: Psy 42
A study of the development of the child from conception to adolescence. Topics of development such as physical, intellectual, social, emotional, and moral are studied.

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

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

124  Statistics (Same as Math 124, Bus 102)
Prerequisite: Math 1 or consent of instructor
Organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods.
125 Physiological Psychology
Prerequisite: Psy 42
The study of human behavior from a physiological point of view. Topics studied include: the brain and nervous system, right-lett brain functions, neurological disorders, biofeedback therapy, drugs, sleep, sexuality, psychophysiological measurements (EEG, EMG, skin temperature, etc.) and holistic health. Class demonstrations and experiments are emphasized in the course. Not offered 1986-87

128 Group Dynamics and Leadership (Same as Com 128)
Prerequisite: Psy 42
A study of the nature of group tasks, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding and leadership of church groups, business and professional groups, educational groups, and small groups in society generally.

145 Social Psychology (Same as Soc 162)
Prerequisite: Psy 42
The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied. Not offered 1986-87

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

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

163 Psychological Assessment
Prerequisite: Psy 42 & Psy 124
A study of theory and practice of psychological assessment methods as used primarily by the psychologist and educator. The course will include practice in the construction, giving, scoring, and interpreting of tests and evaluation devices. Not offered 1986-87

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

170 Health Psychology
Health Psychology is based on the premise that all aspects of the person must be taken into consideration in the pursuit of health and holiness. Positive well being and prevention of disease is emphasized. Topics studied will include: Judeo-Christian views on health and holiness; new models of health and medicine; the nature of stress and stress related diseases; biofeedback-relaxation training; nutrition, weight control and health exercise, physical fitness and health; drugs and health; dealing with aging, death, and dying. Not offered 1986-87

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

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

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

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

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

SOCIAL SCIENCE

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

Social Science Major — Child Development Emphasis

Major Adviser: Orrin Berg

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

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

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

Choose five of the following:
- Lit 186 Literature for Children and Young Adults (3)
- Psy 103 Psychology of Personality (4)
- Psy 115 Psychology of Learning (3)
- Psy 125 Psychosocial Psychology (4)
- Psy 128 Group Dynamics and Leadership (3)
- Psy 163 Psychological Assessment (4)
- Psy 168 The Problem Child (4)
- Psy 174 Counseling (4)
- Soc 102 Cultural Anthropology (3)
- Soc 111 American Ethnicity and Pluralism (3)

or
- Soc 140 Culture of the Chicano (3)
- SW 135 Social Work Methods II (3)
- SW 140 Social Work Methods III (3)

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

---

**Social Science Major — Pre-Law Emphasis**

Major Adviser: Richard Unruh

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

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

**Required Courses** (13 courses — 47 units)
- Business:
  - Bus 118 Legal Environment of Business (3)
- History:
  - Hist 165 Twentieth Century America (4)
  - Hist 169 American Intellectual History (4)
- Humanities:
  - Com 155 Modern English Grammar (3)
  - Com 158 Advanced Composition (3)
  - Phil 66 Introduction to Logic (3)
- Political Science:
  - PS 50 Perspectives on the American Legal System (1)
  - PS 100 Christian Faith and Political Issues (4)
  - PS 150 Social Problems and Public Policy (4)
  - PS 155 Urban Society and the Welfare State (4)
  - or
  - PS 165 Urban America: Problems and Politics (4)
  - PS 175 Criminal Justice in America (4)
- American Studies Program (12-16 units) may be taken in place of PS 100, 150, 155, 165)
Psychology — Choose one of the following:
Psy 145 Social Psychology (3)
Psy 152 Abnormal Psychology (4)

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

Elective Courses: (recommended)
Hist 148 Modern European History (4)
Phil 152 Ethics (3)
Psy 103 Psychology of Personality (4)
Psy 118 Child Development (3)
Psy 120 Adolescent Development (3)
Soc 175 Social Research Methods (3)
Span 111 Elementary Spanish (4)

Required Courses (13 courses — 44–45 units)

History
Hist 25 California History and Politics (3)
or
PS 25 California History and Politics (3)
Hist 131 Renaissance and Reformation (3)
Hist 134 Early Modern Europe (3)
Hist 148 Modern European History (4)
Hist 165 Twentieth Century America (4)
Hist 169 American Intellectual History (4)

Politics
PS 1 Contemporary Issues in Politics (1)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)
PS 150 Social Problems and Public Policy (4)

Choose one of the following:
Hist 125 Cultural History of Greece (4)
Hist 126 Cultural History of Rome (4)
Hist 160 History of Mexico (3)
Geog 122 Cultural Geography (3)
Soc 102 Cultural Anthropology (3)

Choose one of the following:
Hist 162 American Ethnicity and Pluralism (3)
Soc 140 Culture of the Chicano (3)
Soc 162 Social Psychology (3)

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

Social Science Major — Single Subject Teaching Credential Emphasis

Major Adviser: Richard Unruh

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

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

International Studies Minor

Minor Advisor: Richard Unruh

An introduction to the global community in which we live—its geography, diverse cultures, varied economic and political systems—and our increasing interdependence with it. Desirable as an experience in cross-cultural education, and as preparation for overseas service or travel.

Required Courses (7 courses — 23–24 units)
Geog 4 World Geography (3)
Geog 122 Cultural Geography (3)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)
Soc 102 Cultural Anthropology (3)
Choose two of the following:
Bib 164 History of the World (3)
Bib 157 Christian Faith and Political Issues (4) or
IPS 100 Christian Faith and Political Issues (4)
Bus 140 International Economics and Banking (3)
Hist 111 Social History of Japan (3) or
Soc 109 Social History of Japan (3)
Hist 160 History of Mexico (3)
A cross-cultural experience and study of a foreign language are strongly recommended.

Conflict and Peacemaking Minor

Minor Advisor: Dalton Reimer

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

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

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

Required Courses (6 courses — 18 units)
Bib 196 Biblical Theology of Conflict and Peacemaking (3)
Hist 175 Historical Peacemakers (3)
Com 169 Conflict Management and Resolution (3) or
Soc 169 Conflict Management and Resolution (3)

Choose three of the following:
Bib 148 Church Leadership (3)
Bib 157 Christian Faith and Political Issues (4) or
IPS 100 Christian Faith and Political Issues (4)
Rel 167 Anabaptist History and Thought (3)
Bib 178 Introduction to Mennonite History (3) or
Hist 105 Introduction to Mennonite History (3)
Biol 112 Ecology (4)
Bus 110 Management Theory (3)
Bus 111 Organization and Human Behavior (3)
Soc 151 Personnel Management (3)
Com 128 Group Dynamics and Leadership (3) or
Psy 128 Group Dynamics and Leadership (3)
PS 123 America in a Global Community (4)
PS 141 World Politics and Society (4)
PS 150 Social Problems and Public Policy (4) or
Soc 150 Social Problems and Public Policy (4)
PS 165 Urban America: Problems and Policies (4)
Psy 145 Social Psychology (3) or
Soc 162 Social Psychology (3)
Soc 165 Marriage and Family (3)
SW 135 Social Work Methods I (3)
SW 140 Social Work Methods II (3)

SOCIAL WORK

Program Director: William Krueger

Social Work is a profession in which individuals seek to help people deal with the stresses of daily life, as well as the more perplexing problems of the human condition. Social workers counsel individuals and families, work with groups, facilitate change in organizations, and help communities of people overcome problems. Social Work is a unique "helping" profession and as such, enables individuals to be of service to those in need.

The Social Work program offers courses in social welfare and social work. It prepares students for post-baccalaureate social service employment, graduate study in social work, or participation in a variety of people-oriented programs through a Social
Work major and minor. Students interested in the major or minor should take the perspectives on Social Work course early in their college experience.

**Social Work Major**

The Social Work major is interdisciplinary in nature, and conforms to standards of the Council on Social Work Education. It utilizes a strong internship component to integrate the psychological and social science perspectives, Christian value orientation, and personal interests of the student in a holistic and practical educational experience. The major fulfills entrance requirements to graduate schools of social work such as California State University, Fresno.

Students interested in graduate study are encouraged to take Math 124. The junior and senior Biblical Studies requirement is to be generally met by taking Bib 157 and Bib 186.

**General Education Prerequisites:**

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

**Required Courses** (17 courses — 52 units)

- SW 50 Perspectives on Social Work (1)
- SW 120 Introduction to Social Work (3)
- SW 121 Social Welfare and Urban Society (4)
- SW 130 Social Work Methods I (3)
- SW 130A Social Work Methods I Practicum (1)
- SW 135 Social Work Methods II (3)
- SW 135A Social Work Methods II Practicum (1)
- SW 140 Social Work Methods III (3)
- SW 140A Social Work Methods III Practicum (1)
- SW 145 Social Problems & Public Policy (4)
- SW 150 Human Behavior in the Social Environment (3)
- SW 175 Social Research Methods (3)
- SW 189 Senior Seminar in Social Work (4)
- SW 191 Field Instruction in Social Work (8)
- Psy 152 Abnormal Psychology (4)
- Soc 111 American Ethnicity and Pluralism (3)
- Soc 165 Marriage and Family (3)

**Recommended Elective Courses:**

- PS 175 Criminal Justice in America (4)
- Psy 103 Psychology of Personality (4)
- Psy 118 Child Development (3)
- Psy 120 Adolescent Development (3)
- Psy 125 Physiological Psychology (4)
- Psy 168 The Problem Child (4)
- SW 60 Participation in Volunteer Services (1)
- SW 124 Social Work with the Aged (3)
- Soc 122 Introduction to Gerontology (3)
- Soc 140 Culture of the Chicano (3)
- Soc 162 Social Psychology (3)
- Soc 168 Conflict Management and Resolution (3)

**Social Work Minor**

An introduction to the field of social work. Desirable as supplemental preparation for those in people-oriented programs such as Contemporary Ministries, Psychology, Communication, and Education.

**Required Courses** (8 courses — 19-21 units)

- SW 50 Perspectives on Social Work (1)
- SW 60 Participation in Volunteer Service (1)
- SW 120 Introduction to Social Work (3)
- SW 121 Social Welfare and Urban Society (4)
- SW 130 Social Work Methods I (3)
- SW 130A Social Work Methods I Practicum (1)

Choose two of the following:

- PS 175 Criminal Justice in America (4)
- Psy 152 Abnormal Psychology (4)
- Psy 168 The Problem Child (4)
- Soc 165 Marriage and Family (3)
- SW 124 Social Work with the Aged (3)

**Social Work Courses**

**50 Perspectives on Social Work** (1)

An orientation to the Social Services program at Fresno Pacific College; introduction to the kinds of social agencies in which social and psychological service is practiced and to their representatives. Graded CR/NC

**60 Participation in Volunteer Services** (1-2)

A student participates in a minimum of 3 hours per week in a voluntary service situation of his/her choice such as Big Brother/Sister Program, Foster Grandparents program, tutoring, YTC Juvenile Court Program, etc. Assigned readings and written reports supplement experiential reading.
120 Introduction to Social Work
Prerequisite: Sophomore standing or Soc 41 or Psy 42
A survey of the knowledge base, values, purpose, methods, and practices in social work. Opportunities for observation and interaction with local service professionals supplement class material introducing the nature of this human service profession.

121 Social Welfare and Urban Society (Same as PS 155)
Prerequisite: PS 1, PS 5, Hist 33, Bus 1, and Soc 41 recommended
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state—welcomed by some, resisted by others. This course acquaints students with the nature of current social welfare institutions and activities, provides an understanding of the political milieu which has shaped them over time, develops an awareness of the impact they have had on their recipients, and stimulates the beginnings of a value-based personal perspective regarding how an individual should respond to the issues of social justice. Not offered 1986-87

124 Social Work with the Aged
Prerequisite: Psy 123
This course is designed to acquaint students with the common bio-psycho-social needs of the aged in the United States, and the social services and methods appropriate to meet those needs. The various methods utilized to address these issues include field trips, guest lectures, and the use of the OASIS learning lab, as well as the usual readings and class discussion. Not offered 1986-87

130 Social Work Methods I (Same as Psy 174)
Prerequisites: Psy 42 and Soc 41
This course is a study of the principles and practices of counseling, and guiding individuals toward life’s goals. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem-solving.

130A Social Work Methods I Practicum
(Taken concurrently with SW 130)
Students learn how to apply counseling theory in practice. Under faculty guidance, social assessments will be performed, and interviews conducted if appropriate.

135 Social Work Methods II
Prerequisite: Psy 128 or consent of instructor
This course explores group leadership methods, with an emphasis on socialization, treatment, and growth groups. Processes of planning, assessment, intervention, and evaluation will receive particular attention.

135A Social Work Methods II Practicum
(Taken concurrently with SW 135)
Students learn how to apply group leadership theory in practice. Under faculty guidance, leadership in a group will be undertaken.

140 Social Work Methods II
Prerequisite: Bus 111 or consent of instructor
This course teaches students how to assess the need for change, and how to effect change in organizations and communities through methods of planned change.

140A Social Work Methods III Practicum
(Taken concurrently with SW 140)
Students learn how to apply change methods in practice. Under faculty guidance, an organizational/community change project will be undertaken.

145 Social Problems and Public Policy (Same as PS 150 and Soc 150)
Prerequisites: Bus 1, PS 1, PS 5, Psy 42, Soc 41 recommended
Poverty, sexism, racism, crime, drug abuse, mental illness, and family breakup are examples of major social problems that have increasingly come to concern our society. At the same time, government’s responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy these problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

150 Human Behavior in the Social Environment (Same as Psy 123)
This course provides a basic understanding of the nature of human behavior from a life span development perspective. It enables the student to explore the interrelationship of biological, psychological, social/cultural, and spiritual systems, to discover how they affect human growth, development, and behavior throughout the life cycle. Course content is designed to help students integrate the various explanatory schemes, and consider their implications for social work practice.

175 Social Research Methods (Same as Soc 175)
Prerequisite: Junior standing
A survey of key concepts and methods of conducting social research. Class assignments and a research project apply social research methods to the knowledge-guided practice of social service.

187 Topics in Social Work
A series of one-hour courses dealing with current topics of relevance to those with an interest in social justice/welfare and contemporary social issues. Specific topics announced each quarter.

188 Readings in Social Work
Prerequisite: Consent of instructor
Individually designed readings in social service for advanced students.

189 Senior Seminar in Social Work
Limited to seniors currently engaged in field instruction
Weekly seminars and individual supervisory sessions focus on the values, process, and methods appropriate to students' practice settings. Emphasis is on integrating and deepening the use of self in developing professional competencies, relating to one's agency, managing a caseload, organizing and defining one's work, refining career goals and objectives, and preparing oneself for the world of professional social work.

190 Independent Study
Prerequisite: Consent of instructor
Independent study is available for particular emphasis not included in Social Work department offerings or for in-depth consideration of a particular social problem area. Enrollment is limited to students who, in the opinion of the program director, would profit by the opportunity in their major field.

191 Field Instruction in Social Work
Prerequisite: Consent of instructor
Acquisition of skill in social service through supervised practice in a local social agency. Senior students are placed full time in a local social agency for an entire semester. Periodic seminars and individual supervisory sessions focus on the use of self to deal with particular issues in students' practice settings.
SOCIOMETRY

Program Director: Robert Enns

The sociology program offers courses in sociology, anthropology, ethnicity, and gerontology. It seeks to provide students with an understanding of varied human relationships from a historical and cross-cultural perspective through a minor, and its course offerings in general. Students interested in a major in sociology should consult the program director concerning concurrent enrollment at California State University, Fresno.

Sociology Minor

Required Courses (7 courses — 22 units)
Soc 41 Introduction to Sociology (3)
Soc 150 Social Problems and Public Policy (4)
Soc 175 Social Research Methods (3)
Choose four of the following:
Soc 101 Cross-Cultural Communication (3)
Soc 102 Cultural Anthropology (3)
Soc 111 American Ethnicity and Pluralism (3)
Soc 140 Culture of the Chicano (3)
Soc 153 Media and Society (3)
Soc 159 Sociology of Religion (3)
Soc 162 Social Psychology (3)
Soc 165 Marriage and Family (3)
Soc 168 Conflict Management and Resolution (3)

Sociology Courses

41 Introduction to Sociology (3)
An introductory survey of major concepts, principles, and problems in sociology. Social change and contemporary problems from the sociological perspective.

