

# George Fox University

## 2004-05 Undergraduate Catalog

### PRESIDENT'S MESSAGE

#### I. University Profile

- [Our Heritage](#)
- [Mission and Objectives](#)
- [Statement of Faith](#)
- [Values Statement](#)
- [Student Outcomes](#)
- [Accreditation and Memberships](#)
- [Locations](#)
- [Newberg Campus Facilities](#)

#### II. Student Life

- [Office of Student Life](#)
- [Standards of Conduct](#)
- [Spiritual Formation Requirements and Campus Ministries](#)
- [Student Activities and Organizations](#)
- [Athletics](#)
- [Intramurals](#)
- [Student Government](#)
- [Media](#)
- [Music](#)
- [Social Events](#)
- [Theatre](#)
- [ADVANCE Leadership Development Program and Mentoring Program](#)
- [Residential Life](#)
- [Student Housing](#)
- [Food Service](#)
- [Career Services](#)
- [Health and Counselling Services](#)
- [International Student Services](#)
- [Multicultural Services](#)
- [Security Services](#)

#### III. Academic Programs

- [General Education Requirements](#)
- [Exemptions and Waivers](#)
- [General Education Requirements for Teacher Education](#)
- [PreProfessional Programs](#)
- [Course Numbering System](#)
- [Course Challenge Programs](#)

#### IV. Major and Minor Requirements

#### V. Course Descriptions

## VI. Academic Support Programs

- Libraries
- On-Campus Academic Programs
- Off-Campus Academic Programs
- Overseas Opportunities

## VII. Academic Policies

- Academic Sessions and Credits
- Class Attendance
- Classification of Students
- Services to Disabled Students
- Registration
- Academic Advising
- Academic Load
- Course Additions
- Course Withdraw
- Official Withdraw Process from the University
- The Grading System
- Satisfactory Academic Progress and Eligibility
- Graduation Requirements

## VIII. Admission

- Basis of Undergraduate Admission
- Admission
- Campus Visitation
- Admission Procedures for Freshmen
- Admission Procedures and Policies for Transfer Students
- Homeschool Students
- Early Admission of High School Students
- Advanced Placement - Honors Program
- High School Nongraduates
- International Students
- Readmission of Former Students
- Part-Time Students
- Auditors
- Older Adults
- Spouse Enrollment Program

## IX. Finances

- Student Financial Services
- Costs
- Tuition, Fees, and Expenses (2003-2004)
- Schedule of Required Deposits
- Financial Arrangements
- Title IV Funds
- Financial Aid

## X. Compliance With Federal Laws and Regulations

- [Compliance with Laws](#)
- [Family Educational Rights and Privacy Act](#)
- [Drug-Free Environment](#)
- [Disabled Students](#)
- [Disclosure of Uses for Social Security Numbers](#)
- [Anti-Harassment Policy](#)
- [Withdraw Process From the University](#)

XI. [Personnel](#)

[INDEX](#)

[ACADEMIC CALENDAR](#)

## PRESIDENT'S MESSAGE

At George Fox, learning is our central activity. You will be encouraged here to pursue activities that facilitate your learning process. You also will be helped to define and achieve your goals and calling.

Our goal is to help all students find coherence in their learning. We are part of a society that encourages fragmentation in our lives. At George Fox we believe the person and work of Jesus Christ is a powerful and effective integrating factor. All aspects of the university work together to bring coherence to Christian faith and learning. Our faculty, staff and administrators are committed to this. They are ready to be your friends, teachers, role models, and mentors.

George Fox provides strong academic programs that include opportunities for experiential learning, internships, practica, and co-curricular activities that give opportunity for leadership and skill development.

George Fox University is committed to pursuing high quality in all its programs. The quality of a George Fox education is validated in several ways by those outside the university:

- U.S. News and World Report for 15 years has named George Fox as an outstanding university, ranked in the top tier in its category as "One of America's Best Colleges.
- George Fox is one of 20 colleges and universities in the United States named to receive double honors by the John Templeton Foundation: The university is one of 100 selected for its Honor Roll for Character-Building Colleges, and the president is one of 50 recognized for outstanding presidential leadership.
- Former U.S. Senator Mark Hatfield, George Fox's Herbert Hoover Distinguished Professor, says there's a special character about George Fox. "You know there is something different about this university the moment you walk on this campus. The atmosphere is in sharp contrast to the many factory-like, decentralized, impersonal schools.

George Fox is an exciting place with new programs and campus expansion under way to serve our students even better. I encourage you to consider whether George Fox University is where God is directing you to continue your learning.

H. David Brandt, President  
George Fox University



## UNIVERSITY PROFILE

### Our Heritage

**More than a century ago**, early Oregon Quaker pioneers helped settle the rich and fruitful Chehalem Valley of Oregon. One of their first priorities, along with the founding of their church, was the education of their children. In 1885, the Christian instruction of their offspring was assured with the establishment of Friends Pacific Academy. At the same time, founding pioneers were looking ahead with a dream of a college to provide more advanced education. That time came Sept. 9, 1891, with the opening of the doors of Pacific College. Fifteen students were counted on opening day.

In the 112 years since George Fox University's founding, there have been major changes, of course, including the name of the university itself, changed in 1949 because of the many "Pacific" colleges and retitled in honor of the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary.

From only a handful of courses in the 1890s, the university now offers more than 30 undergraduate majors, and graduate programs in psychology, counseling, education, business, ministry, and religion. In all, nearly 15,500 students over the years have called this institution their alma mater.

**George Fox has grown rapidly** in the last two decades - both in reputation and facilities. U.S. News & World Report for 15 years has named George Fox "One of America's Best Colleges." In 2003, George Fox ranked in the top tier in the category of Best Universities - Master's, West Region. It also was selected in the "Great Schools at Great Prices" category. National recognition also has come from the John Templeton Foundation, which selected George Fox as one of 100 in its Honor Roll of Character-Building Colleges.

Following a campus master plan, George Fox has expanded to 77 acres in recent years. A \$16 million Centennial Campaign funded a new science building and restoration of Wood-Mar Auditorium, opened in 1995, and a \$22 million Legacy Campaign funded the \$7 million Stevens Center, opened in 2001. Nearly 3,000 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators.

Even as it expands its mission by offering graduate programs and serving adult learners, George Fox remains committed to providing more than 1,400 traditional undergraduate students with a residential campus atmosphere in Newberg. There, learning continues outside the classroom - as well as inside - through a variety of experiences, including music, athletics, clubs and organizations, special events, and Christian ministries.

**The Christian atmosphere is a campus priority.** With other Christians, the university holds to the historic truths and teachings of Christianity, as outlined in the statement of faith. From its founding, the university has been guided by Northwest Yearly Meeting of Friends Church. It historically has emphasized the necessity of a genuinely experiential Christian faith, personal integrity and purity, the spiritual nature of the ordinances, the importance of peacemaking and responsible social action, the involvement of women in ministry and leadership, the valuing of simplicity, and the right and duty of each person to hear and follow God's call.

George Fox University has more Friends students on campus than any other college in the United States. They represent approximately 9 percent of the student body. Altogether, more than 50 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite, United Methodist, Assemblies of God, Christian

and Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare. There are also numerous students who attend independent churches.

## **Mission and Objectives**

**The mission of the university** from its beginning has been to demonstrate the meaning of Jesus Christ by offering a caring educational community in which each individual may achieve the highest intellectual and personal growth, and by participating responsibly in our world's concerns. The foregoing mission statement of George Fox University is detailed in the following institutional objectives:

1. Teach all truth as God's truth, integrating all fields of learning around the person and work of Jesus Christ, bringing the divine revelations through sense, reason, and intuition to the confirming test of Scripture.
2. Support academic programs that liberate the student for a life of purpose and fulfillment through awareness of the resources of knowledge and culture available; maximize career-oriented education through counseling, curriculum, field experience, and placement.
3. Maintain a program of varied activities that directs the student to a commitment to Christ as Lord and Savior, encourages attitudes of reverence and devotion toward God, leads to recognition that the revealed commandments of God are the supreme criteria of the good life, enables the student to mirror the example of Christ in human relationships, and develops a greater desire to serve humanity in a spirit of Christian love.
4. Provide a center for Quaker leadership where faculty and students learn the history and Christian doctrines of the Friends movement and make contemporary applications of these insights.
5. Give leadership to evangelical Christianity generally, through scholarly publication, lecturing, and by evangelistic and prophetic proclamation and service.
6. Promote cocurricular activities that will emphasize the development of leadership, initiative, and teamwork by giving opportunity to make practical use of the skills and ideas acquired through academic courses.
7. Make itself a community in which studies and activities are made relevant to life, develop insight into social and political issues confronting humanity, and learn to participate democratically in decision-making and policy implementing as responsible citizens.
8. Serve as a cultural center for all publics of the university and sponsor programs that are informative and culturally stimulating to the larger university community.
9. Provide distinctive learning opportunities through continuing education programs and through curriculum enhancements such as off-campus centers, study abroad, honors programs, and other special programs and events.
10. Cultivate awareness, respect, understanding, and appreciation of cultural diversity throughout the university community to provide members of diverse races and cultures an affirming environment that encourages cross-cultural sharing in the context of Christian lifestyle expectations.

## **Statement of Faith**

### **The Trinity**

We believe in one eternal God, the source and goal of life, who exists as three persons in the Trinity: the Father, the Son, and the Holy Spirit. In love and joy, God creates and sustains the universe, including humanity, male and female, who are made in God's image.

### **God the Father**

We believe in God the Father Almighty, whose love is the foundation of salvation and righteous judgment, and who calls us into covenant relationship with God and with one another.

**God the Son**

We believe in Jesus Christ, the Word, who is fully God and fully human. He came to show us God and perfect humanity, and, through his life, death, and resurrection, to reconcile us to God. He is now actively present with us as Savior, Teacher, Lord, Healer, and Friend.

**God the Holy Spirit**

We believe in the Holy Spirit, who breathed God's message into the prophets and apostles, opens our eyes to God's Truth in Jesus Christ, empowers us for holy living, and carries on in us the work of salvation.

**Salvation**

We believe that salvation comes through Jesus Christ alone, to whom we must respond with repentance, faith, and obedience. Through Christ we come into a right relationship with God, our sins are forgiven, and we receive eternal life.

**The Bible**

We believe that God inspired the Bible and has given it to us as the uniquely authoritative, written guide for Christian living and thinking. As illumined by the Holy Spirit, the Scriptures are true and reliable. They point us to God, guide our lives, and nurture us toward spiritual maturity.

**The Christian Life**

We believe that God has called us to be and to make disciples of Jesus Christ and to be God's agents of love and reconciliation in the world. In keeping with the teaching of Jesus, we work to oppose violence and war, and we seek peace and justice in human relationships and social structures.

**The Church**

We believe in the church as the people of God, composed of all who believe in Jesus Christ, who support and equip each other through worship, teaching, and accountability, who model God's loving community, and who proclaim the gospel to the world.

**Christian Worship**

We believe Christ is present as we gather in his name, seeking to worship in spirit and in truth. All believers are joined in the one body of Christ, are baptized by the Spirit, and live in Christ's abiding presence. Christian baptism and communion are spiritual realities, and, as Christians from many faith traditions, we celebrate these in different ways.

**The Future**

We believe in the personal return of Jesus Christ, in the resurrection of the dead, in God's judgment of all persons with perfect justice and mercy, and in eternal reward and punishment. Ultimately, Christ's kingdom will be victorious over all evil, and the faithful will reign with him in eternal life.

**Values Statement*****The George Fox University community values...***

- Following Christ, the Center of Truth
- Honoring the worth, dignity, and potential of the individual
- Developing the whole person - spirit, mind, and body
- Living and learning in a Christ-centered community
- Pursuing integrity over image
- Achieving academic excellence in the liberal arts
- Preparing every person to serve Christ in the world
- Preserving our Friends (Quaker) heritage

## Student Outcomes

**In any enterprise** involving students of varied preparedness, motivation, and discipline, there will be differences in outcomes. Education is realistic and idealistic. It reaches beyond the average, the assured, and the guaranteed. University objectives -- indeed the entire catalog -- may be seen as sincere intention to provide an educational program of high quality. Accountability to students is fulfilled by providing qualified teachers, a community with Christian values, and the historical continuity of a Quaker university. The opportunity for personal growth and development is here, yet student initiative and responsibility are vital. The catalog is not an unconditional contract.

## Accreditation and Memberships

**George Fox University** is accredited by the Northwest Commission on Colleges and Universities, by the Oregon Teacher Standards and Practices Commission for the preparation of teachers in specific fields, and by the National Association of Schools of Music. It is approved by the U.S. government and the states of Oregon and Idaho for the education of veterans, and by the U.S. attorney general for the admission of international students.

The university is a member of the national Christian College Consortium, the Council for Christian Colleges and Universities, the Association of American Colleges, the College Scholarship Service, the American Association for Higher Education, the Friends Association for Higher Education, the National Association of Evangelicals, the National Collegiate Athletic Association, the National Association of Independent Colleges and Universities, the Evangelical Teacher Training Association, the Northwest Association of Private College and University Libraries, the Oregon Independent Colleges Association, the Oregon Independent College Foundation, the National Council of Schools and Programs of Professional Psychology, and the Council of Graduate Departments of Psychology.

**George Fox Evangelical Seminary** is accredited by the Association of Theological Schools in the United States and Canada.

**The Graduate School of Clinical Psychology** is accredited by the American Psychological Association. Doctor of Psychology (Psy.D.) degrees fulfill all the educational requirements for licensure by the Oregon Board of Psychology Examiners and for listing in the National Council of Health Service Providers in Psychology.

**Counseling and marriage and family therapy** degrees fulfill all the educational requirements for licensure by the Oregon Board of Licensed Professional Counselors and Therapists.

**The other 12 members** of the Christian College Consortium are Asbury College, Wilmore, Ky.; Bethel College, St. Paul, Minn.; Gordon College, Wenham, Mass.; Greenville College, Greenville, Ill.; Houghton College, Houghton, N.Y.; Malone College, Canton, Ohio; Messiah College, Grantham, Pa.; Seattle Pacific University, Seattle, Wash.; Taylor University, Upland, Ind.; Trinity College, Deerfield, Ill.; Westmont College, Santa Barbara, Calif.; and Wheaton College, Wheaton, Ill.

The Council for Christian Colleges and Universities, based in Washington, D.C., was founded in 1976. Each of the more than 100 member institutions is committed to academic excellence and to the integration of faith, learning, and living. The coalition, comprised of four-year liberal arts colleges and universities with regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.



## Locations

**George Fox University serves students** at a number of locations in the Pacific Northwest, including its Portland Center, Salem Center, Boise (Idaho) Center, and teaching sites in other Oregon communities. Its residential undergraduate campus is in Newberg, Ore., in the lower Willamette Valley, on a 77-acre tree-shaded campus in a residential neighborhood. This area offers a variety to meet most interests. Newberg is a friendly community close (23 miles) to a major metropolitan environment of 1.9 million people. It is located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing and easy access to rugged coastal beaches just an hour away.

Oregon - 97,060 square miles of variety - stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley, past the snowcapped Cascades, and into the high desert country of central and eastern Oregon. More than half of the student body call Oregon home. Others come to school in Oregon and decide to make it their new home - despite the fabled rain. Yes, there is rain, and sometimes it falls hard in the valley between the mountain ranges where George Fox University is located. But it is the rain that makes Oregon green and gives it natural beauty. Umbrellas and raincoats do come in handy during the winter months, but when the sun comes out, Oregon is spectacular -- and it's worth the wait. Just ask the visitors who make tourism one of the state's largest industries, along with high technology, forest products, and agriculture.

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. In 2000, Portland topped Money magazine's list of "Best Places to Live in the U.S." Oregon's largest city, Portland offers its Old Town district, the Tom McCall Waterfront Park, numerous art galleries and museums, a number of theater groups and jazz clubs, and a world-class symphony, ballet, and opera. Other attractions include the Oregon Zoo, the Japanese Garden, the International Rose Test Gardens, and the Oregon Museum of Science and Industry. Every June the city holds its Rose Festival, with three parades, a coronation, and 25 days of festival events.

For those who love the outdoors, Portland has 9,400 acres of parks, including Mill Ends Park, the smallest in the world, and Forest Park, the largest urban wilderness. And George Fox students can join in the enthusiasm of cheering for the Portland Trail Blazers NBA team, the Portland Winter Hawks WHL ice hockey squad, and the Portland Beavers Triple-A minor league baseball team.

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 19,500, with many residents living in Newberg and commuting to Portland for their jobs. Historic downtown Newberg consists of a variety of stores, shops, and services. Friendly merchants who appreciate the university's students are just a few blocks south of the campus, with most businesses within walking distance. It's a personable town, rich in tradition - former President Herbert Hoover once lived here.

The Newberg-Portland area has a mean daily high temperature in July of 83 degrees and a mean daily low in January of 32 degrees. Precipitation averages 37 inches a year, most of which is rain. While Newberg does get snow, it is seldom more than a few inches a year and rarely lasts more than a couple of days.

## Newberg Campus Facilities

**Bound on three sides by a residential area**, the George Fox Newberg campus borders Hess Creek canyon, with a natural setting of tall trees, ferns, and wildflowers. The spacious campus has been developed in recent years according to a master plan featuring a campus academic quadrangle; a recreational section with sports center, track complex, and athletics fields; and a living area with major residence halls. Following is a list of facilities corresponding to the [campus map](#):

**Armstrong House**, a Newberg historic building, was constructed in 1923 and purchased by the University in 1995. Located at 215 North Center Street, it houses offices for the Office of University Advancement.

The **Art Annex** is a former residence at East North and North Center streets. It houses graphic design faculty, senior studio art studios, and the Fox Agency, a group of advanced art students who do graphic design.

The **William and Mary Bauman Chapel/Auditorium** opened in the fall of 1982 as the final phase of the Milo C. Ross Center. It seats 1,150 persons in a facility that is among the finest in the Northwest. Rotating art exhibits appear in the adjacent Donald H. Lindgren Gallery.

**Brougher Hall**, erected in 1947 and remodeled and enlarged in 1959 and 1961, contains classrooms and art facilities.

**Centennial Tower**, constructed in 1990 to launch George Fox University's centennial year celebration, was designed by noted architect Pietro Belluschi to be the campus focus and centerpiece. This 65-foot-tall structure at the campus center features carillon, four clocks, and the university's original bell.

**Center Street House** is a former residence converted to offices in 1992. It contains the offices for the Department of History and Political Science.

**Colcord Memorial Field** contains a field and polyurethane track resurfaced in 2002.

The **Costume Shop** is at 1206 Hancock St. A former residence purchased in 2000, it houses construction tools and materials and storage for part of the university's stock wardrobe for theater productions.

**Edwards-Holman Science Center**, opened in 1994, houses the Department of Biology and Chemistry and the Department of Math, Computer Science, and Engineering. The building has a lecture hall, five classrooms, 16 laboratories, and 13 offices. The Ronald D. Gregory Atrium connects it with Wood-Mar Hall.

The **Financial Affairs Office**, at the southwest corner of North River and Sheridan streets, is a city historic building purchased by the university in 1994. Renovated for office space in 1997, it houses the Office of Financial Affairs, including Human Resources.

**Fry House**, at the corner of Sheridan Street and Carlton Way, was purchased in 1992. It is the home for the associate dean of students.

**Fulton Street House**, located near Villa Road at 1508 E. Fulton St., houses an area coordinator for student housing. It was purchased in 2000.

**Heacock Commons**, built in 1964- 65, enlarged in 1979, and renovated and expanded in 1994, contains the Esther Klages Dining Room, the Bruin Den, the Cap and Gown Rooms, and the Executive Dining Room.

The **Herbert Hoover Academic Building**, built in 1977, houses the 160-seat Kershner Lecture Hall, classrooms, and faculty and department offices. The first floor has offices for the School of Management, nursing and academic administrators. The second floor has offices for psychology faculty and the Center for Peace and Justice/Global Studies. A display of Herbert Hoover memorabilia was opened in 1997 on the first floor.

**Lemmons Center**, built in 1964 and remodeled in 1997, is the combination of three hexagon modules providing classrooms, offices for education and family and consumer sciences faculty, and Calder Lecture Hall, which seats 165.

The **Media Communication Center**, completed in 1979, houses a television production studio, as well as offices and EFP video equipment for the media communication major. This facility also is used in the authoring and production of interactive multimedia.

**Meridian Street House** is at 206 N. Meridian St. A residence purchased in 1995, it houses the graduate education faculty and staff.

The **Virginia Millage Memorial Rose Garden** has 224 plants of 43 varieties in 24 beds. The 72-foot-diameter circular garden was created in 1992, honoring a George Fox alumna and volunteer leader.

**Minthorn Hall**, constructed in 1886 and on the National Register of Historic Places, is the only first-generation building still existing. Remodeled and refurbished in 1962, 1989, and 1992, it houses faculty offices for writing, literature, communication arts, and languages; two classrooms; and the International Student Center, with faculty offices, conference room, and a lounge/reception area.

The **Moore House** is located at 1110 E. Sheridan St. Purchased in 1992, it houses a lounge for graduate and commuting students and a student recording studio.

The **Curtis and Margaret Morse Athletic Fields**, dedicated in 1989, feature a baseball diamond, softball field, soccer field, and practice areas.

The **Murdock Learning Resource Center** houses 130,000 print volumes. Its features include study carrels and study rooms; special collections concentrating on Quaker, Hoover, and peace studies; university and Northwest Yearly Meeting archives; microform readers; CD-ROM workstations; Internet connectivity, including access to numerous research databases; and the curriculum library.

The **North Street Annex**, opened in 1998, contains a ceramics studio and lab, the main campus post office, and print room.

**Pennington House**, a historic home, was built in 1899 at the southeast corner of Sheridan and Center streets, and was purchased by the university in 1993. For 57 years it was the home of Levi Pennington, the 30-year president of Pacific College (George Fox University's predecessor). It houses the Office of Alumni and Parent Relations, and the director of special events and projects. The Plant Services Building, opened in 1998, contains work areas, storage, and offices for custodial, maintenance, and grounds personnel.

The **Prayer Chapel**, overlooking Hess Creek canyon east of Edwards Residence Hall, was completed in 1995. It is available to all who seek a private place for devotions and prayer.

The **River Street House** located on the northwest corner of Sheridan and River streets, houses School of Education administrative offices.

The **Milo C. Ross Center**, opened in 1978, houses the religious studies and music departments, including classrooms, studios, practice rooms, music listening labs, and faculty offices. The William and Mary Bauman Chapel/Auditorium, seating 1,150, was added in 1982. Security Services is located in a remodeled historic residence at Meridian and Sherman streets, the campus's main entrance.

**Sheridan Street House**, purchased in 1999, is located at the southeast corner of Sheridan and Meridian streets. It houses offices for sociology and social work faculty.

The **Edward F. Stevens Center** opened in 2001, the newest campus building. It houses offices and services for student life, housing/residence life, career services, campus ministries, multicultural student services, graduate and undergraduate admission, the registrar, student financial services, and marketing and communications. It also contains classrooms and the institutional technology center on the third floor.

The **Student Union Building** (SUB), built in 1958 and enlarged in 1968 and 1979, includes student government offices, student post office, the University Store, and the Foxhole coffee shop and recreation area.

**Tennis Courts** are located on the edge of Hess Creek canyon south of Colcord Field. The five courts were constructed in 1994.

The **University Fund Office**, at 211 N. Center St., is a former residence, purchased in 1998 and renovated in 1999 for office space. It now houses advancement staff.

The **University Store** is located in the SUB.

The **Coleman Wheeler Sports Center**, completed in 1977, is the university's largest building. It contains the James and Lila Miller Gymnasium, featuring three basketball courts and seating for 2,500 people. The center also contains activity and weight rooms, handball/racquetball courts, health and human performance classrooms, and faculty offices.

**Wood-Mar Hall**, constructed in 1911, houses Wood-Mar Auditorium, seating 250, on the third floor. The first floor houses engineering labs and classrooms. The second floor has the Office of the President, Office of Academic Affairs, and engineering offices.

**Woodward House**, at the northeast corner of River and Hancock streets, was purchased in 1993, giving the campus the home of one of the founders of George Fox University. Renovated in 1996, it has offices for the campus Health and Counseling Services.

Descriptions of student housing are included in the Student Life section.

## Student Life

### Office of Student Life

**Located in the Stevens Center**, this office is responsible for the organization and programming of residence life and housing, student government, student activities, career services, multicultural services, security, student leadership, health and counseling services, international student services, disability services, new-student orientation, the academic resource center, the Tilikum Center for Retreats and Outdoor Ministries, and campus ministries. This office also offers individual attention to problems arising among students. Students are encouraged to contact this office whenever they are concerned about aspects of university life not specifically related to academic programs. The vice president for student life coordinates these services and programs.

### Standards of Conduct

**When enrolling at George Fox University**, students agree to respect the expectations and appointed leadership of the institution. All expectations are designed to allow the fullest liberty consistent with efficient work, while at the same time promoting the welfare of the entire campus community.

The university admits students with the understanding they will comply with these expectations in every respect and conduct themselves as responsible citizens. All students are expected to maintain written standards of behavior, which include conforming to state and local laws.

Any student whose behavior is dishonest, destructive, unethical, or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may warrant appropriate consequences, with the most severe possibly resulting in suspension or dismissal.

In accordance with Christian convictions honoring the body as the temple of the Holy Spirit, the university community accepts a lifestyle that forbids immoral sexual behavior and the use, possession, or distribution of alcohol, tobacco, or illegal drugs. Gambling and obscene or pornographic materials or literature, including pornography via the Internet, also are unacceptable. Students are expected to maintain these lifestyle standards both on and off campus.

Students found in violation of the written standards of conduct and the university lifestyle agreement may lose good standing and citizenship with the Office of Student Life. A student's participation in off-campus programs and other activities may be jeopardized as a result of the change in status.

### Spiritual Formation Requirements and Campus Ministries

**Receiving a well-rounded education** means growing intellectually, emotionally, and spiritually, and creating a strong foundation on which lives, hopes, and dreams can be built. Helping facilitate this kind of growth is the focus of the Office of Campus Ministries and its Spiritual Formation Program, which is made up of three primary components: 1) praise and worship, 2) study, and 3) ministry/service.

Through a wide variety of opportunities, the campus pastor and the director of outreach and discipleship journey with students interested in investigating who God is; present Jesus Christ to students in credible, creative, and caring ways; equip students for service; and disciple new Christians. The goals of helping students embrace and live out the priorities of loving God,

hearing God, obeying God, and serving God are always at the forefront, whether in one-on-one situations or in small or large groups. All students carrying a full class load (12 hours or more) are required to earn 21 Spiritual Formation credits each semester. Throughout each semester, students earn these credits by their involvement in one, two, or all three components of the Spiritual Formation Program.

1. Praise and Worship. Chapel is a time of praise, worship, and learning. Chapel is held Monday and Wednesday mornings 10:40-11:30 a.m. the first 14 weeks of each 15-week semester. In addition to the weekly Monday/Wednesday chapel services, there are many other daytime and evening opportunities to receive Spiritual Formation credit, as well.
2. Study. Small-group studies offer a time for interaction, questioning, and fellowship with other students. Some small groups study specific books of the Bible, while others use a variety of other books and study guides as their starting point for discussion and faith learning.
3. Ministry/Service. Ministry and service opportunities allow students to live out what they say they believe. Serve trips take place during the third week of Christmas break and the whole week of spring break - reaching communities in West Coast areas and beyond.