101 Cross Cultural Communication (Same as Com 101) (3)
Prerequisite: Com 11 & Com 12
Study of the principles involved in a communication between persons of different cultures. Emphasis is placed on the practical aspect of inter-cultural communication through cross-cultural contacts.

102 Cultural Anthropology (3)
A study of the nature of culture. Introduces the technological, social, religious, and linguistic aspects of a variety of cultures and subcultures, and considers the process of cultural change.

105 Sociology of Education (Same as Educ 105) (3)
An examination of the nature of educational institutions in American society. Readings and lectures in Educ 105 will be supplemented with directed readings in the sociology of education.

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

111 American Ethnicity and Pluralism (Same as Hist 162) (3)
A review of the history of racism as an ideology in American history, patterns of inter-ethnic relations, and the rise of pluralism as a model of American society. Surveys the implications of the pluralist model for a variety of social institutions.

122 Introduction to Gerontology (3)
This course is an introduction to the major issues and concepts pertinent to the study of the aging process—gerontology. The emphasis is on the application of knowledge to the problems of the aged. Not offered 1986–87.

140 Culture of the Chicano (3)
This course will deal primarily with the history of Mexican folklore, culture, and myths. The processes, effects, and possible causes of the social and cultural alienation of the Mexican Americans.

150 Social Problems and Public Policy (Same as PS 150 and SW 145) (4)
Prerequisites: Bus 1, PS 1, PS 5, Psy 42, Soc 41 recommended
Poverty, sexism, racism, crime, drug abuse, mental illness, and family breakup are examples of major social problems that have increasingly come to concern our society. At the same time, government's responsibility to deal with these social problems has become widely expected. This course acquaints students with the major social problems that have emerged in recent years, and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society.

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

159 Sociology of Religion (Same as Bbl 159) (3)
Prerequisites: One previous course in Sociology
A study of the social dimension of religious experiences, movements, and institutions. The positions of major theorists such as Durkheim, Weber, and Berger will be examined. The personal and social significance of religious phenomena will be considered in readings, lectures, and research projects. Not offered 1986–87

87
162 Social Psychology (Same as Psy 145) (3)
Prerequisite: Psy 42
The study of the individual in relation to group experience. Topics such as group leadership and control, attitude formation and change, prejudice, aggression and violence are studied. Not offered 1966-67

165 Marriage and the Family (3)
An introduction to marriage and family as social institutions, with particular emphasis on the American system of mate selection, marital adjustment, and changing patterns of family life.

168 Conflict Management and Resolution (Same as Com 168) (3)
Prerequisite: Com 12 or consent of instructor
A study of the nature of conflict, both among individuals and groups, and methods of positive resolution of conflicts.

175 Social Research Methods (Same as SW 175) (3)
Prerequisite: Junior standing
A survey of the research process in the social sciences, with exercises in data collection, measurement, sampling, and analysis.

187 Topics in Sociology (1-4)
Prerequisite: Consent of instructor
Courses which cover subject matter not included in regular sociology courses may be given credit as special topics in sociology.

188 Readings in Sociology (1-4)
Prerequisite: Consent of instructor
Individually arranged readings in selected areas of sociology for advanced students.

190 Independent Study (1-4)
Prerequisite: Consent of instructor
Independent study is available to pursue a topic of interest through individually oriented research. Enrollment limited to those able students who in the opinion of the instructor would profit by the opportunity to do work in areas not included in regular course offerings.
EDUCATION

Chairman: Sharryl Lindberg

Fresno Pacific College’s undergraduate Division of Education offers programs to prepare both elementary teachers (Multiple Subject and Multiple Subject with Bilingual/Cross-Cultural Emphasis: Spanish credentials) and secondary teachers (Single Subject credential). Teacher education coursework is open to undergraduate or post-baccalaureate students.

Admission to the teacher preparation program is by application. Prerequisites for admission are: a 2.75 grade point average on the overall college record, at least 90 hours experience working with school-age children in an organized setting, passing scores on the California Basic Educational Skills Test (CBEST), and a personal interview with the Director of Teacher Education. Any candidate taking a National Teachers Examination (NTE), in lieu of completing a college waiver program must have those passing scores on file in order to be admitted.

Students planning careers in education should enroll in Educ 100, Perspectives on Education, early in their college program, and take part in the activities of the Fresno Pacific Student Educators Club. Transfer students planning on teaching careers may submit their Teacher Education application along with the College application for admission.

Elementary teaching candidates complete the Liberal Arts major. Persons already holding an acceptable bachelor of arts degree may take the National Teachers Examination, General Knowledge portion, and meet certain other requirements in lieu of the Liberal Arts major. The Multiple Subject credential authorizes teaching all subjects in self-contained classrooms, grades K–12.

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

Teaching Credential Programs

Program Director: Sharryl Lindberg
Bilingual Director: Emilia Gonzalez

All teacher candidates must include in their college coursework a two-semester-unit course in the provisions and principles of the United States Constitution. Political Science 5 or 105 meets the requirement. Also required of students is a course with a cross-cultural emphasis. This can be satisfied with Sociology 111 or 140, or equivalent. Multiple Subject candidates must include Child Development; Single Subject candidates must include Adolescent Development in their programs.

The 12-unit Directed Teaching assignment may be scheduled for either the fall or spring semester. The major, all education course work, and admission to Teacher Education must be completed the semester before taking Directed Teaching.

PRELIMINARY MULTIPLE SUBJECT CREDENTIAL

Upon satisfactory completion of the following series of courses, Fresno Pacific College will recommend the issuance of a preliminary Multiple Subject credential:

Educ 100 Perspectives on Education (1)
Educ 101 Initial Directed Teaching (2)
Educ 105 Foundations of Education (3)
Educ 107 Curriculum Planning (2)

or

Educ 107A Curriculum Planning: Bilingual (2)
Educ 108A Teaching Elementary Reading and Writing (4)
Educ 109A Teaching Elementary Mathematics (3)
Educ 132 Directed Teaching — Multiple Subject (12)

PRELIMINARY SINGLE SUBJECT CREDENTIAL

Upon satisfactory completion of the following series of courses, Fresno Pacific College will recommend the issuance of a preliminary Single Subject credential:

Educ 100 Perspectives on Education (1)
Educ 101 Initial Directed Teaching (2)
Educ 105 Foundations of Education (3)
Educ 107 Curriculum Planning (2)
Educ 108B Teaching Secondary Reading and Writing (4)
Educ 109B Teaching Secondary Mathematics (3)

or

Educ 110 Curriculum and Instructional Materials and Procedures: Single Subject Major (3)

or

Departmental equivalent (Music and Physical Education departments have courses to satisfy this requirement).

Educ 133 Directed Teaching — Single Subject (12)
Preliminary credentials are issued for a non-renewable 5-year term. A California state credential application is filed in the Education office.

CLEAR MULTIPLE AND SINGLE SUBJECT CREDENTIALS (The “Fifth Year”)
In order to convert the preliminary credential into a clear credential, the candidate must complete a total of 30 acceptable units of post-baccalaureate coursework, including state-mandated courses in drug substance abuse and nutrition (Educ 111, Health Education) and mainstreaming (Educ 208, Psychology of the Exceptional Child).

The basic credential program cited above totals 33–34 semester units, and is an acceptable fifth-year program. Other approved options for fifth-year coursework include completing an additional major or teaching authorization to be added onto the first credential; another credential for teaching at a different level; an advanced specialist credential; or a Master of Arts in Education program. Consult Education Division advisors regarding these options; see program and course descriptions in the Graduate Education section of this catalog.

Liberal Studies Major
Program Director: Adina Schmidt

The Liberal Studies major is an interdisciplinary major which has been established specifically to meet the requirements of the Multiple Subject Credential (elementary) for teaching. However, other students who desire a broad undergraduate experience may also select the major. The course descriptions will be found in the various departments.

ENGLISH (18 units)
Com 11 Written Communication (3)
Com 12 Oral Communication (3)
Eng 155 Modern English Grammar (3)
Lit 62 Introduction to Literature (3)
Lit 186 Literature for Children and Young Adults (3)
One advanced composition, literature, or creative writing course (3)

HUMANITIES AND FINE ARTS (18 units)
Com 128 Group Dynamics and Leadership (3)
Art 61/Mus 61 Introduction to Music and Art (3)
Choose one of the following: (3)
Art 4 Painting
Art 5 Basic Drawing and Design
Art 6 Ceramics
Art 8 Crafts
Choose one of the following: (3)
Com 101 Cross-Cultural Communication
Eng 110 English as a Second Language
Choose one of the following: (3)
Mus 5 Basic Musicianship
Mus 10 Music Theory I
Choose one of the following: (3)
Phil 63 Introduction to Philosophy (3)
Phil 152 Ethics

MATHEMATICS AND SCIENCE (24 units)
Biol 1 Principles of Biology (4)
CS 173 LOGO Programming I (3)
Math 1 Principles of Mathematics (4)
Math 140 Arithmetic and Algebra of the Rational Number System (3)
Phys 5 Studies of Physical Science (3)
Phys 12 Studies in Earth Sciences (3)
Choose one of the following: (4)
Biol 2 Botany
Biol 103 Zoology
Biol 112 Ecology

SOCIAL SCIENCES (26 units)
Hist 33 American Civilization (4)
PS 5/105 American Politics and Society (4)
Hist 25/PS 25 California History and Politics (3)
Psy 42 Introduction to Psychology (3)
Soc 41 Introduction to Sociology (3)
Choose one of the following: (3)
Hist 162 American Ethnicity and Pluralism
Soc 140 Culture of the Chicano
Choose one of the following: (3)
Geog 4 World Geography
Geog 122 Cultural Geography
Choose one of the following: (3-4)
PS 141 World Politics and Society
Soc 102 Cultural Anthropology
Liberal Studies Major: Mexican–American Emphasis

Program Director: Emilia Gonzalez

The Liberal Studies: Mexican–American Emphasis major is an interdisciplinary major which has been established to meet the Spanish language and culture requirements of the Multiple Subject Credential (elementary) for teaching. The course descriptions will be found in the various departments.

**ENGLISH** (21 units)

- Com 11 Written Communication (3)
- Com 12 Oral Communication (3)
- Com 101 Cross-Cultural Communication (3)
- Eng 155 Modern English Grammar (3)
- Lit 62 Introduction to Literature (3)
- Lit 186 Literature for Children and Young Adults (3)

Choose one of the following: (3)

- Lit 142 Chicano Literature
- Lit 141 Spanish Literature

**HUMANITIES AND FINE ARTS** (21 units)

- Com 128 Group Dynamics and Leadership (3)
- Eng 110 English as a Second Language (3)
- Art 61/Mus 61 Introduction to Music and Art (3)

Choose one of the following: (3)

- Art 4 Painting
- Art 5 Basic Drawing and Design
- Art 6 Ceramics
- Art 8 Crafts

Choose one of the following: (3)

- Mus 5 Basic Musicianship
- Mus 10 Music Theory I

Choose one of the following: (3)

- Phil 63 Introduction to Philosophy
- Phil 152 Ethics

Choose one of the following: (3)

- Span 103 Spanish Composition and Conversation
- Span 123 Spanish for Bilinguals

**MATHEMATICS AND SCIENCE** (24 units)

- Biol 1 Principles of Biology (4)
- CS 173 LOGO Programming I (3)
- Math 1 Principles of Mathematics (4)
- Math 140 Arithmetic and Algebra of the Rational Number System (3)
- Phys 5 Studies in Physical Science (3)
- Phys 12 Studies in Earth Sciences (3)

Choose one of the following:

- Biol 2 Botany
- Biol 103 Zoology
- Biol 112 Ecology

**SOCIAL SCIENCES** (26 units)

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

Choose one of the following: (3)

- Hist 162 American Ethnicity and Pluralism
- Soc 140 Culture of the Chicano

Choose one of the following: (3)

- Geog 4 World Geography
- Geog 122 Cultural Geography

Choose one of the following: (3–4)

- PS 141 World Politics and Society
- Soc 102 Cultural Anthropology

**Education Courses**

100 Perspectives on Education

An introduction to the teaching profession, teachers, schools, and students. Admission screening. Required of all teacher education candidates. Graded CR/NC

101 Initial Directed Teaching

Prerequisite: Educ 105, Filing of application for California Certificate of Clearance, CBEST examination scores

A carefully arranged series of field experiences in schools and classrooms. Requirements of the course will be determined upon assessment of past experiences and future goals of the candidate. Taken concurrently with Educ 107. Graded CR/NC

105 Foundations of Education

Prerequisite: Soc 41, Psy 42 & Psy 118 or 120

The nature of man, his relation to his environment, to social issues and problems, and to the educational process of teaching and learning. The student examines each of these issues in the college classroom and in contact with the community, its schools and pupils in a carefully planned series of field experiences.
107 Curriculum Planning
Prerequisite: Educ 105, Psy 118 or 120, Math 140, & Com 155; admission to Teacher Education Program (For M.S. candidates)
Long-range unit planning and daily lesson planning in selected curriculum areas, includes instructional goals and objectives in cognitive, affective, and psychomotor domains, teaching strategies and materials for teaching. Taken concurrently with Educ 101

107A Curriculum Planning: Bilingual
Prerequisite: Educ 105, Psy 118 or 120, Math 140, Com 155, & admission to the Bilingual Teacher Education Program.
Instructional goals and objectives, teaching strategies, materials, long-range unit planning and daily lesson planning in bilingual programs.

108A Teaching Elementary Reading and Writing
Prerequisite: Educ 105 & Educ 107
The nature of methods and materials for teaching reading and the language arts at the elementary school level. This course is based upon and meets the criteria of the guidelines of the Commission on Teacher Credentialing for the Multiple Subject Credential.

108B Teaching Secondary Reading and Writing
Prerequisite: Educ 105 and Educ 107
The nature of reading and writing for the secondary content area classroom. This course is based upon and meets the criteria of the guidelines of the Commission on Teacher Credentialing for the Single Subject Credential.

109A Teaching Elementary Mathematics
Prerequisite: Educ 105, Educ 107, Math 1, Math 140
An analysis of current elementary mathematics curricula. Survey and demonstration of appropriate instructional methods, study of tests, testing, test analysis and use in prescription. Classroom organization and procedures for effective mathematical experiences.

109B Teaching Secondary Mathematics
Prerequisite: Educ 105, Educ 107, Math 1, Math 140, Mathematics major completed

110 Teaching Single Subjects
Prerequisite: Educ 105, Educ 107, approval of single subject department chairman
Long-range and daily planning of scope and content and teaching strategies in a subject of the candidate’s major waiver program. Taught by Fresno Pacific College faculty and adjunct faculty from cooperating high schools.

111 Health Education
Prerequisite: Educ 107, consent of instructor
Drug and substance abuse, nutrition, holistic health, methods, processes and content of health education curriculum. Meets state requirement for clear single subject or single subject credentials.

132 Directed Teaching — Multiple Subject
Prerequisite: Educ 107, 108, 109; completion of Liberal Arts major, or, passing scores on the NTE General Knowledge examination plus Math 140 and Com 155; and passing scores on CBEST examination.
The prospective teacher participates in all of the life of a school in the area for a minimum of 15 weeks. This full-time, full-year experience culminates the Fresno Pacific undergraduate Teacher Education Program. Graded CR/NC

133 Directed Teaching — Single Subject
Prerequisite: Educ 107, 108, 110; completion of major or passing NTE area examination; and passing scores on CBEST examination.
The prospective teacher participates in all of the life of a school in the area for a minimum of 15 weeks. This full-time, full-year experience culminates the Fresno Pacific undergraduate Teacher Education Program. Graded CR/NC

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

188 Readings in Education
Prerequisite: Consent of instructor
Individually designed readings in education for advanced students.