## **Student Activities and Organizations**

**Student organizations provide opportunities** for the development of leadership qualities and interpersonal relationships. They are designed to supplement classroom work with practical experience and to provide recreational and social activities. These organizations include student government, athletics, music, drama, publications, social and religious organizations, and various special-interest groups. Students are encouraged to participate in areas of their interest.

In addition, a variety of honor societies are available for student involvement, including Sigma Zeta (natural science and math), Alpha Chi (general academics and character), and Psi Chi (psychology).

## **Athletics**

Intercollegiate sports for men include soccer, cross country, basketball, baseball, tennis, and track and field. Women's intercollegiate sports include soccer, cross country, volleyball, basketball, softball, tennis, and track and field.

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA) - Division III and the Northwest Conference.

The basic aims of the intercollegiate athletic program are as follows:

Colleges and universities in NCAA Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. To achieve this end, NCAA Division III institutions:

- a. Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (students, alumni, and institutional personnel) than on the general public and its entertainment needs;
- b. Award no athletically related financial aid to any student;

- c. Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel, and spectators;
- d. Encourage participation by maximizing the number and variety of athletics opportunities for their students;
- e. Assure that the actions of coaches and administrators exhibit fairness, openness, and honesty in their relationships with student-athletes;
- f. Assure that athletics participants are not treated differently from other members of the student body;
- g. Assure that athletics programs support the institution's educational mission by financing, staffing, and controlling the programs through the same general procedures as other departments of the institution;
- h. Provide equitable athletics opportunities for males and females, and give equal emphasis to men's and women's sports;
- i. Give primary emphasis to regional in-season competition and conference championships;
- j. Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching, and appropriate competitive opportunities.

## Intramurals

**The university has a broad-based, student-led** intramural program, which includes men's and women's flag football, 3-on-3 basketball, 5-on-5 basketball, racquetball, and tennis. Also included in the program are coed competitions in volleyball, indoor soccer, and floor hockey.

## Student Government

The **Associated Student Community** (ASC) of George Fox University is an organization of all undergraduate students with the purpose of serving as a unifying force for the university community and providing opportunities for the enrichment of members' lives.

## Media

**Student publications include** a newspaper, The Crescent; the yearbook, L'Ami; a photo directory, the Bruin Directory; and The Wineskin, the literary publication. Student editors direct their staffs in the selection and preparation of materials for these publications. The student radio station, KFOX, broadcasts campus news and music in a contemporary Christian format.

## Music

**Music activities are available** to students with varied musical talents. Public performances are presented by the Festival Chorus, the Concert Choir, the Chehalem Chorale, DaySpring, the Chapel Choir, the Wind Ensemble, the Chehalem Symphony Orchestra, the Jazz Ensemble, the Handbell Ringers, and music theatre.

The university's student chapter of the Music Educators National Conference provides a bond between students in music education and members of the professional organization. Students receive the Oregon Music Educator. Members may attend meetings of this professional educators organization. The club also sponsors speakers on new developments in the music education field.

## Social Events

**The academic year at George Fox University** is highlighted by a variety of social functions. Homecoming is one of the major campus events of the year, when the entire university community hosts returning alumni. Various other activities occur throughout the year. The student government's Activities Committee tries to provide one activity every week. Several

thematic all-campus social dances are sponsored each year by the Associated Student Community under guidelines approved by the university administration and board of trustees.

## Theatre

**Part of the Department of Performing Arts**, George Fox's University Repertory Theatre presents two major dramas and a music theatre production each year, as well as student-directed short plays and informal course-related performances. Augmenting the on-campus theatre program is the University Players, a touring drama group, which presents improvisational theatre throughout the Northwest at churches, prisons, camps, retreats, schools, and marketplaces.

## ADVANCE Leadership Development Program and Mentoring Program

**The ADVANCE Leadership Development Program** is a comprehensive lineup of cocurricular experiences designed specifically to enhance and develop the leadership skills and abilities of George Fox University students. Leadership workshops and events take place throughout each semester. All students are encouraged to participate.

In addition, the **Fox Mentoring Program** exists to provide connections for meaningful relationships between students, staff, and alumni. There are three branches to the Fox Mentoring Program. The first branch is one-on-one mentoring where a student is paired with a faculty, administrator, staff, or alum mentor. The second branch is couples mentoring, which is available to seriously dating, engaged, or married students at George Fox. The third branch is peer-to-peer mentoring, which allows upperclassmen to mentor freshmen and sophomores. Every undergraduate student is encouraged and eligible to apply each semester.

## Residential Life

**On the Newberg campus**, approximately 70 percent of the student body live in campus housing. Interpersonal relationships experienced in residence halls, suites, campus apartments, and campus houses are strong factors in producing positive personal development. The policies and procedures governing residential living are consistent with the core values of George Fox University.

Full-time students must occupy university-owned housing unless they are approved to live off campus according to established guidelines. For a full description of the off-campus housing request process, see the *Undergraduate Student Handbook*.

New students will be mailed a Confirmation of Enrollment and Roommate Selection Form with their admissions packet. Housing assignments generally will not be made until this form has been completed and returned to the admissions office and the tuition deposit has been paid. Housing assignments begin late in May and continue through the summer. Housing assignments generally will not be made until a housing selection form is received.

Nine residence halls house approximately 650 students, with a total of approximately 1,000 students living in campus housing. Housing administration is handled by the associate dean of students in the Office of Student Life. Campus housing is furnished with beds, mattresses, and other essential furnishings. Students are expected to provide their own bedding, towels, etc. Card-operated laundry facilities are provided for each residence.

Specified hours have been established for coed visitation. Additional residential housing and lifestyle expectations are included in the *Undergraduate Student Handbook* provided for each student.

Occupants of campus housing are held responsible for damage to their unit and furnishings. Cost of damage or cleaning beyond normal wear, unless such damage has been identified with an individual, will be charged on a prorated basis among the occupants of the unit. A final inspection by the resident assistant, house manager, or apartment manager of each campus-



housing unit must be made before a student may leave at the end of the academic year or withdraw from the university. Final check-out from a campus housing unit is complete only with this inspection, after the key is turned in, and after the residence life staff has signed off on all paperwork.

Residence hall rooms on the first floor of Pennington Hall have been designated and equipped for physically handicapped/disabled student housing as needed. There is access for wheelchairs and accommodation for a guide dog.

Disabled students needing accommodations should contact Disability Services and the Office of Student Life well in advance of attendance so that specific attention can be made to assist in providing living arrangements and learning accommodations.

## Student Housing

Refer to the [campus map](#) for locations of the following student-housing facilities:

**Barclay House**, located on the east side of campus, was purchased in 1994. It houses an area coordinator and six students on two levels.

**Beals House**, purchased in 1992. It houses seven students.

**Beebe Residence Hall**, opened in 1991, is the third unit of a three-building minidorm complex in the Hess Creek greenway. It houses 40 upper-division students in two-room suites, with women on the first two floors and men on the third. It also contains the east campus student post office.

**Campbell House**, purchased in 1995. It houses six students.

**Carey Residence Hall**, built in 1980, provides housing for 32 upper-division students in eight suites, the top floor for women, the bottom floor for men. It is the first unit of a three-building minidorm complex situated in the Hess Creek canyon.

**Chapman House**, purchased in 1998, houses six students.

**Edwards Residence Hall** was constructed in 1964 and renovated in 1995. Overlooking Hess Creek canyon, it is a residence for 54 men and 52 women with separate-wing housing.

**Fell House**, purchased in 2000, houses nine students.

**Gulley House**, was purchased in 1992. It houses 6 students.

**Hancock Street House** was added to the campus in 1996. It houses 12 students.

**Hester House** was purchased in 1992. It houses six students.

**The Hobson-Macy-Sutton Residence Hall** complex, completed in 1977, is the largest residence facility on campus, housing a total of 222 students. The three buildings share a central lobby. The buildings are connected by outside walkways and an underground tunnel. Macy Residence Hall and Hobson Residence Hall are for women, while Sutton Residence Hall houses men and women.

**Hoskins House**, purchased in 1993, houses 10 students.

**Kelsey House**, purchased in 1997, houses six students.

**Kershner House** was purchased in 1970 and remodeled in 1979. It houses six students.

**Lewis Apartments** provide housing for 56 upper-division students in a total of 16 units.

**McGrew House** houses 11 students. It was purchased in 1992.

**Munn House**, acquired in 1994, houses eight students. It is on the east side of Hess Creek canyon on East North Street.

**Newlin Apartments**, located on North Street, are four units available for use by 16 upper-division students.

**Parker House**, a one-story duplex, was purchased in 1992. Located on Sheridan Street across from the Pennington Hall parking area, it houses eight students.

**Pennington Residence Hall**, built in 1962 and renovated in 1994, is a residence hall for 100 students and a resident area coordinator's apartment, with alternate-wing housing for men and women.

**Riley House**, purchased in 2000 and renovated in 2001, houses 10 students. Schomburg House was purchased in 1998. It houses six students.

**University Residence Hall**, constructed in 1996, is on the east side of Hess Creek canyon's north end. It is a three-story residence for 124 students, with men and women living on alternate floors.

**Villa Road House** is a city-designated historical building constructed in 1912 and purchased by the university in 1995. It houses 11 students.

**Weesner House**, on Carlton Way, accommodates 13 students in a two-story residence constructed in 1924 and completely renovated in 1980.

**Weesner Village** consists of 12 apartments housing 48 upper-division students.

**Wilder House**, in the Hess Creek canyon south of the Hobson-Macy-Sutton residence halls complex, was acquired in 1999. It houses 12 students.

**Willcuts Residence Hall**, opened in 1990, is the second unit of a three-building minidorm complex in the Hess Creek greenway. It houses 40 upper-division students in 10 two-room suites, men on the top floor and women on the two lower floors.

**Winters Apartments**, located on River Street, consist of 10 units housing 40 George Fox students.

**Woolman Apartments** consist of 14 units with capacity for 48 students. They were acquired and renovated in 1994.

## Food Service

**All resident students** are required to participate in a university meal plan, with the exception of students who have been approved for exemption. The university offers five meal plans for students eating in Heacock Commons. A charge is made for guests. Commuting students may

purchase a declining-balance plan or a block meal plan through the food services office. Commuting students also may purchase one of the meal plans, and must indicate their intent to do so at the time of registration.

### **Meal Plan Options**

All freshman and sophomore students must participate in the 21-meal plan. Juniors (62 credits or more) may choose between one of the following meal plans: 21 meals per week, 14 meals per week, or 10 meals per week. Seniors (93 credits or more) may choose between the following: 21 meals per week, 14 meals per week, 10 meals per week, seven meals per week (the seven-meal plan also includes \$200 flex spending per year). Seniors can also opt for a block plan of any 35 meals per semester or full exemption from any meal plan.

Food service begins during freshman orientation in the fall semester and ends on the last Saturday of the semester. Service begins again the Sunday evening prior to spring semester and concludes on the last Saturday of the semester, with the exception of spring vacation. The food service will not operate during this time.

Students may petition the associate dean of student leadership for the possibility of having the food service requirement waived. Meal plan exemptions are made only for special medical conditions, and only for those whose dietary needs cannot be accommodated by George Fox University's food service. A checklist for exemption procedures and guidelines is available in the Office of Student Life. All petitions are due at the end of the second full week of each semester.

### **Career Services**

**Located on the third floor of the Stevens Center**, this office is the center for career counseling, career information/education, employment services, graduate school admission preparation, and experiential education assistance. Students can receive guidance in discovering their mission in life, choosing a major, exploring occupational options, selecting an internship or other work experience, finding employment, or attending graduate school.

Programming and resources include three online career classes, workshops, assessment, counseling, internship guidance and database, internships for credit, special events, job search skills training (cover letter, résumé, interviewing, portfolio creation, job search strategy), Web site, and a resource center with occupational, graduate school, and employer information. Permanent, summer, student employment, and internship jobs are posted electronically on the e-mail Jobs Board and our online job listing service at <http://jobconnect.georgefox.edu>.

Computerized Career Guidance, Alumni Contact Network, Degrees-at-Work Etiquette Dinner, Internship Fair, Oregon Liberal Arts Placement Consortium (OLAPC) Jobs and Graduate School Fair, Graduate School Emphasis, Job Hunter's Workshops, and Professional Preview Day are special features. Self-managed job search tools are available for teachers. Staff includes the director, associate director, administrative secretary, and interns.

### **Disability Services**

The Director of the Academic Resource Center coordinates services for students with disabilities. This office also promotes campus awareness of issues and needs related to disabilities. Disability Services works with a student to arrange appropriate academic adjustments, modifications, or services given the context of a particular class or area of campus. Services have included note takers, exam accommodations, arrangements for priority seating, or adaptive technology.

Interested students should contact Disability Services and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact Disability Services as early as possible to make arrangements for necessary support services.

More details are available at [www.georgefox.edu/offices/disab\\_services](http://www.georgefox.edu/offices/disab_services). If you have any questions, please contact Rick Muthiah, Academic Resource Center Director, at 503-554-2314, or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu). The Disability Services office is located on the third floor of the Stevens Center.

## Health and Counseling Services

**Health and Counseling Services** exists to help you maintain a good state of health through early diagnosis and treatment of illness and injuries and through preventative medical care, including health education. A medical practitioner and a registered nurse provide medical services when class is in session, September through mid-May. Services are available by appointment. Health and Counseling Services is located in the Gail House.

The counseling staff consists of doctoral-level students supervised by the program director, a licensed psychologist. Individual counseling with a focus on using short-term techniques is provided for students who wish to discuss a wide variety of personal concerns. Sessions are normally planned weekly and usually last about one hour. Marriage and premarital counseling, crisis intervention, testing, and referrals are also available. Counseling sessions are by appointment only.

Professional services such as counseling and health care are provided at no cost to full-time undergraduate students. Laboratory and X-ray testing are arranged through an outside provider and are billed to your medical insurance. Fees may be charged for supplies.

## International Student Services

**International Student Services** serves as a resource for advising and assisting international students and helps facilitate the meeting of diverse cultures in the George Fox University community. The university recognizes that international students bring with them unique needs as well as welcomed contributions.

The International Student Services office seeks to help students adjust to their new surroundings and to help the campus community develop a sensitivity to their needs. The director and assistant director of this office encourage the participation of international students in the academic and social life of the university and in the exploration of the surrounding American culture as well as assist students in complying with INS regulations. The staff members are friends and advocates of the international student.

## Multicultural Services

**Multicultural Services** exists to help the George Fox community believe and practice the biblical truth that every person is valuable and gifted by God, and that God creates and celebrates racial and cultural diversity and wants us to embrace this appreciation and celebration. The office seeks to facilitate cultural sharing and education for the entire George Fox community and to provide an affirming, supportive environment for students of color. It is dedicated to helping students of color successfully complete their George Fox University education.

The multicultural advisor serves as the advisor to the student Multicultural Club, which learns about various cultures, hosts cultural activities, and serves as a student support system. The Multicultural Club works with the Multicultural Services office to coordinate the annual Cultural Celebration Week and the annual conference on racial reconciliation.

## Security Services

**Security Services** at George Fox University assists students, staff, faculty, and guests in our campus community. Officers provide safe escorts and monitor activity on the campus. Maps of the campus as well as visitor information are available in the Security Services office located

at Meridian and Sherman streets, the campus's main entrance. In addition, Security Services oversees the registration of cars parked on campus. The ownership or possession of automobiles or other motorized vehicles by students is permitted. Students are advised to maintain appropriate insurance coverage on such vehicles. Any student who is registered and attending classes, whether full or part time, must have his or her motor vehicle registered with Security Services and pay a nonrefundable parking fee (see [Tuition Fees and Expenses](#)) to park on campus. Failure to do so will result in fines. Office hours are Monday-Friday, 7 a.m.-3 p.m. However, security is available by phone 24 hours a day, seven days a week, by calling 503-554-2090 (or ext. 2090 on campus).

## **Academic Programs**

### **General Education Requirements**

To complete an undergraduate academic program at George Fox University, a student must select a major to pursue one of two degrees: the bachelor of arts or the bachelor of science. A course of study includes three basic components: general education, the major field, and supporting and/or elective courses. Minor fields are optional and are composed of elective courses that have been packaged for identification of a vocational purpose or an interest.

General education is sometimes called a core curriculum, or general studies. It is that part of the college experience required of all graduates (although options may be permitted within certain programs) that gives them a common heritage and helps implement the distinctive university mission.

General education requirements total 52 semester hours. Certain lower- and upper-division courses in general education are required of all students. The specified courses and the options listed below provide knowledge and skills in support of cultural perspectives and major programs. Since some majors have specified certain of the options stated below, students should check the major requirements described for their selected majors. A class may apply toward general education, a major, or a minor. However, any one course may not fulfill more than one general education requirement.

#### **Freshmen**

All freshmen are expected to register for WRIT 110 Freshman Composition in the first year.

Additionally, all first-semester freshman students who matriculate in the fall are required to enroll in GEED 130 Freshman Seminar.

All new students with less than junior standing are expected to register for BIBL 100 Bible Survey, or BIBL 101 and 102 Literature of the Old and New Testaments, and other general education courses during the first year.

#### **Notes**

The general education requirements have undergone significant revision recently. Students should consult the notes below to be sure they are following the correct guidelines.

#### **Transfers**

Transfers should consult closely with their faculty advisors concerning their general education requirements. They will generally be expected to fulfill the requirements of the catalog under which they entered George Fox University.

### **Senior Capstone**

GEED 490 Faith, Liberal Arts, and the World. A course designed to encourage students to integrate their specialized knowledge and general education with Christian faith, in the context of addressing a public issue of current significance. The course explores how various disciplinary approaches to discerning truth may contribute to collaborative social action. Students will participate in groups to research the chosen public issue and formulate an action proposal. Individual students will be asked to formulate their own statement of faith, learning and professional integration.

Note: This course is required for all transfer students, except for those with an accepted Oregon or Washington associate of arts transfer degree of at least 60 semester hours.

**3 hours**

## **Bible and Religion**

1. BIBL 100 Bible Survey. Freshmen are required to take this course, or a 3-hour lower-division Bible elective, given a superior placement examination. Students may substitute BIBL 101 and 102, Literature of the Old and New Testaments. If substituted, both courses must be taken.

4 hours

2. RELI 300 Christian Foundations

3 hours

3. RELI 260 History and Doctrine of Friends required of all Friends students. One of the following elective courses in Bible or religion is required of all other students:

BIBL 240 Wisdom Literature

BIBL 250 The Psalms

BIBL 260 Life of Christ

BIBL 310 Old Testament History

BIBL 330 The Prophetic Writings

BIBL 340 Between the Testaments

BIBL 350 Writings of John

BIBL 385 Selected Bible Topics

BIBL 390 Biblical Basis for Peacemaking

BIBL 411 Acts and the Pauline Epistles I

BIBL 412 Acts and the Pauline Epistles II

BIBL 480 General Epistles

3 hours

**Total: 10 hours**

## **Bible and Religion Requirements for Transfer Students**

1. Transfer students with fewer than 62 semester hours must fulfill the regular general education requirements as stated above.

2. Transfer students with an accepted Oregon or Washington associate of arts transfer degree of at least 60 hours and transfer students with 62 semester hours or more must fulfill the following:

a. Take one of the introductory Bible classes:

BIBL 100 Bible Survey

BIBL 101 Literature of the Old Testament

BIBL 102 Literature of the New Testament

b. Take RELI 300, Christian Foundations (Those who are members of the Friends Church may substitute RELI 260 History and Doctrine of Friends.)

## **Communication**

1. WRIT 110 Freshman Composition

(May be waived by a verbal SAT score of 670 or above)

3 hours

2. Choose one of the following:

COMM 100 Introduction to Communication

THEA 100 Acting I - Fundamentals

THEA 220 Oral Interpretation of Literature

3 hours

**Total: 6 hours**

## Health and Human Performance

Three hours of physical education activities and/or health education are required to complete the university's general education requirement. This requirement may be satisfied in the following ways:

1. Human performance activity or adapted activity classes. Limit of two semesters of any one activity.
2. A health course from the following list will satisfy a maximum of 1 hour of the requirement. The 2 remaining hours of the requirement must be met through activity courses.  
HLTH 200 Lifestyle Management  
HLTH 230 First Aid and Safety  
HLTH 240 Stress Management  
HLTH 300 Nutrition  
HLTH 320 Contemporary Health Issues
3. Up to 2 hours may be waived upon successful completion of proficiency tests in selected areas. A current Red Cross Lifeguarding or Water Safety Instruction certificate will waive 1 hour without further examination.
4. Two hours toward the 3-hour requirement may be earned on intercollegiate athletic teams. Only 1 hour in any one sport will count.
5. Any professional activity class meets 1 hour of the requirement, by permission only. (HHPE 221, 222, 223, 226, 228, 232)
6. Military service may waive 2 hours.

**Total: 3 hours**

## Humanities

Choose a minimum of 11 hours, taking four courses from the options listed below, including at least one course and no more than two courses from each of the following areas: fine arts, history, and literature.

### 1. Fine Arts

If a student chooses to take two courses in fine arts to fulfill the humanities general education requirement, one must be art and one must be music.

ARTS 111 Drawing  
ARTS 216 Art History Survey to 1450  
ARTS 217 Art History Survey from 1450  
MUSI 100 Music Fundamentals  
MUSI 110 Understanding Jazz  
MUSI 111 Introduction to Music Literature I  
MUSI 112 Introduction to Music Literature II  
MUSI 120 The World of Music  
MUSI 210 Keyboard Literature

### 2. History

HIST 110 Western Civilization to 1648  
HIST 120 Western Civilization from 1648  
HIST 150 America and the World  
HIST 331 England to 1688  
HIST 332 England Since 1688

### 3. Literature

If a student chooses to take two courses in literature to fulfill the humanities general education requirements, the first must be a lower-division course; the second may be lower or



upper division.

LITR 100 Introduction to Literature  
LITR 220 Great American Writers  
LITR 231 Masterpieces of World Literature, Western  
LITR 232 Masterpieces of World Literature, Non-Western  
LITR 240 Understanding Drama  
LITR 270 Great British Writers  
LITR 326 American Literature to 1865  
LITR 327 American Literature, 1865-1914  
LITR 328 American Literature, 1914-Present  
LITR 340 Poetry  
LITR 360 Values Through Story and Myth  
LITR 376 British Literature to 1660  
LITR 377 British Literature, 1660-1830  
LITR 378 British Literature, 1830-Present  
LITR 379 Shakespeare  
LITR 385 Major Authors  
LITR 440 A Study of the Modern Novel

4. Philosophy (choose a maximum of one course)

PHIL 210 Introduction to Philosophy  
PHIL 230 Ethics

**Total: 11 hours minimum**

## Sciences

Choose a minimum of 15 hours from the options listed below. Students must choose one course from math, two courses from natural science, and two courses from social science.

1. Mathematics

Waiver of 3 hours of math requirement for an SAT score of 600 or above.

CSIS 201 Introduction to Computer Science I  
CSIS 202 Introduction to Computer Science II  
MATH 150 The World of Mathematics  
MATH 180 College Algebra  
MATH 190 Precalculus Mathematics  
MATH 201 Calculus I  
MATH 202 Calculus II  
MATH 260 Discrete Mathematics  
MATH 301 Calculus III

2. Natural Science

BIOL 100 Foundations of Biology  
BIOL 101 General Biology I  
BIOL 102 General Biology II  
BIOL 221 Human Anatomy and Physiology I  
BIOL 222 Human Anatomy and Physiology II  
CHEM 100 Chemistry of Life  
CHEM 110 Chemistry and Our Environment  
CHEM 151 General, Organic, and Biological Chemistry I  
CHEM 152 General, Organic, and Biological Chemistry II  
CHEM 211 General Chemistry I  
CHEM 212 General Chemistry II  
GSCI 120 Environmental Science  
GSCI 130 Fundamentals of Geology  
PHYS 150 Physics of Everyday Life  
PHYS 201 General Physics I

PHYS 202 General Physics II  
PHYS 211 General Physics with Calculus I  
PHYS 212 General Physics with Calculus II

### 3. Social Science

ECON 201\* Principles of Microeconomics  
ECON 202\* Principles of Macroeconomics  
PSCI 150 Introduction to Political Science  
PSYC 150 General Psychology  
SOC 150 Principles of Sociology

\* Students may select one, but not both, of these courses to fulfill general education requirements.

**Total: 15 hours minimum**

## Globalization

Choose a minimum of 6 hours from the courses listed below:

COMM 410 Gender Communication Across Cultures  
ECON 360 Global Political Economy  
FCSC 310 Food, Culture, and Society  
FCSC 380 Evolution of World Dress  
FREN 102 Introductory French II  
FREN 201 Intermediate French I  
FREN 202 Intermediate French II  
FREN 301 Intermediate/Advanced French I  
FREN 302 Intermediate/Advanced French II  
GEED 375 Cultural Experience (Juniors Abroad)  
GEOG/INTL 200 Cultural Geography and Global Relationships  
GREK 202 Hellenistic Greek I (second semester)  
GRMN 102 Introductory German II  
GRMN 201 Intermediate German I  
GRMN 202 Intermediate German II  
HIST 350 Latin America  
HIST 360 Modern Russia  
HIST 370 Far East  
HIST 440 History of Africa  
JPNS 102 First-Year Japanese II  
JPNS 201 Second-Year Japanese I  
JPNS 202 Second-Year Japanese II  
LITR 232 Masterpieces of World Literature, Non-Western  
PSCI/INTL 230 Introduction to International Relations  
PSCI/INTL 303 International Conflict and Peace  
RELI/INTL 330 Introduction to the World Christian Movement  
RELI 360 Cross-Cultural Christian Outreach  
RELI/INTL 440 World Religions  
SOC/INTL 310 Cultural Anthropology  
SPAN 102 Introductory Spanish II  
SPAN 201 Intermediate Spanish I  
SPAN 202 Intermediate Spanish II  
SPAN 301 Intermediate/Advanced Spanish I  
SPAN 302 Intermediate/Advanced Spanish II

**Total: 6 hours minimum**

## Exemptions and Waivers

A mathematics SAT score of 600 or above waives 3 hours of mathematics/computer requirements. A verbal SAT score of 670 or above waives WRIT 110 Freshman Composition. CLEP and Advanced Placement tests earn other exemptions, as do campus-administered examinations (see Course Challenge Programs).

## General Education Requirements for Teacher Education

Elementary education majors shall complete the following 51-hour general education requirement.

The following summaries note total hours and exceptions to the university general education policy. Refer to the previous section for specific course options.

1. **Senior Capstone:** 3 hours
2. **Bible and Religion:** 10 hours from stated options.
3. **Communication:** 6 hours from stated options.
4. **Health and Human Performance:** 2 hours from stated options.
5. **Humanities:** 17 hours from stated options, including MUSI 120 The World of Music, ARTS 216/217 Art History Survey, and at least two courses each in history (including HIST 150 America and the World) and in literature (including LITR 231 Masterpieces of World Literature, Western or LITR 232 Masterpieces of World Literature, Non-Western).
6. **Mathematics:** This requirement is fulfilled within the major.
7. **Natural Science:** 6 hours from stated options.
8. **Social Science:** 6 hours from stated options, including PSYC 150 General Psychology.
9. **Globalization:** 3 hours. This requirement is fulfilled by GEOG 200 Cultural Geography and Global Relationships.

## Preprofessional Programs

George Fox University is pleased with the excellent success students have had in gaining admission to medical and dental schools. Students who wish to pursue a career in medicine, dentistry, or veterinary medicine usually select a major in biology or chemistry. They may, however, choose any academic major the university offers as long as they take certain specific courses required by the professional schools. George Fox University offers all of the science and mathematics courses required by the professional schools of the region. Even though specific requirements differ with each medical school, the requirements uniformly include the following:

BIOL 101 General Biology I  
BIOL 102 General Biology II  
CHEM 211 General Chemistry I  
CHEM 212 General Chemistry II  
CHEM 325 Organic Chemistry I  
CHEM 326 Organic Chemistry II  
PHYS 201 General Physics I  
PHYS 202 General Physics II

One year of mathematics, usually fulfilled by MATH 201 and 202, Calculus I and II.

Other highly recommended courses are as follows:

BIOL 310 Developmental Biology  
BIOL 322 Comparative Vertebrate Anatomy  
BIOL 330 Animal Physiology  
BIOL 350 Genetics  
BIOL 370 Microbiology  
BIOL 420 Cell Biology  
CHEM 310 Analytical Chemistry  
CHEM 340 Biochemistry  
CHEM 401 Physical Chemistry I  
CHEM 402 Physical Chemistry II

It is important to consult with your academic advisor early in setting up a plan for a strong program. Students should be aware that, in addition to meeting the minimal entrance requirements, good grades (3.5 grade point average or above) and a strong performance on the national admission tests (MCAT, DAT, and VAT, usually taken in the spring of the junior year) are essential. Also necessary for admission are letters of recommendation and an interview with the professional school's admission committee.

Our world needs Christian health professionals strong in character and maturity who have had broad educational and social experiences. George Fox University offers excellent opportunities to build these qualities through academic courses in areas such as ethics, psychology, computer science, literature, history, and foreign languages, and through varied social opportunities.

## **Prelaw Program**

Students considering law school enjoy a wide range of options in their course of study, which can be worked out with their prelaw advisor. The best preparation for law school (and a legal career) emphasizes a broad liberal arts education as an undergraduate. Students need to prepare themselves to understand complex real-world problems from as many perspectives as possible.

Therefore, prelaw students may choose from many different majors, supplementing the major with electives and general education options that stress writing and oral communication skills, logical and critical thinking, close reading of difficult material, and deeper understanding of society and culture. Prelaw students are strongly encouraged to take PSCI 260 Introduction to Law, and to join in activities with other prelaw students.

The university's two prelaw advisors, both graduates of prestigious law schools, will work with students to help design their courses of study, plan for entry into law school, and sponsor events to give students exposure to the law and the legal profession.

## **Prenursing Program**

In November, 2003, the Oregon State Board of Nursing gave initial approval to George Fox University to begin the preparations of a four-year, bachelor of science in nursing (BSN). First-year freshmen enrolling in fall semester, 2004, should follow the process outlined below. Other students interested in the BSN program at George Fox should consult with the Director of the Nursing Program.

Fall Semester, 2004

Enroll in BIOL 221 Human Anatomy and Physiology I

Enroll in CHEM 151 General, Organic, and Biological Chemistry I

Consult with the freshman advisor on the selection of prenursing advisors.

Declare the prenursing major and select advisors (an appropriate biology professor and the Nursing Director).

Spring Semester, 2005

Enroll in BIOL 222 Human Anatomy and Physiology II

Enroll in CHEM 152 General, Organic, and Biological Chemistry II

Select appropriate general education courses in consultation with the advisors.

In the spring of 2006, George Fox will apply for the second stage of Oregon State Board of Nursing review. Upon approval to proceed, students completing their sophomore year in the prenursing program may apply to be admitted to the BSN program. Admission of students into the BSN program will require successful completion of the prenursing program, including chemistry, mathematics, anatomy and physiology, microbiology, human development, and cultural anthropology. There will also be other requirements, as determined by the nursing program. If accepted, they will proceed with their final two years of the program. Qualified students intending to transfer from other prenursing programs may be considered at the same time.

## Course Numbering System

Courses are designed for levels of experience and difficulty, and the course numbering system reflects this. Courses numbered 000 to 099 are pre-college courses and carry no credit toward degree requirements. Courses numbered 100 to 299 are lower-division level and normally are open to freshmen and sophomores. Courses numbered 300 to 499 are upper-division level and normally are open to juniors and seniors. Freshmen may not enroll in courses at the 300 and 400 level except by permission of the chairperson of the department in which the course is offered. A 300-numbered course may be open to sophomores. Exceptions may be made when prerequisites are met and general education requirements have been fulfilled on schedule.

Courses at the 500 to 700 levels are graduate courses.

- Course numbers ending in 5 (e.g., COMM 305) designate courses that may be pursued for several semesters under the same number, with all credits applicable, within stipulated limits.
- Generally, course numbers ending in 1 and 2 (e.g., CHEM 211, 212) designate courses offered sequentially through the year. Generally, a continuing course may not be entered in the second semester without completing the previous semester or obtaining the permission of the instructor.
- Course numbers ending in 75 designate supervised teaching or field education courses for which application is necessary through the registrar. See Field Education.
- Courses designated 285 and 485 are special classes that may be offered in any department to reflect single-time offerings of visiting professors or group seminars.
- Courses designated 295 and 495 are individualized special study programs not a part of the regular curriculum. Application forms are available from the registrar and, when completed, become a learning contract between the student and the instructor. A student may not be enrolled in more than 4 hours of 295/495 in any regular semester and may not accumulate more than 12 hours of 295/495 for graduation.
- Course number 490 designates a senior seminar that is completed in one semester; numbers 491 and 492 designate a senior seminar completed in two semesters.
- Many 300- and 400-level courses are offered in alternate years. If a year of offering is stated, it should be assumed that the course will be offered in alternate years only.
- A GEED prefix refers to general education.

## Course Challenge Programs

Students may reduce the number of required courses and add flexibility to their undergraduate years through one or more of the following programs.

### Advanced Placement

College credit may be granted in several subject areas to the student who completes a college-level course in high school and receives a score of three or better through the

Advanced Placement program sponsored by the College Entrance Examination Board. Students expecting advanced placement credit should request, at the time the test is taken, for scores to be sent to George Fox University.

### **College Level Examination Program**

The Educational Testing Service of the College Board provides nationally recognized standardized testing through which college credit may be earned or course proficiency verified. This is the College Level Examination Program (CLEP). Testing through the CLEP General Examinations is designed to verify competency in general education. Tests may be taken in five areas for a maximum of 32 semester hours of credit. (General examinations are to be taken prior to the completion of the first semester of enrollment as a freshman at George Fox University.) It is recommended that the English Composition examination with essay be taken in June prior to college enrollment. Testing through the CLEP Subject Examinations provides verification of competency in selected academic fields such as foreign language, mathematics, etc. These may be taken at any time (unless concurrently enrolled in an equivalent course) and assume competency has been gained in nonclassroom settings. See the registrar for details and test applications. The tests are administered by the registrar, as authorized by the College Entrance Examination Board, which sponsors the examinations.

### **Credit by Examination**

Courses offered at George Fox University for which CLEP testing is not available may be challenged by examination at the discretion of the department. There is a test fee of \$60 per examination. See the registrar for details.

### **International Baccalaureate (IB)**

College credit may be granted in several subject areas to students who complete college-level work through the program. A minimum score of five is required on High Level examinations for credit consideration. Students must provide the registrar's office with a copy of the transcript to receive consideration. Credits awarded as a result of documentation will be accepted as transfer credit.

### **Proficiency Test**

A student may fulfill general education and some program requirements or become eligible for registration in advanced courses by passing a proficiency test for the area involved. No fee is charged for proficiency testing, and credit is not granted. Typical academic areas for which proficiency tests are available are languages, music, Bible, and physical education activity courses.

A placement test is generally required prior to registration for George Fox University modern language classes. Placement tests are generally given during new student orientation.

A student from a non-English-speaking nation may fulfill the language requirement by demonstrating proficiency in the English language.

## Major and Minor Requirements

[List of majors](#)

[List of minors](#)

## Degrees

George Fox University confers these undergraduate degrees: bachelor of arts and bachelor of science.

## Admission to a Major

Students may enroll at George Fox University with or without a specific major in mind. However, students must formally declare their major with the registrar. A first-year student should declare his or her major by the beginning of the second semester.

Some departments have an application and screening process for admission to a major. In those cases, the declaration of major form is considered to be a statement of intent, and the process is complete only when the department admits the student to the major.

Admission to the university does not imply automatic admission to a major. Entry into George Fox University may be with a major as an objective, but there is a process for declaring a major.

In most cases, admission to a major will include meeting initial standards, as in the example of admission to teacher education and music. Admission to a major is normally accomplished no later than the end of the junior year, or before the completion of 90 credits.

## Interdisciplinary Majors

The interdisciplinary major consists of a minimum of 48 semester hours with either a 24/12/12-hour option from three fields or a 24/24-hour option from two fields. The 24/12/12 and the 24/24 options are at the discretion of the department. Of these hours, 30 must be upper division. The student must complete a contract form prepared in consultation with the advisor, the registrar, and the department chairperson of the largest component.

## Selection of a Minor

A minor is a package of elective courses that have a common bond and that identify certain interests and competencies. Usually a minor consists of an approved group of courses with no fewer than 18 semester hours, 6 of which must be upper-division credit. The registrar's office will provide information on requirements, or some are listed in this catalog.

## Majors

[Accounting \(B.A.\)](#)

[Applied Science \(Engineering\) \(B.S.\)](#)

[Art \(B.A.\)](#)

*Concentrations in:*

[Graphic Design](#)

[Studio Arts](#)

[Biblical Studies \(B.A.\)](#)

[Biology \(B.S.\)](#)

[Business Administration \(B.A.\)](#)

*Concentrations in:*

Finance  
International Business  
Management  
Marketing  
Chemistry (B.S.)  
Christian Ministries (B.A.)  
Concentrations in:  
Church Recreation  
Educational Ministry  
Missions  
Youth Ministry  
Cinema and Media Communication (B.A.)  
Concentrations in:  
Broadcast News Performance  
Film Studies  
Multimedia  
Production  
Cognitive Science (B.S.)  
Communication Arts (B.A.)  
Computer and Information Science (B.S.)  
Concentrations in:  
Computer Science  
Information Science  
Economics (B.A.)  
Elementary Education (B.S.)  
Engineering (B.S.)  
Concentrations in:  
Electrical Engineering  
Mechanical Engineering  
Family and Consumer Sciences (B.S.)  
Concentrations in:  
Family and Consumer Sciences  
Fashion Merchandising/Interior Design  
Foods and Nutrition in Business  
Cooperative 3-1 Degree Program with the Fashion Institute of Design and Merchandising  
  
Health and Human Performance (B.S.)  
Concentrations in:  
Athletic Training  
Fitness Management  
Health Preteaching  
Physical Education Preteaching  
History (B.A.)  
Interdisciplinary Studies (B.A. or B.S.)  
International Studies (B.A.)  
Management and Business Information Systems (B.S.)\*  
Management and Health Administration (B.A.)\*  
Management and Organizational Leadership (B.A.)\*  
Mathematics (B.S.)  
Music (B.A.)  
Concentration in:  
Composition  
Performance  
Preteaching  
Organizational Communication (B.A.)  
Philosophy (B.A.)  
Political Science (B.A.)  
Project Management (B.S.)\*  
Psychology (B.A. or B.S.)



[Religion \(B.A.\)](#)  
[Social and Behavioral Studies \(B.A.\)\\*](#)  
[Social Work \(B.S.\)](#)  
[Sociology \(B.A.\)](#)  
[Spanish \(B.A.\)](#)  
[Theatre \(B.A.\)](#)

*Concentrations in:*  
[Acting/Directing](#)  
[Design/Technology](#)  
[Writing/Literature \(B.A.\)](#)

\*Majors offered through George Fox University's degree-completion program for working adults. (See [graduate and professional studies catalog](#)).

## **Minors**

[Accounting](#)  
[Art](#)  
[Biblical Studies](#)  
[Biology](#)  
[Business](#)  
[Camping: Administrative](#)  
[Camping: Programming](#)  
[Chemistry](#)  
[Christian Ministries: Church Recreation](#)  
[Christian Ministries: Educational Ministry](#)  
[Christian Ministries: Missions](#)  
[Christian Ministries: Youth Ministry](#)  
[Church Music](#)  
[Cinema and Media Communication](#)  
[Coaching](#)  
[Communication Arts](#)  
[Computer and Information Science](#)  
[Drama Teaching](#)  
[Economics](#)  
[Family and Consumer Sciences](#)  
[Fashion Merchandising/Interior Design](#)  
[Foods and Nutrition](#)  
[French](#)  
[Gerontology](#)  
[Health](#)  
[Health Teaching](#)  
[History](#)  
[International Studies](#)  
[Leadership Studies](#)  
[Literature](#)  
[Marriage and Family](#)  
[Mathematics](#)  
[Music](#)  
[Music Theatre](#)  
[Peace Studies](#)  
[Philosophy](#)  
[Political Science](#)  
[Psychology](#)  
[Quaker Studies](#)

[Recreation](#)  
[Religion](#)  
[Romance Languages](#)  
[Social Welfare](#)  
[Sociology](#)  
[Spanish](#)  
[Speech Teaching](#)  
[Teaching English to Speakers of Other Languages](#)  
[Theatre](#)  
[Writing](#)

## ACCOUNTING

See [Business and Economics](#).

---

## APPLIED SCIENCE

See [Engineering, Applied Science](#).

---

## ART

Art Major (B.A.)

Graphic Design Concentration

Requirements for an art major with a concentration in graphic design consist of 48 semester hours, to include the following courses:

ARTS 101 Basic Design I  
ARTS 102 Basic Design II  
ARTS 111 Drawing I  
ARTS 112 Drawing II  
ARTS 250 Introduction to Graphic Design  
ARTS 350 Graphic Design 2: Typography  
ARTS 360 Illustration  
ARTS 382 Twentieth-Century Art  
ARTS 383 History of Visual Communications  
ARTS 450 Graphic Design 3: Design Applications  
ARTS 460 Art and Christ  
ARTS 490 Senior Thesis Exhibit  
(Or ARTS 475 Field Experience, by petition)

Select 12 hours from the following courses:

ARTS 201 Beginning Painting  
ARTS 230 Beginning Photography  
ARTS 231 Beginning Printmaking  
ARTS 301 Intermediate Painting  
ARTS 330 Intermediate Photography  
ARTS 451 Packaging, Public Graphics, and Signage  
BUSN 110 Introduction to Business  
BUSN 340 Marketing  
BUSN 420 Marketing Communication and Strategy  
BUSN 450 Marketing Research and Decision Making

CMCO 250 Digital Multimedia Production  
WRIT 310 Professional Writing and Desktop Publishing

#### Studio Arts Concentration

Requirements for an art major with a concentration in studio arts consist of 42 semester hours, to include the following courses:

ARTS 101 Basic Design I  
ARTS 102 Basic Design II  
ARTS 111 Drawing I  
ARTS 112 Drawing II  
ARTS 381 Baroque and Rococo Art  
ARTS 382 Twentieth-Century Art  
ARTS 385 Selected Topics in Art History  
ARTS 460 Art and Christ  
ARTS 490 Senior Thesis Exhibit  
(Or ARTS 475 Field Experience, by petition)

Select 15 hours from the following (these 15 hours must include courses from three separate studio disciplines):

ARTS 201 Beginning Painting  
ARTS 221 Beginning Sculpture  
ARTS 230 Beginning Photography  
ARTS 231 Beginning Printmaking  
ARTS 240 Beginning Mixed Media  
ARTS 241 Beginning Ceramics  
ARTS 250 Introduction to Graphic Design  
ARTS 265 Contemporary Art Seminar  
ARTS 285 Selected Topics  
ARTS 295 Special Study  
ARTS 301 Intermediate Painting  
ARTS 321 Intermediate Sculpture  
ARTS 330 Intermediate Photography  
ARTS 331 Intermediate Printmaking  
ARTS 340 Intermediate Mixed Media  
ARTS 341 Intermediate Ceramics  
ARTS 350 Graphic Design 2: Typography  
ARTS 401 Advanced Painting  
ARTS 421 Advanced Sculpture  
ARTS 431 Advanced Printmaking  
ARTS 441 Advanced Ceramics  
ARTS 495 Special Study  
THEA 125/325 C Theatre Laboratory Art: Interdisciplinary Major

#### MAJOR REQUIREMENTS

An interdisciplinary major may be elected through application and approval of the art faculty. The student must show how the proposed major meets reasonable academic and vocational objectives. The interdisciplinary major consists of 48 semester hours, with a minimum of 24 semester hours in art. Creative options include art and communications, art and theatre, and art and business.

Required courses for an art interdisciplinary major are:

ARTS 101 Basic Design I  
ARTS 111 Drawing I  
ARTS 216 Art History - Survey to 1450 or ARTS 217 Art History - Survey from 1450

#### Art Minor

21 credits to include the following courses:

ARTS 101 Basic Design I\*

ARTS 111 Drawing I

ARTS 216 Art History - Survey to 1450

ARTS 217 Art History - Survey from 1450

Take 9 additional hours of studio electives.

Students must:

1. Submit artworks for juried GFU Art Student Exhibition OR
2. Present a portfolio for review and petition for an alternative exhibition venue.

\*Minors focusing on 3-D studio courses may petition to substitute ARTS 102 Basic Design II for ARTS 101 Basic Design I.

---

Athletic training

[See Health and Human Performance.](#)

---

#### BIBLICAL STUDIES Interdisciplinary Major (B.A.)

##### MAJOR REQUIREMENTS

An interdisciplinary major may be elected through application and approval of the department. It consists of two 24-hour blocks, one in biblical studies, the other in any other major field. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives.

Requirements for the biblical studies block:

10 hours in biblical studies

8 hours in religion, including RELI 380 Christian Beliefs

3 hours in philosophy

CHMN 360 Perspectives in Christian Education

#### Biblical Studies Major (B.A.)

##### MAJOR REQUIREMENTS

Requirements for a biblical studies major consist of 40 semester hours (exclusive of BIBL 101, 102 Literature of the Bible), with 18 hours from upper-division courses (at least 6 at the 400 level) and distributed as follows:

20 hours in biblical studies (GREK 202 may be applied as biblical studies credit)

6 hours in Christian ministries

8 hours in religion (including RELI 380 Christian Beliefs and either RELI 401 or RELI 402 Christianity in History)

6 hours in philosophy

A maximum of 2 hours may be counted through BIBL 495 Special Study.

#### Biblical Studies Minor

18 Credits (12 of which must be upper division)  
14 hours Bible (200 level and above)  
1 CHMN course  
1 RELI or PHIL course

---

## BIOLOGY

Biology Major (B.S.)

### MAJOR REQUIREMENTS

Requirements for the biology major consist of 34 semester hours in biology and 19 additional hours in chemistry and mathematics to include the following courses:

#### Biology

BIOL 101, 102 General Biology

BIOL 350 Genetics

BIOL 360 Ecology

BIOL 491, 492 Senior Seminar

(BIOL 384 Research Methods and BIOL 496 Senior Thesis may each be substituted for one Senior Seminar.)

Plus an additional 16 hours of upper-division biology courses.

An upper-division botany course is highly recommended.

#### Chemistry

CHEM 211, 212 General Chemistry

CHEM 325 Organic Chemistry

Plus one of the following:

CHEM 326 Organic Chemistry

CHEM 310 Analytical Chemistry

#### Mathematics

MATH 190 Precalculus or above is required, with MATH 201, 202 Calculus I, II highly recommended.

#### Physics

PHYS 201, 202 General Physics or PHYS 211, 212 General Physics With Calculus is also recommended.

The chemistry, mathematics, and physics courses also fulfill up to 12 hours of the sciences requirement for general education.

A minimum grade of C- must be obtained in all biology and chemistry courses for graduation.

#### Thesis Option

Students can petition the department thesis committee by the end of the fall semester of their junior year for permission to do original research as part of their degree requirement.

Students allowed to pursue the thesis option must:

1. Complete an acceptable research proposal and the Research Methods course (BIOL 384) by the end of the spring semester of the junior year.
2. Take up to 4 hours of Biological Research (BIOL 495) between the spring semester of their junior year and graduation, and Senior Thesis (BIOL 496) during the spring semester of their senior year.
3. Complete a written thesis acceptable to the thesis committee by April 1 of their senior year.
4. Prepare a poster and give an oral presentation of their research prior to graduation. The

department considers this an honor to be noted on the student's transcript. The thesis is designed to enhance a student's preparation for graduate or professional school.

---

## BUSINESS AND ECONOMICS

### Accounting Major (B.A.)

#### MAJOR REQUIREMENTS

This major offers a 52-semester-hour course of study, enabling students to acquire the necessary technical and professional skills for successful careers in public, managerial, or governmental accounting. Like other majors in the Department of Business and Economics, it requires completion of a general business core and COMM 100 Introduction to Communication as well as specialized courses. Students are required to obtain a minimum grade of C- in all courses taken for the major.

#### General Education

COMM 100 Introduction to Communication

#### Business Core

BUSN 110 Introduction to Business  
BUSN 300 Management  
BUSN 310 Financial Management  
BUSN 340 Marketing  
BUSN 360 Business Law  
ECON 201 Principles of Microeconomics  
ECON 202 Principles of Macroeconomics  
ACCT 271 Principles of Financial Accounting  
ACCT 272 Principles of Managerial Accounting

#### Accounting Core

ACCT 350 Taxation  
ACCT 370 Accounting Information Systems  
ACCT 371 Financial Accounting and Reporting I  
ACCT 372 Financial Accounting and Reporting II  
ACCT 471 Advanced Accounting  
ACCT 472 Auditing  
ACCT 475 Internship (Encouraged)

Faculty will work with students on an individual basis to prepare them for the national certified public accounting examination. The broad educational experience provided by George Fox University should enable an accounting major the flexibility to design his or her own program.

#### Accounting Minor (20 hours)

ACCT 271 Financial Accounting  
ACCT 272 Managerial Accounting  
ACCT 371 Financial Accounting and Reporting I  
ACCT 372 Financial Accounting and Reporting II  
At least 6 credits from the following:  
ACCT 370 Accounting Information Systems  
ACCT 350 Income Tax Accounting  
ACCT 471 Advanced Accounting  
ACCT 472 Auditing  
ACCT 485 Electives offered in accounting

## Business Administration Major (B.A.)

### MAJOR REQUIREMENTS

The requirements for a business administration major include four components: the Introduction to Business course, a principles core of courses, a functional core of courses, and completion of a concentration in one of the following areas: finance, international business, management, or marketing.

A student intending to major in business administration will submit an application to the major to the department in the semester of completion of the principles core (see below). For admission to the major, a minimum cumulative GPA of 2.75 is required, with at least a C- in each course in the principles core. Also, a minimum grade of C- must be obtained in all major courses for graduation. Field experiences and internships are encouraged.

#### Freshman Year (3 hours)

BUSN 110 Introduction to Business

COMM 100 Introduction to Communication

#### Principles Core (15 hours)

BUSN 240 Statistics for Business and Economics

ACCT 271 Principles of Financial Accounting

ACCT 272 Principles of Managerial Accounting

ECON 201 Principles of Microeconomics

ECON 202 Principles of Macroeconomics

#### Functional Core (12 hours)

BUSN 300 Management

BUSN 340 Marketing

BUSN 310 Financial Management

BUSN 380 Information Systems

#### Senior Year (12 hours)

BUSN 490 Senior Capstone Course

#### Concentrations (8 hours)

Only one concentration will be listed on your transcript, and students with that concentration will be given priority in the senior-level courses.

Select one concentration from the following for a total of 12 hours:

##### Finance

BUSN 471 Investments, Financial Markets, and Institutions

BUSN 472 Advanced Corporate Finance

BUSN 490 Senior Capstone Course

(ACCT 371, 372 Financial Accounting and Reporting are recommended.)

BUSN 475 Internship (Encouraged)

##### International Business

ECON 460 International Trade and Finance

BUSN 440 International Management

BUSN 490 Senior Capstone Course

##### Management

ECON 430 Managerial Economics

BUSN 475 Internship (Encouraged)

BUSN 480 Organizational Behavior

BUSN 490 Senior Capstone Course

#### Marketing

BUSN 420 Marketing Communication and Strategy  
BUSN 450 Marketing Research and Decision Making  
BUSN 475 Internship (Encouraged)  
BUSN 490 Senior Capstone Course

#### Business Minor (21 hours)

BUSN 110 Introduction to Business  
ECON 201 Principles of Microeconomics  
ECON 202 Principles of Macroeconomics  
ACCT 271 Principles of Financial Accounting  
ACCT 272 Principles of Managerial Accounting  
BUSN 300 Management  
BUSN 340 Marketing

#### Economics Major (B.A.)

Economics is the study of how human societies coordinate to meet needs. It is thus a science concerned with decision making, allocation, social customs, and political realities. It draws upon philosophy, mathematics, history, and other social sciences to study such issues as individual and household choice making, the behavior of firms and industries, the allocative and regulatory roles of government, and the social challenges of economic growth, distribution, unemployment, inflation, globalization, and environmental issues. In keeping with the university's mission and objectives, the faculty examine economic topics from the perspectives of faith, emphasizing such themes as service, stewardship, and justice. The economics major serves the needs of students preparing for careers as economists in business, government, or education, as well as offering an undergraduate social science major of interest to students anticipating graduate study in business administration, law, public policy, public administration, or advanced studies in economics.

#### MAJOR REQUIREMENTS (41 hours required)

ECON 201 Principles of Microeconomics  
ECON 202 Principles of Macroeconomics  
BUSN 240 Statistics for Business and Economics  
ECON 340 Public Economics  
ECON 360 Global Political Economy  
ECON 430 Managerial Economics  
ECON 460 International Trade and Finance

#### 6 hours from the following options:

ECON 475 Field Experience  
ECON 485 Selected Topics  
ECON 495 Special Study

#### 6 hours from supporting electives in business, economics, or accounting.

#### 6 hours from the following outside electives:

GSCI 485 History and Philosophy of Science  
PHIL 230 Ethics  
PHIL 260 Sociological Theory  
PHIL 380 History of Philosophy  
PHIL 382 History of Philosophy Seminar  
MATH 201 Calculus I  
MATH 202 Calculus II  
MATH 301 Calculus III  
MATH 320 Linear Algebra



## Economics Minor (18 hours)

ECON 201 Principles of Microeconomics  
ECON 202 Principles of Macroeconomics

Plus a minimum of 12 hours from the following:

BUSN 240 Statistics for Business and Economics  
ECON 340 Public Economics  
ECON 360 Global Political Economy  
ECON 430 Managerial Economics  
ECON 460 International Trade and Finance  
ECON 475 Field Experience  
ECON 485 Selected Topic  
ECON 495 Special Study

---

## CHEMISTRY

### Chemistry Major (B.S.)

#### MAJOR REQUIREMENTS

Requirements for the chemistry major consist of 36 semester hours in chemistry and 19 additional hours in mathematics and physics to include the following:

#### Chemistry

CHEM 211, 212 General Chemistry  
CHEM 310 Analytical Chemistry  
CHEM 325, 326 Organic Chemistry  
CHEM 401, 402 Physical Chemistry

Students must take two of the following three courses:

CHEM 320 Advanced Inorganic Chemistry  
CHEM 390 Organic Synthesis and Analysis  
CHEM 410 Advanced Chemical Measurements

Plus an additional 3 hours of upper-division chemistry courses.