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

Physical Education Major

Program Director: Glen Snyder

The Physical Education program at Fresno Pacific College is designed to prepare students to understand and participate in the broad variety of physical education, health, and recreational activities which are an important aspect of life in contemporary society. The program emphasizes responsible stewardship of the physical dimensions of personhood, healthy relationships within the context of competition and physical stress, and an analytical understanding of the relationship between sports and the larger society. Christian attitudes and values are related to both the academic and practical components of the program.

The major offers two emphases. The first, physical education single subject teaching credential, is a cooperative program with the education division and is designed to prepare students for teaching and coaching in the school setting. Students wishing to do coaching on the high school level are encouraged to take the block of courses in the Coaching Cluster in order to prepare themselves professionally for a coaching career. In order to be employed full-time, the individual needs to hold a single subject teaching credential authorizing assignment in a field other than coaching, since coaching assignments are part-time positions.

Teaching candidates who wish to teach Personal Health may complete the supplementary authorization in Personal Health. This authorization can be added to any single subject credential.
other than the one in Physical Education and allows teaching Personal Health in grades K–12.

The second emphasis is on athletic training. Completion of the required courses plus clinical experience (1800 clock hours) over a three- to five-year period will enable the student to apply to the National Athletic Trainers Association for certification.

Students will be encouraged to develop familiarity with the Hispanic language and culture. Participation in a cross-cultural learning experience will be strongly encouraged. Students who are interested in the Physical Education program should enroll in the appropriate Perspectives courses early in their college careers. All majors must pass a battery of skill tests prior to graduation.

---

**Physical Education — Single Subject Teaching Credential Emphasis**

**General Education Prerequisites**
- Biol 65 Human Anatomy (3)
- Biol 66 Human Physiology (3)

**Required Courses** (21 courses — 45 units)
- PE 50 Perspectives on Physical Education and Recreation (1)
- PE 105 Sports and Society (3)
- PE 106 Prevention and Care of Injuries in Sports (3)
- PE 125 Coaching Methods (3)
- PE 138 Analysis of Team Sports (3)
- PE 150 Elementary Physical Education Programs (3)
- PE 151 Secondary Physical Education Programs (3)
- PE 155 Tests and Measurements (3)
- PE 156 Kinesiology (3)
- PE 157 Adapted Physical Education (3)
- PE 169 Physiology of Exercise (3)
- PE 170 Senior Practicum in Physical Education (3)

**Activities Courses** — including 2 analysis courses (11)
- Body Dynamics
- Aquatics
- Team Sports (any three)
- Racquet Sports (any two)
- Lifetime Sports (any two)

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

---

**COACHING CLUSTER**

**Required Courses** (9 courses — 15 units)
- PE 50 Perspectives on Physical Education (1)
- PE 106 Prevention and Care of Injuries in Sports (3)
- PE 125 Coaching Methods (3)
- PE 138 Analysis of Team Sports (3)

**Activities Courses**
- Body Dynamics (1)
- Lifetime Sports (2)
- Team Sports (2)

---

**Physical Education — Athletic Training Emphasis**

**General Education Prerequisites**
- Biol 65 Human Anatomy (3)
- Biol 66 Human Physiology (3)
- Psy 42 Introduction to Psychology (3)

**Required Courses** (19 courses — 37 units)
- PE 50 Perspectives on Physical Education (1)
- PE 106 Prevention and Care of Injuries in Sports (3)
- PE 107 Advanced Techniques of Athletic Training (3)
- PE 125 Coaching Methods (3)
- PE 138 Analysis of Team Sports (3)
- PE 140 Food and Nutrition (3)
- PE 141 Personal Community and School Health (3)
- PE 142 History, Organization, and Administration of Health and Physical Education (3)
- PE 155 Tests and Measurements (3)
- PE 156 Kinesiology (3)
- PE 157 Adapted Physical Education (3)
- PE 159 Physiology of Exercise (3)
- Educ 111 Health Education (3)
- Psy 103 Psychology of Personality (3)

**Activities Courses**
- Body Dynamics (1)
- Lifetime Sports (2)
- Team Sports (2)

---

**SUPPLEMENTARY AUTHORIZATION TO TEACH PERSONAL HEALTH**

**Required Courses** (9 courses — 21 units)
- PE 50 Perspectives on Physical Education (1)
- PE 106 Prevention and Care of Injuries in Sports (3)
Physical Education Courses

13 **Strength Program**
A course required of varsity athletes in the off-season which incorporates fundamentals, conditioning, and plyometric strength training. Graded CR/NC

50 **Perspectives on Physical Education and Recreation**
An orientation to the physical education major. Includes historical highlights and the role of physical education in our present society. Includes principles and philosophies which serve as a foundation for this subject. Acquaints students with professional organizations and literature, reviews career possibilities and qualifications for work in this field. Graded CR/NC

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

106 **Prevention and Care of Injuries in Sports**
*Prerequisite: PE 50 or consent of instructor*
Prevention and correction of accidents in athletic activities; the use of proper personal and field equipment; support methods, conditioning exercises, the medical examination, and therapeutic aids; also different athlete types will be studied. In addition, basic first aid and CPR will be taught.

107 **Advanced Techniques of Athletic Training**
*Prerequisite: PE 106*
A culminating course that the student interested in athletic training should take to meet certification requirements of the National Athletic Trainers Association. Prior to taking this class, the student should have completed the requirements of the Red Cross First Aid and CPR course.

124 **Sports Officiating**
A clinical approach to officiating various sports such as basketball, football, soccer, baseball, volleyball, and others. Field experience is integral to the course. Evaluation and certification included.

125 **Coaching Methods**
*Prerequisite: PE 50 or consent of instructor*
Emphasis on the methods of teaching, coaching, and observing team sports. Specific offenses and defenses will be presented and analyzed including actual coaching experience on the field with analysis of the form and technique of the various events. Selection of candidates, training, conditioning, diet, motivation, and management will be covered.

138 **Analysis of Team Sports**
*Prerequisite: PE 50*
An historical review of the development of popular team games. Lecture and cinematographic coverage of tactical and technical elements of various sports, how they relate or are unique, and sociological differences between team sports and individual oriented activities.

140 **Food and Nutrition**
A course designed to acquaint the student with the principles involved in the metabolism of food and the energy sources used for the various activities of daily living. The student will be made aware of the relationship between performance and proper nutrition. Caloric consumption and the effects of exercise on body weight and physical fitness will be studied.

141 **Personal, Community, and School Health**
A foundation course taken prior to Edu 111, Health Education, which acquaints the student with the technical terminology, body systems and health problems faced by the individual, family, and educational community. Topics to be covered include: body systems, personal health, mental health, nutrition, safety and first aid, alcohol, tobacco and drugs, and sexual health.

142 **History, Organization and Administration of Health and Physical Education**
A study of the historical, organizational, and administrative principles that the HPER professional must study in order to be a successful teacher, coach, or administrator. The Health and Physical Education Program of the American School System is studied as models of possible classroom instruction.

150 **Elementary Physical Education Program**
*Prerequisite: Edu 100*
Planning the physical education curriculum for elementary school children. Laboratory practice in instructional activities, including appropriate teaching methods. School visitations, techniques for evaluation of the elementary physical education program. Emphasis given to trends in movement education.

151 **Secondary Physical Education Program**
*Prerequisite: Edu 100*
Analysis of the program of physical education in secondary schools; criteria for the selection and grade placement of activities; consideration of methods and teaching techniques; problems related to program planning, time allotment, and program evaluation. Field work is included.

155 **Tests and Measurements in Physical Education**
*Prerequisite: PE 50*
This course begins with a basic introduction to statistics. It is continued with lectures, laboratory and field experience, and tests pertinent to evaluation in physical education. Use of these elementary statistical techniques with application to educational and health and physical education research is stressed and includes computer application.
156 Kinesiology
Prerequisite: Bio 65
Bio-mechanics of human movement and the mechanical and muscular analysis of movement patterns.

157 Adapted Physical Education
Prerequisite: PE 50
Examines the characteristics and etiology of various diseases, and researches the laws and treatment programs necessary for providing physical education for handicapped children.

159 Physiology of Exercise
Prerequisites: Bio 65 and PE 155
This course is designed to provide in-depth and practical experience in the use of physiological instrumentation while benefiting from the exercise experiments. Laboratory class work relies on a statistical background for recording data and computation.

160 Recreation Leadership
Prerequisite: PE 50
Development of a personal philosophy of recreation through educational information and stimulation. Social dynamics of participation in recreative activities; includes practical leadership experience in supervised recreation situations. Attempts to cover the basics of recreation. Emphasis is on structured urban settings and accompanying lifestyle. Offered on demand.

161 Outdoor Education
A class for both physical education majors and non-majors with a focus on outdoor lifetime fitness activities and wilderness experiences. Organizational and teaching skills are emphasized. Consideration is given to insurance and liability risk and environmental awareness. Offered on demand.

170 Senior Practicum in Physical Education
A practicum course in which the student is required to coach a sport off-campus, direct one activity class at FFC and organize and direct a fitness program under the supervision of an instructor.

187 Topics in Physical Education
Prerequisite: PE 50
Various current developments and problems in the field of physical education and recreation are studied in depth.

188 Readings in Physical Education
Prerequisite: Consent of instructor
Individually designed readings in physical education for advanced students.

189 Physical Education Seminar
Prerequisite: Consent of instructor
A study of the current issues in the field of physical education.

190 Independent Study
Prerequisite: PE 50
Independent study is available for particular emphasis not included in the physical education department offerings. Independent study must be worked out with a specific faculty member and approved by the head of the physical education area.

ACTIVITY COURSES — Graded CR/NC

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning Tennis</td>
<td>(1)</td>
</tr>
<tr>
<td>2</td>
<td>Advanced Tennis</td>
<td>(1)</td>
</tr>
<tr>
<td>5</td>
<td>Beginning Swimming</td>
<td>(1)</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Swimming</td>
<td>(1)</td>
</tr>
<tr>
<td>7</td>
<td>Body Dynamics</td>
<td>(1)</td>
</tr>
<tr>
<td>9</td>
<td>Creative Rhythmic Movements</td>
<td>(1)</td>
</tr>
<tr>
<td>10</td>
<td>Men’s Volleyball</td>
<td>(1)</td>
</tr>
<tr>
<td>11</td>
<td>Women’s Volleyball</td>
<td>(1)</td>
</tr>
<tr>
<td>12</td>
<td>Golf</td>
<td>(1)</td>
</tr>
<tr>
<td>14</td>
<td>Weight Training</td>
<td>(1)</td>
</tr>
<tr>
<td>15</td>
<td>Archery</td>
<td>(1)</td>
</tr>
<tr>
<td>18</td>
<td>Women’s Exercise</td>
<td>(1)</td>
</tr>
<tr>
<td>19</td>
<td>Flag Football</td>
<td>(1)</td>
</tr>
<tr>
<td>21</td>
<td>Men’s Soccer</td>
<td>(1)</td>
</tr>
<tr>
<td>22</td>
<td>Women’s Soccer</td>
<td>(1)</td>
</tr>
<tr>
<td>23</td>
<td>Bowling</td>
<td>(1)</td>
</tr>
<tr>
<td>27A</td>
<td>Recreational Activity: Bicycling</td>
<td>(1)</td>
</tr>
<tr>
<td>27B</td>
<td>Recreational Activity: Backpacking</td>
<td>(1)</td>
</tr>
<tr>
<td>27C</td>
<td>Recreational Activity: Alpine Skiing</td>
<td>(1)</td>
</tr>
<tr>
<td>27E</td>
<td>Recreational Activity: Jogging</td>
<td>(1)</td>
</tr>
<tr>
<td>27F</td>
<td>Recreational Activity: Racquetball</td>
<td>(1)</td>
</tr>
<tr>
<td>27H</td>
<td>Recreational Activity: Badminton</td>
<td>(1)</td>
</tr>
<tr>
<td>27J</td>
<td>Recreational Activity: Cross Country Skiing</td>
<td>(1)</td>
</tr>
<tr>
<td>28</td>
<td>Women’s Basketball</td>
<td>(1)</td>
</tr>
<tr>
<td>29</td>
<td>Men’s Basketball</td>
<td>(1)</td>
</tr>
<tr>
<td>30</td>
<td>Men’s Softball</td>
<td>(1)</td>
</tr>
<tr>
<td>31</td>
<td>Women’s Softball</td>
<td>(1)</td>
</tr>
<tr>
<td>130</td>
<td>Analysis of Softball</td>
<td>(2)</td>
</tr>
<tr>
<td>131</td>
<td>Analysis of Golf</td>
<td>(2)</td>
</tr>
<tr>
<td>132</td>
<td>Analysis of Soccer</td>
<td>(2)</td>
</tr>
<tr>
<td>133</td>
<td>Analysis of Racquet Sports</td>
<td>(2)</td>
</tr>
<tr>
<td>134</td>
<td>Analysis of Swimming</td>
<td>(2)</td>
</tr>
<tr>
<td>135</td>
<td>Analysis of Volleyball</td>
<td>(2)</td>
</tr>
</tbody>
</table>

INTERCOLLEGIATE ATHLETICS — Graded CR/NC

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Varsity Men’s Basketball</td>
<td>(2)</td>
</tr>
<tr>
<td>52</td>
<td>Varsity Men’s Soccer</td>
<td>(2)</td>
</tr>
<tr>
<td>60</td>
<td>Varsity Women’s Volleyball</td>
<td>(2)</td>
</tr>
<tr>
<td>65</td>
<td>Varsity Women’s Basketball</td>
<td>(2)</td>
</tr>
</tbody>
</table>

97
# GRADUATE COLLEGE CALENDAR

## Fall Semester — 1986

### AUGUST
25  Monday  Fall semester begins

### SEPTEMBER
1   Monday  Labor Day holiday — no classes and offices closed
26  Friday  Last day to register without late fee

### NOVEMBER
11  Tuesday  Veterans Day holiday — no graduate classes
27–29  Thur–Sat  Thanksgiving recess — no classes and offices closed

### DECEMBER
13  Saturday  Fall semester ends
18  Thursday  Grades due from faculty

## Spring Semester — 1987

### JANUARY
5   Monday  Spring semester begins
19  Monday  Martin Luther King day — no classes and offices closed
31  Friday  Last day to register without late fee

### FEBRUARY
13  Friday  Lincoln's birthday holiday — no graduate classes
16  Monday  Washington's birthday holiday — no classes and offices closed

### APRIL
13–18  Mon–Sat  Easter week break — no classes

### MAY
2   Saturday  Commencement
25  Monday  Memorial Day — no classes and offices closed

### JUNE
13  Saturday  Spring semester ends
13  Thursday  Grades due from faculty

## Summer Sessions — 1987

<table>
<thead>
<tr>
<th>June 15-August 1</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 6</td>
<td>Grades due from faculty</td>
</tr>
<tr>
<td>August 3-22</td>
<td>Post Session</td>
</tr>
<tr>
<td>August 27</td>
<td>Grades due from faculty</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAMS IN EDUCATION

POST BACCALAUREATE AND GRADUATE PROGRAMS

Fresno Pacific College’s graduate division is dedicated to service and excellence. Especially designed to service post-baccalaureate and graduate students within a 50-mile radius of the college, it offers the Master of Arts in Education degree, courses leading to advanced credentials, and other coursework of interest to credentialed personnel.

The graduate program at Fresno Pacific College is administered through the Division of Graduate Studies, and is under the general supervision of the Academic Vice President. The Graduate Council, composed of directors of the various graduate programs, is the governing body making policy recommendations and establishing curricula for the graduate programs.

Degree Programs

The Master of Arts in Education degree is offered with emphases in Administrative Services, Mathematics, Reading, Clinical Reading, Learning Handicapped, Severely Handicapped Pupil Personnel, and Bilingual/Crosscultural Education (Spanish). All programs are accredited by the Western Association of Schools and Colleges.

The focus of the master’s degree is in curriculum development. The intent of the programs is to prepare leaders and change agents to serve as administrators, resource teachers, and curriculum specialists or supervisors in the areas of reading, mathematics, special education, counseling, and bilingual education. The cooperation of surrounding school districts with the candidates, facilitates continuous practical application of learnings.

A personal interview is a significant part of the admission process. A program of study will be mutually agreed upon by the degree candidate and the program director. The degree program must be completed within five years of commencing coursework.