#### Mathematics

MATH 201, 202, 301 Calculus I, II, III are required.

#### Physics

Either PHYS 201, 202 General Physics or PHYS 211, 212

General Physics With Calculus is required.

The mathematics and physics courses also fulfill up to 12 hours of the sciences requirement for general education.

A minimum grade of C- must be obtained in all chemistry courses for graduation.

#### Thesis Option

Philosophy: The opportunity to pursue a chemistry thesis is an honor. Consequently, the thesis option will be noted on a student's transcript. The thesis is designed to enhance a student's preparation for graduate or professional school. The heart of the thesis is original research conducted under the guidance of a chemistry faculty member.

Eligibility: The thesis option may be pursued by any chemistry major in good academic standing. Students wishing to pursue a thesis must:

1. Consult with their research advisor about an acceptable research project.
2. In writing, notify the chemistry thesis committee (composed of the chemistry department faculty) of their intention to conduct research. The thesis committee must receive notification by the end of the fall semester of the student's junior year.

After the beginning of the spring semester of a student's junior year, students must petition the department thesis committee for permission to pursue thesis research. Requirements: Students who pursue the thesis option must:

1. Enroll in at least 1 hour of Chemical Research (CHEM 495) each semester, beginning the spring semester of their junior year, through the spring semester of their senior year.
2. Submit the first copy of a written thesis to the thesis committee by April 1 of their senior year. The final, edited copy is due to the thesis committee the last day of classes during the spring semester.
3. Prepare a poster and give an oral presentation of their research. In some cases, students may apply research conducted off campus to the CHEM 495 requirement. Students who participate in off-campus research programs may petition the thesis committee for special consideration of the thesis option. The thesis committee must receive the petition by the beginning of the fall semester of the student's senior year. The thesis committee may elect to substitute the off-campus experience for a portion of the CHEM 495 requirement.

## CHRISTIAN MINISTRIES

Christian Ministries Major (B.A.)

### MAJOR REQUIREMENTS

Requirements for a major in Christian ministries consist of 39-40 semester hours with a 24-semester-hour core consisting of the courses outlined below. A minimum of 18 hours shall be from upper-division courses. A limit of 4 hours of field experience can apply to the major.

16 hours from among the following courses:

CHMN 130 Christian Discipling

CHMN 360 Perspectives in Christian Education

CHMN 390 Theological Foundations of Christian Ministry

CHMN 420 Speaking as Ministry

RELI 380 Christian Beliefs

RELI 401 Christianity in History I or RELI 402 Christianity in History II

5 hours in biblical studies

3 hours in philosophy

An additional 15-16 semester hours in one of four possible areas of concentration: church recreation, educational ministry, missions, and youth ministry.

Church Recreation Concentration (15 hours)

CHMN 370 Camp Programming and Counseling

CHMN 440 Camp Administration

CHMN 475 Field Experience

HHPE 380 Experiential Recreational Leadership

HLTH 200 Lifestyle Management

Educational Ministry Concentration (Shared Praxis) (16 hours)  
CHMN 391 Shared Praxis I: Introduction to Educational Ministry  
CHMN 392 Shared Praxis II: The Christian Story and Vision  
CHMN 491 Shared Praxis III: Methods and Skills in Ministry  
CHMN 492 Shared Praxis IV: Supervised Field Experience

Missions Concentration (16 hours)  
CHMN 475 Field Experience  
RELI 330 Introduction to the World Christian Movement  
RELI 360 Cross-Cultural Christian Outreach  
RELI 440 World Religions  
RELI 460 Issues in Contemporary Missions

Youth Ministry Concentration (16 hours)  
CHMN 330 Youth Leadership  
CHMN 381 Counseling  
PSYC 311 Child Development  
PSYC 314 Adolescent Development  
Either CHMN 370 Camp Programming and Counseling  
OR HHPE 380 Experiential Recreational Leadership

Christian Ministries: Interdisciplinary Major

#### MAJOR REQUIREMENTS

An interdisciplinary major may be elected through application and approval of the department. The interdisciplinary major consists of 48 semester hours, with a minimum of 24 semester hours in Christian ministries. For the Christian ministries block, the student will select one of four concentrations: church recreation, educational ministry (Shared Praxis), missions, or youth ministry. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives.

Requirements for the Christian ministries block:  
12 hours in Christian ministries, including CHMN 130 Christian Discipling and CHMN 360 Perspectives in Christian Education  
RELI 380 Christian Beliefs  
6 hours in biblical studies  
3 hours in philosophy

Also offered is an interdisciplinary block in the area of camping ministries utilizing the requirements of a camping minor. Details are available from the Department of Religious Studies office.

Camping Minor - Administrative Track (19 hours)  
ACCT 271 Principles of Financial Accounting  
BUSN 110 Introduction to Business  
BUSN 300 Management  
CHMN 370 Camp Programming and Counseling  
CHMN 440 Camp Administration  
CHMN 475 Field Experience  
Choose CHMN 230 The Christian and the Outdoors or SOCI 300 Group Dynamics

Camping Minor - Programming Track (19 hours)  
CHMN 230 The Christian and the Outdoors  
CHMN 370 Camp Programming and Counseling  
CHMN 440 Camp Administration  
CHMN 475 Field Experience  
Choose 4 HHP camp-related activity courses (ex: HHPA 103, 108, etc.)

Choose 5 hours from:  
CHMN 320 Relational Bible Teaching  
CHMN 330 Youth Leadership  
HHPE 380 Experiential Recreational Leadership

Christian Ministries: Church Recreation Minor (20-21 hours)  
(12 of which must be upper-division)

CHMN 370 Camp Programming  
CHMN 440 Camp Administration  
CHMN 475 Field Experience  
HHPE 380 Recreational Leadership  
HLTH 200 Lifestyle Management

Choose 1:

CHMN 130 Christian Discipling  
OR CHMN 360 Perspectives in Christian Education  
OR CHMN 390 Theological Foundations of Christian Ministry

Choose 1:

RELI 470 Christian Classics  
OR RELI 480 Spiritual Formation  
OR RELI 490 Contemporary Religious Life

Choose 3 hours from biblical studies courses (200 level or above)

Christian Ministries: Educational Ministry Minor (19-20 hours)  
(12 of which must be upper-division)

CHMN 391 Shared Praxis I: Introduction to Educational Ministry  
CHMN 392 Shared Praxis II: The Christian Story and Vision  
CHMN 491 Shared Praxis III: Methods and Skills in Ministry  
CHMN 492 Shared Praxis IV: Supervised Field Experience

Choose 1:

CHMN 130 Christian Discipling  
OR CHMN 360 Perspectives in Christian Education  
OR CHMN 390 Theological Foundations of Christian Ministry  
OR biblical studies elective

Christian Ministries: Missions Minor (18-20 hours)

(12 of which must be upper-division)

RELI 330 Introduction to the World Christian Movement  
RELI 360 Cross-Cultural Christian Outreach  
RELI 440 World Religions  
RELI 460 Issues in Contemporary Missions

Choose 1:

CHMN 130 Christian Discipling  
OR CHMN 360 Perspectives in Christian Education  
OR CHMN 390 Theological Foundations of Christian Ministry

Choose 3-4 hours from biblical studies courses

Christian Ministries: Youth Ministry Minor (19-20 hours)

(12 of which must be upper-division)

CHMN 330 Youth Leadership  
CHMN 381 Counseling  
PSYC 314 Adolescent Development  
Choose CHMN 370 Camp Programming and Counseling  
OR HHPE 380 Experiential Recreational Leadership

Choose 1:

CHMN 130 Christian Discipling  
OR CHMN 360 Perspectives in Christian Education  
OR CHMN 390 Theological Foundations of Christian Ministry

Choose 3 hours from biblical studies courses (200 level or above)

---

## CINEMA AND MEDIA COMMUNICATION

See Communication Arts - [Cinema and Media Communication](#).

---

## COGNITIVE SCIENCE

### Cognitive Science Major (B.S.)

Cognitive science is an interdisciplinary study of the mind. The major draws on several disciplines to provide a broad foundation from which to understand and study mental processes. Students are provided flexibility within the major to explore that aspect of the mind that most interests them (e.g., psychological, physiological, philosophical, computational). The major requires 43 hours from the following areas:

#### Special General Education Requirements

BIOL 221 Human Anatomy and Physiology I  
MATH 201 Calculus I or MATH 260 Discrete Mathematics  
PHIL 210 Introduction to Philosophy  
PSYC 150 General Psychology  
SOC 310 Cultural Anthropology

#### MAJOR REQUIREMENTS (43 Hours)

PSYC 320 Introduction to Cognitive Science  
PSYC 450 Systems of Psychology  
PSYC 490 Senior Seminar

#### Methods Courses

CSIS 201 Introduction to Computer Science I  
CSIS 202 Introduction to Computer Science II  
PSYC 340 Statistical Procedures  
PSYC 391 Research Methods  
PSYC 392 Advanced Research Methods

#### Survey Courses

Choose seven of the following:

COMM 340 General and Cultural Linguistics  
CSIS 440 Artificial Intelligence (AI)  
LITR 360 Values Through Story and Myth  
MATH 290 Mathematical Logic  
PHIL 340 Logic  
PSYC 350 Social Psychology  
PSYC 360 Learning  
PSYC 370 Cognition  
PSYC 410 Sensation and Perception  
PSYC 460 Physiological Psychology

Optional - research or special study in field of emphasis (3-6 hours)

---

## COMMUNICATION ARTS

## Communication Arts Major (B.A.)

### MAJOR REQUIREMENTS

Communication arts features an interdisciplinary approach to communication that integrates the interests of speech communication, drama, journalism, and media with a common core of courses in communication and rhetorical theory.

Requirements for a communication arts major consist of 39 semester hours distributed as follows:

#### Performance Core Courses

COMM 200 Persuasive Communication  
COMM 210 Interpersonal Communication  
COMM 324 Argumentation and Critical Thinking  
Either WRIT 230 Introduction to Journalism  
OR WRIT 310 Professional Writing and Desktop Publishing

#### Theory Core Courses

COMM 300 Theoretical Approaches to Communication  
COMM 400 Critical Approaches to Communication  
COMM 480 Senior Capstone: Ethical and Spiritual Dimensions of Communication

#### Practicum

3 hours from COMM 305 Professional Communication Activities, and/or COMM 275/475 Field Experience (pass/no pass grading only).

#### Electives

(Students should choose their electives under the guidance of their advisors. Not more than 3 hours should be in practicum courses. )

15 additional hours from:

Communication arts (COMM)  
Cinema & Media Communication (CMCO)  
CHMN 420 Speaking as Ministry  
AND/OR up to 6 hours of writing courses from:  
WRIT 210 Practical Grammar and Editing  
WRIT 230 Introduction to Journalism  
WRIT 310 Professional Writing and Desktop Publishing  
WRIT 330 Writing for Publication

## Cinema and Media Communication Major (B.A.)

### MAJOR REQUIREMENTS

The cinema and media communication major combines the liberal arts emphasis of communication arts with hands-on experiences in video, film, and digital media production. Extensive electives allow the student to design a program that fits individual needs or interests. The major consists of 39 required semester hours distributed as follows:

#### Theory Core Courses (9 hours)

COMM 230 Mass Media and Popular Culture  
COMM 300 Theoretical Approaches to Communication  
COMM 330 Reviewing Film and Television

#### Production Core (15 hours)

CMCO 230 Introduction to Video Production  
CMCO 250 Digital Multimedia Production  
CMCO 260 Scriptwriting for Media

CMCO 350 Editing Video  
CMCO 475 Field Experience

Choose 15 hours in one area of concentration from the options below.

Broadcast News Performance Concentration  
CMCO 295 Broadcast News  
CMCO 340 Audio Production and Broadcasting  
CMCO 355 Event Video Production  
CMCO 475 Field Experience  
CMCO 495 Special Study  
COMM 200 Persuasive Communication  
THEA 220 Oral Interpretation of Literature  
WRIT 230 Introduction to Journalism

Film Studies Concentration

Either 15 hours of course work at the Los Angeles Film Studies Center or:

CMCO 320 Dramatic Scriptwriting  
CMCO 430 Producing and Directing Video  
CMCO 475 Field Experience  
CMCO 495 Special Study  
NWFC\* Cinematography  
NWFC\* Intermediate Cinematography  
NWFC\* Optical Printing

\*These hands-on courses, to be taken at the Northwest Film Center, allow students to utilize film format.

Multimedia Concentration

ARTS 250 Introduction to Graphic Design  
ARTS 230 Beginning Photography  
CMCO 340 Audio Production and Broadcasting  
CMCO 355 Event Video Production  
CMCO 475 Field Experience  
CMCO 495 Special Study  
WRIT 310 Professional Writing and Desktop Publishing

Production Concentration

CMCO 320 Dramatic Scriptwriting  
CMCO 340 Audio Production and Broadcasting  
CMCO 355 Event Video Production  
CMCO 430 Producing and Directing Video  
CMCO 475 Field Experience  
CMCO 495 Special Study

Organizational Communication Major (B.A.)

#### MAJOR REQUIREMENTS

The organizational communication major combines communication courses that are particularly useful in organizational settings with marketing and management classes from the business curriculum. Graduates of the program can fill a wide range of positions, including public relations, sales, consulting, training, promotions, fund raising, and customer service. Due to the interdisciplinary nature of the major, double counting of courses will not be allowed between this major and other majors.

Requirements for the organizational communication major consist of 41-42 semester hours distributed as follows:

Communication Core Courses (21 hours)

COMM 320 Introduction to Public Relations  
COMM 370 Organizational Communication  
COMM 380 Leadership Communication  
COMM 480 Senior Capstone: Ethical and Spiritual Dimensions of Communication  
Either COMM 200 Persuasive Communication  
OR COMM 324 Argumentation and Critical Thinking  
Either BUSN 475 Field Experience  
OR COMM 305 Professional Communication Activities  
OR COMM 475 Field Experience  
Either CMCO 250 Digital Media Production  
OR CMCO 260 Scriptwriting for Media  
OR WRIT 310 Professional Writing

Business Core (17 hours)

BUSN 110 Introduction to Business  
BUSN 300 Management  
BUSN 340 Marketing  
BUSN 420 Marketing Communication and Strategy  
BUSN 480 Organizational Behavior

Electives (3-4 hours)

Select one course from the following options:  
ACCT 271 Principles of Financial Accounting  
BUSN 380 Information Systems  
BUSN 440 International Management  
COMM 210 Interpersonal Communication  
COMM 230 Mass Media and Popular Culture  
COMM 300 Theoretical Approaches to Communication  
COMM 310 Conflict Resolution  
COMM 360 Nonverbal Communication

Communication Arts Minor (20 hours)

COMM 100 Introduction to Communication  
COMM 300 Theoretical Approaches to Communication  
Either COMM 200 Persuasive Communication  
OR COMM 210 Interpersonal Communication

Select 11 hours from the following:

CMCO 230 Introduction to Video Production  
COMM 230 Mass Media and Popular Culture  
COMM 305 Professional Communication Activities (2 hours maximum)  
COMM 310 Conflict Resolution  
COMM 320 Introduction to Public Relations  
COMM 340 General and Cultural Linguistics  
COMM 360 Nonverbal Communication  
COMM 380 Leadership Communication  
COMM 400 Critical Approaches to Communication  
THEA 220 Oral Interpretation of Literature  
WRIT 230 Introduction to Journalism

Cinema and Media Communication Minor (18 hours)

CMCO 230 Introduction to Video Production  
CMCO 250 Digital Multimedia Production  
Either CMCO 260 Scriptwriting for Media  
OR CMCO 320 Dramatic Scriptwriting  
Either COMM 230 Mass Media and Popular Culture  
OR COMM 330 Reviewing Film and Television



Choose six hours from the following:

CMCO 260 Scriptwriting for Media  
CMCO 295 Broadcast News  
CMCO 320 Dramatic Scriptwriting  
CMCO 340 Audio Production and Broadcasting  
CMCO 355 Event Video Production  
CMCO 475 Field Experience  
CMCO 495 Special Study  
COMM 230 Mass Media and Popular Culture  
COMM 330 Reviewing Film and Television

## COMPUTER AND INFORMATION SCIENCE

### Computer and Information Science Major (B.S.)

The function and influence of the computer is pervasive throughout society. Computers process data from banks, communications satellites, video games, and even the fuel and ignition systems of automobiles. Computer software is as commonplace in the areas of education and recreation as it is in science and business. Every field or profession relies upon computer science for the problem-solving skills and the production expertise required in the efficient processing of information. Computer scientists, therefore, function in a wide variety of roles ranging from pure theory and design to programming and marketing.

The computer and information science curriculum places an emphasis on both theoretical and practical computer science. A broad range of upper-division courses is available in such areas as artificial intelligence, the analysis of algorithms, client-server systems, computer architecture and design, computer communications, database management, and software engineering.

### MAJOR REQUIREMENTS

The computer and information science major requires 43 semester hours. Students may choose between concentrations in computer science and information science. The computer science concentration consists of 25 required semester hours and 18 elective semester hours of computer and information science courses. The information science concentration consists of 25 required semester hours and 12 elective semester hours of computer and information science courses along with 6 required semester hours of business courses.

#### Computer Science Concentration

Required computer and information science courses:

CSIS 201 Introduction to Computer Science I  
CSIS 202 Introduction to Computer Science II  
CSIS 310 Data Structures and File Processing  
CSIS 360 Computer Architecture and Assembly Language  
CSIS 420 Structures of Programming Languages  
CSIS 430 Analysis of Algorithms  
CSIS 460 Operating Systems  
CSIS 471 Senior System Development I  
CSIS 472 Senior System Development II

Choose 18 hours from the following:

CSIS 220 Digital Logic Design  
CSIS 300 Numerical Methods  
CSIS 314 Client-Server Systems  
CSIS 321 Software Engineering  
CSIS 330 Computer Graphics  
CSIS 340 Database Systems  
CSIS 350 Data Communications and Networks

CSIS 370 Object-Oriented Programming  
CSIS 434 Parallel Computing  
CSIS 440 Artificial Intelligence (AI)  
CSIS 450 Network Administration  
CSIS 480 Principles of Compiler Design

Required supporting courses in mathematics:  
MATH 201 Calculus I  
MATH 260 Discrete Mathematics

Information Science Concentration  
Required computer and information science courses:  
CSIS 201 Introduction to Computer Science I  
CSIS 202 Introduction to Computer Science II  
CSIS 310 Data Structures and File Processing  
CSIS 314 Client-Server Systems  
CSIS 321 Software Engineering  
CSIS 350 Data Communications and Networks  
CSIS 460 Operating Systems  
CSIS 471 Senior System Development I  
CSIS 472 Senior System Development II

Choose 12 hours from the following:  
CSIS 330 Computer Graphics  
CSIS 340 Database Systems  
CSIS 370 Object-Oriented Programming  
CSIS 420 Structures of Programming Languages  
CSIS 430 Analysis of Algorithms  
CSIS 434 Parallel Computing  
CSIS 440 Artificial Intelligence (AI)  
CSIS 450 Network Administration

Required business courses:  
BUSN 110 Introduction to Business  
BUSN 300 Management

Required supporting course in mathematics:  
MATH 260 Discrete Mathematics

---

## ECONOMICS

See [Business and Economics](#).

---

## EDUCATION

See Teacher Education, [Elementary Education Major](#).

---

## ENGINEERING

Engineering Major (B.S.)

Engineering is the application of mathematical and scientific knowledge to provide for the technological needs of society. George Fox University offers an engineering degree with a concentration in electrical or mechanical engineering. Design work is integrated throughout the curriculum, utilizing current methodologies and computer tools. The engineering major will prepare students for the engineering profession, graduate programs, and professional licensure. All engineering majors will be required to take the Fundamentals of Engineering exam prior to graduation.

Those students interested in pursuing an engineering degree in other areas, such as chemical, civil, or aerospace engineering, should see Applied Science.

Special General Education Requirements  
COMM 100 Introduction to Communication  
MATH 201 Calculus I  
MATH 202 Calculus II  
MATH 301 Calculus III  
PHIL 230 Ethics

Natural Science (7-8 hours)  
CHEM 211 General Chemistry I  
Choose one of the following:  
BIOL 100 Foundations of Biology  
BIOL 101 General Biology I  
BIOL 221 Human Anatomy and Physiology I  
BIOL 222 Human Anatomy and Physiology II  
CHEM 212 General Chemistry II

Social Science (6 hours)  
Choose one:  
ECON 201 Principles of Microeconomics  
ECON 202 Principles of Macroeconomics  
Choose one:  
PSCI 150 Introduction to Political Science  
PSYC 150 General Psychology  
SOC 150 Principles of Sociology

#### MAJOR REQUIREMENTS

The major requires course work to be completed in the following areas:  
30 hours of core courses in general, electrical, and mechanical engineering  
31 hours in the electrical or mechanical concentration  
32-33 hours of mathematics and natural science, of which 18 hours fulfill the mathematics and natural science component of the general education requirements for engineering majors

Engineering Core  
ENGE 220 Digital Logic Design  
ENGE 250 Electric Circuit Analysis  
ENGM 210 Statics and Dynamics  
ENGM 311 Engineering Thermodynamics  
ENGR 151 Engineering Principles I  
ENGR 152 Engineering Principles II  
ENGR 250 Principles of Materials Science  
ENGR 380 Robotics Control Systems  
ENGR 481 Senior Design I  
ENGR 482 Senior Design II  
ENGR 490 Senior Seminar

Mathematics and Natural Science  
CHEM 211 General Chemistry I  
MATH 201 Calculus I  
MATH 202 Calculus II  
MATH 301 Calculus III  
MATH 310 Differential Equations  
PHYS 211 General Physics with Calculus I  
PHYS 212 General Physics with Calculus II

Plus a math elective, selected from the following:

MATH 300 Numerical Methods  
MATH 320 Linear Algebra  
MATH 331 Probability

Plus a natural science elective selected from the following:

BIOL 100 Foundations of Biology  
BIOL 101 General Biology I  
BIOL 221 Human Anatomy and Physiology I  
BIOL 222 Human Anatomy and Physiology II  
CHEM 212 General Chemistry II

Electrical Engineering Concentration

ENGE 300 C Programming with Applications  
ENGE 311 Electronic Devices and Circuits  
ENGE 312 Applications of Electronic Devices  
ENGE 330 Signals and Electrical Systems  
ENGE 350 Electrical Network Analysis  
ENGE 360 Electromagnetic Fields and Waves  
ENGE 420 Microprocessors

Choose 9 hours of electrical engineering electives from the following:

ENGE 410 Integrated Circuit Design  
ENGE 430 Communication Systems  
ENGE 440 Electric Machines and Power Systems  
ENGE 460 Microwave Engineering and Applications

Mechanical Engineering Concentration

ENGM 300 Computational Methods  
ENGM 312 Applications of Engineering Thermodynamics  
ENGM 320 Mechanics of Materials  
ENGM 330 Fluid Mechanics  
ENGM 350 Machine Dynamics and Vibrations  
ENGM 380 Heat Transfer  
ENGM 400 Mechanical Engineering Design

Choose 9 hours of mechanical engineering electives from the following:

ENGM 410 Materials and Processes in Manufacturing  
ENGM 430 Acoustics and Noise Control  
ENGM 450 Vehicle System Dynamics  
ENGM 470 Combustion, Emissions, and Air Pollution

Applied Science Major (B.S.)

For students interested in pursuing an engineering degree in a discipline other than electrical or mechanical engineering (e.g. chemical\*, civil, computer, environmental, aerospace, etc.), George Fox University offers a dual degree 3/2 program. Students attend George Fox for three years, taking most of their general education, mathematics, science, and lower-division

engineering courses. They may then qualify to transfer to any other engineering school, where they spend two more years completing their engineering degree. Students completing this five-year program will receive two bachelor of science degrees: an applied science degree from George Fox University after their fourth year, and an engineering degree from the cooperating engineering school after their fifth year.

\*It is strongly recommended that students interested in pursuing the 3/2 option in chemical engineering also enroll in CHEM 325, 326 Organic Chemistry and CHEM 401, 402 Physical Chemistry during their three years at George Fox University.

#### MAJOR REQUIREMENTS

Requirements for an applied science major consist of 50 semester hours, to include the following:

ENGE 250 Electric Circuit Analysis  
ENGM 210 Statics and Dynamics  
ENGM 311 Engineering Thermodynamics  
ENGR 151 Engineering Principles I  
ENGR 152 Engineering Principles II  
ENGR 250 Principles of Materials Science  
MATH 310 Differential Equations  
PHYS 211 General Physics with Calculus I  
PHYS 212 General Physics with Calculus II

Choose 3 hours of engineering electives from the following:

ENGE 220 Digital Logic Design  
ENGE 311 Electronic Devices and Circuits  
ENGE 330 Signals and Electrical Systems  
ENGM 312 Applications of Engineering Thermodynamics  
ENGM 320 Mechanics of Materials  
ENGM 330 Fluid Mechanics

Choose 6 hours of math electives from the following:

MATH 300 Numerical Methods  
MATH 320 Linear Algebra  
MATH 331 Probability

12 additional hours in engineering courses are to be transferred back from the cooperating engineering school.

8 hours of CHEM 211, 212 General Chemistry are required, which meet the natural science general education requirement.

11 hours of MATH 201, 202, 301 Calculus I, II, III are required, which meet the mathematics general education requirement.

The remainder of the engineering curriculum will be taken in two years at the cooperating engineering school.

For a complete list of required courses, consult the engineering advisor or the registrar. General education requirements are substantially different for 3/2 engineering students. Details are available from the engineering advisor or the registrar.

---

ENGLISH AS A SECOND LANGUAGE

The purpose of the English Language Institute is to develop the language and academic skills of students whose native language is not English and to raise their level of cultural and spiritual awareness in order to prepare them for academic and social success at George Fox University.

English as a second language (ESL), taught in the English Language Institute at George Fox University, prepares international students to meet the challenges of academic study in English.

International students who score less than 500 on the paper-based Test of English as a Foreign Language (TOEFL), less than 173 on the computer-based TOEFL, or less than four on the Test of Written English will study intensive English approximately 14 hours per week while they also are enrolled in one or two regular university courses. ESL students may take up to 20 hours a semester, with a maximum of four credits of non-ESL course work.

To prepare international students to enter into academic life at George Fox University as full and successful participants, ESL courses develop the students' general English proficiency, academic skills, and cultural, spiritual, and social awareness. Lower-level courses stress basic language skills, while higher-level courses concentrate increasingly on academic skills. The core courses at each level develop speaking, listening, reading, and writing skills, as well as vocabulary and grammar. Cultural orientation, interaction with native speakers in the university community, and attendance at campus functions and academic lectures are incorporated into ESL learning activities.

At the highest level, students enroll for credit in one regular academic course together with ESL courses that are designed to help develop the language and academic skills necessary for success. Students who successfully complete this level are admitted to George Fox University and, based on their work in advanced-level ESL courses (those with course numbers above 200), are awarded up to 15 semester hours of credit toward their degree.

---

## FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences Major (B.S.)

### MAJOR REQUIREMENTS

Students may choose among three concentrations in family and consumer sciences. Descriptions and course requirements follow.

#### Family and Consumer Sciences Concentration

Family and consumer sciences are grounded in the sciences and humanities. At the core is an educational discipline designed to empower students to become professionals. Through education, research, cooperative programs, and public information, graduates work to improve the quality and standard of individuals and family life in an ever-changing world.

The family and consumer sciences major graduates with a bachelor of science degree. Graduates find employment in the traditional areas: cooperative extension, food research, nutrition research, food service management, child care, fashion design, textile design, residential and commercial design, kitchen and bath design, retail merchandising, dietetics, equipment sales, and journalism. They also find current, nontraditional careers in these and other fields: debt counseling, energy conservation management, event planning, advertising, equipment promotion, and public relations.

The following courses, totaling 43 hours, are required for a concentration in family and consumer sciences:

FCSC 120 Apparel Construction  
FCSC 211 Foods I  
FCSC 212 Foods II  
FCSC 220 Fashion and Society  
FCSC 230 Textiles Science  
FCSC 250 Residential Technology  
FCSC 280 Marriage and the Family  
FCSC 290 Meal Management  
FCSC 300 Nutrition  
FCSC 311 Child Development  
FCSC 330 Residential Architecture  
FCSC 350 Resource Management  
FCSC 351 Interior Design I  
FCSC 360 Consumer Buying  
FCSC 490 Senior Seminar  
Either FCSC 320 Fashion Merchandising  
OR FCSC 370 Pattern Drafting and Apparel Design

#### Fashion Merchandising/Interior Design Concentration

The fields of fashion merchandising and interior design share a common base of knowledge grounded in the academic fields of family and consumer sciences and business. A background in apparel construction and design, merchandising of fashion, and market analysis prepares students for careers in fashion merchandising.

Residential architecture, kitchen and bath planning, and a variety of interior design classes prepare students for positions as interior designers. Career opportunities include visual merchandising, buying, entrepreneurship, apparel design, textile design, fashion analysis, interior design, housing and home planning, kitchen and bath design, equipment specialist, energy conservation management in the home, home furnishings, and business management and administration. A field experience (internship) in the Portland metropolitan area places students in the workplace before graduation, providing them with valuable business experience.

The following courses, totaling 44 hours, are required for a concentration in fashion merchandising and interior design:

BUSN110 Introduction to Business  
FCSC 120 Apparel Construction  
FCSC 220 Fashion and Society  
FCSC 230 Textiles Science  
FCSC 250 Residential Technology  
FCSC 320 Fashion Merchandising  
FCSC 330 Residential Architecture  
FCSC 350 Resource Management  
FCSC 351 Interior Design I  
FCSC 360 Consumer Buying  
FCSC 370 Pattern Drafting and Apparel Design  
FCSC 475 Field Experience  
FCSC 490 Senior Seminar  
Either BUSN 300 Management  
OR BUSN 340 Marketing

Take two of the following four classes:

FCSC 352 Interior Design II  
FCSC 353 Interior CAD  
FCSC 378 Apparel CAD  
FCSC 460 Apparel Market Analysis

#### Foods and Nutrition in Business Concentration

Foods and Nutrition in Business is a multidisciplinary concentration incorporating academic cores in consumer-oriented food science education, human nutrition, and business. Course work in food composition and preparation, analysis of consumer trends, and recognition of global food issues prepares students as food professionals, while course work in human nutrition and contemporary nutrition issues equips the student with the experience necessary to work in areas of consumer nutrition education. Business courses prepare students for careers in industries requiring the skills of food specialists, including new product development, test kitchens, recipe development, and food product sales and marketing, catering, event planning, and food service management.

#### Special General Education Requirements

CHEM 151 General, Organic, and Biological Chemistry I

ECON 201 Principles of Microeconomics

The following courses, totaling 44 hours, are required for a concentration in foods and nutrition in business:

ACCT 271 Principles of Financial Accounting

BUSN 110 Introduction to Business

BUSN 300 Management

BUSN 340 Marketing

FCSC 211 Foods I

FCSC 212 Foods II

FCSC 250 Residential Technology

FCSC 290 Meal Management

FCSC 300 Nutrition

FCSC 310 Food, Culture, and Society

FCSC 344 Quantity Food Production and Management

FCSC 350 Resource Management

FCSC 360 Consumer Buying

FCSC 430 Nutrition and the Life Cycle

FCSC 475 Field Experience

FCSC 490 Senior Seminar

#### Cooperative 3-1 Degree Program Concentration with the Fashion Institute of Design and Merchandising

George Fox University offers a cooperative degree program with the Fashion Institute of Design and Merchandising (FIDM) in Los Angeles, California. This cooperative program provides for students to attend George Fox University for three years during which the student completes all general education classes, elective classes, and 14 hours in the fashion merchandising/interior design major.

Students electing to pursue this option apply in their junior year and attend FIDM their senior year to complete a specialized major. The broad spectrum of related courses at FIDM is more varied in content and specific in focus, which allows for the following specializations: interior design, merchandise development, merchandise management, and fashion design.

Graduates receive a bachelor of science degree in family and consumer sciences with a concentration in interior design, merchandise marketing, or fashion design from George Fox University and an associate of arts degree from FIDM.

Application to FIDM is solely the student's responsibility and is independent of acceptance to or enrollment at George Fox University. Students considering this option should seek advisement early in their academic careers in order to meet the requirements of both FIDM and GFU. Financial assistance is not available from George Fox University to students enrolling in FIDM. Grants and scholarships funded by George Fox University are not transferable to



FIDM. Contact FIDM directly for information regarding admission requirements, tuition rates, and financial aid.

---

## FRENCH

### French Minor

Prerequisite for entry in the minor: completion of French 202 Intermediate French II or placement test.

### Requirements for a minor in French:

FREN 301 Intermediate/Advanced French I

FREN 302 Intermediate/Advanced French II

FREN 490 Study Abroad (12-16 hours in an approved program, depending on placement exam)

---

## GRAPHIC DESIGN

See Art, [Graphic Design](#).

---

## HEALTH AND HUMAN PERFORMANCE

### Health and Human Performance Major (B.S.)

#### General Education Requirements

All human performance majors are exempt from the general education human performance activity class requirement.

## MAJOR REQUIREMENTS

### Athletic Training Concentration

Students wishing to prepare for a career in athletic training should consult with the athletic training program director within the first two weeks of the fall semester of their freshman year. Students must complete a minimum of 75 observational hours in the athletic training room to be eligible for acceptance in the athletic training education program.

Students make formal application for admission to the athletic training education program through the program director in the spring of their freshman year. Application must be made by March 15 of the semester prior to formal entry into the athletic training concentration.

Admission to the program is based upon attainment of a cumulative GPA of 2.75 or better on all college-level courses. In addition, a cumulative high school GPA of 2.75 or better must have been attained. Other factors to be considered include a minimum of two written recommendations; meeting technical standards as described in the Student Athletic Training Handbook; exemplary social and moral behavior; and submission of the formal application no later than March 15. Generally, any application submitted after March 15 will not be considered for admission the following school year. Admission to the program is required before applicants may work as student athletic trainers within the student athletic training education program or declare athletic training as a concentration.

Transfer students must demonstrate the completion of a basic college level first aid/CPR course and the completion of at least 75 athletic training internship hours working under the

guidance of an NATABOC certified athletic trainer. In addition, the supervising certified athletic trainer must write one of the letters of recommendation. Upon acceptance into the program, the student must follow the academic course plan as described in the Student Athletic Training Handbook. Guidelines covering transfer credit are stated in the handbook. Transfer credit generally will not be granted for HHPE 375 Athletic Training Practicum.

Generally, continuation in the athletic training program is dependent upon maintaining a minimum 2.75 GPA within the athletic training concentration, maintaining a minimum overall GPA of 2.5, and receiving satisfactory evaluations within the clinical educational experience. In addition, continuation is based upon satisfactory evidence of good moral character and the physical health needed for successful performance in the athletic training environment. Admitted students are subject to the policies and procedures contained within the Student Athletic Training Handbook. Students failing to meet expectations will normally be placed on probation for one semester. Continued failure to meet expectations during the probationary period will generally result in dismissal from the athletic training concentration. Athletic training concentration students are required to obtain the hepatitis B immunization series in the first year to remain in the program.

#### Special General Education Requirements PSYC 150 General Psychology

Requirements for the athletic training concentration in health and human performance are 51 hours and include the following courses:

BIOL 221 Human Anatomy and Physiology I  
BIOL 222 Human Anatomy and Physiology II  
HHPA 135 Weight Training  
HHPE 228 Conditioning/Body Mechanics and Aerobics  
HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training  
HHPE 364 Psychosocial Intervention and Referral in Athletic Training  
HHPE 366 General Medical Conditions in Athletic Training  
HHPE 375 Athletic Training Practicum I  
HHPE 376 Athletic Training Practicum II  
HHPE 377 Athletic Training Practicum III  
HHPE 378 Athletic Training Practicum IV  
HHPE 384 Pharmacology in Athletic Training  
HHPE 390 Care and Prevention of Athletic Injuries  
HHPE 394 Kinesiology  
HHPE 400 Recognition of Athletic Injuries  
HHPE 413 Therapeutic Exercise  
HHPE 414 Therapeutic Modalities  
HHPE 430 Exercise Physiology  
HHPE 490 Senior Seminar  
HLTH 200 Lifestyle Management  
HLTH 210 Drug Education  
HLTH 230 First Aid and Safety  
HLTH 300 Nutrition  
PSYC 340 Statistical Procedures

#### Fitness Management Concentration

Requirements for the fitness management concentration in health and human performance are 48-50 hours, of which 25 hours must be upper-division.

The requirements are distributed as follows:

BIOL 221 Human Anatomy and Physiology I  
BIOL 222 Human Anatomy and Physiology II  
HHPA 130 Aquatics (a Red Cross Lifeguarding or Water Safety Instructor Certificate can be used to fulfill this requirement)

HHPE 200 History and Principles of Physical Education  
HHPE 223 Tumbling/Gymnastics  
HHPE 228 Conditioning/Body Mechanics and Aerobics  
HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training  
HHPE 380 Experiential Recreational Leadership  
HHPE 390 Care and Prevention of Athletic Injuries  
HHPE 394 Kinesiology  
HHPE 420 Exercise Prescription  
HHPE 430 Exercise Physiology  
HHPE 460 Physical Education for the Exceptional Student  
HHPE 470 Motor Development and Motor-Skill Learning  
HHPE 475 Fitness Management Field Experience  
HHPE 490 Senior Seminar  
HLTH 230 First Aid and Safety  
HLTH 300 Nutrition

Choose one course from the following:

HHPE 400 Recognition of Athletic Injuries  
HHPE 480 Tests and Measurements in Physical Education  
HHPE 495 Special Study  
HLTH 240 Stress Management

#### Health Preteaching Concentration

Students who wish to become health teachers are essentially entering a five-year program. They will take the health preteaching concentration within the Department of Health and Human Performance. Upon successful completion of this four year concentration, students are directed to enter a one-year Master of Arts in Teaching Program. Upon completion of the M.A.T. program the student will have completed the master's degree and be certified to teach health.

#### Special General Education Requirements

PSYC 150 General Psychology

The following 48 semester hours are required for the health preteaching concentration:

BIOL 221 Human Anatomy and Physiology I  
BIOL 222 Human Anatomy and Physiology II  
EDUC 250 Teaching as a Profession  
EDUC 334 Health and Physical Education Methods  
HHPE 200 History and Principles of Physical Education  
HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training  
HHPE 394 Kinesiology  
HHPE 430 Exercise Physiology  
HHPE 460 Physical Education for the Exceptional Student  
HHPE 490 Senior Seminar  
HLTH 200 Lifestyle Management  
HLTH 210 Drug Education  
HLTH 230 First Aid and Safety  
HLTH 240 Stress Management  
HLTH 280 Marriage and the Family  
HLTH 300 Nutrition  
HLTH 320 Contemporary Health Issues  
PSYC 340 Statistical Procedures

#### Physical Education Preteaching Concentration

Students who wish to become physical education teachers are essentially entering a five-year program. They will take the physical education preteaching concentration within the Department of Health and Human Performance. Upon successful completion of this four-year concentration students are directed to enter a one-year Master of Arts in Teaching Program.

Upon completion of the M.A.T. program the student will have completed the master's degree and be certified to teach physical education.

Requirements for the K-12 physical education preteaching concentration in human performance consist of 51-52 hours, 28 of which must be upper-division courses. Courses selected to satisfy science general education requirements may include BIOL 101, 102, General Biology. Either CHEM 100 Chemistry of Life or CHEM 110 Chemistry and Our Environment are recommended.

BIOL 221 Human Anatomy and Physiology I  
BIOL 222 Human Anatomy and Physiology II  
EDUC 250 Teaching as a Profession  
EDUC 334 Health and Physical Education Methods  
HHPA 109 Ballroom Dance  
HHPA 130 Aquatics (a Red Cross Lifeguarding or Water Safety Instructor Certificate can be used to fulfill this requirement)  
HHPE 200 History and Principles of Physical Education  
HHPE 221 Basketball/Golf  
HHPE 222 Field Sports  
HHPE 223 Tumbling/Gymnastics  
HHPE 226 Tennis/Volleyball  
HHPE 232 Recreational Games, Individual and Team  
HHPE 300 Coaching Theory and Practice  
HHPE 360 Organization and Administration of Health, Physical Education and Athletic Training  
HHPE 394 Kinesiology  
HHPE 410 Teaching Physical Education  
HHPE 420 Exercise Prescription  
HHPE 430 Exercise Physiology  
HHPE 460 Physical Education for the Exceptional Student  
HHPE 470 Motor Development and Motor-Skill Learning  
HHPE 480 Tests and Measurements in Physical Education  
HHPE 490 Senior Seminar  
HLTH 210 Drug Education  
HLTH 230 First Aid and Safety

Choose 1 elective course from the following:

HHPE 310 Coaching Basketball  
HHPE 320 Coaching Baseball/Softball  
HHPE 330 Coaching Soccer  
HHPE 340 Coaching Track  
HHPE 350 Coaching Volleyball  
HHPE 390 Care and Prevention of Athletic Injuries  
HLTH 300 Nutrition

Health and Human Performance: Interdisciplinary Major

#### MAJOR REQUIREMENTS

An interdisciplinary major may be elected through application and approval of Health and Human Performance department. The interdisciplinary major consists of 48 semester hours, with a minimum of 24 semester hours in health and human performance. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives.

Requirements for the human performance block include the following:

EDUC 334 Health and Physical Education Methods  
HHPA 109 Ballroom Dancing  
HHPA 130 Aquatics (a Red Cross Lifeguarding or Water Safety Instructor Certificate can be

used to fulfill this requirement)  
HHPE 228 Conditioning/Body Mechanics and Aerobics  
HHPE 370 Camp Programming and Counseling  
HHPE 380 Experiential Recreational Leadership  
HHPE 440 Camp Administration  
HLTH 200 Lifestyle Management  
HLTH 230 First Aid and Safety  
HLTH 240 Stress Management  
5 hours selected from any 200 level-or-above health education or human performance courses.

---

## HISTORY

History Major (B.A.)

### MAJOR REQUIREMENTS

Requirements for a history major consist of 36 semester hours of history, with a minimum of 24 upper-division hours, to include the following courses:

HIST 150 America and the World  
HIST 490 History Seminar  
Either HIST 110 Western Civilization to 1648  
OR HIST 120 Western Civilization from 1648

History Minor (18 hours)

HIST 150 America and the World  
Either HIST 110 Western Civilization to 1648  
OR HIST 120 Western Civilization From 1648  
Choose 12 additional hours of history courses

---

## INTERNATIONAL STUDIES

International Studies Major (B.A.)

### MAJOR REQUIREMENTS

International studies is an interdisciplinary major designed to prepare students for work in such fields as foreign missions, international commerce, economic development, and government service. It also provides excellent preparation for graduate study in international relations and diplomacy, missiology, and area studies. The major includes a strong international fieldwork emphasis. Students taking this major as preparation for foreign missionary service are encouraged to minor in biblical studies, Christian ministries, or religion. Requirements for a major in international studies consist of 38-40 semester hours, to include the following courses:

INTL 230 Introduction to International Relations  
INTL 310 Cultural Anthropology  
INTL 440 World Religions  
INTL 490 International Studies Senior Seminar  
Either INTL 330 Introduction to the World Christian Movement  
OR RELI 360 Cross-Cultural Christian Outreach  
Either INTL 460 International Trade and Finance  
OR ECON 360 Global Political Economy

The second year of a modern foreign language  
8 hours of INTL 475 Culture-Oriented Fieldwork

Two additional courses from the following:

COMM 300 Theoretical Approaches to Communication  
COMM 340 General and Cultural Linguistics  
COMM 350 Introduction to TESOL (Teaching English to Speakers of Other Languages)  
ECON 360 Global Political Economy  
ECON 460 International Trade and Finance  
FREN 495 Special Study (French)  
HIST 331 England to 1688  
HIST 332 England Since 1688  
HIST 340 History of the Middle East  
HIST 350 Latin America  
HIST 360 Modern Russia  
HIST 370 Far East  
HIST 421 Europe from the Age of Enlightenment to 1890  
HIST 422 Europe 1890-Present  
HIST 440 History of Africa  
INTL 303 International Conflict and Peace  
LITR 231 Masterpieces of World Literature, Western  
LITR 232 Masterpieces of World Literature, Non-Western  
RELI 360 Cross-Cultural Christian Outreach  
RELI 460 Issues in Contemporary Missions  
SOC 380 Race, Ethnicity, and Class  
SPAN 495 Special Study (Spanish)

Supporting Minors for International Studies

International studies is an interdisciplinary major designed for students with an interest in international vocations. Students taking this major as preparation for foreign missionary service or graduate studies in missions and intercultural concerns are encouraged to take a minor in the Department of Religious Studies (in biblical studies, Christian ministries, or religion). Students with interest in diplomacy or politics are encouraged to consider a minor in political science or peace studies. Those wishing to prepare for work in relief and development should consider a minor in business or economics.

## LEADERSHIP STUDIES

Leadership Studies Minor

The leadership studies minor is designed to help students develop their leadership skills through study and practice. Participants will learn important leadership concepts and theories and put these principles into action through hands-on leadership experiences.

Requirements (18-21 hours) include:

COMM 380 Leadership Communication  
LEAD 491 Leadership Seminar I  
LEAD 492 Leadership Seminar II  
LEAD 493 Leadership Seminar III  
LEAD 494 Leadership Seminar IV  
SOC 300 Group Dynamics  
Either LEAD 475 Leadership Experience or an approved alternative practicum

Choose one course from each of the following groupings:

BUSN 300 Management  
COMM 324 Argumentation and Critical Thinking  
PSCI 410 Community Mediation

BUSN 480 Organizational Behavior  
COMM 310 Conflict Resolution  
PSYC/SOCI 350 Social Psychology

LITR 360 Values Through Story and Myth  
PHIL 230 Ethics  
RELI 480 Spiritual Formation

Courses cannot count for both a major and a minor or for general education.

---

## MATHEMATICS

Mathematics Major (B.S.)

Special General Education Requirements  
CSIS 201 Introduction to Computer Science I

### MAJOR REQUIREMENTS

Requirements for a mathematics major consist of 37 semester hours, to include the following courses:

MATH 201 Calculus I  
MATH 202 Calculus II  
MATH 290 Mathematical Logic  
MATH 301 Calculus III  
MATH 320 Linear Algebra  
MATH 331 Probability  
MATH 490 Senior Seminar

Select 15 hours from the following:

MATH 260 Discrete Mathematics  
MATH 310 Differential Equations  
MATH 332 Mathematical Statistics  
MATH 340 Elementary Number Theory  
MATH 350 Modern Geometry  
MATH 410 Algebraic Structures

Choose one required supporting courses:

CSIS 130 Web-based Programming  
CSIS 202 Introduction to Computer Science II  
CSIS/MATH 300 Numerical Methods

---

## MUSIC

Music Major (B.A.)

### MAJOR REQUIREMENTS

The music major consists of a music core required of all majors, plus one of three concentrations: composition, performance, or preteaching.

Music Core (32.5 - 33 hours)  
MUSI 111 Introduction to Music Literature

MUSI 121 Theory I  
MUSI 122 Theory I  
MUSI 131 Sight Singing and Ear Training I  
MUSI 132 Sight Singing and Ear Training II  
MUSI 180 Introduction to Music Technology  
MUSI 221 Theory II  
MUSI 222 Theory II  
MUSI 311 Music History I  
MUSI 312 Music History II  
MUSI 320 Form and Analysis  
MUSI 400 Music and Christian Faith  
MUSI 490 Senior Recital/Project  
Either MUSI 200 Basic Conducting  
OR MUSI 460 Advanced Conducting (with permission)

#### Composition Concentration

(Total with Music Core: 54.5 - 55 hours)

MUSA 105/305 (Applied Music) and MUSA Ensemble credits to total 10 hours, with no fewer than four semesters in either area.

MUSI 310 Counterpoint

MUSI 430 Instrumentation and Orchestration

A total of 8 hours of the following:

MUSI 225 Composition I (two semesters)

MUSI 425 Composition II (four semesters)

#### Performance Concentration

(Total with Music Core: 44.5 - 57 hours)

MUSA 105/305 Applied Music (eight semesters)

MUSA 115-365 Large Ensemble (eight semesters) (Chehalem Symphony Orchestra, Concert Choir, Festival Chorus, or Symphonic Band is required in addition to other ensembles)

#### Preteaching Concentration

(Total with Music Core: 53.5 - 54 hours)

The preteaching concentration in music prepares the student to take the Oregon Praxis Examination in music as preparation for application to George Fox University's Master of Arts in Teaching Program or another similar program.

#### EDUC 250 Teaching as a Profession

MUSA 105/305 (Applied Music) and MUSA Ensemble credits to total 10 hours, with no fewer than four semesters in either area

MUSI 270 Music Techniques

MUSI 410 Elementary Music Methods

MUSI 411 Middle Level and High School Music Methods

#### Supportive Music Studies

Supportive music studies allow the student to choose an interest area with his or her advisor to pursue courses that supplement the student's interest in performance, composition, or sacred music. The Fine Arts Handbook at the music office serves as a guide for student and advisor.

Music majors must be enrolled in a major ensemble each semester except during supervised teaching. A solo recital (or achievement of upper-division standing and appropriate departmental recitals) is required of all music majors. The recital is given in the junior or senior year after the student has been granted upper-division standing and has passed a recital hearing given before the applied music faculty.



All music majors also are required to pass a piano proficiency examination administered at the end of the sophomore year. Students are required to register for MUSA 105/305 Applied Piano or MUSI 135 Class Piano until the proficiency has been met. Music majors will not be recommended for graduation until the proficiency has been passed.

Individual instruction is offered in voice, piano, organ, strings, woodwinds, brass, percussion, and guitar. Generally students enrolled in applied lessons earn 1 credit hour per semester per subject. Students pursuing a performance concentration may receive 2 credit hours per semester per subject. Those without a performance concentration may petition for 2 hours of credit with a recommendation from their applied music teacher. Music majors are required to enroll in applied music lessons each semester.

All students enter the applied program at the 100- level. Before being advanced to upper-division study, the student must pass a faculty jury. All applied music students are expected to perform periodically in studio or public recital, but only students who have advanced to upper-division study levels will be permitted to present a half or full recital. These recitals may be given only by permission after the student has performed the recital repertoire in a faculty hearing.

#### Music: Interdisciplinary Major

##### MAJOR REQUIREMENTS

An interdisciplinary major may be elected through application and approval of the music faculty. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives. The interdisciplinary major consists of 48 semester hours, with a minimum of 24 semester hours in music. Many creative options are possible. Common majors include music and religion, or music and Christian ministries.

Required music courses for an interdisciplinary major with religion include:

MUSI 121 Theory I  
MUSI 122 Theory I  
MUSI 200 Basic Conducting  
MUSI 270 Music Techniques  
MUSI 340 Church Music (History and Administration)  
MUSI 400 Music and Christian Faith  
MUSI 490 Senior Recital/Project  
A major ensemble (four semesters)  
Applied music (two semesters)  
Music electives

---

#### ORGANIZATIONAL COMMUNICATION

See [Communication Arts](#).

---

#### PEACE AND CONFLICT STUDIES

##### Peace Studies Minor

Students at George Fox University may earn a minor in peace studies by taking elective courses from the departments of history and political science, communication arts, and religious studies. For more information, students should see their advisor or the registrar.

##### Certificate in Conflict Management

The Center for Peace and Justice coordinates a special course of study in conflict management

designed to give students concentrated preparation for practical peacemaking in their work, church, community, and family. Students will study the theory of communication and conflict resolution, be introduced to relevant skills, and equip themselves to apply this learning in a variety of action settings. The course of study includes five components:

1. Either COMM 200 Persuasive Communication, or COMM 210 Interpersonal Communication
2. Either BUSN 480 Organizational Behavior, or PSYC/SOCI 300 Group Dynamics, or PSYC/CHMN 381 Counseling
3. COMM/PSCI 310 Conflict Resolution
4. PSCI 410 Community Mediation
5. Field experience in a conflict resolution or mediation program or agency, to be tailored to the individual student's needs (taken after PSCI 410 or concurrently with it).

Each of the five elements equals 3 semester hours of credit, for 15 hours altogether. These credits may be applied also toward general education, major, or minor requirements. Successful students will receive a certificate of completion upon graduation.

---

## PHILOSOPHY

Philosophy Major (B.A.)

### MAJOR REQUIREMENTS

Philosophy majors take 33-34 hours in addition to PHIL 210 Introduction to Philosophy; 24 hours must be upper-division.