Credential and Certificate Programs

Advanced credential programs offered at Fresno Pacific College are approved by the California Commission on Teacher Credentialing. They are available for the Administrative Services, Pupil Personnel Services (school counseling), Reading Specialist, Learning Handicapped and Severely Handicapped Specialists, the Resource Specialist Certificate of Competence, and the Bilingual/Crosscultural Education Specialist.

College certificate programs are available addressing competency in the areas of educational computer applications (16 units) and Teaching English to Speakers of Other Languages (13 units).

In-Service Education

In addition to degree, credential, and certificate programs, the college also offers In-Service courses designed to provide continuing staff development programs for educational personnel residing in the college service area. The underlying philosophy of the program is to work closely with the institutions served in determining the nature of the educational experience. Hence, courses arise out of the assessment of needs of those institutions.

School districts and/or other community agencies assist the college in 1) completing a needs assessment, 2) identifying course goals and descriptions, 3) preparing course objectives, 4) recommending appropriate instructional and evaluation procedures, and 5) selecting instructional materials.

In-Service Education workshops, seminars, and independent study courses may be offered on campus or at off-campus locations. Standards of scholarship and fiscal management procedures are the same as those established for regular campus programs. Course content, learning theory, teaching methodology, and development of instructional materials are maintained on high levels of scholarship. Instructors are specialists in their field.
ADMISSION TO POST BACCALAUREATE AND GRADUATE STANDING

Students are admitted to graduate study with either post-baccalaureate or graduate standing.

1. POST-BACCALAUREATE STANDING — Unclassified
   For admission to unclassified post-baccalaureate standing, a student must have earned an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation. Students in unclassified standing may take graduate level courses for purposes of enrichment, professional growth, staff development, or while in the process of completing admission requirements for classified or graduate standing.

2. POST-BACCALAUREATE STANDING — Classified
   A student having earned an accredited baccalaureate degree and holding a valid teaching credential may be eligible for admission to classified post-baccalaureate standing for the purpose of enrolling in graduate level courses to complete requirements for a clear California teaching credential, a certificate program, or one of the advanced credential programs offered by the college. Standards of admission as prescribed for the particular program for which admission is being sought must be satisfied.

Requirements for Admission to Advanced Credential Programs:

1. Completion of application for admission including a statement of concern for values.
2. Oral orientation interview with the program director.
3. Verification of an overall 2.75 grade point average in pre-baccalaureate coursework; and a 3.0 or higher grade point average in previous graduate work.
4. Verification of applicant's holding a baccalaureate degree and a valid California basic teaching credential.
5. Verification of two years successful teaching experience.
6. Two letters of recommendation from the applicant's immediate supervisor evaluating the applicant's leadership potential and recommending acceptance into the training program.
7. Verification of an acceptable score on the Miller Analogies Test or the Graduate Record Examination or its equivalent.

3. GRADUATE STANDING
   Applicants seeking admission to one of the Master of Arts in Education degree programs may be eligible for admission to the program after satisfactorily meeting the requirements as prescribed below.

Requirements for Admission to Graduate Standing

1. Completion of application for admission including a statement of concern for values.
2. Oral orientation interview with the program director.
3. Verification of an overall 2.75 grade point average in pre-baccalaureate coursework; and a 3.0 or higher grade point average in previous graduate work.
4. Verification of applicant's holding a baccalaureate degree and a valid California basic teaching credential.
5. Verification of two years successful teaching experience.
   Three years of successful teaching experience is necessary for Administrative Services credential. For bilingual specialist candidates, teaching experience in a bilingual classroom setting is required.
6. Two letters of recommendation from the applicant's immediate supervisor evaluating the applicant's leadership potential and recommending acceptance into the training program.
7. Verification of an acceptable score on the Miller Analogies Test or the Graduate Record Examination or its equivalent.

4. ADVANCEMENT TO CANDIDACY
   Advancement to candidacy gives a student permission to proceed toward qualifying for the degree and must have been attained prior to enrollment in the culminating experiences in the core courses and project/thesis.

Requirements for Advancement to Candidacy

1. Completion of all requirements for graduate standing.
2. Completion of all required course work excluding the core courses and project/thesis.
3. The program director's recommendation for advancement to candidacy. In making this recommendation, the program direc-
tor takes into account professional and personal standards as well as scholastic achievement, and approves enrollment in the core courses required for the program.

Criteria for Thesis and Project
To be eligible to register for thesis/project, a student must have completed all of the required course work, maintained a "B" (3.0) or higher grade point average in the program, and secured approval of his or her thesis/project plan from the program director.

No academic distinction is made between a thesis and a project. Either one is equally acceptable as a means of fulfilling the requirements for the Master of Arts degree. Specific program instructions or requirements should, however, be ascertained by the candidate before enrollment in the project/thesis and attendance at the accompanying research seminar. A candidate may informally initiate the research project with the program director prior to enrolling in the thesis/project. Preliminary work must be under the supervision and approval of the director. The seminar and thesis/project course work should run concurrently.

Candidates may enroll in project/thesis at three different times during the year: the fall semester, spring semester, or during the summer session. It is strongly recommended that the candidate not register for the project/thesis unless prepared to finish the assignment within the semester time period. However, under unusual circumstances the assignment may be extended with the approval of the director but may not exceed one calendar year from the time of initiating the study.

Whether the student is preparing a thesis or a project, it should be noted that the quality of work accomplished is a major factor in judging acceptability. The finished project must evidence originality, appropriate organization, clarity of purpose, critical analysis, and accurate documentation where needed.

The student may not apply for graduation until all the necessary program course requirements have been met and the preliminary draft of the thesis/project has been submitted and approved by the program director.

REGISTRATION

Registration for courses in the graduate program is conducted in the office of the Registrar, and is normally completed on the day of the first class meeting. A completed registration form and payment of the appropriate tuition fees is required no later than the second class session. Enrollment after the second class session is permitted only upon written approval of the instructor and payment of a $30 late registration fee.

The late registration fee is waived for project, thesis, or independent study courses where consultation with the program director for approval of the project or course proposal requires time beyond the normal registration period.

ACADEMIC POLICIES

DEFINITION OF FULL-TIME STATUS
For the purpose of reporting enrollment statistics, students enrolled in 8 or more units of graduate level courses are considered full-time, and students taking less than 8 units are considered part-time. For financial aid purposes, consideration is given to any two of the three terms (fall, spring, and summer) for annual full-time status.

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

1 - 99 Lower division or foundation courses designed primarily for freshmen and sophomores, but open to others as well.
100 - 199 Upper division or advanced courses designed primarily for juniors, seniors, and fifth year students. Open to freshmen and sophomores with consent of instructor, and provided prerequisites have been met.
200 - 299 Graduate courses open to holders of a baccalaureate degree and seniors with superior preparation.
300 - 399 In-Service Education courses

Special courses in various departments are available on demand under the following listings:
87, 187 - Topics
88, 188 - Directed Readings
190, 200 - Independent Study
191, 291 - Practicum or Field Work

GRADING SYSTEM

Grade Symbols
A, B, C, D, F is the basic grading system at Fresno Pacific College and applies to all course work acceptable toward a degree program except for those courses graded solely on a Credit/No Credit basis.
Grades Included in the Grade-Point Average:

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

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

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

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

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

Grades Not Included in the Grade-Point Average:

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

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

AU Audit
W Withdrawal
I Incomplete
IP In Progress
S Satisfactory
U Unsatisfactory

IN PROGRESS
A grade of In Progress is used for courses such as Practicum and Project or Thesis which span two or more terms. When students enroll in "In Progress" courses, the credits and grades are deferred until the final term of the course. The maximum time allowable for an In-Progress course is one calendar year.

WITHDRAWAL
Students may withdraw from courses without a fee through the tenth week of each semester.

A refund of total tuition, less a $10 handling fee, will be made for withdrawal from a class after the first session of the class. Refunds after the second session of the class decrease 10% each week. No refund is made for withdrawal after the fourth class session.

INCOMPLETES
If because of unavoidable circumstances a student finds it impossible to complete all course requirements, a grade of "Incomplete" may be given. A student must have the approval of the instructor, and complete the requirements before the end of the following term. Failure to complete the course work by the end of the time extension will result in a grade of "NC" being given for the course, and will require re-enrollment in order to obtain credit. Forms for requesting a grade of Incomplete are available from the Registrar.

GRADE REPORTS AND TRANSCRIPTS
Final grade reports will be issued to students at the close of each semester. An official transcript of a student's record will be issued upon the written request of the student and payment of a $3 service fee.

COMMENCEMENT
Degrees are formally conferred at the spring commencement ceremonies. However, diplomas are mailed to graduates after all grades have been posted and a final graduation evaluation is completed. The date of graduation indicated on the diploma and transcript is the last day of the semester during which degree requirements were completed. Students may participate in the spring commencement ceremonies if requirements are completed during any term of that academic year, including the summer term immediately following the spring commencement.

FINANCIAL INFORMATION

Fresno Pacific College seeks to provide a high quality education at a reasonable cost for its students. Listed below is the schedule of fees and tuition charges for enrollment in graduate courses.

The college reserves the right to change at any time its student charges, modify its services, or programs of study, if the Board of Trustees deems it necessary to do so.

TUITION — per semester unit ............................................. $ 85.00
GRADUATE FEES:
Master of Arts in Education fee ................................ $1000.00
The Master of Arts in Education fee covers the additional costs of the seminar experiences, program guidance, supervision of projects and thesis, credential evaluation, etc. The fee is payable in two installments: $500 is due when the student is advanced to candidacy for the degree. The remaining $500 is due upon completion of all course work for the degree.
Application for admission to post-baccalaureate or graduate status .................................................. 60.00
Standard Credential evaluation fee ........................................... 30.00
Late registration fee ............................................................. 30.00
Course withdrawal fee (after tenth week) ......................... 10.00
Incomplete grade fee .......................................................... 10.00
Transcript service fee ......................................................... 3.00

REFUNDS
A refund of the total tuition, less a $10 handling fee, will be made for withdrawal from a class after the first session of the class. Refunds after the second session of the class decrease 10% each week. No refund is made for withdrawal after the fourth class session.

ADMINISTRATIVE SERVICES PROGRAM
Program Director: Kenneth Engstrom

Master of Arts in Education Degree

ADMINISTRATIVE SERVICES EMPHASIS
A minimum of 33 semester units of course work is required for a Master of Arts in Education degree with a specialization in Administrative Services. Course work scope and sequence is developed to provide an acceptable balance between theory and practice. The practicum (independent field studies) experiences interface and relate directly to the cluster of concepts taught in a particular course.

Core Courses
Educ 212 Values in School and Society (3)
Educ 215 Leadership and Change (3)
Educ 218 Advanced Program Assessment, Research and Evaluation (3)

Courses in the Administrative Services Emphasis
Educ 250 Curriculum Leadership (4)
Educ 251 Practicum—Curriculum Leadership (2)
Educ 252 School and Community Relations (4)
Educ 253 Practicum—School and Community Relations (2)
Educ 254 Administration and Personnel Management Procedures (4)
Educ 255 Practicum—Administration and Personnel Management Procedures (2)
Educ 256 Public School Finance and Legal Aspects (4)
Educ 257 Practicum—Public School Finance and Legal Aspects (2)

Professional Administrative Services Credential
The Professional Administrative Services Credential requires completion of a total of 48 semester units of credit. The first tier of this credential requires completion of a Preliminary Administrative Services Credential (24 units) including passing the CBEST and acceptable scores on the Miller Analogies or Graduate Record exams. The second tier requires an additional 24 units of credit taken in direct instruction (12 units) field experiences (8 units) and a choice of several options (4 units) arranged with the consent of the Director of the Administrative Services Program.

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL* (first tier)
A minimum of 24 semester units of course work is required for the preliminary credential. Acceptance of transfer credit, up to a maximum of 9 units from approved program courses, is subject to meeting course competency requirements as determined by the instructor and the program director. Consult the director regarding transfer and waiver credit.

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

One practicum must be performed at a school site where at least 20% of the pupils are of an ethnic/racial group other than that of the candidate, and one practicum must be performed at a
school level other than that of his or her current level of assignment.

Requirements for the Preliminary Administrative Services Credential:
- Educ 250  Curriculum Leadership (4)
- Educ 251  Practicum—Curriculum Leadership (2)
- Educ 252  School and Community Relations (4)
- Educ 253  Practicum—School and Community Relations (2)
- Educ 254  Administration and Personnel Management Procedures (4)
- Educ 255  Practicum—Administration and Personnel Management Procedures (2)
- Educ 256  Public School Finance and Legal Aspects (4)
- Educ 257  Practicum—Public School Finance and Legal Aspects (2)

*Meets necessary California requirements for an entry level Administrative position in grades K-12.

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL (second tier)

Those wishing to enter the second tier of the Professional Administrative Services Credential program must have completed the Preliminary Administrative Services Credential, including passing the CBEST and acceptable scores on the Miller Analogies or Graduate Record exams.

The units required for the second tier of the Professional Administrative Services Credential include coursework, school site experiences, seminars, internship and/or participation. One-half of the 24 units must be taken while serving as a practicing administrator in a position requiring the Preliminary Credential. See the Director of Administrative Services prior to beginning the Professional Services Credential program.

The 24-unit additional requirement for the Professional Administrative Services Credential include:
- Direct Instruction: (12)
  - Educ 211  Leadership Assessment (3)
  - Educ 212  Values in School and Society (3)
  - Educ 215  Leadership and Change (3)
  - Educ 218  Research and Evaluation (3)
- Field Experiences: (8)
  - Educ 214A  Leadership Practicum (2)
  - Educ 214B  Values Practicum (2)
  - Educ 214C  Change Practicum (2)
  - Educ 214D  Research Practicum (2)

Elective Option: (4)

The elective option includes four units of approved graduate or doctoral level courses. See the program director prior to enrollment.

Educ 213 + Educ 216 (Seminars) (4)
or
Educ 214E + Educ 214F (Internship) (4)
or
Educ 214G + Educ 214H (Participation) (4)

BILINGUAL CROSSCULTURAL PROGRAM

Program Director: Emilia Gonzalez

Master of Arts in Education Degree

BILINGUAL CROSSCULTURAL EDUCATION EMPHASIS

A minimum of 36 semester units of coursework is required for a Master of Arts in Education with a specialization in Bilingual Education.

Required Courses for the degree include:
- Educ 212  Values in School and Society (3)
- Educ 215  Leadership and Change (3)
- Educ 238  Research Methods in Bilingual Education (3)
- Educ 299C  Project or Thesis (6-10)

Courses with Bilingual Specialization include the following:
- Educ 230  Bilingual Education Seminar (3)
- Educ 231  Current Trends and Issues in Bilingual Education (3)
- Educ 232  Bilingual Education Perspectives in Curricular Designs/Teaching Strategies (3)
- Educ 233  Social and Cultural Psychology of Mexican Americans in the United States (3)

Optional units may be obtained from courses in the Reading, Learning Handicapped, or Administrative Services programs. Candidates must obtain permission from the Bilingual Specialist program director for the optional units in any of the above listed emphasis areas.
Bilingual Cross-Cultural Specialist Credential

The Bilingual Cross-Cultural Specialist Credential is designed with an emphasis in reading, learning handicapped, or administrative services.

The Bilingual Cross-Cultural Specialist Credential requires a minimum of 24 semester units of coursework and varied supervised field experiences with limited and non-English speaking children.

Formal acceptance into the Bilingual Specialist program occurs after an interview with the program director, assuring that all program entry requirements have been met. The candidate, in agreement with the program director, maps out the sequence of coursework for the Bilingual Specialist Credential. A candidate may choose from any of the three emphases options offered within the Specialist program.