Six courses are required of all majors:

PHIL 210 Introduction to Philosophy

PHIL 230 Ethics

PHIL 380 History of Philosophy Survey

PHIL 382 History of Philosophy Seminar (Prerequisite must be fulfilled by a philosophy course other than PHIL 340 Logic)

PHIL 415 Contemporary Philosophers and Problems (Prerequisite must be fulfilled by a philosophy course other than PHIL 340 Logic)

Either PHIL 340 Logic

OR COMM 324 Argumentation and Critical Thinking

Majors select a specialization track from these options:

1. RELI 380 Christian Beliefs

AND RELI 440 World Religions

2. Two biblical studies courses numbered 300 or higher

3. BIBL 390 Biblical Basis for Peacemaking

AND PSCI 303 International Conflict and Peace or PSCI 310 Conflict Resolution

4. PSYC 330 Personality Theories

AND PSYC 450 Systems of Psychology

At least four elective courses (12 hours) are selected from the following:

COMM 324 Argumentation and Critical Thinking

LITR 360 Values Through Story and Myth

PHIL 260 Sociological Theory

PHIL 270 Philosophy of the Arts

PHIL 330 Philosophy of Religion

PHIL 340 Logic

PHIL 485 Selected Topics

PHIL 495 Special Study

Philosophy Minor (18 hours)  
PHIL 210 Introduction to Philosophy  
PHIL 230 Ethics  
PHIL 380 History of Philosophy Survey

Choose 9 hours from the following:  
LITR 360 Values Through Story and Myth  
PHIL 260 Sociological Theory  
PHIL 270 Philosophy of the Arts  
PHIL 280 Introduction to Political Philosophy  
PHIL 300 American Political Theory  
PHIL 330 Philosophy of Religion  
PHIL 340 Logic  
PHIL 382 History of Philosophy Seminar  
PHIL 415 Contemporary Philosophers and Problems  
Or any other philosophy course (with faculty approval)

---

## POLITICAL SCIENCE

Political Science Major (B.A.)

### MAJOR REQUIREMENTS

Requirements for a political science major consist of 36 semester hours from among the following courses, with a minimum of 24 upper-division hours.

PSCI 150 Introduction to Political Science  
PSCI 275/475 Field Experience (Only three hours of credit may be earned from one internship. Up to six hours of major requirements may be earned from internship credit, but of these only three hours may be upper-division credit.)  
PSCI 320 Constitutional Law: Issues of National Power  
PSCI 490 Senior Seminar  
Either PSCI 230 Introduction to International Relations  
OR PSCI 303 International Conflict and Peace

At least five of the following courses:  
PSCI 190 American Government  
PSCI 220/420 War and Conscience in the United States  
PSCI 230 Introduction to International Relations  
PSCI 240 State and Local Government  
PSCI 260 Introduction to Law  
PSCI 280 Introduction to Political Philosophy  
PSCI 285/485 Selected Topics  
PSCI 300 American Political Theory  
PSCI 303 International Conflict and Peace  
PSCI 310 Conflict Resolution  
PSCI 350 Seminar on the First Amendment  
PSCI 360 Criminal Rights and Equal Protection  
PSCI 390 Peace Research  
PSCI 410 Community Mediation  
PSCI 430 Women and Politics in American History  
PSCI 440 Christianity and Politics in America  
PSCI 450 Campaigns and Elections

Majors may also take the following courses as electives:  
COMM 380 Leadership Communication

ECON 340 Public Economics  
ECON 360 Global Political Economy  
HIST 310 Herbert Hoover and His Times  
INTL 200 Cultural Geography  
LEAD 491 Leadership Seminar I  
LEAD 492 Leadership Seminar II  
LEAD 493 Leadership Seminar III  
LEAD 494 Leadership Seminar IV  
PSYC 340 Statistical Procedures or SOCI 340 Statistical Procedures (highly recommended)  
SOCI 260 Social Theory  
SWRK 461 Social Policy I  
SWRK 462 Social Policy II

Political Science Minor (18 hours)  
PSCI 150 Introduction to Political Science  
PSCI 320 Constitutional Law: Issues of National Power  
Choose 12 additional hours of PSCI courses (6 of these hours must be originally listed as PSCI courses, and no more than 3 hours of internship credit may count toward minor)

---

## PSYCHOLOGY

Psychology Major (B.A.)

### MAJOR REQUIREMENTS

The key objective of the psychology major is to acquaint students with the field of psychology and the implications of its principles for human behavior. The bachelor of arts degree has a greater emphasis on applied learning than does the bachelor of science.

Special General Education Requirements  
SOCI 150 Principles of Sociology

Requirements for a B.A. in psychology consist of a minimum of 40 hours, including the following courses:

PSYC 150 General Psychology  
PSYC 340 Statistical Procedures  
PSYC 391 Research Methods  
PSYC 450 Systems of Psychology  
PSYC 490 Senior Seminar

One course from the following (3 hours):

PSYC 330 Personality Theories  
PSYC 350 Social Psychology  
PSYC 353 Culture and Psychology  
PSYC 440 Psychology of Religion

One course from the following (3 hours):

PSYC 311 Child Development  
PSYC 312 Adult Development  
PSYC 314 Adolescent Development

One course from the following (3 hours):

PSYC 381 Counseling  
PSYC 400 Psychometrics/Outcome Evaluation  
PSYC 420 Abnormal Psychology

Two courses from the following (6 hours):  
PSYC 320 Introduction to Cognitive Science  
PSYC 360 Learning  
PSYC 370 Cognition  
PSYC 410 Sensation and Perception  
PSYC 460 Physiological Psychology

One experiential course (3 hours):  
PSYC 475 Field Experience  
PSYC 495 Special Study

Choose 9 hours of psychology electives.

Psychology Minor (18 Credits)  
PSYC 150 General Psychology  
PSYC 311 Child Development  
PSYC 450 Systems of Psychology

Select one concentration:

Experimental Psychology  
Choose three of the following:  
PSYC 320 Introduction to Cognitive Science  
PSYC 350 Social Psychology  
PSYC 360 Learning  
PSYC 370 Cognition  
PSYC 391 Research Methods  
PSYC 400 Psychometrics/Outcome Evaluation  
PSYC 420 Abnormal Psychology  
PSYC 460 Physiological Psychology

Counseling/Clinical Psychology  
Choose three of the following:  
PSYC 300 Group Dynamics  
PSYC 330 Personality Theories  
PSYC 350 Social Psychology  
PSYC 381 Counseling  
PSYC 400 Psychometrics/Outcome Evaluation  
PSYC 420 Abnormal Psychology

Educational Psychology - Education Majors  
EDUC 341 Learning Theory  
EDUC 342 Inclusion  
Choose two of the following:  
PSYC 300 Group Dynamics  
PSYC 312 Adult Development  
PSYC 330 Personality Theories  
PSYC 350 Social Psychology  
PSYC 360 Learning  
PSYC 370 Cognition  
PSYC 381 Counseling  
PSYC 400 Psychometrics/Outcome Evaluation

Educational Psychology - Non-education Majors  
Choose three of the following:  
PSYC 300 Group Dynamics  
PSYC 312 Adult Development  
PSYC 330 Personality Theories  
PSYC 350 Social Psychology  
PSYC 360 Learning  
PSYC 370 Cognition  
PSYC 381 Counseling  
PSYC 400 Psychometrics/Outcome Evaluation

---

## QUAKER STUDIES

Quaker Studies Minor (18 hours)  
Take all of the following as a 9-hour core:

RELI 260 History and Doctrine of Friends  
RELI 385 Quaker Seminar  
RELI 480 Spiritual Formation  
RELI/HIST 402 Christianity in History II

Choose one of the following:

BIBL 390 Biblical Basis for Peacemaking  
HIST 220/420 War and Conscience in the United States  
PSCI 310 Conflict Resolution

Choose two of the following:

PHIL 330 Philosophy of Religion  
PSCI 310 Conflict Resolution  
PSYC 440 Psychology of Religion  
RELI/SOCI 230/430 Sociology of Religion  
RELI/HIST 401 Christianity in History I

---

## RELIGION

Religion Major (B.A.)

### MAJOR REQUIREMENTS

Requirements for a major in religion consist of 40 semester hours, including the following:  
8 hours in biblical studies  
6 hours in Christian ministries, including CHMN 360 Perspectives in Christian Education  
10 hours in religion, including RELI 380 Christian Beliefs, and RELI 401, 402 Christianity in History  
6 hours in philosophy  
10 hours of electives

A minimum of 18 hours shall be from upper-division courses. A limit of 3 hours of field experience can apply to the major.

Religion: Interdisciplinary Major

An interdisciplinary major may be elected through application and approval of the department. It consists of 48 semester hours, with a minimum of 24 hours in religion. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives.

Requirements for the religion block:

CHMN 360 Perspectives in Christian Education  
10 hours in religion, including RELI 380 Christian Beliefs  
8 hours in biblical studies  
3 hours in philosophy

Religion Minor

(20-21 hours, with a minimum of 14 upper-division hours)  
RELI 330 Introduction to the World Christian Movement  
RELI 380 Christian Beliefs  
RELI 440 World Religions

Choose two of the following:

RELI 470 Christian Classics

RELI 480 Spiritual Formation  
RELI 490 Contemporary Religious Life

Choose one Quaker Seminar

Choose at least one church history course from among the following:

RELI 260 History and Doctrine of Friends  
RELI 401 Christianity in History I  
RELI 402 Christianity in History II

Take 3-4 hours of 200-400 level biblical studies electives

---

## ROMANCE LANGUAGES

Romance Languages Minor (18 hours)

Prerequisites:

FREN 201 and 202 Intermediate French or placement exam  
SPAN 201 and 202 Intermediate Spanish or placement exam

Requirements:

FREN 301 Intermediate/Advanced French I  
FREN 302 Intermediate/Advanced French II  
SPAN 301 Intermediate/Advanced Spanish I  
SPAN 302 Intermediate/Advanced Spanish II

Either select two of the following:

SPAN 350 Latin American Culture and Civilization  
SPAN 410 Introduction to Spanish Literature  
SPAN 420 Introduction to Latin American Literature

Or enroll for 6 or more hours in:

SPAN 490 or FREN 490 Study Abroad  
Credits abroad must be 300-level or above.

---

## SOCIAL WORK

Social Work Major (B.S.)

The social work program seeks to prepare students for professional social work practice with diverse populations in a variety of settings. This includes work with individuals and couples (micro level); families and small groups (mezzo level); and agencies, institutions, community, and church organizations (macro level). There is an emphasis on generalist practice that values the uniqueness, dignity, and needs of all people. Generalist practice is oriented toward analyzing and addressing problems with micro, mezzo, and macro skills and perspectives.

The program courses are designed to include academic social work and field experience/practicum requirements within a liberal arts context. This enables the student to link social research with social work practice. The program prepares students to work in a variety of social work and social welfare settings, as well as to seek admission into graduate programs.



Students interested in pursuing a degree in social work should consult with a social work advisor as soon as possible. All students interested in social work as a major must make formal application to the program. Each applicant shall:

1. Live in compliance with the University expectations and responsibilities (found in the Undergraduate Student Handbook).
2. Have an overall GPA of at least 2.0 prior to filing an application to the program.
3. Complete the following pre-entry courses: PSYC 150 General Psychology, SOCI 150 Principles of Sociology, and SWRK 180 Introduction to Social Welfare with a GPA of at least 2.70.
4. Complete the program application process (which includes completion of a written application, recommendations and interview) on or before Jan. 30 of the student's sophomore year. Transfer students should see a social work advisor prior to registration.
5. Receive written acceptance into the program from the program admission committee.
6. File a Declaration of Major form with the University's registrar's office.

#### Special General Education Requirements

BIOL 100 Foundations of Biology  
PSYC 150 General Psychology  
SOCI 150 Principles of Sociology

#### Recommended General Education Courses

ECON 202 Principles of Macroeconomics  
SOCI 310 Cultural Anthropology

#### MAJOR REQUIREMENTS (48 hours required)

SOCI 200 Social Issues  
SOCI 260 Social Theory  
SOCI 340 Statistical Procedures  
SOCI 390 Research Seminar  
SWRK 180 Introduction to Social Welfare  
SWRK 330 Human Behavior in the Social Environment  
SWRK 391 Social Work Practice I  
SWRK 392 Social Work Practice II  
SWRK 393 Social Work Practice III  
SWRK 461 Social Policy I  
SWRK 462 Social Policy II  
SWRK 475 Field Experience/Practicum I  
SWRK 476 Field Experience/Practicum II  
SWRK 477 Field Experience/Practicum III  
SWRK 490 Senior Seminar

#### Choose three hours from the following:

SOCI 360 Crime and Deviance  
SOCI 380 Race, Ethnicity, and Class  
SOCI 410 Juvenile Delinquency  
SWRK 320 Child Abuse and Family Violence  
SWRK 400 Child Welfare Services  
SWRK 450 Aging in Society  
SWRK 485 Selected Topics

#### Choose one required supporting course (3 hours):

PSCI 150 Introduction to Political Science  
PSCI 190 American Government  
PSCI 240 State and Local Government

Social Welfare Minor (18 hours)  
SOCI 200 Social Issues  
SOCI 260 Social Theory  
SWRK 180 Introduction to Social Welfare  
SWRK 330 Human Behavior in the Social Environment  
SWRK 461 Social Policy I

Choose 3 hours from the following:

SOCI 360 Crime and Deviance  
SOCI 380 Race, Ethnicity, and Class SWRK 320 Child Abuse and Family Violence  
SOCI 410 Juvenile Delinquency  
SWRK 400 Child Welfare Services  
SWRK 450 Aging in Society  
SWRK 485 Selected Topics

---

## SOCIOLOGY

### Sociology Major (B.A.)

Sociology is the study of complex and changing social relationships. The sociology program prepares students to (1) analyze human relationships from a sociological perspective, (2) develop the theoretical, technical, and statistical skills necessary for asking and answering sociological questions, and (3) enhance awareness of relationships between personal events and the structure of societies. The program is designed to prepare students for admission into graduate programs, careers in higher education or research, and/or entry-level practice positions within a variety of private and public settings where knowledge of human relationships and methodological skills is helpful.

### MAJOR REQUIREMENTS (39 hours required)

SOCI 200 Social Issues  
SOCI 260 Social Theory  
SOCI 310 Cultural Anthropology  
SOCI 340 Statistical Procedures  
SOCI 380 Race, Ethnicity, and Class  
SOCI 390 Research Seminar  
Either SOCI 300 Group Dynamics  
OR SOCI 350 Social Psychology  
Either SOCI 410 Juvenile Delinquency  
OR SOCI 360 Crime and Deviance  
15 hours of sociology electives

### Sociology Minor (21 hours)

SOCI 150 Principles of Sociology  
SOCI 260 Social Theory  
SOCI 280 Marriage and the Family  
Either SOCI 200 Social Issues  
OR SOCI 380 Race, Ethnicity, and Class

Choose three from the following (9 hours):

SOCI 200 Social Issues  
SOCI 300 Group Dynamics  
SOCI 310 Cultural Anthropology  
SOCI 350 Social Psychology  
SOCI 360 Crime and Deviance  
SOCI 380 Race, Ethnicity, and Class

SOCI 390 Research Seminar  
SOCI 410 Juvenile Delinquency  
SOCI 450 Aging in Society  
SOCI 475 Field Experience

---

## SPANISH

### Spanish Major (B.A.)

The Spanish major is designed to move students toward advanced proficiency in the four skills (reading, writing, listening, and speaking) defined by the American Council on the Teaching of Foreign Languages (ACTFL). The program emphasizes the unique relationship between culture and language. Central to all course work is an examination of issues of faith and culture. In keeping with the mission of George Fox University, service components are required in some courses.

Advanced course work includes historically important works of literature and a survey of Iberian and Latin American history and culture. One semester studying abroad in a Spanish-speaking country is required to complete the Spanish major.

### MAJOR REQUIREMENTS

Prerequisite for entry into the major: SPAN 202 Intermediate Spanish II or equivalent.  
Requirements for a major in Spanish consist of a minimum of 39 hours, to include the following courses:

SPAN 301 Intermediate/Advanced Spanish I  
SPAN 302 Intermediate/Advanced Spanish II  
SPAN 340 Spanish Culture and Civilization  
SPAN 350 Latin American Culture and Civilization  
SPAN 375 Field Experience: Study Abroad (taken concurrently with SPAN 490 Study Abroad)  
SPAN 410 Introduction to Spanish Literature  
SPAN 420 Introduction to Latin American Literature  
SPAN 480 Senior Capstone  
SPAN 490 Study Abroad (16 credits taken in an approved study abroad program in a Spanish-speaking country, taken concurrently with SPAN 375 Field Experience: Study Abroad)

### Spanish Minor (18 hours)

Prerequisites:

SPAN 201 and 202 Intermediate Spanish, or equivalent.

Choose one of the following options:

#### Option 1

Take 18 hours of the following:

SPAN 301 Intermediate/Advanced Spanish I  
SPAN 302 Intermediate/Advanced Spanish II  
SPAN 340 Spanish Culture and Civilization  
SPAN 350 Latin American Culture and Civilization  
SPAN 410 Introduction to Spanish Literature  
SPAN 420 Introduction to Latin American Culture

#### Option 2

Take 16 credit hours in an approved study abroad program in a Spanish-speaking country.  
SPAN 375 Field Experience: Study Abroad

SPAN 490 Study Abroad (16 hours minimum)  
Credits abroad must be at 300-level or above.

---

## TEACHER EDUCATION

### Policies and Procedures

The teacher education program at George Fox University is designed to prepare teachers for careers in public and private schools through a curriculum that builds on a broad foundation in Christian liberal arts education through specialization in elementary education with methods, clinical studies in teaching, and learning theory. Teacher education and licensure in Oregon operates under the approved program approach. Teaching licenses are issued to qualified applicants who have completed a teacher education program approved by the Oregon Teacher Standards and Practices Commission (TSPC), and who are able to satisfy other state requirements in effect at the time they complete graduation requirements and apply for a teaching license.

George Fox University is approved by the TSPC to offer initial licensure for elementary education.

The university no longer offers undergraduate degree programs for the preparation of secondary teachers. Students who wish to teach at the secondary level complete a content major at the undergraduate level and prepare to enter a Master of Arts in Teaching (M.A.T.) Program to meet the requirements for the Initial Teaching License. Education department faculty and undergraduate faculty in the content major are able to advise the students regarding movement toward admission to the M.A.T. program. Students are encouraged to take EDUC 250 Teaching as a Profession, a 2-hour course designed to introduce the role of the secondary teacher in the educational system and to introduce the George Fox M.A.T. program and admission process. (See George Fox University Graduate Catalog for the M.A.T admission information and course descriptions.)

### Admission to Teacher Education

Students wishing to explore or prepare to enter a teaching career at the elementary and early childhood levels should consult with a teacher education advisor early in their freshman year.

Students make formal application for admission to the teacher education program during the introductory education class, EDUC 240 Perspectives in Education, generally taken fall of the sophomore year by elementary education majors. Students enrolled in EDUC 240 Perspectives in Education are required to submit fingerprints and sign the PA-1 Character Question Form as outlined by TSPC.

Admission to the program is based upon attainment of a cumulative GPA of 2.75 or better on all college-level courses, including transfer credits; passing scores on approved basic skills tests; acceptable faculty recommendations; and exemplary social and moral behavior. In addition, an admission interview may also be conducted. Admission to the program is required before students may register for the professional education core courses. Continuation in teacher education is based on academic achievement and satisfactory evidence of characteristics needed for successful performance in the teaching profession. Students admitted to the program are expected to maintain a cumulative GPA of 2.75 or better on all college-level classes, including transfer credits; attain grades of C or better on all teaching major and professional education classes; and receive satisfactory evaluations of performance in field experiences. Admitted students are subject to the policies contained in the Teacher Education Guidelines purchased when they take EDUC 240 Perspectives in Education.

### Transfer Students in Education

Any student transferring to George Fox University must meet the same requirements for admission as those who have entered the university as incoming freshmen. Admission to the

university does not guarantee admission to the teacher education program. This application must be directed to the teacher education department when the student is in his/her first professional course, usually during the first semester at the university.

Elementary education majors must complete the following courses at George Fox University:  
EDUC 240 Perspectives in Education (Fingerprints and Character Question Form are required.)  
EDUC 313 Elementary Mathematics Methods  
EDUC 370 Curriculum and Instruction  
EDUC 375 Student Teaching I and Classroom Management  
EDUC 380 Social Studies Methods  
EDUC 383 Science Methods  
EDUC 401 Language Arts and Children's Literature  
EDUC 402 Literacy Methods  
EDUC 475 Student Teaching II  
EDUC 490 Senior Seminar

A student transferring from a non-accredited college will be granted conditional admission to the program until the student demonstrates ability by completing 12 semester hours in the university and the student's professional education courses with a GPA of 2.75 or better.

#### Special Students: Teaching Credential Only

Students holding college degrees who enroll at George Fox University for the purpose of qualifying for an Oregon Initial Teaching License must be advised by the chair of undergraduate teacher education prior to enrollment in courses and meet requirements for admission to teacher education.

#### Admission to Student Teaching

Acceptance into the teacher education program does not guarantee assignment for student teaching.

Application for admission to full-time student teaching is made by filling out required forms during the semester preceding the semester for which the assignment is requested. Admission to student teaching is based upon continued good standing; favorable recommendations; an attained cumulative GPA of 2.75 or better on all college level courses, including transfer credits, and an average GPA of 2.75 or better in the teaching major; completion of the required teaching major and professional courses with no grade below C; passing scores on appropriate basic skills and having taken content area examinations; and a minimum of 15 semester hours completed in residence prior to student teaching.

#### Planning the Program

Students should plan to finish their general education requirements and some of their lower-level teaching major requirements during their first two years of college. Professional courses in education and the advanced teaching major course requirements should be completed during the last two years. Some of these courses, listed under Transfer Students in Education, must be taken in residence, and professional education courses must be taken before student teaching.

The Oregon Teacher Standards and Practices Commission requires that candidates for teaching licenses have passed certain standardized tests. These are taken by students in conjunction with their professional courses. Students must complete the bachelor's degree and meet all state requirements before being recommended for teaching licensure.

#### Waiver of Requirements

Students enrolled in the teacher education program who believe they have had experience or education that has provided the competencies certain courses and experiences in the program are designed to develop may request a waiver of that portion of the requirements. Waivers

may be granted in writing by the chair of undergraduate teacher education on the basis of satisfactory evidence submitted by the student through one or more of these means:

1. Examination and/or demonstration of competence. The student may demonstrate competence in written or verbal ways or in the execution of specific tasks.
2. Experience. The student may request that recent directly related experiences be accepted in satisfaction for course work or field experience. The student is required to submit documentation to support this request.
3. The student may request evaluation of other academic work completed satisfactorily to be granted equivalent credit.

#### Elementary Education Major (B.S.)

The university offers a degree program for the preparation of elementary school teachers with authorizations at the early childhood (age 3 years to grade 4) and elementary (grades 3-8) levels. Upon entering, students interested in majoring in elementary education should contact an elementary education advisor. There are specific general education requirements for elementary education majors (see General Education Requirements for Teacher Education). In addition, the major requires the following courses:

#### MAJOR REQUIREMENTS

Requirements for a bachelor of science degree in elementary education include the following courses:

EDUC 240 Perspectives in Education  
EDUC 313 Mathematics Methods  
EDUC 321 Early Childhood Education  
EDUC 322 Early Childhood Methods  
EDUC 334 Health and Physical Education Methods  
EDUC 341 Learning Theory  
EDUC 342 Inclusion  
EDUC 370 Curriculum and Instruction  
EDUC 373 Fine Arts Methods  
EDUC 375 Student Teaching I and Classroom Management  
EDUC 380 Social Studies Methods  
EDUC 383 Science Methods  
EDUC 401 Language Arts and Children's Literature  
EDUC 402 Literacy Methods  
EDUC 475 Student Teaching II  
EDUC 490 Senior Seminar  
MATH 211 Foundations of Elementary Mathematics I  
MATH 212 Foundations of Elementary Mathematics II  
PSYC 311 Child Development

Elementary and middle-level authorization students may add the middle-level authorization (grades 5-10) to the elementary/early childhood authorization if they meet the testing/course work requirements in a content area, take the courses listed below, and complete an additional student teaching at the middle level.

All of the above plus:  
EDUC 351 Middle Level Education  
EDUC 352 Middle Level Methods

---

#### TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

The TESOL minor provides a basic foundation for students who are interested in teaching English to speakers of other languages, including teaching English as a foreign language overseas, and tutoring or teaching English as a second language in local church or community programs.

Note: Students interested in pursuing TESOL as a profession should continue their studies at the graduate level. A master's degree program is recommended for those interested in teaching at a college or community college. Meeting state requirements for teaching in public schools requires an ESOL/Bilingual Endorsement, as described in the Educational Foundations and Leadership section of the George Fox University Graduate Catalog.

TESOL Minor (19-21 hours)

SOCI 310 Cultural Anthropology

Either COMM 340 General and Cultural Linguistics

OR EDUC 470 Applied English Linguistics: Oral and Literary

Either COMM 350 Introduction to TESOL

OR EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum

Either RELI 360 Cross-Cultural Christian Outreach

OR EDUC 472 Intercultural Communication in the ESOL/Bilingual Context

Either EDUC 471 Second Language Acquisition

OR EDUC 474 Assessing ESOL/Bilingual Student Learning and Language Proficiency

One year of a foreign language

TESOL Minor Elective

COMM 465 TESOL Field Experience

---

## THEATRE

Theatre Major (B.A.)

The key objective of the theatre major is to prepare students for entry into the competitive field of theatre as actors, directors, designers, technicians and managers. The major offers a concentration in acting/directing and a concentration in design/technology. Each concentration features a balance between theory and performance courses and requires students to apply their knowledge through laboratory classes in conjunction with the University Theatre's main stage season.

### MAJOR REQUIREMENTS

Theory Core (18 hours)

LITR 379 Shakespeare

THEA 130 Stagecraft

THEA 240 Understanding Drama

THEA 340 Theatre as Ministry

THEA 420 Theatre Management

THEA 440 Theatre History

Electives (6 hours from the following courses)

CMCO 320 Dramatic Scriptwriting

CMCO 430 Producing and Directing Video

COMM 230 Mass Media and Popular Culture

THEA 160/360 Improvisational Theatre Workshop

THEA 220 Oral Interpretation of Literature

THEA 285/485 Selected Topics

Practicum (6 hours from the following courses)  
THEA 165/365 George Fox University Players: Drama Touring Troupe  
THEA 125/325 Theatre Laboratory (A, B, C or D)  
THEA 275/475 Field Experience  
THEA 495 Special Study

Acting/Directing Concentration (15 hours)  
THEA 200 Acting II - Stage Voice and Movement  
THEA 300 Acting III - Contemporary Scene Study  
THEA 370 Directing for Theatre  
THEA 400 Acting IV - Acting Shakespeare

Choose one of the following:  
THEA 330 Stage Lighting and Sound  
THEA 430 Scenic Design

Design/Technology Concentration (15 hours)  
THEA 125 D Theatre Laboratory - Design  
THEA 325 D Theatre Laboratory - Design  
THEA 330 Stage Lighting and Sound  
THEA 430 Scenic Design  
Either FCSC 120 Apparel Construction  
OR FCSC 380 Evolution of World Dress

Choose one of the following:  
THEA 300 Acting III - Contemporary Scene Study  
THEA 370 Directing for Theatre  
THEA 400 Acting IV - Acting Shakespeare

---

## WRITING/LITERATURE

Writing/Literature Major (B.A.)