COURSES REQUIRED: all options

Core Classes for Credential
Educ 230 Seminar in Bilingual Education (3)
Educ 231 Current Trends and Issues in Bilingual Education (3)
Educ 232 Bilingual Education Perspectives in Curriculum Designs/Teaching Strategies (3)
Educ 233 Social and Cultural Psychology of Mexican Americans in the United States (3)

Additional Courses Required:
Option I—Reading-Language Emphasis
Educ 220 Teaching of Reading (3)
Educ 224 Diagnosis and Treatment of Reading Disabilities (3)
Educ 246 Development of Reading Programs or Supervision (3)

Additional Courses Required:
Option II — Administrative Emphasis
Educ 250 Curriculum Leadership (3)
Educ 254 Administrative and Personnel Management Procedures/Practicum (3)
Educ 256 Public School Finance and Legal Aspects (3)

Additional Courses Required:
Option III—Special Education Emphasis
Educ 260 Adapting Instruction to Learning Patterns of Children (3)
Educ 261 Educational Diagnosis and Prescription (3)
Educ 262 Central Language Disorders and Development (3)
Educ 249 Seminar in Language (1)

Teaching English to Speakers of Other Languages (TESOL) Certificate Program

The TESOL Program is designed to provide rapid training in skills that educators need to teach English to limited and non-English speakers in ways which complement their current teaching assignments. The program is designed to be completed in one year.

Required Courses
Educ 235A Language Acquisition Theory (1)
Educ 235 Language and Literacy (2)
Educ 236A Intercultural Awareness (1)
Educ 236B Crosscultural Awareness/Hispanic (1)
Educ 236C Crosscultural Awareness/Asian (1)
Educ 237 TESOL Materials, Methods & Strategies (3)
Educ 239 Research in Language Development (2)
Educ 291 Field Practicum (2)

MATHEMATICS PROGRAM

Program Director: Larry Ecklund

Master of Arts in Education Degree

MATHEMATICS—SCIENCE—COMPUTER EDUCATION EMPHASIS

A minimum of 36 semester units of course work is required for a Master of Arts in Education degree with a specialization in Mathematics—Science—Computer Education. The program offers four areas of concentration: Elementary Mathematics, Secondary Mathematics, Integrated Mathematics/Science, and Computer Education. A minimum of 16 units out of the 36 must be completed in the concentration selected.

The Elementary Mathematics Concentration emphasizes subject matter competence, development of mathematics curricular materials, experimentation with instructional modalities, and the study of diagnostic and remedial techniques.

The Secondary Mathematics Concentration emphasizes problem solving in the subjects taught at the secondary level and allows for work in one of the computer languages with classroom applications.
The Integrated Mathematics/Science Concentration treats the integration of these two disciplines in K-9. The Fresno Pacific Mathematics-Science Project is engaged in a long-term program of developing integrated mathematics-science curricula and candidates selecting this emphasis will participate in this program.

The Computer Education Concentration requires candidates to complete the requirements for the Computer Competency Certificate (see requirements for Computer Competency Certificate below). It must include coursework in at least two languages and completion of the intermediate level in one of these.

Continuous seminars in learning theory and curriculum provide continuity of program and the opportunity for maximum interaction among candidates, faculty, and visiting scholars. Visiting scholars are selected from outstanding mathematics educators nationwide.

The total experience is best characterized as a coordinated, cooperative program of research and development engaged in jointly by the candidates and faculty with the purpose of improving student achievement in mathematics and science.

Courses in the Mathematics-Science-Computer Education Emphasis are:

**Core Courses**

Four core courses are required in each of the concentrations.

The three core courses are:
- Educ 212 Values in School and Society (3)
- Educ 275 Clinical Diagnosis and Experimentation (3)
- Educ 289 Seminar in Learning Theory (4)
- Educ 299B Project (4)

**Elementary Mathematics Concentration**

Courses required are:
- Educ 284A Numbers and Operations* (4)
- Educ 284B Numbers and Operations* (4)
- Educ 284C Numbers and Operations* (4)
- Educ 286A Integration of Mathematics and Science (4)
- Educ 273 Informal Geometry (2)
- Educ 274 Probability and Statistics (2)

*Available during the annual Festival of Mathematics

**Integrated Mathematics/Science Concentration**

Courses required are:
- Educ 286A Integration of Mathematics and Science (4)
- Educ 286B Integration of Mathematics and Science (4)
- Educ 286C Integration of Mathematics and Science (4)
- Educ 284A Numbers and Operations (4)
- Educ 273 Informal Geometry (2)
- Educ 274 Probability and Statistics (2)

**Secondary Mathematics Concentration**

Courses required are:
- Math 282A Problem Solving in Algebra (4)
- Math 282B Problem Solving in Geometry (4)
- Math 282C Problem Solving in Number Theory (4)

In addition, candidates must complete course work or demonstrate competencies at the intermediate level in either LOGO or PASCAL.

**Computer Education Concentration**

This concentration must include coursework in at least two languages and completion of the intermediate level course in one of these. Generally, elementary teachers will select BASIC and LOGO, and secondary teachers will select PASCAL, LOGO, or BASIC. Individual programs will be designed by the candidate in consultation with the program director. The following courses are available for the three areas of concentration.

- Educ 271A Word Processing in English and the Language Arts (3-4)
- Educ 271C Evaluation and Integration of Software (3-9)
- Educ 287A Beginning BASIC Programming (3-4)
- Educ 287B Intermediate BASIC Programming (3-4)
- Educ 287E Writing Educational Micro-Computer Instructional Programs (2-4)
- Educ 287F Beginning PASCAL Programming (3-4)
- Educ 287G Intermediate PASCAL Programming (3-4)
- Educ 287H Beginning LOGO Programming (3-4)
- Educ 287I Intermediate LOGO Programming (3-4)
- Educ 287J Word Processing (3-4)
- Educ 287K Database Management (3-4)
- Educ 287L Electronic Spreadsheets (3-4)
- Educ 287N Integrated Systems (3-4)
- Educ 287O Interactive Graphics (3-4)
Computer Competency Certificate Program

This graduate level Computer Competency Certificate program is designed to serve the needs of the classroom or resource teacher, director of computer education, curriculum director, and/or administrator.

The goal is to help integrate computer technology into the educational process in an effective and meaningful manner.

The program offers a choice of three areas of concentration:
1. programming with classroom applications;
2. information processing, including word processing, data base management, and electronic spreadsheets; and
3. software evaluation, selection, and utilization.

Each of the concentrations consists of a minimum of 16 semester units of graduate level work and the demonstration of specific competencies. Most programs will require 16–18 units of work. The certificate issues states clearly defined competencies and therefore attains a high degree of significance.

Because it is a graduate level program, it has attracted several hundred candidates from all parts of California and the West. The program may be completed during summer sessions, making it possible for candidates from a distance to participate.

DESCRIPTION OF CONCENTRATIONS

The programming with classroom applications option requires the mastery of programming in two languages through the intermediate level, a seminar in writing educational computer programs, and additional study selected from one of the following: a beginning course in a third language, word processing, files and data base systems, spreadsheets, or software evaluation and utilization.

The information processing option requires proficiencies in each of four areas: one programming language through the intermediate level, and any three of the following: Word Processing, Database Management, Electronic Spreadsheet, or Integrated Systems.

The software evaluation, selection, and utilization option requires a mastery of programming in one language through the intermediate level and a minimum of eight semester units of participation in the Project SETUP Writing Project.

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

All programs must include attendance at at least one summer Computer Institute in order to benefit from the many special features of that program.

Reading Program

Program Director: Jean Fennacy

Master of Arts in Education Degree

READING EMPHASIS

A minimum of 38 semester units of course work is required for a Master of Arts in Education degree with an emphasis in Reading.

The program provides preparation which emphasizes knowledge of the reading/writing process, diagnostic and remedial techniques, and the development and supervision of reading/writing programs. Continuous seminars are required and provide opportunities for an exchange of ideas and information and for the pursuit of individual research.

Core Courses:
- Educ 212 Values in School and Society (3)
- Educ 287 Learning Theory (4)

Courses in the Reading Emphasis:
- Educ 220 Teaching of Reading (3)
- Educ 221 Reading in the Content Area (3)
- Educ 224 Diagnosis and Treatment of Reading Disabilities (3)
- Educ 225 Advanced Methods in Reading (3)
- Educ 226 Exploration in Literature (2)
- Educ 228 Clinical Experiences in Reading (3)
- Educ 242 Oral and Written Language (3)
- Educ 242A Written Communication (2)
- Educ 246 Current Trends in Reading (1–3)
- Educ 247 Supervision of Reading Programs (3)
- Educ 249 Seminar in Reading (a minimum of three required)
  - (1, 1, 1)
- Educ 299A Project or Thesis (4)

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

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

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

Persons completing the requirements for the Special Education: Learning Handicapped Credential may apply for admission to the Reading Emphasis Master's degree program. Upon careful assessment of past courses and experiences, a personalized course of study will be designed for completion of the degree program. The following courses are included in this requirement: Educ 212, Educ 289, Educ 220, Educ 249, and Educ 299A.

Reading Specialist Credential

The Reading Specialist Credential requires a minimum of 24 semester units of course work and intensive and varied supervised field experience.

Formal acceptance into the program occurs after an interview with the program director, ensuring that all program entry requirements have been met, and a sequence of courses and experiences has been agreed upon. This sequence is determined on the basis of past experiences and courses.

Courses required
Educ 220 Teaching of Reading (3)
Educ 221 Reading in the Content Area (3)
Educ 224 Diagnosis and Treatment of Reading Disabilities (3)
Educ 225 Advanced Methods in Reading (3)
Educ 226 Exploration in Literature (3)
Educ 228 Clinical Experiences in Reading (3)
Educ 242 Oral and Written Language (3)
Educ 242A Written Communication (2)
Educ 246 Current Trends in Reading (1–3)
Educ 247 Supervision of Reading Programs (3)

Field experiences required
1. At least three years of successful teaching experience and recommendation from school administrators prior to acceptance into the Reading Specialist program.
2. At least one semester of supervised work as a clinician diagnosing reading strengths and weaknesses.
3. At least one semester of supervised work as a clinician tutoring disabled readers in the Reading Clinic.
4. At least one semester of supervised work as a supervisor in the Reading Clinic. Such field work is to include diagnosis, planning, and evaluating tutors’ planning; conducting inservice programs designed to assist other teachers; demonstrating superior teaching of reading in a clinical situation; and planning and conducting a parent education program.

5. Candidates should consult the director for transfer and waiver policies.

Special Education Program

Program Director: Robert Wilson

Master of Arts in Education Degree

LEARNING HANDICAPPED EMPHASIS

The Master of Arts Degree in Education with a Learning Handicapped Emphasis is designed to provide a program with a maximum of flexibility for the graduate student. Three options are presented to graduate candidates to meet their professional objectives in the Learning Handicapped area of Special Education. Requirements for the Learning Handicapped Teaching Credential is the basis for the 24 semester units in each of the options, No. 1, No. 2, No. 3 (advanced component).

Generic Component
Educ 107 Curriculum Planning (3)
Educ 132 Directed Teaching — Multiple Subject (12)
Educ 203 Psychological Assessment (3)
Educ 205 Group Dynamics and Affective Education (3)
Educ 208 Psychology of the Exceptional Child (3)

Required Advanced Component
Educ 260 Adapting Instruction to Learning Patterns of Children (3)
Educ 261 Education Diagnosis and Prescription (3)
Educ 262 Central Language Disorders and Development (3)
Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
Educ 266 Career Vocational Guidance and Education (3)
Educ 267 Evaluation and Counseling of Exceptional Pupils (3)
Educ 268 Practicum: Directed Teaching — Learning Handicapped (3–6)

Options
Option 1
Advanced Component (24)
Educ 212 Values in School and Society (3)
Educ 215 Leadership and Change (3)
Educ 220 Teaching of Reading (3)
Educ 299D Project/Thesis (4)
Option 2
Advanced Component (24)
Educ 212
Educ 215 Leadership and Change (3)
Educ 284A Numbers and Operations (2)
Educ 284B Numbers and Operations (2)
Educ 286A Integration of Mathematics and Science (2)
Educ 286B Integration of Mathematics and Science (2)
Educ 299D Project/Thesis (4)

Option 3
Advanced Component (24)
Educ 212 Values in School and Society (3)
Educ 269 Supervision of Special Education (3)
Educ 269A Laws and Regulations of Special Education (2)
Educ 269B Coordination of Special Education Services (3)
Educ 299D Project/Thesis (4)

*Option No. 3 calls for 39 semester units of work. However, with the completion of Educ 269, 269A, and 269B the candidate may apply for the Special Education Resource Specialist Certificate of Competence.

SEVERELY HANDICAPPED EMPHASIS

Special Education Program Goals

The Master of Arts degree in the area of Severely Handicapped will provide for a great degree of flexibility and direction for teachers in the areas of:
1. Prescription techniques
2. Subject matter content
3. Curriculum planning

A minimum of thirty-four (34) semester units is required. The candidate has a choice of three (3) Options. Option Number 1 provides an emphasis in the area of reading, Option Number 2 has its emphasis in mathematics, and Option Number 3 provides classes to qualify the candidate for the Resource Specialist Certificate of Competence.

Requirements for the Severely Handicapped Teaching Credential is the basis for the 24 semester units in each of the options, Number 1, Number 2, and Number 3 (advanced component).

Required Advanced Component
Educ 260 Adapting Instruction to Learning Patterns of Children (3)
Educ 261 Educational Diagnosis and Prescription (3)
Educ 262 Central Language Disorders and Development (3)
Educ 263 Sensory–Motor Development and Training (3)

Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
Educ 266 Career Vocational Guidance and Education (3)
Educ 267 Evaluation and Counseling of Exceptional Pupils (3)
Educ 270 Programming and Instruction for the Severely Handicapped (3)

Elective Advanced Component
Educ 265 Physically Handicapped as Related to Learning Handicapped (3)
Educ 290 Independent Study (1–6)

Course Work

Courses are open to all professional staff as well as those seeking a Master of Arts degree in the area of Severely Handicapped.

Option 1
Educ 212 Values in School and Society (3)
Educ 215 Leadership and Change (3)
Educ 220 Teaching Reading in the Elementary School (3)
Educ 299 Thesis or Project (3)

Option 2
Educ 212 Values in School and Society (3)
Educ 215 Leadership and Change (3)
Educ 260A Mathematics Festival or Computer Institute (4)
Educ 299 Thesis or Project (4)

Option 3
Educ 212 Values in School and Society (3)
Educ 269 Supervision of Special Education (3)
Educ 269A Laws and Regulations (2)
Educ 269B Coordination (3)
Educ 299D Thesis or Project (4)

Option Number 3 calls for 39 semester units of work. However, with the completion of Ed 269, Ed 269A, and Ed 269B, the candidate may apply for the Special Education Resource Specialist Certificate of Competence.

Special Education: Learning Handicapped Teaching Credential

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

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

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

**Generic Component**

Educ 107 Curriculum and Instructional Materials and Procedures: Planning (3)
Educ 132 Directed Teaching — Multiple Subject (12)
Educ 203 Psychological Assessment (3)
Educ 205 Group Dynamics and Affective Education (3)
Educ 208 Psychology of the Exceptional Child (3)

At least one-half of the 12 unit student teaching requirement for the basic credential must be with the learning handicapped student. Admission requirements for advanced specialization include holding a basic teaching credential other than an emergency basis.

The requirements for the advanced specialization are 24 semester units plus a practicum of three to six units. Electives chosen with the advice of the director complete the 24 units.

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

**Required Advanced Component**

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

**Elective Advanced Component**

Educ 263 Sensory-Motor Development and Training (3)
Educ 265 Physical Handicaps as Related to Learning Problems (3)
Educ 290 Independent Study (1–6)

---

**Special Education: Severely Handicapped Teaching Credential**

Multiple entry provisions are made for the Advanced Specialization Program in the Severely Handicapped by application and documentation of basic generic and advanced competencies.

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

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

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

**Generic Component**

Educ 107 Curriculum and Instructional Materials and Procedures: Planning (3)
Educ 132 Directed Teaching — Multiple Subject (12)
Educ 203 Psychological Assessment (3)
Educ 205 Group Dynamics and Affective Education (3)
Educ 208 Psychology of the Exceptional Child (3)

Admission requirements for advanced specialization includes holding a California basic teaching credential other than an emergency basis.

The requirements for the advanced specialization are 24 semester units plus a practicum of three to six semester units. Electives chosen with the advice of the director also complete the course requirements.

The courses offered for the advanced specialization in the Severely Handicapped Credential Program are:

**Required Advanced Component**

Educ 260 Adapting Instruction to Learning Patterns of Children (3)
Educ 261 Educational Diagnosis and Prescription (3)
Educ 262 Central Language Disorders and Development (3)
Educ 263 Sensory—Motor Development and Training (3)
Educ 264 Adapting Behavior for Learning and Interpersonal Effectiveness (3)
Educ 266 Career Vocational Guidance and Education (3)
Educ 267 Evaluation & Counseling of Exceptional Pupils (3)
Educ 270 Programming & Instruction for the Severely Handicapped (3)
Educ 268 Practicum — Directed Teaching — Severely Handicapped (3)
Elective Advanced Component
Educ 265 Physically Handicapped as Related to Learning Handicapped Problems (3)
Educ 290 Independent Study (1-6)

Resource Specialist Certificate of Competence Program

The Clear Resource Specialist Certificate of Competence Program is designed for teachers who hold a Valid Special Education Credential and who have taught for three years including both the Regular and Special Education classes.

The Certificate program is designed to develop specific skills, knowledge, and performance competencies in the following essential functions:
1. Consultant Services
2. Consultation and Implementation Services
3. Laws, Regulations and other compliances
4. Staff Development and Inservice
5. Parent Education

Requirements:
Filing application with Director of Special Education.
Special Education Teaching Credential
Ed 269 Supervision of Special Education (3)
Ed 269A Laws and Regulations of Spec. Ed. (2)
Ed 269B Coordination of Spec. Ed. Services (3)

Pupil Personnel Program

Program Director: Robert Wilson

Master of Arts in Education Degree

PUPIL PERSONNEL SERVICES EMPHASIS

A minimum of 41 semester units of coursework is required for a Master of Arts in Education degree with an emphasis in Pupil Personnel Services. In addition to these 41 units, a Generic Component of prerequisite courses and a passing score on the CBEST are required.

Formal acceptance into the program occurs after an interview with the program director, assuring that all program entry requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

Generic Component:
Soc 101 Cross Cultural Communication (3)
Psy 118 Child Development (3)
Educ 132 Directed Teaching: Multiple Subject (12)
Educ 209A Introduction to Counseling (3)
Educ 274A Elementary Statistics (3)

Core Courses:
Educ 208B Counseling the Multi-Cultural Child and Parent (3)
Educ 212 Values in School and Society (3)
Educ 217 Educational Guidance and Community Issues (3)
Educ 299E Thesis/Project (4)

Advanced Component:
Educ 201A Laws Related to Children (3)
Educ 203A Tests and Measurements (3)
Educ 208A Counseling the Exceptional Child (3)
Educ 209B Counseling Theory and Techniques (3)
Educ 210 Education and Career Planning (3)
Educ 218A Methods of Research (3)
Educ 289A Seminar in Learning Theory (3)
Educ 291A Case Study Practicum (3)
Educ 291B Field Experiences (4)

Pupil Personnel Services Specialist Credential: Counseling

The Pupil Personnel Services Credential: Counseling requires a minimum of 28 semester units of coursework in the Advanced Component listed below.

Formal acceptance into the program occurs after an interview with the program director, assuring that all program entry requirements have been met, and a sequence of courses and experiences has been agreed upon. The sequence is determined on the basis of past experiences and courses.

Generic Component:
Soc 101 Cross Cultural Communication (3)
Psy 118 Child Development (3)
Educ 132 Directed Teaching: Multiple Subject (12)
Educ 209A Introduction to Counseling (3)
Educ 274A Elementary Statistics (3)
**Required Advanced Component**

Educ 201A Laws Related to Children (3)  
Educ 203A Tests and Measurements (3)  
Educ 208A Counseling the Exceptional Child (3)  
Educ 209A Counseling Theory and Techniques (3)  
Educ 210 Education and Career Planning (3)  
Educ 218A Methods of Research (3)  
Educ 289 Seminar in Learning Theory (3)  
Educ 291A Case Study Practicum (3)  
Educ 291B Field Experiences (4)

**Graduate Program Courses**

**201A  Laws Related to Children (3)**  
Current and proposed legislation in parent-child relationships; encompasses attendance and discipline procedures, pupil records, special programs, employment of minors, liability, juvenile court system, due process and miscellaneous laws.

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

**203A  Tests and Measurements (3)**  
Prerequisite to all courses in the Pupil Personnel Services program. Principles of construction and evaluation of educational and psychological tests. Principles, procedures and techniques in counseling and guidance.

**205  Group Dynamics and Affective Education (3)**  
*Prerequisite: Consent of instructor*  
A study of problem solving through group discussion, interpersonal relations in group settings, and group leadership. Provides a background of knowledge and experience helpful to the understanding of educational groups and affective techniques.

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

**208  Psychology of the Exceptional Child (3)**  
*Prerequisite: Consent of instructor*  
An introductory course which provides an understanding of the psychological characteristics, cognitive styles, behavior patterns, and learning problems of exceptional students. Roles of teachers and administrators, history, development, and current trends. Meets "mainstreaming" requirements for California credential candidates.

**208A  Counseling the Exceptional Child (3)**  
A study of the psychological characteristics, cognitive styles, behavior patterns, and learning problems of exceptional students. Provides background of information helpful in developing communication and counseling skills in working with children having special needs.

**209B  Counseling the Multi-Cultural Child and Parent (3)**  
The study of ethnicity from a global perspective utilizing a psychocultural approach. The following dimensions will be addressed in counseling multi-cultural children and parents: social structural levels, patterns of social interaction, subjective experiences of identity and patterns of behavior and expressive emotional styles.

**209A  Introduction to Counseling (3)**  
This course is a study of the principles and practices of counseling, and guiding individuals towards life's goals. It seeks to develop counselor self-awareness and beginning skills in interviewing and problem-solving. Laboratory components include role playing, case studies, and other simulation experiences.

**209B  Counseling Theory and Techniques (3)**  
*Prerequisite: 209A*  
Practical knowledge and experiences in individual and group counseling techniques. Emphasis on philosophy, theory and methodology as applied to counseling through critical analysis of pertinent literature.

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

**211  Leadership Assessment (3)**  
*Prerequisite: Preliminary Administrative Services Credential*  
A course designed to: (1) diagnose the leadership strengths and weaknesses of the candidate; (2) give the candidate knowledge and tools to assess a new leadership situation; (3) prepare the candidate for district certification of competency in the area of teacher evaluation.

**212  Values in School and Society (3)**  
*Prerequisite: Admission to Graduate Program*  
Values related to the learning and development of persons, to contemporary society, to the teaching and learning of communicative and quantitative skills, and to the process of change. Emphasis will be given to the application of humanistic and Christian value systems.

**213  Governance of Schools (2)**  
*Prerequisite: Preliminary Administrative Services Credential*  
A practical seminar to enable a school site or district administrator to set realistic solutions to his or her actual concerns in the areas of personnel, finance, and legal aspects.

**214A  Leadership Practicum (2)**  
*Prerequisite: Educ 211*  
An independent field assignment in leadership in the schools.

**214B  Values Practicum (2)**  
*Prerequisite: Educ 212*  
An independent field assignment in values application in the schools.

**214C  Change Practicum (2)**  
*Prerequisite: Educ 214*  
An independent field assignment in change in the schools.

**214D  Research Practicum (2)**  
*Prerequisite: Educ 216*  
An independent field assignment in the application of research in the schools.
214E Internship Practicum I
Prerequisite: Preliminary Administrative Services Credential
The completion of a leadership role or task, other than those performed in the candidate's own job, by his or her own district for a minimum of 30 hours during the semester.

214F Internship Practicum II
Prerequisite: Preliminary Administrative Services Credential
The completion of a leadership role or task in a different district or agency for a minimum of 30 hours during the semester.

214G District Participation Practicum
Prerequisite: Preliminary Administrative Services Credential
The participation in a district sponsored leadership program which meets regularly to prepare candidates for school administrator roles.

214H Association Participation Practicum
Prerequisite: Preliminary Administrative Services Credential
The participation as a state or local association officer or representative (ACS, CTA, ASCD, etc.) or participation in an approved association leadership program.

215 Leadership and Change
Prerequisite: Admission to Graduate Program
The course will focus on (1) the nature of effective leadership, and strategies for change; (2) developing a personal style of effective leadership as a change agent. The case study approach will be used as a major instructional methodology.

216 Situational Analysis
Prerequisite: Preliminary Administrative Services Credential
A seminar class in which the topics presented will be those of participants as they encounter them on the job, focusing on the curriculum and school community relations.

217 Educational Guidance and Community Issues
The study of various roles and functions of the educational counselor. The student will study contemporary and controversial issues as they relate to the field of guidance. Emphasis will be placed on student choices and decisions, crisis counseling, conflict resolution, confidentiality, discipline, ethical district and community issues.

218 Advanced Program Assessment, Research and Evaluation
Prerequisite: Admission to Graduate Program
A study of the nature of scientific inquiry, a survey of methods employed in research, and an explanation of evaluation methodology. The use of research and evaluation methods in actual school situations.

218A Methods of Research
Examines scientific methods of inquiry, deductive and inductive reasoning processes, criteria for evaluation of research. Investigates types of research designs, methods of sampling, and data collection analysis.

220 Teaching of Reading
This course is designed to provide teachers with the fundamentals of reading instruction at the elementary and secondary levels. The course explores differing models and approaches in teaching reading. It is designed to extend and enlarge the teacher's understanding of beginning literacy, word recognition, and comprehension as well as to develop competencies in administering and interpreting reading tests and selecting appropriate teaching materials and methods.

221 Reading in the Content Area
This course is designed to help teachers utilize content area textbooks with students at diverse reading levels. Instruction in the areas of motivation, comprehension, and vocabulary development within the context of specific subject area is addressed.

224 Diagnosis and Treatment of Reading Disabilities
Prerequisite: Educ 220; Graduate standing
This course is designed to deal with practical methods of obtaining data and making assessments through diagnostic-prescriptive procedures.

225 Advanced Methods in Reading
This course considers techniques for teaching word recognition and reading comprehension as well as the preparation of classroom instructional materials to meet individual and small group needs.

226 Exploration in Literature
This course considers techniques for teaching word recognition and reading comprehension as well as the preparation of classroom instructional materials to meet individual and small group needs.

228 Clinical Experiences in Reading
Prerequisite: Educ 220; Graduate standing
Instruction of an individual or a small group of children in remediation of reading difficulties.

230 Seminar In Bilingual Education
Prerequisite: Consent of instructor
The course is designed to bring forth an awareness for teachers in bilingual programs or who seek to work in bilingual education. The course will deal with the concept of what it means to be bilingual and bicultural and will explore ways in which children can achieve that balance in this society. This course will meet one of the requirements for the Bilingual Specialist Teaching Credential or Fifth Year requirement credits.

231 Current Trends and Issues in Bilingual Education
Designed to examine rationales and objections to bilingual education based on the historical framework in the field and its need. The course will examine alternative models in bilingual education and analyze administrative techniques for developing and evaluating bilingual education programs. Focus will be given to futuristic perspectives and discussion of alternative solutions to resolve problems involving programs of bilingual nature.
232 Bilingual Education Perspectives in Curriculum Designs/Teaching Strategies
Prerequisite: Graduate standing
The course discusses the principles and processes of curriculum development and their application to individually determined student projects related to bilingual education curriculum and teaching strategies within the design.

233 Social and Cultural Psychology of Mexican Americans in the United States
Prerequisite: Graduate standing
This course examines the principal social and cultural psychological concepts as differentiated by Mexican Americans within various stages of social movements in an Anglo-dominated society. Stress is on interplay placed on the function among social processes, norms, cultural values, and individual persons in the development of self-concepts of Mexican Americans.

238 Research Methods in Bilingual Education
Prerequisite: Admission to Graduate program
The course will cover a basic analysis of research methods and techniques. Explanation and review of key sources of research data related to bilingual education. Principles and forms of research reporting will be a focal point.

242 Oral and Written Language
This course explores the relationship between reading and writing in primary, intermediate, and secondary classrooms. Writing as a process is a major focus of the course. Teaching techniques which support early literacy development are discussed as are practical strategies for developing a viable writing program K-12 which enhance reading development.

242A Written Communication
Participants experience the reading/writing process first hand in a workshop atmosphere.

246 Current Trends in Reading
This course is designed to bridge theory and practice. It consists of individual study carried out under the guidance of a faculty member. The participant selects a current trend or problem in reading, explores recent literature in the topic, and considers instructional implications of the findings. May be repeated.

247 Supervision of Reading Programs
Prerequisite: Educ 220 & 228 or 268; Graduate standing
Instructional leaders direct and supervise classroom teachers in the reading clinic.

249 Seminar in Reading
Prerequisite: Admission to the Master's Program
A course offered continuously, carefully critiquing classical and current professional literature including research journals and books relating to reading. Past and present theories of child development, learning, and reading applied to programs and research.

250 Curriculum Leadership
Prerequisite: Graduate standing
This course considers (1) current trends in curriculum development; (2) teacher involvement in decision-making; (3) assessment, diagnostic, and prescriptive skills in curriculum; (4) study of learning theory and teaching strategies; and (5) organization of curriculum for instruction.

251 Practicum — Curriculum Leadership
Prerequisite: Graduate standing
An independent field assignment in curriculum development and administration. Graded CR/NC

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

253 Practicum — School and Community Relations
Prerequisite: Graduate standing
An independent field assignment in school and community relations. Graded CR/NC

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

255 Practicum — Administration and Personnel Management Procedures
Prerequisite: Graduate standing
An independent field assignment in administration and personnel management procedures. Graded CR/NC

256 Public School Finance and Legal Aspects
Prerequisite: Graduate standing
This course considers: (1) public school governance; (2) laws relating to youth; (3) study of federal and state laws and education-related court cases; (4) contract formulation; (5) collective bargaining; (6) budget building; (7) funding sources; (8) special programs; and (9) budget monitoring skills.

257 Practicum — Public School Finance and Legal Aspects
Prerequisite: Graduate standing
An independent field assignment in public school finance and legal aspects. Graded CR/NC

258 Public School Management Seminar and Practicum
Prerequisite: Graduate standing and permission of seminar director
A series of management performance seminars integrating the newest perspectives from the behavioral, organizational, and policy sciences in order to provide effective approaches to the management of educational programs and resources. Specific seminars cover topics include: (1) effective time management, self-assessment, and leadership style analysis; (2) district mission, management philosophy, annual goals, and the policy formation process; (3) management role responsibilities; (4) management planning and performance review; and (5) coalition building and public information strategy.
259 Seminar in Administration
Prerequisite: Graduate standing
A series of seminars in educational leadership roles and management performance systems offered as appropriate. Seminar strategy is to assist educators in improving the management of public schools. Management is defined as the work by leaders in organizations that create and maintain environments where people can accomplish goals through more efficient and effective use of staff, time, financial, and material resources.

260 Adapting Instruction to Learning Patterns of Children
Prerequisite: Graduate standing
Designed to build skills in developing curriculum appropriate to the modality strengths of individual children and creating a learning environment structure suitable to children who have modality weaknesses.

261 Educational Diagnosis and Prescription
Prerequisite: Educ 203, 260; Graduate standing
Designed to develop skills in diagnosis and prescription for instruction. Topics under investigation include: (1) diagnostic teaching procedures; (2) utilization of specialized evaluation instruments; (3) academic skill sequences to meet instructional needs of exceptional pupils; (4) utilization of structural activities; (5) performance criteria to measure pupil achievement; (6) criterion-referenced testing; and (7) development of instructional tasks for exceptional pupils.

262 Central Language Disorders and Development
Prerequisite: Graduate standing
Designed to develop a basic understanding of acquisition and development sequence of language. Deviations in language, including disorders, cultural differences, and reading handicaps, are studied. Topics include acquisition, syntax, morphology, semantics, phonology, common disorders, and remediation of specific language/reading disorders. An elective course for candidates in the Learning Handicapped Credential Program.