### MAJOR REQUIREMENTS

The department offers a writing/literature major that creatively combines both disciplines while allowing students freedom to pursue their primary interest. The major consists of 39 semester hours (not including WRIT 100 English Skills, WRIT 103 Individualized English Skills, or WRIT 110 Freshman Composition) distributed as follows:

Literature Core  
LITR 350 Literary Criticism

Two of the following three courses:  
LITR 240 Understanding Drama  
LITR 340 Poetry  
LITR 440 A Study of the Modern Novel

Two of the following three sequences:  
LITR 231, 232 Masterpieces of World Literature  
LITR 326, 327, 328 American Literature (two of the three courses)  
LITR 376, 377, 378 British Literature (two of the three courses)



Writing Core  
WRIT 200 Understanding Literature  
WRIT 230 Introduction to Journalism

One of the following three courses:  
WRIT 330 Writing for Publication  
WRIT 360 Writing Fiction  
WRIT 370 Writing Poetry

Electives  
9 hours in literature or writing; may include CMCO 320 Dramatic Scriptwriting.

The department also offers two minors, each consisting of 18 hours (not including WRIT 100, 103 or 110):

Literature Minor  
WRIT 200 Understanding Literature  
6 hours of writing/literature electives  
9 hours of literature electives above the 300 level

Writing Minor  
WRIT 200 Understanding Literature  
6 hours of writing/literature electives  
9 hours of writing ele

---

## ACCOUNTING

Additional courses are listed under [Business](#) and [Economics](#).

### **ACCT 271 Principles of Financial Accounting**

*3 hours.* Accounting as the language of business. An introductory overview course in accounting from a user perspective. Its purpose is to give students a basic understanding of the logic behind the principles of accounting, enabling them to prepare, read, analyze, and interpret financial statements for the purpose of decision making.

### **ACCT 272 Principles of Managerial Accounting**

*3 hours.* This course is a continuation of ACCT 271. It emphasizes the uses of accounting data by management and will cover the following topics: the use of financial statements in analysis, budgeting concepts, cost-profit relationships, costing systems, time-value of money, and management decision making.

*Prerequisite: ACCT 271 Principles of Financial Accounting.*

### **ACCT 275 Field Experience**

*1-3 hours.* An on-the-job experience designed to acquaint the student with the accounting profession.

### **ACCT 350 Taxation**

*4 hours.* This is an introductory course on fundamental concepts in taxation. The objective of this course is learning to recognize major tax issues inherent in business and financial transactions. The course will emphasize measurement and taxation of business income, along with an introduction to taxation of individuals.

*Prerequisite: ACCT 271 Principles of Financial Accounting.*

### **ACCT 370 Accounting Information Systems**

2 hours. This course will emphasize the mechanical aspects of accounting and will cover both manual and computerized accounting systems. The course is designed for the accounting major.

*Prerequisite: ACCT 271 Principles of Financial Accounting.*

### **ACCT 371, 372 Financial Accounting and Reporting**

4 hours each semester. A comprehensive study of generally accepted accounting principles, including a review of their historical development and a thorough study of the underlying theory supporting them. A detailed study of many specific problems associated with the measurement and reporting of complex business transactions.

*Prerequisite: ACCT 271 Principles of Financial Accounting.*

### **ACCT 471 Advanced Accounting**

4 hours. Accounting for specific types of entities, such as partnerships and not-for-profit organizations. The accounting problems encountered in business combinations and foreign currency translation will be studied.

*Prerequisites: ACCT 272 Principles of Managerial Accounting and ACCT 370 Accounting Information Systems.*

### **ACCT 472 Auditing**

4 hours. An introduction to the standards and procedures observed by Certified Public Accountants in the examination of financial statements. Special areas of study will include evaluation of internal control, ethical considerations, legal environment, the auditor's reports, and evidence-collecting and evaluation.

*Prerequisites: ACCT 272 Principles of Managerial Accounting and ACCT 370 Accounting Information Systems.*

### **ACCT 475 Field Experience**

1-6 hours. Supervised experiences in businesses, nonprofit organizations, and public agencies.

### **ACCT 485 Selected Topics**

1-3 hours. Occasional special courses chosen to fit the interests and needs of students and faculty.

### **ACCT 495 Special Study**

1-3 hours. Independent study of subjects outside regular offerings. By permission only.

## **AMERICAN SIGN LANGUAGE**

### **AMSL 101, 102 American Sign Language**

2 hours each semester. Offered 2005-06. An introduction to American Sign Language (ASL), the language of the deaf culture in the United States and Canada. The course introduces ASL signs and basic ASL grammar and syntax, and develops an understanding and appreciation of the adult deaf culture. Receptive and expressive skills in conversational ASL are taught. Practice outside the classroom required.

## **ART**

### **ARTS 101, 102 Basic Design**

3 hours each semester. ARTS 101 is an introduction to materials, techniques, and theory related to two-dimensional design. ARTS 102 focuses on three-dimensional design. Hands-on projects are the primary learning mode.

### **ARTS 111, 112 Drawing**

3 hours each semester. Art majors given preference. This course is a study of materials, methods, and techniques used for drawing with pencil, ink, charcoal, and other drawing media. *ARTS 111 is a prerequisite for ARTS 112.*

**ARTS 201 Beginning Painting**

*3 hours.* Introduces students to materials, methods, and techniques used in painting with acrylics or oils.

*Prerequisite: ARTS 111 Drawing, or instructor's permission.*

**ARTS 216 Art History Survey to 1450**

*3 hours.* A survey of the elements and concepts of art theory and practice as reflected in culturally and historically significant painting, sculpture, architecture, and other art forms, from prehistoric times to 1450.

**ARTS 217 Art History Survey from 1450**

*3 hours.* A survey of the elements and concepts of art theory and practice as reflected in culturally and historically significant painting, sculpture, architecture, and other art forms, from 1450 to the present.

**ARTS 221 Beginning Sculpture**

*3 hours.* Introduction to the materials, methods, and techniques used in sculpture.

**ARTS 230 Beginning Photography**

*3 hours.* Introduction to the materials, methods, and techniques used in photography.

**ARTS 231 Beginning Printmaking**

*3 hours.* An introduction to screen printmaking, and relief printmaking (woodcut, linocut, collagraph) techniques and methods.

**ARTS 240 Beginning Mixed Media**

*3 hours.* Introduction to the materials, methods, and techniques used for mixed media artwork.

**ARTS 241 Beginning Ceramics**

*3 hours.* Introduction to basic hand-building techniques and surface design.

**ARTS 250 Introduction to Graphic Design**

*3 hours.* Introduction to the materials, methods, and techniques used in graphic design.

**ARTS 265 Contemporary Art Seminar**

*1 hour.* Explores contemporary artists and art movements, as well as issues and concerns relative to careers in the art marketplace.

**ARTS 285 Selected Topics**

*1-3 hours.* A lecture/studio class that deals with areas of interest in art, such as watercolors, calligraphy, or special topics in art history.

**ARTS 295/495 Special Study**

*1-3 hours.* Designed to give two emphases for the serious art student: to allow for further individual study in a medium or area in which no further courses are available, and/or to allow for study in an area for which the student may already have some background and in which no course currently is offered.

**ARTS 301 Intermediate Painting**

*3 hours.* Provides an opportunity for further development of skills and for the introduction of more advanced techniques.

*Prerequisite: ARTS 201 Beginning Painting.*

**ARTS 321 Intermediate Sculpture**

*3 hours.* Provides an opportunity for further development of skills and for the introduction of more advanced techniques.

*Prerequisite: ARTS 221 Beginning Sculpture.*

**ARTS 330 Intermediate Photography**

*3 hours.* Provides an opportunity for further development of skills and for the introduction of more advanced techniques.

*Prerequisite: ARTS 230 Beginning Photography.*

**ARTS 331 Intermediate Printmaking**

*3 hours.* An introduction to intaglio printmaking (etching, engraving, drypoint, aquatint) techniques and methods.

*Prerequisite: ARTS 231 Beginning Printmaking.*

**ARTS 340 Intermediate Mixed Media**

*3 hours.* Provides an opportunity for further development of skills and for the introduction of more advanced techniques.

*Prerequisite: ARTS 240 Beginning Mixed Media.*

**ARTS 341 Intermediate Ceramics**

*3 hours.* An introduction to basic wheel-throwing techniques and surface design.

*Prerequisite: ARTS 241 Beginning Ceramics.*

**ARTS 350 Graphic Design 2: Typography**

*3 hours.* Provides an opportunity for further development of skills and an in-depth exploration of letterforms, typographic conventions, and production techniques.

*Prerequisite: ARTS 250 Introduction to Graphic Design.*

**ARTS 360 Illustration**

*3 hours.* Introduction of traditional illustration and commercial rendering techniques. Students will refine expressive, observational, and technical drawing, painting, and marker skills as they relate to illustration as a means of visual communication.

*Prerequisites: ARTS 111 Drawing I or ARTS 112 Drawing II and ARTS 250 Introduction to Graphic Design.*

**ARTS 381 Baroque and Rococo Art**

*3 hours.* Offered 2004-05. Art and its relationship to European culture from 1600 to 1800.

**ARTS 382 Twentieth-Century Art**

*3 hours.* Offered 2005-06. Art and its relationship to Western culture of the 20th century.

**ARTS 383 History of Visual Communications**

*3 hours.* Survey of graphic communications throughout history, and the impact of technology on the visual qualities of graphic design, advertising, fashion, media, and industrial design. Beginning with prehistoric petroglyphs and concluding with the World Wide Web, course will examine how culture shapes the practice of graphic design as well as how design shapes its corresponding cultures.

**ARTS 385 Selected Topics in Art History**

*3 hours.* Offered 2004-05. Art and its relationship to a non-Western culture, e.g., African, Asian, Latin American. Specific topic will be dependent on the instructor's area of specialization.

**ARTS 401 Advanced Painting**

*3 hours.* Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication.

*Prerequisite: ARTS 301 Intermediate Painting.*

**ARTS 421 Advanced Sculpture**

*3 hours.* Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication.

*Prerequisite: ARTS 321 Intermediate Sculpture.*

**ARTS 431 Advanced Printmaking**

*3 hours.* Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication.

*Prerequisite: ARTS 331 Intermediate Printmaking.*

**ARTS 441 Advanced Ceramics**

*3 hours.* Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication.

*Prerequisite: ARTS 341 Intermediate Ceramics.*

**ARTS 450 Graphic Design 3: Design Applications**

*3 hours.* Advanced studies in the exploration of concepts for solving visual communications problems with emphasis on the use of design-specific software packages on pieces for students' professional portfolios.

*Prerequisite: ARTS 350 Graphic Design 2: Typography.*

**ARTS 451 Packaging, Public Graphics, and Signage**

*3 hours.* Design, use, production, and evaluation of product packaging, public graphics, and signage, including exploration of related material and environmental issues. Course will concentrate on computer-assisted production techniques, mock-up presentation, and portfolio development.

*Prerequisite: ARTS 450 Graphic Design 3: Design Applications, or by permission.*

**ARTS 460 Art and Christ**

*3 hours.* Offered 2005-06. A study of the relationship between art and Christianity in the contemporary world. Designed primarily for studio art majors.

*Prerequisites: ARTS 381 Baroque and Rococo Art, or ARTS 382 Twentieth-Century Art, or ARTS 385 Selected Topics in Art History, and junior or senior standing.*

**ARTS 475 Field Experience**

*3 hours.* Students may petition to take ARTS 475 in place of ARTS 490. Field Experience provides on-site work experience at an approved business or institutional site. All majors electing ARTS 475 (in place of ARTS 490) will be required to prepare and present the results of their field experience in a format appropriate to their disciplines.

*Prerequisite: art major with senior standing.*

**ARTS 490 Senior Thesis Exhibit**

*3 hours.* All students graduating with a major in art will be required to exhibit their work in the Lindgren Gallery or other acceptable alternative location. This course includes the completion of a body of artwork for exhibition, writing a statement of artistic intent, and installing artwork in an exhibition space. Majors may petition to substitute ARTS 475 for ARTS 490.

*Prerequisite: art major with senior standing, or by permission.*

## **BIBLICAL STUDIES**

**BIBL 100 Bible Survey**

*4 hours.* This course provides an overview of the history, literature, themes, major persons, and key events in the Bible. It provides a biblical foundation for the educational experience of the undergraduate students at George Fox University and is required of all first-year students, including transfers. It may be taken either semester of the student's first year and is a prerequisite for Bible enrichment electives that follow. Alternatively, students may opt to take the two-semester, 6-credit sequence: BIBL 101 and 102, and this option is strongly recommended for majors and minors in biblical studies, christian ministries, religion or philosophy.

**BIBL 101, 102 Literature of the Old and New Testaments**

*3 hours each semester.* Using selected books and portions, the Old and New Testaments will be studied with attention given to historic contexts, major religious themes, and literary forms of the Bible. Because these courses provide a foundation of Bible familiarity and reflective use, they are required of all freshmen and first-year students.

**BIBL 240 Wisdom Literature**

*3 hours.* The wisdom literature of the Old Testament is investigated historically, literarily, and theologically. The origin and development of the biblical wisdom traditions in the books of Proverbs, Job, and Ecclesiastes are considered in the context of the broader, international wisdom of the ancient Near East and the intertestamental literature. Taking BIBL 101 Literature of the Old Testament first is recommended.

**BIBL 250 The Psalms**

*3 hours.* An exploration of the Psalms with special attention to their forms, themes, and original cultural settings as well as how the Psalms have been preserved and applied in the community of faith. Students also will consider approaches to interpreting and learning from the Psalms today. Taking BIBL 101 Literature of the Old Testament first is recommended.

**BIBL 260 Life of Christ**

*3 hours.* The Synoptic Gospels – Matthew, Mark, and Luke – form the foundation for this inquiry into the life and teaching of Jesus Christ. Taking BIBL 102 Literature of the New Testament first is recommended.

**BIBL 310 Old Testament History**

*3 hours.* Offered 2005-06. The history of ancient Israel is studied employing the text of the Old Testament narratives in Genesis through Esther, the evidence of archaeology, and other ancient Near Eastern texts. Theological messages and developments will be explored.  
*Prerequisite: BIBL 101 Literature of the Old Testament.*

**BIBL 330 The Prophetic Writings**

*4 hours.* Offered 2004-05. This course studies the origin and historical development of ancient Israelite prophecy and its culmination in the canonical books of the prophets. The historical and social setting of the prophets will be considered, along with the spiritual themes that dominate and characterize them.  
*Prerequisite: BIBL 101 Literature of the Old Testament.*

**BIBL 340 Between the Testaments**

*3 hours.* Offered 2005-06. An introduction to history, literature, and theological developments in Israel between 400 B.C. (Ezra) and the first century A.D. (Christ), to provide the basis for understanding both the conclusion of the Old Testament period and the origins of Judaism and Christianity.  
*Prerequisite: BIBL 101 and 102 Literature of the Old and New Testaments.*

**BIBL 350 Writings of John**

*3 hours.* This course explores what it means to believe in Jesus Christ, the Son of God, as depicted in the Johannine Gospel and Epistles. Special attention will be given to John's Christology, sociological setting, and message as they relate to the lives of modern readers. Taking BIBL 102 Literature of the New Testament first is recommended.

**BIBL 385 Selected Bible Topics**

*3 hours.* The study of a book or portion of the Bible or a major biblical theme with the purpose of gaining deeper understanding of the biblical topic and of growing in the skills of studying and interpreting the Bible. Topics will vary according to the professor's expertise and research interests as well as the perceived needs of students' educational experiences. May be repeated for different topics.  
*Prerequisite: BIBL 101 and 102 Literature of the Old and New Testaments, or by permission.*

**BIBL 390 Biblical Basis for Peacemaking**

*3 hours.* Offered 2005-06. Focusing centrally on Jesus' teachings about peacemaking, this

course deals with the biblical treatment of peacemaking, including the prophetic and apocalyptic visions of the kingdom, and the interpretations of these teachings by the early church. Attention also will be given to what it means to work for peace in today's world, as co-laborers with Christ.

*Prerequisite: BIBL 102 Literature of the New Testament.*

### **BIBL 411, 412 Acts and the Pauline Epistles**

*3 hours each semester.* Offered 2004-05. An extensive study of the mission and teachings of the New Testament church, as shown in the Acts and the Epistles attributed to Paul. Special attention will be given to ways early Christians dealt with struggles between Jewish and Gentile Christianity, and applications will be made for the church today. The fall semester studies Acts 1-15, Galatians, and Romans. The spring semester studies Acts 15-28 plus the other Epistles of Paul.

*Prerequisite: BIBL 102 Literature of the New Testament.*

### **BIBL 480 General Epistles**

*3 hours.* Offered 2004-05. As a study of the non-Pauline letters of the New Testament – Hebrews, James I and II, Peter, and Jude – this course explores the character of Jewish Christianity and its implications for the broader church.

*Prerequisite: BIBL 102 Literature of the New Testament.*

### **BIBL 485 Selected Topics**

*2-3 hours* Occasional special courses chosen to fit the interests and needs of students and faculty.

### **BIBL 495 Special Study**

*1-3 hours.* Individual research. Open to qualified students upon application.

## **BIOLOGY**

### **BIOL 100 Foundations of Biology**

*3 hours.* A course to fulfill the general education requirement. Deals with the organization of living things, anatomy and physiology of cells and organisms, reproduction and heredity, and the role of energy in the ecosystem. Bioethical considerations are discussed. Two lectures and one two-hour laboratory per week.

### **BIOL 101, 102 General Biology**

*4 hours each semester.* An introduction to life science for those majoring in biology and bioscience-related fields. Topics include cellular biology, genetics, systematics, development, ecology, and anatomy and physiology of plants and animals. Three lectures and one two-hour laboratory per week.

### **BIOL 221, 222 Human Anatomy and Physiology**

*4 hours each semester.* Structure and function of the human body. Fall semester topics include basic chemistry, body organization, integument, skeleton, muscles, and the nervous system, including special senses. Spring semester topics include cardiovascular, reproductive, endocrine, respiratory, urinary, and digestive systems. The course meets general education requirements and is designed for nonscience majors. Three lectures and one laboratory per week. BIOL 222 may be taken without BIOL 221.

### **BIOL 275/475 Field Experience**

*1-6 hours may be earned.* Includes internships and practica required for professional programs. The experience must have an on-site supervisor and/or a departmental instructor overseeing, designing, and evaluating the content of the course. Permission of the instructor and chairperson of the department is required.

### **BIOL 300 Evolution**

*2 hours.* Offered 2005-06. A study of mechanisms involved in natural selection and

assumptions required. Topics include history of the theory, geochronology, molecular biology, developmental biology, paleontology, comparative physiology, biochemistry, and biogeography. The interface of evolution and Christianity are examined. Two lectures per week.

*Prerequisites: BIOL 101 and 102 General Biology.*

### **BIOL 310 Developmental Biology**

*4 hours.* Theories and study of differentiation as they apply to growth and development of animals, with some emphasis on the mechanism involved. Includes historical topics, fertilization, embryonic organization, cell induction, histogenesis, organogenesis, and developmental morphogenesis of echinoderms, frogs, chicks, and pigs. Three lectures and one three-hour laboratory per week.

*Prerequisites: BIOL 101 and 102 General Biology, or BIOL 221 and 222 Human Anatomy and Physiology.*

### **BIOL 322 Comparative Vertebrate Anatomy**

*4 hours.* Offered 2005-06. The comparative study of the structure and functional morphology of organisms in the phylum Chordata. Laboratory will emphasize dissection of representative vertebrate animals. Three one-hour lectures and one three-hour laboratory per week.

*Prerequisites: BIOL 101 and 102 General Biology, or BIOL 221 and 222 Human Anatomy and Physiology.*

### **BIOL 330 Animal Physiology**

*4 hours.* Investigation of physiological principles in animals, with emphasis on mechanisms of integration and homeostasis at cellular, organ, and system levels. Topics include muscular, neural, vascular, excretory, and endocrine interactions. Three lectures and one three-hour laboratory per week.

*Prerequisites: BIOL 101 and 102 General Biology, or BIOL 221 and 222 Human Anatomy and Physiology.*

### **BIOL 340 Plant Physiology**

*4 hours.* Offered 2005-06. A study of plant function from the molecular to the organismic level. Photosynthesis, respiration, water relations, growth and development, mineral nutrition, and practical applications will be covered. Three lectures and one three-hour laboratory period per week.

*Prerequisites: BIOL 101 and 102 General Biology.*

### **BIOL 350 Genetics**

*4 hours.* A general genetics course covering Mendelian genetics, population genetics, and an introduction to molecular biology. This course fulfills the requirement for biology majors, and is appropriate for those with an interest in current topics in genetics, including inheritable diseases, cloning, and other recent scientific breakthroughs. Three lectures and one three-hour laboratory per week.

*Prerequisites: BIOL 101 and 102 General Biology, or BIOL 221 and 222 Human Anatomy and Physiology.*

### **BIOL 360 Ecology**

*4 hours.* An analysis of population, community, and ecosystem dynamics. Laboratory will emphasize field measurements, computer modeling, and behavior. Three lectures and one three-hour laboratory per week, and one required field trip to the Malheur Field Station. Fee required.

*Prerequisites: BIOL 101 and 102 General Biology.*

### **BIOL 370 Microbiology**

*4 hours.* A course in the structure, metabolism, classification, and health aspects of microorganisms. Methods of microbiological investigation are emphasized. Three lectures and one three-hour laboratory period per week.

*Prerequisites: BIOL 101 and 102 General Biology, or BIOL 221 and 222 Human Anatomy and Physiology, or permission of course instructor.*



**BIOL 380 Ornithology**

3 hours. A study of avian biology including phylogeny, evolution, anatomy, physiology, behavior, and ecology. Laboratory will emphasize identification, bird banding, and basic anatomy. Two lectures and one three-hour laboratory per week, and one required field trip to the Malheur Field Station. Fee required.

*Prerequisites: BIOL 101 and 102 General Biology.*

**BIOL 384 Research Methods**

1 hour. This course will introduce junior- and senior-level students to fundamental biological and chemical research techniques and will include topics of interest from both disciplines. Topics include records management, basic data analysis, experimental design, laboratory maintenance and safety, supply purchasing, chemical storage, and research ethics. Substitutes for 1 hour of Senior Seminar. One lecture per week. (Identical to CHEM 384.)

**BIOL 390 Systematic Botany**

4 hours. Offered 2004-05. Collection, identification, classification, and morphology of vascular plants, with emphasis on the angiosperms. Three lectures and one three-hour laboratory per week, and a required field trip. Fee required.

*Prerequisites: BIOL 101 and 102 General Biology.*

**BIOL 410 Molecular Biology**

4 hours. Offered 2004-05. A course in contemporary molecular genetics which will include the organization, storage, retrieval, and transfer of genetic information at the molecular level. Viral, prokaryotic, and eukaryotic systems will be examined. Laboratory will include practical experience with many methodologies important to this subdiscipline of biology. Three lectures and one four-hour laboratory per week.

*Prerequisites: BIOL 350 Genetics and CHEM 325 Organic Chemistry.*

**BIOL 420 Cell Biology**

4 hours. This course includes the study of cell physiology, energetics, neurobiology, muscle biology, and cell signaling. Other topics that will be discussed are cancer and immunology at the cellular level. Laboratory will focus on current cell culturing and analysis techniques. Three lectures and one three-hour laboratory per week.

*Prerequisites: BIOL 101 and 102 General Biology, BIOL 221 and 222 Human Anatomy and Physiology, and CHEM 325 Organic Chemistry. CHEM 340 Biochemistry is suggested.*

**BIOL 430 Histology**

4 hours. Offered 2004-05. A course in the microstructure and ultrastructure of vertebrate tissues and cells. Laboratory techniques will include microtechnique, histochemistry, immunohistochemistry, and transmission electron microscopy. Two lectures and two three-hour laboratories per week.

*Prerequisites: BIOL 101 and 102 General Biology.*

**BIOL 440 Cadaver Anatomy** 2 hours. A course designed for the pre-health care student whose application to graduate schools will be enhanced by the study of cadaver skeletons/muscles. This is a lab-based course.

*Prerequisites: BIOL 101 and 102 General Biology, BIOL 221 and 222 Human Anatomy and Physiology and permission of course instructor. Recommended: BIOL 330 Animal Physiology.*

**BIOL 460 Invertebrate Zoology**

4 hours. Offered 2005-06. Comparative phylogeny, morphology, ecology, and life histories of several invertebrate groups and protozoa. Three lectures and one three-hour laboratory per week. Some weekend field trips required. Fee required.

*Prerequisites: BIOL 101 and 102 General Biology.*

**BIOL 485 Selected Topics**

1-4 hours. Offered when special needs arise or when sufficient enrollment permits. Course content includes specific interests of faculty or visiting professors, or special training required by graduate or professional schools.

*Prerequisites: BIOL 101 and 102 General Biology, or BIOL 221 and 222 Human Anatomy and Physiology, and permission of instructor.*

**BIOL 491, 492 Senior Seminar**

*1 hour each semester.* Discussion-based course covering topics chosen by the professor. For biology majors with senior standing or by permission.

**BIOL 495 Biological Research**

*1-4 hours.* Specific instructional programs, laboratory or field research, or independent study as planned under an advisor. A total of not more than 4 hours may be applied toward the major. For upper-division biology majors only. By permission.

**BIOL 496 Senior Thesis**

*1 hour.* An independent study course for completion of a senior thesis. Required for all thesis-track majors in their senior year. Substitutes for BIOL 491 or 492 Senior Seminar.

## **BUSINESS**

Additional courses are listed under [Accounting](#) and [Economics](#).

**BUSN 110 Introduction to Business**

*3 hours.* This introductory survey will examine the major functional areas of business and afford the student an opportunity to consider this major as a path to a career. Emphasis is given to contemporary business concepts, in particular an examination of business as a field for stewardship.

**BUSN 240 Statistics for Business and Economics**

*3 hours.* Statistical procedures with applications in management and economics. Emphasis on the development of a basic knowledge of the statistical tools available for analysis of problems and decision making.

*Prerequisite: high school algebra or equivalent.*

**BUSN 275/475 Field Experience**

*1-6 hours.*

Supervised experiences in businesses, nonprofit organizations, and public agencies.

**BUSN 300 Management**

*3 hours.* A study of the theory and practice of management. The course involves discussion and application of areas such as social responsibility, strategy, problem solving, communication, change, job performance, and financial/operational controls.

*Prerequisite: BUSN 110 Introduction to Business, junior status.*

**BUSN 310 Financial Management**

*3 hours.* An introduction to the finance function of a business entity. Specific topics to be studied include capital budgeting, cost of capital determination, sources of financing, leverage and its effect on the profits and risk of business, and managing the asset mix and capital structure of a business.

*Prerequisites: ACCT 272 Principles of Managerial Accounting and BUSN 240 Statistics for Business and Economics.*

**BUSN 340 Marketing**

*3 hours.* Study of the marketing concept, consumer demand and behavior, and marketing functions of the firm. The objective is to understand the development of marketing channels, products, prices, and promotion strategies.

*Prerequisites: BUSN 110 Introduction to Business, junior status.*

**BUSN 360 Business Law**

*3 hours.* Covers the legal aspects of common business transactions. Includes the law of

contracts, agency, negotiable instruments, and other phases of private law.

### **BUSN 380 Information Systems**

*3 hours.* An introduction to systems and development concepts, information technology (IT), and application software. Explanation of how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage. Examination of the changing role of digital information in society. Introduction to concepts of networking and telecommunications.