263 Sensory-Motor Development and Training
Prerequisite: Graduate standing
Designed to develop an understanding of necessary skills involved in prescriptive instruction of exceptional pupils. Competencies to be developed in the course are (1) ability to delineate the developmental sequences of skill acquisition in the various areas of perceptual-motor functioning; (2) comparison of current techniques for remediating deficits in sensory-motor performance; (3) utilization of instruments designed to diagnose perceptual motor capabilities and developmental levels of pupils; (4) planning diagnostic-prescriptive programs; and (5) analyzing academic tasks and social behavior objectives for sensory-motor input and output requirements. An elective course for candidates in the Learning Handicapped Credential Program.

264 Adapting Behavior for Learning and Interpersonal Effectiveness
Prerequisite: Educ 205; Graduate standing
Designed to study facets of affective behavior, alternative strategies of behavior management, interpersonal communicative skills, and implementation of pupils' programs to staff and parents.

265 Physical Handicaps as Related to Learning Problems
Prerequisite: Special Education Credential
Designed to develop necessary skills in pupil assessment and instructional program adaptation for physically handicapped pupils. Competencies to be developed are: (1) ability to define common physical exceptionals; (2) to describe commonalities among physically handicapped and non-exceptional pupils; (3) to assess the effect of various physical handicaps upon functional performance; (4) to examine curriculum appropriate for the physically handicapped; and (5) to identify appropriate testing instruments. An elective course for candidates in the Learning Handicapped Credential Program.

266 Career Vocational Guidance and Education
Prerequisite: Educ 205; Graduate standing
Designed to study the comparison and evaluation of various vocational/career education models at the local, state, and federal levels. Vocational development, work experience programs and career education systems are examined. Problems in vocational counseling are analyzed. An elective course for candidates in the Learning Handicapped Credential program.

267 Evaluation and Counseling of Exceptional Pupils
Prerequisite: Educ 205; Graduate standing
Designed to develop skills in counseling exceptional pupils and their parents and to develop understandings and demonstrable competencies in professional interpersonal relations. Course content includes directive and non-directive techniques for counseling based on evaluation of pupil progress and program effectiveness.

268 Practicum — Directed Teaching — Learning Handicapped/Severely Handicapped
Prerequisite: Graduate standing
A directed field experience involving participation in a classroom for educationally handicapped pupils. The Specialist Credential candidate will gain and demonstrate advanced skills in systematic observation, pupil assessment, prescriptive planning and implementation, evaluation procedures, and behavior management techniques. Structured opportunities are arranged to develop communication skills effective for staff and parent-teacher interaction.

269 Supervision of Special Education
Prerequisite: Special Education Credential
Supervision of special education provides instruction in the areas of the consultative function; staff development and inservice education function; and skills related to the parent education function.

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

269B Coordination of Special Education Services
Prerequisite: Special Education Credential
Candidates shall satisfactorily demonstrate the skills, knowledge, and performance competencies identified for each of the objectives of the Coordination Function.

270 Program and Instruction for Severely Handicapped
Prerequisite: Graduate standing
An examination of critical skills model. Application of critical skills in school, home, and community. A study and update of the instructional techniques in the natural environment.
271A  Word Processing in English and the Language Arts (3-4)
This course is designed for teachers of English and the language arts in middle grades through high school. It places into the hands of the participant readily mastered anc powerful tools for writing. It enables elementary and secondary teachers of language arts and English, even those with limited access to computers, to utilize the power of computers in language and writing skills instruction.

271B  Computers and Writing (3-4)
This course provides an opportunity to work with and discuss software packages and computer activities for use with student writers.

271C  Evaluation and Integration of Software (3-9)
This course will familiarize the participant with creating materials and methods for using problem solving software in most subject matter areas in the K-12 classrooms. Major components include time to become thoroughly familiar with selected software; to review supportive student activities; and to identify thinking skills students need to use such software.

271D  Evaluation and Integration of Software (3-4)
This course is a continuation of 271C.

271E  Evaluation and Integration of Software (3-4)
This course is a continuation of 271D.

271G  Introduction to Using Computers in the Classroom (3-4)
This course is designed for teachers who want to use a computer in their classroom or curriculum and need exposure to what types of programs are available. There is ample time for questions on how to use the computer in many different ways as well as hands-on activities that reinforce each area of usage.

272  Topics in Mathematics-Science (3)
Prerequisite: Graduate standing
Introduction to the philosophy, learning theories, and model of mathematics/science on which the program is built. Examination of rationale for integrating mathematics and science. Examples from each strand are used to illustrate the impact of this approach on curricular materials and teaching methodology.

273  Informal Geometry (3)
Prerequisite: Graduate standing
A study of informal geometry; approaches to the teaching of geometry; geometric properties; uses of manipulatives; construction of solid figures; and the design of experiences in geometry.

274  Probability and Statistics (3)
Prerequisite: Graduate standing
An examination of random events for the purpose of selecting content appropriate to the K-8 mathematics-science curriculum; problem solving in probability investigations; and the construction, testing, and evaluation of curricular materials.

274A  Elementary Statistics (3)
Organization of data, measures of central tendency and dispersion, sampling, normal distributions, estimation, hypothesis testing, regression and correlation, chi-square, analysis of variance, and nonparametric methods.

275  Clinical Diagnosis and Experimentation (3)
Prerequisite: Graduate standing
A study of test instruments; relationship of test content to teaching objectives; selection of tests; and test construction and experimental use.

281  The Laboratory Method in Mathematics and Science (2)
Prerequisite: Graduate standing
A critical analysis of the laboratory method; the development of resources utilizing the laboratory method, systems of management, and a study of the "Open Math" approach to managing and using a mathematics laboratory.

282  Problem Solving in the Early Grades (2)
Prerequisite: Graduate standing
Presents problem solving as the basic method for improving learning in mathematics. Special attention is given to problem solving as it relates to drill and practice for mastering basic concepts and facts. Based on "Drill and Practice at the Problem Solving Level" by Robert Wirtz with taped discussions by Dr. Richard Suchman.

282A  Problem Solving in Algebra (4)
An in-depth study of the nature of problem solving with applications to secondary mathematics. Problems of both historical and contemporary significance will be examined. Applications in algebra, geometry, trigonometry, and analysis will be explored.

282B  Problem Solving in Geometry (4)
A continuation of 282A with emphasis of integration of problems into the secondary curriculum.

282C  Problem Solving in Number Theory (4)
A continuation of 282B.

283A  Science and the Integrated Curriculum (4)
An in-depth study and designing of activity oriented science experiences that integrate mathematics, science, and other areas of the curriculum.

284A  Numbers and Operations (2-4)
Prerequisite: Graduate standing
An in-depth study of numbers and operations; analysis of algorithms; study of trouble spots and remediation; use of manipulative models for concept development; activities for reinforcing learning; and construction of meaningful curricula emphasizing problem solving.

284B  Numbers and Operations (2-4)
Prerequisite: Education 284A
Continuation of Education 284A.

284C  Numbers and Operations (4)
Prerequisite: Educ 284B
Continuation of 284B.

284D  Numbers and Operations (4)
Prerequisite: Educ 284C
Continuation of 284C.

285F  Micro-Computer Programming and Utilization (2-4)
Introduction to micro-computer operation and terminology, programming in LOGO, word-processing, and software evaluation and utilization. Designed for the teacher without prior computer training. Word-processing programs include Bank Street Writer, HomeWord, and other programs for use in elementary and secondary schools.
286A Integration of Mathematics and Science
Prerequisite: Graduate standing
An in-depth study of the rationale for integration; examination of experimental units for integration developed in Project AIMS (Activating the Integration of Mathematics and Science); applications of measurement, relations and functions, logic, problem solving, geometry, and probability and statistics through integration.

286B Integration of Mathematics and Science
Prerequisite: Education 286A
Continuation of Education 286A with an emphasis on development of curricular materials integrating mathematics and science.

286C Integration of Mathematics and Science
Prerequisite: Educ 286B
Continuation of Educ 286B with an emphasis on development of curricular materials integrating mathematics and science.

286D Integration of Mathematics and Science
Prerequisite: Educ 286C
Continuation of Educ 286C with an emphasis on development of curricular materials integrating mathematics and science.

287A Beginning BASIC Programming
An introduction to the BASIC language that assumes no prior experience with computers. The core vocabulary is introduced and developed, and computer programming is presented as a problem solving activity. Each participant will be able to recognize and use the core BASIC vocabulary, trace, modify, and compare simple programs, and understand the concepts of variable and algorithms.

287B Intermediate BASIC Programming
All commands learning in 287A will be explored in greater detail for extensive use in more complex programs. Includes flowcharting, graphics, data files, sorting routines, software evaluation, computer equipment review, values in using computers, and the educational use of computers.

287C Programming in PILOT
PILOT sessions will expose and challenge the educator with an easily learned computer language, familiarizing the participant with "Turtle Graphics," a geometry based graphics language, and "Core Pilot," a text oriented programming language. Emphasis will be on combining these two into a functional medium for use in the classroom.

287D Computer Utilization in the Classroom
A study of computer literacy programs; classroom management; computer assisted instruction resources; evaluation of software; duplication of selected public domain programs; and preparation of computer literacy programs for local school use included.

287E Writing Educational Microcomputer Instructional Programs
Designing and writing educational microcomputer programs for use in the classroom. Stating the problem, writing objectives, creating a storyboard, coding, and documentation.

287F Beginning PASCAL Programming
All commands in beginning PASCAL will be explored in detail for extensive use in problem solving. Special topics on flowcharting, graphics, computer equipment reviews, values in using computers, and the why, where, and when PASCAL can be useful to educators will be explored.

287G Intermediate PASCAL Programming
Intermediate PASCAL will utilize all basic concepts introduced in beginning PASCAL and combine them with other programming concepts. Searching and sorting will be carried out on arrays, records, and files. Includes work with ordinal data types and linking lists, creating records and files for use in the classroom, and one major project to be completed by the end of the course. Problem solving mode will be emphasized throughout.

287H Beginning LOGO Programming
Introduction to programming in LOGO with emphasis on graphics applications. Investigation of turtle graphics and its applications to elementary and secondary mathematics including algebra, geometry, and trigonometry. Introduction to interactive programming and the development of skills in writing CAI software.

287I Intermediate LOGO Programming
Review of turtle graphics with advanced applications. A study of words and lists as used in LOGO text manipulation. Advanced interactive programming with graphics and list processing integration. Extensive attention will be given to Atkinson and diSessa's work entitled Turtle Geometry.

287J Word Processing
In each course offering a major word processing program will be taught. Because of the availability and widespread use of several such programs, instruction in several will be offered in different sections. Applications to the elementary and secondary curriculum will be emphasized.

287K Data Base Management
A data base management program in widespread use will be selected for each course offering. Each will be explored fully and applications to educational uses will be emphasized.

287L Electronic Spreadsheets
Several electronic spreadsheets from simple to advanced will be studied. Mastery in one advanced spreadsheet is required together with extensive application to the educational program.

287M Advanced PASCAL Programming
Explores advanced commands in depth; pointers, binary trees, sets, linking, simulations; problem solving applications; creation of a major functional program with documentation.

287N Integrated Systems
An integrated system of word processing, database and spreadsheet will be used to produce documents that will be beneficial to educators.

287P Assembly Language
Introduction to programming in assembly and machine language and including screen graphics, images, and integration of assembly language with high level languages.

287Q Interactive Graphics
Studies in video displays and their interaction with the computer operator.

288 Readings and Topics in Mathematics—Science
Prerequisite: Graduate standing
Courses which cover subject matter not included in regular education courses may be taken for credit as special readings or topics in education.
289 Seminar In Learning Theory
Prerequisite: Graduate standing
Writings of Piaget, Bruner, Bloom, and Hunter are studied and compared with current studies of research in learning. Each candidate is challenged to formulate his or her own theory of learning and present it in the seminar setting.

289A Seminar In Learning Theory — Pupil Personnel
(3)
Synthesizes various schools of learning theory to create curriculum and instructional strategies to meet needs of students at particular stages of development.

290 Independent Study In Education
(1–5)
Independent study is available to pursue a topic of interest through individually oriented research.

291 Practicum
(2–4)

291A Case Study Practicum
(3)
Study of techniques of counseling through role playing and small group experiences. Gain experience in counseling students and parents from various socio-economic and ethnic backgrounds.

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

299 Project/Thesis
Prerequisite: Consent of graduate program director

299A Reading Program:
(4)
Supervised project or thesis work in reading education.

299B Mathematics Program:
(1–4)
During the entire program candidates design curricular materials. For their project they select a carefully restricted topic and develop a three-week curriculum unit for use at a given grade level. This is field tested and revised as necessary. The goal is to contribute to effective curricular units in mathematics and science for K-8.

299C Bilingual Crosscultural Program:
(6–10)
Supervised thesis work in the field of bilingual crosscultural education.

299D Learning Handicapped Program:
(4)
Supervised project work or thesis in the field of Learning Handicapped.

288E Pupil Personnel Program:
(4)
Supervised project work or thesis in the field of Pupil Personnel Services.
The Board of Trustees

Pete Penner, Reedley, California ............................................................ Chairman
President, Penner Enterprises

Wesley Braun, Fresno, California ............................................................ 1st Vice Chairman
Owner, Engineer, BSK & Associates, Geotechnical Consultants at Large

Ted Thiesen, San Jose, California ............................................................ 2nd Vice Chairman
Staff Manager for Facilities Division, Pacific Bell Region 4

Howard Loewen, Fresno, California ............................................................ Secretary
Associate Professor of Theology, Mennonite Brethren Biblical Seminary

Ron Decker, Fresno, California ............................................................ Treasurer
President, Decker AutoParts Stores Appointed

Ann Heinrichs, Fresno, California ............................................................ Assistant Treasurer
Education Psychologist, Fresno Unified School District at Large

Kelly Bergen, Shafter, California ............................................................ Alumni Representative
Educator, Rio Bravo–Greely School District

Ed Boschman, Bakersfield, California ...................................................... Conference Moderator
Pastor, Laurrelglen Bible Church

Eugene Enns, Dinuba, California ............................................................ Region 2
President, Enns Packing Co., Vice President, Wes Pak Sales, Inc.

Dick Falls, Cupertino, California ............................................................ Appointed
Director of Marketing, Psychology Management Systems Health Plan

Roy Fast, Bakersfield, California ............................................................ PDC Board of Trustees
Owner, Roy Fast Farms and BFB Farm Supply Ex Officio

Gone Fell, Bakersfield, California ............................................................ At Large
C.E.O. and General Manager, B.W. Implement Company

Ruth Funk, Fresno, California ............................................................ Faculty Representative
Chairman, Business Department, Fresno Pacific College

Walter Heinrichs, Fresno, California ............................................................ Region 3
District Manager, Judson Steel Corp.

Menno Isaac, Kingsburg, California ............................................................ Church Advisory Council
Curric. & Special Projects Coord., Kingsburg Elem. School Dist. Ex Officio

Arthur Jost, Reedley, California ............................................................ Region 2
President, Kings View Foundation & Corporation

Chester Jost, Bakersfield, California ............................................................ Region 1
President, Jost Floor Company

David Karber, Bothell, Washington ............................................................ Region 5
Professor of Sociology, Everett Community College

Merrill E. Lehman, Shafter, California ...................................................... Region 1
Agronomist, California Planting Cotton Seed District

James Leonard, Hanford, California ............................................................ Appointed
Ret. Vice President Beacon Oil

Loyal Martin, Fresno, California ............................................................ District Minister
Pacific District Conference Minister Ex Officio

Evelyn Neufeld, San Jose, California ............................................................ Region 4
Professor of Elementary Education, California State University San Jose

Alvin Nickel, San Jose, California ............................................................ At Large
Physician (otolaryngologist and maxillo facial plastic surgeon)

Steve Nilmeler, Fresno, California ............................................................ Appointed
Sales, Service Buick

Ramon Oyervidez, Selma, California ............................................................ Appointed
Assistant Superintendent, Cutler–Orosi Unified School District

John Regler, Reedley, California ............................................................ Member at Large
Manager, Pioneer Equipment

Robert Vogt, Dinuba, California ............................................................ Board of Reference & Council
Pastor, Dinuba Mennonite Brethren Church Ex Officio

Alvern Von Steeg, Fresno, California ............................................................ Appointed
Pastor, St. Luke’s United Methodist Church

Joel A. Wiebe, Fresno, California ............................................................ At Large
Superintendent, Fresno Christian Schools

Louis Wiebe, Reedley, California ............................................................ Appointed
President, Wiebe Farms Inc., Director, Wes Pak Sales

Student Representative ................................................................. Ex Officio

The Administration and Faculty

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

Raymond Barber, Biblical Studies (Modesto)
Prairie Bible Institute, A.A., Lower Columbia College; B.S., Psychology.
Washington State University; M.Div., Western Conservative Baptist Seminary; Th.M., New Testament Language and Literature, Western Conservative Baptist Seminary; Study in Classics, Portland State University.

Silas Bartsch, Education
Director of In-Service Education
B.A., Social Science, Chapman College; M.A., Public School Administration, Fresno State College; Graduate Studies, Berkeley Baptist Divinity School.

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

Steven Brandt, History
Director of Library Services

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

William Cockram, Biology
B.A., Biology, Westmont College; M.A., Biology, California State University, Fresno.

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

Lawrence Ecklund, Mathematics Education
Director of Mathematics-Science Project
B.A., Social Science, Speech, California State University, Fresno; M.A., Mathematics Education, California State University, Fresno; N.S.F., Institute, Bowling Green State University.

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

Carol Enns, Social Service
Diploma, Columbia Bible Institute; B.A., Social Work, Tabor College; M.A., Rehabilitation Counseling, California State University, Fresno; Leave of absence, 1986–87.

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

John Fast, Biblical Studies
B.A., Psychology, University of Waterloo; M.Div., Theology, Mennonite Brethren Biblical Seminary; Leave of absence, 1986–85.

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

Dietrich Friesen, Emeritus Music
A.A., Voice, Toronto Conservatory of Music; Diploma of Sacred Music, M.B. Bible College; B.A., Music, Tabor College; M.M. Voice, University of Wichita.

Will Friesen, Biblical Studies/Psychology
B.A., Psychology, Tabor College; M.S., Counseling-Psychology, University of Kansas, Lawrence; M.A., Theology-Historical Studies, Mennonite Brethren Biblical Seminary.

Ruth Funk, Business
B.A., Humanities, Fresno Pacific College; M.S., Business, California State University, Fresno.

Emilia Gonzalez, Education
Director of Bilingual Education
B.A., Psychology, Fresno City College; M.S., Counseling, University of LaVerne.

Curtis Grant, Biblical Studies (Modesto)
Director, Modesto Extended Campus Program
A.A., Modesto Junior College; B.A., History, Stanford University; M.A., History, University of California, Berkeley; Ph.D., History, Stanford University.

William A. Henning, Academic Vice President
B.A., French, Wheaton College; M.A., French Literature, Indiana University; Ph.D., French Linguistics, Indiana University.

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

Dennis Janzen, Physical Education
B.A., Physical Education and Health, Tabor College; M.A., Physical Education, University of Northern Colorado.

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

Roy Just, Missions
B.A., Psychology, Tabor College; M.A., Sociology, University of Kansas; Ph.D., Sociology, University of Southern California; Studies in Theology & Missions, Fuller Theological Seminary.

Roy Klassen, Music
B.A., Music, Occidental College; M.A., Vocal Performance, California State University, Los Angeles; D.M.A., Arizona State University.

Lynden Krause, Economics
B.A., Social Science, Tabor College; M.Ed., Social Science, Trenton State College; M.A. in progress, Economics, Illinois State University.

Sharryl Lindberg, Education
Chairman of Division of Education
B.A., Education, California State University, Fresno; M.A., Early Childhood Education, California State University, Fresno; Candidate, Curriculum and Instruction, University of Southern California.

Leslie E. Mark, Biblical Studies/Spanish
A.B., Berkshire Christian College; M.Div., Gordon-Conwell Theological Seminary.

Wilfred Martens, English
B.A., English, Tabor College; M.A., English, California State University at Los Angeles.
Peggy McAllister, Business Controller  
B.A., Accounting and Quantitative Methods, University of Oregon.

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

Theodore E. Ostrander, Mathematics/Computer Science  
B.A., Mathematics, California State University, Fresno; M.A., Education--Mathematics/Science and Computer, Fresno Pacific College.

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

Adonijah Pauls  
Associate Library Director for Technical Services  
B.A., Social Science, Fresno Pacific College; M.Libr., University of Washington.

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

Luella Reimer, English  
B.A., English—Speech, Fresno Pacific College; M.A., English (American Literature), Purdue University.

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

Adina Schmidt, Education  
Registrar  
B.S., Elementary Education, University of Omaha; M.S., Elementary Education, University of Omaha.

Carla Shearer, Physical Education  
B.A., Physical Education, University of New Mexico; M.A., Education, University of San Francisco; Credential in Special Education.

Eddie Sivertsen, Biblical Studies (Modesto)  
Th.B., General Education and Greek, Hebrew and Norse Language, Northern Baptist Theological Seminary; B.A., Philosophy, Ottawa University; B.D., Northern Baptist Theological Seminary; Th.D., Northern Baptist Theological Seminary; M.A., Student Personnel Services, San Diego State College; Philosophy and Religion Departments, University of California, Santa Barbara.

Glenn Snyder, Physical Education  
Director of Physical Education  
B.S. Ed., Business Administration, Education, Bluffton College; M.Ed., Health, Physical Education, Kent State University; Ed.D., Kinesiology, University of Northern Colorado.

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

Richard Unruh, Political Science  
Chairman of Division of Social Sciences  
B.A., Political Science, Fresno Pacific College; M.A., Political Science, University of Washington; Ph.D. cand., Political Science, University of California, Santa Barbara.

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

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

Peter Wasemiller, Business Law  
Director of Alumni/Community Relations  
A.A., Fresno City College; B.A., Social Science, Fresno Pacific College; J.D., San Joaquin College of Law.

Arthur J. Wiebe, Mathematics Education  
President Emeritus  
Director of Mathematics—Science Project  

Elias Wiebe, Emeritus, Education  
Chairman of Division of Education  
Director of Teacher Education  
B.A., Elementary Education, Fresno State College; B.D., Theology, Los Angeles Baptist Theological Seminary; M.A., Elementary Administration, Fresno State College; Ed.D., Elementary Curriculum, University of Southern California.

Richard Wiebe, Philosophy and History  
Manager of the Bookshop  

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

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

Robert A. Wilson, Education  
Director of Special Education  
Director of Pupil Personnel Services  
B.A., Social Science, Criminology, California State University, Fresno; M.A., Guidance, California State University, Fresno; Ph.D., Education Psychology, Laurence University.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Information</td>
<td>21</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>35</td>
</tr>
<tr>
<td>Accounting</td>
<td>71</td>
</tr>
<tr>
<td>Administration</td>
<td>123</td>
</tr>
<tr>
<td>Administrative Services (M.A.)</td>
<td>105</td>
</tr>
<tr>
<td>Admission (Graduate)</td>
<td>102</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>21</td>
</tr>
<tr>
<td>Art</td>
<td>49</td>
</tr>
<tr>
<td>Associate of Arts Degree</td>
<td>24</td>
</tr>
<tr>
<td>Athletics</td>
<td>11, 97</td>
</tr>
<tr>
<td>Bachelor of Arts Degree</td>
<td>24</td>
</tr>
<tr>
<td>Biblical and Religious Studies</td>
<td>35, 41</td>
</tr>
<tr>
<td>Biblical and Religious Studies Certificate Program</td>
<td>26</td>
</tr>
<tr>
<td>Bilingual Cross-cultural (M.A.)</td>
<td>106</td>
</tr>
<tr>
<td>Biology</td>
<td>66</td>
</tr>
<tr>
<td>Board/Food Service</td>
<td>27</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>123</td>
</tr>
<tr>
<td>Business</td>
<td>72</td>
</tr>
<tr>
<td>Calendar of the Academic Year</td>
<td>4</td>
</tr>
<tr>
<td>Campus</td>
<td>7</td>
</tr>
<tr>
<td>Career Preparation</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry</td>
<td>67</td>
</tr>
<tr>
<td>Child Development</td>
<td>81</td>
</tr>
<tr>
<td>College Hour</td>
<td>10</td>
</tr>
<tr>
<td>College Level Examination Program (CLEP)</td>
<td>21</td>
</tr>
<tr>
<td>Communication</td>
<td>52</td>
</tr>
<tr>
<td>Computer Science</td>
<td>63</td>
</tr>
<tr>
<td>Concurrent Enrollment</td>
<td>17</td>
</tr>
<tr>
<td>Contemporary Ministries</td>
<td>42</td>
</tr>
<tr>
<td>Contents, Table of</td>
<td>3</td>
</tr>
<tr>
<td>Correspondence, Directions for</td>
<td>2</td>
</tr>
<tr>
<td>Counseling, Academic</td>
<td>10</td>
</tr>
<tr>
<td>Counseling, Personal</td>
<td>10</td>
</tr>
<tr>
<td>Credentials, Teaching (undergraduate)</td>
<td>91</td>
</tr>
<tr>
<td>Credentials, Teaching (advanced)</td>
<td>101</td>
</tr>
<tr>
<td>Cross-cultural Experiences</td>
<td>9</td>
</tr>
<tr>
<td>Cross-cultural Study</td>
<td>37</td>
</tr>
<tr>
<td>Degrees Offered</td>
<td>7</td>
</tr>
<tr>
<td>Distinctives of the College</td>
<td>7</td>
</tr>
<tr>
<td>Drama</td>
<td>11</td>
</tr>
<tr>
<td>Education</td>
<td>35, 91</td>
</tr>
<tr>
<td>Educational Mission</td>
<td>7</td>
</tr>
<tr>
<td>Employment</td>
<td>32</td>
</tr>
<tr>
<td>English</td>
<td>50, 54</td>
</tr>
<tr>
<td>Faculty</td>
<td>123</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>29</td>
</tr>
<tr>
<td>Financial Information</td>
<td>27</td>
</tr>
<tr>
<td>Financial Information (Graduate)</td>
<td>104</td>
</tr>
<tr>
<td>Fresno Pacific College Idea</td>
<td>7</td>
</tr>
<tr>
<td>General Education Program</td>
<td>36</td>
</tr>
<tr>
<td>Geography</td>
<td>75</td>
</tr>
<tr>
<td>Grading System</td>
<td>22</td>
</tr>
<tr>
<td>Graduate College Calendar</td>
<td>98</td>
</tr>
<tr>
<td>Graduate Programs (Education)</td>
<td>101</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Grants-in-Aid</td>
<td>31</td>
</tr>
<tr>
<td>History</td>
<td>76</td>
</tr>
<tr>
<td>Honors, Academic</td>
<td>23</td>
</tr>
<tr>
<td>Housing</td>
<td>27</td>
</tr>
<tr>
<td>Humanities</td>
<td>35, 49</td>
</tr>
<tr>
<td>Independent Study</td>
<td>18</td>
</tr>
<tr>
<td>In-Service Education</td>
<td>101</td>
</tr>
<tr>
<td>Intensive English Language Program</td>
<td>38</td>
</tr>
<tr>
<td>International Students</td>
<td>16</td>
</tr>
<tr>
<td>International Study</td>
<td>37</td>
</tr>
<tr>
<td>Introduction to the College</td>
<td>7</td>
</tr>
<tr>
<td>Languages</td>
<td>51, 54</td>
</tr>
<tr>
<td>Learning Handicapped (M.A.)</td>
<td>110</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>92</td>
</tr>
<tr>
<td>Literature</td>
<td>50, 55</td>
</tr>
<tr>
<td>Loans</td>
<td>31</td>
</tr>
<tr>
<td>Majors</td>
<td>35</td>
</tr>
<tr>
<td>Map of the Campus</td>
<td>5</td>
</tr>
<tr>
<td>Master of Arts in Education Degree</td>
<td>101</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61, 62</td>
</tr>
<tr>
<td>Mathematics–Science–Computer (M.A.)</td>
<td>107</td>
</tr>
<tr>
<td>Minors</td>
<td>35</td>
</tr>
<tr>
<td>Missions</td>
<td>43</td>
</tr>
<tr>
<td>Music</td>
<td>56</td>
</tr>
<tr>
<td>Natural Science</td>
<td>61, 65</td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>35, 61</td>
</tr>
<tr>
<td>Numbering System, Courses</td>
<td>22</td>
</tr>
<tr>
<td>Payment of Accounts</td>
<td>28</td>
</tr>
<tr>
<td>Personnel</td>
<td>123</td>
</tr>
<tr>
<td>Philosophy</td>
<td>59</td>
</tr>
<tr>
<td>Physical Education</td>
<td>94</td>
</tr>
<tr>
<td>Physical Science</td>
<td>69</td>
</tr>
<tr>
<td>Political Science</td>
<td>78</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>85</td>
</tr>
<tr>
<td>Programs of Study</td>
<td>35</td>
</tr>
<tr>
<td>Psychology</td>
<td>79</td>
</tr>
<tr>
<td>Pupil Personnel (M.A.)</td>
<td>113</td>
</tr>
<tr>
<td>Reading (M.A.)</td>
<td>109</td>
</tr>
<tr>
<td>Registration and Enrollment</td>
<td>103</td>
</tr>
<tr>
<td>(Graduate)</td>
<td>17</td>
</tr>
<tr>
<td>(Undergraduate)</td>
<td>27</td>
</tr>
<tr>
<td>Room and Board</td>
<td></td>
</tr>
<tr>
<td>Satisfactory Progress</td>
<td>23, 32</td>
</tr>
<tr>
<td>Scholarships</td>
<td>30</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>71, 81</td>
</tr>
<tr>
<td>Social Work</td>
<td>35, 87</td>
</tr>
<tr>
<td>Sociology</td>
<td>87</td>
</tr>
<tr>
<td>Spanish</td>
<td>51, 54</td>
</tr>
<tr>
<td>Special Education (M.A.)</td>
<td>110</td>
</tr>
<tr>
<td>Student Life Program</td>
<td>10</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>37</td>
</tr>
<tr>
<td>Systems Analysis</td>
<td>63</td>
</tr>
<tr>
<td>Telephone Directory</td>
<td>2</td>
</tr>
<tr>
<td>TESOL</td>
<td>107</td>
</tr>
<tr>
<td>Theological Orientation inside back cover</td>
<td></td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>27</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>22</td>
</tr>
</tbody>
</table>
THEOLOGICAL ORIENTATION
OF THE COLLEGE

Fresno Pacific College is evangelical in its theological orientation. Emphasis is given to the nature of the personal relationship between God and man through Jesus Christ, and the resulting life of discipleship. Commitment to the Lordship of Jesus Christ is encouraged; the following statements clarify this commitment:

- The Bible is the inspired and infallible Word of God, and is the supreme final authority in all matters of faith and conduct.
- There is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- Jesus Christ was begotten by the Holy Spirit, born of the virgin Mary, and is true God and true man.
- The Holy Spirit is a person, is God and is coequal with the Father and the Son; convicts the world of sin, righteousness, and judgment, regenerates and indwells the believer, is his constant guide and teacher, and the enabling power for victorious living and dedicated service.
- Man was created in the image of God; he sinned, and thereby incurred for himself and the whole human race not only physical death, but also spiritual death, which is separation from God.
- The Lord Jesus Christ died for man's sins, according to the Scriptures, and all who believe in Him have forgiveness of sins through His blood.
- Christ rose bodily from the dead and ascended into heaven where He is now the believer's High Priest and Advocate.
- The imminent return of Christ from heaven will be personal and visible, and He will judge the living and the dead.
- An individual becomes a child of God by being born of the Holy Spirit by the Word of God through a personal faith in Jesus Christ.
- The church, instituted by Christ, consists of all true believers, and the Great Commission to make disciples is the supreme mission of the church of this age.
- There will be a bodily resurrection of both just and unjust, with eternal punishment for all unbelievers.
- The Christian life is separated unto God, conforming to the teachings of the Word, and dedicated to the service of Christ.