*Prerequisite: BUSN 110 Introduction to Business.*

### **BUSN 420 Marketing Communication and Strategy**

*4 hours.* Consideration of promotional strategies, with particular emphasis on evaluation and selection of advertising media, public relations, selling, and management of the promotion mix. Investigation of the international aspects of marketing to include importing, exporting, and the role of multinational firms.

*Prerequisites: BUSN 340 Marketing, senior status.*

### **BUSN 440 International Management**

*4 hours.* Managing and organizing global operations, with attention to both multinational corporations and nonprofit organizations. Consideration will be given to the strategy and structure of international business, the practices of international commerce, the challenges of living and working in other cultures, and career development in a global context.

*Prerequisite: completion of the functional core in business.*

### **BUSN 450 Marketing Research and Decision Making**

*4 hours.* Research methods for marketing decisions. Topics include defining research needs, the formulation of research questions, consideration of alternative methodologies, sources of data and information, sampling, and interpretation and reporting of findings. Consideration of strategies for decision making relative to the marketing mix. Examination of forecasting, pricing, and decision-making models.

*Prerequisites: BUSN 240 Statistics for Business and Economics, BUSN 340 Marketing, senior status.*

### **BUSN 471 Finance I – Investments, Financial Markets, and Institutions**

*4 hours.* Topics will include: 1) investments – stock and bond valuation, market efficiency, modern portfolio theory, asset allocation, and risk and return evaluation; 2) portfolio simulation; and 3) role and management of financial intermediaries including the U.S. banking system and other depository institutions.

*Prerequisite: BUSN 310 Financial Management.*

### **BUSN 472 Finance II – Advanced Corporate Finance**

*4 hours.* Topics will include: 1) short-term working capital management, such as cash and marketable securities, accounts receivable, inventory, and sources of short-term financing; and 2) long-term financial decisions such as capital structure, dividend policy, sources of long-term financing. The emphasis will be on case analyses.

*Prerequisite: BUSN 310 Financial Management.*

*BUSN 275/475 Field Experience 1-6 hours.* Supervised experiences in businesses, nonprofit organizations, and public agencies.

### **BUSN 480 Organizational Behavior**

*4 hours.* This course examines the complex and dynamic interactions of people and organizations in society. Particular focus will be on organizational theory, human perception, motivation, group dynamics, power, conflict, culture, leadership, organizational development, and managing change.

*Prerequisite: BUSN 300 Management.*

### **BUSN 485 Selected Topics**

*1-3 hours.* Occasional special courses chosen to fit the interests and needs of students and

faculty.

### **BUSN 490 Senior Capstone Course**

*4 hours.* A final senior course concerned with the dynamics of strategic management. Specific focus will be on thinking strategically, managing change within the organizational culture, and developing leadership skills. The course is highly integrative in nature, incorporating many of the integral components of marketing, accounting, finance, economics, and management. Students will form consulting teams to work with a business to develop a comprehensive strategic plan.

*Prerequisites: completion of the functional core in business, senior status.*

### **BUSN 495 Special Study**

*1-3 hours.* Independent study of subjects outside regular offerings of particular interest to business and economics majors. Regular reading reports and conferences are scheduled. For upper-division business administration majors only. By permission.

## **CHEMISTRY**

### **CHEM 100 Chemistry of Life**

*3 hours.* This course will cover concepts of organic and biochemistry at an elementary level. Emphasis will be placed on medical and biological applications of chemical principles. Topics will include acids and bases, alcohols, carbohydrates, proteins, lipids, and metabolism. This course meets general education requirements and is designed for nonscience majors. Two lectures and one laboratory period per week.

### **CHEM 110 Chemistry and Our Environment**

*3 hours.* This course will cover introductory concepts of chemistry. Special attention is given to topics of current interest, such as environmental chemistry, polymer chemistry, and household chemistry. This course meets general education requirements and is designed for nonscience majors. It is recommended for students who need an introduction to chemistry prior to taking CHEM 211 General Chemistry. Two lectures and one laboratory per week.

### **CHEM 151, 152 General, Organic, and Biological Chemistry**

*4 hours each semester.* This course covers introductory and intermediate principles of chemistry. Special emphasis is placed on those aspects of general and organic chemistry that are pertinent to biochemistry. This course provides a background for students with interests in prenursing, nutrition, and related allied health areas. (This course does not meet the requirements for science majors.) Three lectures and one two-hour laboratory per week.

### **CHEM 211, 212 General Chemistry**

*4 hours each semester.* This course covers fundamental chemical principles, reactions, and modern theories. Special emphasis is given to the role of chemistry in everyday life. Three lectures and one laboratory period per week.

*Prerequisite: high school chemistry, CHEM 110 Chemistry and Our Environment, or math SAT score.*

### **CHEM 310 Analytical Chemistry**

*3 hours.* An introduction to the principles and techniques of quantitative chemical analysis. Material includes gravimetric, volumetric, and complexometric analysis; neutralization, precipitation, and oxidation-reduction titrations; solubility; statistical methods of data analysis; and an introduction to instrumental methods. Two lectures and one three-hour laboratory per week.

*Prerequisites: CHEM 211 and 212 General Chemistry.*

### **CHEM 320 Advanced Inorganic Chemistry**

*3 hours.* Offered 2005-06. Atomic structure, chemical bonding, periodic trends of structure, physical properties and reactivities of the elements, group theory as applied to molecular structure, and nonmetal and transitionmetal chemistry. Three lectures per week.

*Prerequisites: CHEM 211 and 212 General Chemistry.*

**CHEM 325, 326 Organic Chemistry**

*4 hours each semester.* A study of principles, structure, bonding, reactions, and energy as related to carbon chemistry. The laboratory stresses materials, equipment, and skills in synthesis, purification, and identification of representative groups of organic compounds. Three lectures and one three-hour laboratory per week.

*Prerequisites: CHEM 211 and 212 General Chemistry.*

**CHEM 340 Biochemistry**

*4 hours.* An introduction to the chemistry of substances involved in life processes. The structures, reactions, and energy transformations of these compounds are considered. Three lectures and one three-hour laboratory per week.

*Prerequisites: CHEM 325 and 326 Organic Chemistry.*

**CHEM 384 Research Methods**

*1 hour.* This course will introduce junior- and senior-level students to fundamental biological and chemical research techniques, and will include topics of interest from both disciplines. Topics include records management, basic data analysis, experimental design, laboratory maintenance and safety, supply purchasing, chemical storage, and research ethics. One lecture per week. (Identical to BIOL 384.)

**CHEM 390 Organic Synthesis and Analysis**

*3 hours.* Offered 2005-06. This course will emphasize advanced laboratory techniques for the synthesis, isolation, and identification of organic compounds. Spectroscopy will be emphasized for the analysis of compounds. Advanced separation techniques such as gas chromatography and vacuum distillation will be studied. Two lectures and one four-hour laboratory periods per week.

*Prerequisites: CHEM 325 and 326 Organic Chemistry.*

**CHEM 401, 402 Physical Chemistry**

*4 hours each semester.* An introduction to modern theoretical chemistry emphasizing classical and statistical thermodynamics, quantum mechanics, molecular structure, spectroscopy, and kinetics. Three lectures and one three-hour laboratory per week.

*Prerequisites: CHEM 211 and 212 General Chemistry, MATH 301 Calculus III, and either PHYS 202 General Physics or PHYS 212 General Physics with Calculus.*

**CHEM 410 Advanced Chemical Measurements**

*3 hours.* Offered 2004-05. Principles and techniques of modern instrumental physicochemical and analytical measurements. Literature search methods, scientific writing techniques, and seminar presentation techniques are covered. Two lectures and one three-hour laboratory per week.

*Prerequisite: CHEM 310 Analytical Chemistry.*

**CHEM 420 Advanced Organic Chemistry**

*2 hours.* Offered 2004-05. A study of organic reactions not normally covered in introductory courses. Synthesis and reaction mechanisms are emphasized.

*Prerequisites: CHEM 325 and 326 Organic Chemistry.*

**CHEM 475 Field Experience**

*1-3 hours.* Supervised experience with an off-campus industry or agency using applied chemistry.

*Prerequisite: instructor's permission.*

**CHEM 485 Selected Topics**

*1-4 hours.* Scheduled as a regular class with topics chosen to meet the special needs and interests of students, faculty, or visiting professors.

*Prerequisite: upper-division standing.*

**CHEM 495 Chemical Research**

*1-4 hours per semester (not to exceed a total of 6 hours).* Experimental and/or theoretical research in a topic of the student's choosing, supervised by the chemistry faculty. For upper-division chemistry majors only. By permission of individual faculty member.  
*Prerequisite: CHEM 384 Research Methods.*

**CHRISTIAN MINISTRIES****CHMN 130 Christian Discipling**

*4 hours.* A study of biblical principles of evangelism, nurturing, and teaching. This study encompasses the Christian educational responsibilities of the local church and parachurch agencies.

**CHMN 230 The Christian and the Outdoors**

*3 hours.* Offered 2005-06. An exploration of the biblical foundations for a variety of outdoor activities available to individuals, families, church groups, and Christian camps. Of significant importance is a consideration of the potential that outdoor experiences have for teaching and learning.

**CHMN 235/435 Walkabout**

*1 hour.* A campus leadership training program that links outdoor education, experiential learning, and team building. It is a guided, intentional use of the backcountry to assist developing students into campus leaders who are intentional about their roles as spiritual, community, and academic models. Open to current members of the residence life staff and the ASC Central Committee only. Pass/No Pass.

**CHMN 275/475 Field Experience**

*1-5 hours.* Supervised internship in areas of Christian ministry, with emphasis on application of methods learned. Open to upper-division students only, by application.

**CHMN 320 Relational Bible Teaching**

*2 hours.* Offered 2004-05. An analysis of the concept of Bible teaching in a small-group setting. Classroom practice in using the various methods as they relate to home Bible studies, camp settings, or the Sunday school.

**CHMN 330 Youth Leadership**

*4 hours.* A study of motivation, guidance, and method in reference to youth and youth ministries, aimed at developing leadership skills.

**CHMN 360 Perspectives in Christian Education**

*3 hours.* A study of the historical background and philosophical development in Christian education, with an examination of the influence of these antecedents upon theory and practice. Contemporary trends in current and emerging ministries will be assessed against such perspectives.

**CHMN 370 Camp Programming and Counseling**

*3 hours.* Offered 2005-06. A camping overview: its historical development and philosophy. Types of camps, program activities, teaching-learning models, leadership recruitment, and training – with special emphasis on methods of camp counseling – are covered. Overnight campout is required. (Identical to HHPE 370.)

**CHMN 381 Counseling**

*3 hours.* A study of theory and technique of person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching, or mental health settings. Open to sophomores and above. (Identical to PSYC 381.)  
*Prerequisite: PSYC 150 General Psychology.*

**CHMN 390 Theological Foundations of Christian Ministry**

*3 hours.* A study of the relationships of theology to Christian ministry. This course explores the ways in which particular theologies affect the practice of ministry in the church.

**CHMN 391 Shared Praxis I: Introduction to Educational Ministry**

*4 hours.* An exploration of an individual's call to ministry and a study of present praxis in Christian educational ministry, with emphasis on storytelling and community building. This is the first of four semesters. Department interview required.

*Prerequisite: sophomore or junior standing and approval by department.*

**CHMN 392 Shared Praxis II: The Christian Story and Vision**

*4 hours.* A study of the faith life of the Christian community, expressed through Scripture, traditions, liturgies, theology, and church history, as it relates to Christian educational ministry. This is the second of four semesters.

*Prerequisite: CHMN 391 Shared Praxis I: Introduction to Educational Ministry.*

**CHMN 420 Speaking as Ministry**

*3 hours.* A practical course providing methods and introductory techniques for preparation and delivery of Christian speaking as ministry. A variety of message construction types will be studied, and students will have opportunity to speak and receive student and instructor evaluation. This course will cover sermon preparation and delivery, devotional and inspirational speaking, extemporaneous sharing, and broader aspects of communicating Christian truth.

**CHMN 440 Camp Administration**

*2 hours.* Offered 2004-05. Designed to develop a basic understanding of programming, business, and leadership at an administrative level. A weekend camping trip is required. (Identical to HHPE 440.)

*Prerequisite: CHMN 370 Camp Programming and Counseling, or permission of the instructor.*

**CHMN 485 Selected Topics**

*2-3 hours* Occasional special courses chosen to fit the interests and needs of students and faculty.

**CHMN 491 Shared Praxis III: Methods and Skills in Ministry**

*4 hours.* A study of ministry methods and skills that will enable students to appropriate the Christian story and vision to their own ministry contexts. This is the third of four semesters.

*Prerequisite: CHMN 392 Shared Praxis II: The Christian Story and Vision.*

**CHMN 492 Shared Praxis IV: Supervised Field Experience**

*4 hours.* Active involvement in an area of Christian ministry through supervised experience, and reflection on ministry experiences through class support and discussion. This is the fourth of four semesters.

*Prerequisite: CHMN 491 Shared Praxis III: Methods and Skills in Ministry.*

**CHMN 495 Special Study**

*1-3 hours.* Individual research. Open to qualified students upon application.

**CINEMA AND MEDIA COMMUNICATION****CMCO 230 Introduction to Video Production**

*3 hours.* An introduction to the language and the technical, creative, and aesthetic elements of the video production process. Course includes basic lighting, sound, camera operation, composition, and design of visual elements, producing, and directing through both classroom and supervised laboratory experiences.

**CMCO 250 Digital Multimedia Production**

*3 hours.* The focus of the course is on effective communication strategies of interactive media

as traditional media converges on the digital platform. Special attention will focus on designing nonlinear programs that allow flexible paths accessing information. Students will have the opportunity to experiment with creating media elements (audio, video, graphics, photography, and text) and organizing them into interactive CDs and Internet Web pages.

### **CMCO 260 Scriptwriting for Media**

*3 hours.* Offered 2004-05. An introduction to the styles, techniques, content, and forms of television writing. Both dramatic (sitcom and dramatic features) and nondramatic (news and informational) forms of writing are covered. The writing of several short scripts is required in the course.

*Prerequisite: WRIT 110 Freshman Composition.*

### **CMCO 295 Broadcast News**

*3 hours.* Offered 2005-06. Striking a balance between analysis and production, Broadcast News looks at the historical roots and current trends of television news. Students put this analytical knowledge to the test in producing their own news stories to air on cable TV.

*Prerequisite: CMCO 230 Introduction to Video Production, or permission of instructor.*

### **CMCO 320 Dramatic Scriptwriting**

*3 hours.* Offered 2005-06. An introduction to the art of writing for film. Dramatic structure is emphasized and plot scenarios, dialogue, and characterization are among several topics examined and exercised. Students create original feature-length films or plays. The writing experience is complemented through an examination of the business aspects of writing, including spec-scripts, agents, and the Hollywood system.

*Prerequisite: CMCO 260 Scriptwriting for Media, or permission of instructor.*

### **CMCO 340 Audio Production and Broadcasting**

*3 hours.* Offered 2004-05. Concentrating on recording, editing, and mixing multitrack audio on a digital platform. The course will look at special recording techniques used for (a) human voices in speaking, singing, and dramatic performance, (b) musical instruments, and (c) dramatic sound effects. Students will complete projects in editing and mixing of multitrack sound programs.

### **CMCO 350 Editing Video**

*3 hours.* Offered 2004-05. Theory and practice in editing the moving image. Analysis of Hollywood and avant-garde styles of editing is followed by practice exercises illustrating each concept.

*Prerequisite: CMCO 230 Introduction to Video Production, or permission of instructor.*

### **CMCO 355 Event Video Production**

*3 hours.* This course concentrates on live multicamera production of sporting, theatrical, and entertainment events. The course concentrates on producing and directing components, but also features setting up multicamera remote systems for video broadcast.

*Prerequisite: CMCO 230 Introduction to Video Production, or permission of instructor.*

### **CMCO 430 Producing and Directing Video**

*3 hours.* Offered 2005-06. An advanced course in video directing and producing. Students explore the process of preproduction, production and postproduction of original short feature videos for the Fox Film Festival, working as either producer or director. Additionally, short documentaries are completed for television broadcast.

*Prerequisite: CMCO 350 Editing Video.*

### **CMCO 475 Field Experience**

*3-10 hours.* An internship experience designed to give students an opportunity to practice video and film techniques and principles in an off-campus, professional setting. Students choose from a variety of options – cable, broadcast, corporate, medical, or commercial production facilities – based on the student's goals and interests. Up to 3 hours may apply to the communication media major.

*Prerequisite: instructor's permission.*



**CMCO 495 Special Study**

*1-3 hours.* Individual study in an area of special interest to the student. Offered to exceptional students at the discretion of a faculty member.

**COMMUNICATION ARTS****COMM 100 Introduction to Communication**

*3 hours.* An introduction to the study of human communication. Application of communication principles to interpersonal, group, and public contexts. Particular emphasis on the practice of public speaking. Students will prepare and deliver several oral presentations.

**COMM 200 Persuasive Communication**

*3 hours.* A presentation of key principles of persuasion as they are reflected in typical organizational communication contexts. Focus on developing a planning sequence that will function as a practical guide for designing, executing, and evaluating communication events. Students will be expected to develop a "real world" communication event, e.g., publicity campaign, speech, newsletter.

*Prerequisite: COMM 100 Introduction to Communication, or equivalent.*

**COMM 210 Interpersonal Communication**

*3 hours.* Theoretical and reflective study and guided experience in dyadic and small-group communication, with attention given to relationships, listening behavior, nonverbal communication, and conflict resolution.

*Prerequisite: COMM 100 Introduction to Communication, or equivalent.*

**COMM 230 Mass Media and Popular Culture**

*3 hours.* Survey of the historical development of newspapers, magazines, broadcast media, and cinema. Analysis of the role(s) of mass media in shaping and altering opinion and values in contemporary culture.

**COMM 275 Field Experience**

*1-10 hours.* Experience in supervised field situations, generally off campus, involving extensive communication activity. Admission to course and amount of credit determined by the faculty supervisor. Pass/No Pass.

**COMM 285 Selected Topics**

*3 hours.* A variety of topics may be offered that reflect the interests of faculty, visiting professors, and students.

**COMM 300 Theoretical Approaches to Communication**

*3 hours.* A study of the major sources of communication theory (e.g., meaning theory, uncertainty reduction theory, humanistic psychology, relational theory, information processing) together with specific, contemporary exemplifications of each approach. Special focus on the nature and progress of scientific inquiry in communication theory.

*Prerequisite: 6 hours of communication arts or media communication courses, including COMM 100 Introduction to Communication.*

**COMM 305 Professional Communication Activities**

*1-3 hours.* Offered each term. Structured to give students experience in "real world" communication events, generally on campus. May be repeated for a maximum of 6 hours total. Pass/No Pass.

**COMM 310 Conflict Resolution**

*3 hours.* Offered 2005-06. A study of communication principles found useful in managing conflict productively. Focus given to conflict occurring in institutional and organizational settings between individuals and groups, but attention also given to conflict in interpersonal, national, and international settings. (Identical to PSCI 310.)

**COMM 315 Forensics**

*3 hours.* This course prepares students to create competitive speeches and debates in regional intercollegiate tournaments. May be repeated for a maximum of 6 hours total.

**COMM 320 Introduction to Public Relations**

*3 hours.* A course designed to introduce and develop a clear concept of public relations as a communication profession. Topics to be covered include the function of public relations in both public and private enterprises; the process of planning and implementing a public relations communication campaign; techniques for communicating with various publics; and the laws and ethics governing the practice of public relations.

*Prerequisite: one course in business or communication arts.*

**COMM 324 Argumentation and Critical Thinking**

*3 hours.* A course in practical reason. Includes a survey of theories of argumentation, analysis of public arguments, and several speeches, including a debate.

*Prerequisite: COMM 100 Introduction to Communication, or instructor's permission.*

**COMM 330 Reviewing Film and Television**

*3 hours.* The critical analysis of the moving image, including television programming and film. Employs textual, contextual, and ethical methods for illuminating the relationship of these media artifacts to modern culture, both secular and religious.

*Prerequisite: one communication arts or cinema and media communication course.*

**COMM 340 General and Cultural Linguistics**

*3 hours.* Offered 2005-06. A study of the nature of verbal symbols as they function in communication. The course will include phonetic transcription, semantics, modern grammatical theories, history of the English language, and modern English dialects.

**COMM 350 Introduction to TESOL (Teaching English to Speakers of Other Languages)**

*3 hours.* An introduction to the theory and practice of teaching English (or any language) to non-native speakers. Topics include principles of language teaching, communicative and interactive approaches, teaching methods and techniques for improving different language skills, lesson planning, materials selection and adaptation, testing, cultural issues, teaching English as Christian witness, and working with English as a second language students in a mainstream class. Students relate theory to practice in a school- or community-based practicum.

**COMM 360 Nonverbal Communication**

*3 hours.* Offered 2004-05. A study of the nonverbal dimensions of interpersonal communication. Includes a consideration of physical behavior, facial expression, eye behavior, personal appearance, personal space, clothing, touch, voice, and use of objects as means of communication and in relation to verbal communication. Involves participation in nonverbal simulations and exercises.

*Prerequisite: one communication arts course.*

**COMM 370 Organizational Communication**

*3 hours.* An examination of organizations from a communication vantage point. Students will build organizational communication competencies through understanding the nature of communication in the organizational context and by practicing effective communication skills. Possible topics include communication networks and climates, superior-subordinate relationships, computer-mediated communication, organizational identification, communication audits, group and team communication, interviewing, meetings, and presentations.

**COMM 380 Leadership Communication**

*3 hours.* An introduction to the study and practice of leadership from a communication perspective. Particular focus on the relationship between communicating and leading. Examination of leadership concepts and theories in organizational, group, and public contexts.

Students will analyze their personal leadership styles and develop leadership communication skills through team projects and classroom exercises.

*Prerequisite: sophomore standing or above.*

**COMM 400 Critical Approaches to Communication**

*3 hours.* Methods of rhetorical criticism as applied to public communication of the past and present, including but not limited to speeches, broadcasts, films, and campaigns. Analysis of current trends in rhetorical criticism.

*Prerequisite: COMM 300 Theoretical Approaches to Communication, or permission of the instructor.*

**COMM 410 Gender Communication Across Cultures**

*3 hours.* A course designed to introduce students to the nature and function of gender differences in communication on a cross-cultural basis. Examines biological, cultural, linguistic, and power theories that attempt to explain these differences. Focus given to verbal (spoken and written) language as well as nonverbal communication codes. Counts toward globalization requirement.

**COMM 465 TESOL Field Experience.**

*1-3 hours.* Supervised teaching experience in a school or community program for learners of English as a second language.

*Prerequisite: COMM 350 Introduction to TESOL or EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum.*

**COMM 475 Field Experience**

*1-10 hours.* Experience in supervised field situations, generally off campus, involving extensive communication activity. Admission to course and amount of credit determined by the faculty supervisor. Pass/No Pass.

**COMM 480 Senior Capstone: Ethical and Spiritual Dimensions of Communication**

*3 hours.* Designed to integrate skills and concepts from communication course work with ethical and spiritual principles through readings, written assignments, and assessment instruments. Students will complete portfolios that will include work samples and department exit exams along with a statement of what it means to be a Christian communicator. A service component may be included as part of the course. Pass/No Pass.

**COMM 485 Selected Topics**

*3 hours.* A variety of topics may be offered that reflect the interests of faculty, visiting professors, and students.

**COMM 495 Special Study**

*1-3 hours.* Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of a faculty member.

## **COMPUTER AND INFORMATION SCIENCE**

**CSIS 130 Web-Based Programming**

*3 hours.* An introduction to computer programming using HTML and JavaScript. The emphasis of the course is placed on fundamental concepts of computer programming through the creation of interactive Web pages. The course is designed for students who want to learn more about the World Wide Web and its applications.

**CSIS 201, 202 Introduction to Computer Science**

*3 hours each semester.* A foundational course for the study of computer and information science. The course covers an overview of programming methodology and gives the student an ability to write computer programs using standard style and structure. Programming projects are completed in one or more high-level languages.

*Prerequisite: high school algebra or equivalent.*

**CSIS 220 Digital Logic Design**

4 hours. Introduction to digital systems and binary codes, Boolean algebra and digital logic devices, combinational logic circuits and design methods, ROM and RAM memory elements, and sequential logic circuits, and design methods. Laboratory experience includes TTL logic circuits and CAD tools. Three lectures and one laboratory per week. (Identical to ENGE 220.)  
*Prerequisite: ENGR 152 Engineering Principles II, or CSIS 201 Introduction to Computer Science I, or equivalent.*

**CSIS 300 Numerical Methods**

3 hours. Offered 2005-06. A study of numerical solutions of mathematical problems, including nonlinear equations, systems of linear equations, polynomial approximations, root finding, integration, and differential equations. Computer programs are written to solve these problems. (Identical to MATH 300.)  
*Prerequisites: MATH 202 Calculus II, and either CSIS 201 Introduction to Computer Science or ENGR 152 Engineering Principles II.*

**CSIS 310 Data Structures and File Processing**

3 hours. An introduction to the concepts of information organization, methods of representing information both internally and externally. The course begins with basic structures (stacks, queues, linked lists, and trees) and moves through more complex data structures into the processing of files (sequential, relative, indexed sequential, and others). Programming projects are completed in one or more high-level languages.  
*Prerequisites: CSIS 201 and 202 Introduction to Computer Science*

**CSIS 314 Client-Server Systems**

3 hours. Offered 2005-06. This course provides an introduction to constructing complete information systems based on the client-server model. On the client side, we introduce graphical user-interfaces, their design and implementation, as well as commonly used tools such as database access clients, and report generators. On the server side, we introduce database management systems and the use of server-side programming tools that provide connectivity for clients and access to database systems. Along the way, students are introduced to the basics of distributed computing and computer networks.  
*Prerequisite: CSIS 202 Introduction to Computer Science II.*

**CSIS 321 Software Engineering**

3 hours. Offered 2005-06. An introduction to the strategies used in producing quality software. The life cycle of software development is presented and utilized. Larger projects are undertaken by teams of students in the initial phases.  
*Prerequisite: CSIS 202 Introduction to Computer Science II.*

**CSIS 330 Computer Graphics**

3 hours. Offered 2004-05. An introduction to the concepts of computer graphics, particularly those used with microcomputers. Basic programming and mathematical tools used in producing graphics are explored and applied in several projects.  
*Prerequisites: CSIS 310 Data Structures and File Processing and MATH 190 Precalculus Mathematics.*

**CSIS 340 Database Systems**

3 hours. Offered 2005-06. A study of the organization of database systems for information storage, retrieval, and security. Examples of hierarchic, network, and relational-based systems are presented.  
*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 350 Data Communications and Networks**

3 hours. Offered 2004-05. An introduction to the field of communications among computers and computer systems, with an emphasis placed on LANS (Local Area Network Systems) and the OSI model. Students will experience the installation of one or more network systems.  
*Prerequisite: CSIS 202 Introduction to Computer Science II.*

**CSIS 360 Computer Architecture and Assembly Language**

3 hours. Offered 2004-05. An introduction to digital computer hardware architecture and organization. Topics include digital logic, processor design, instruction sets, and system architecture. Programs written in assembly language will be used to gain hands-on experience with the underlying system architecture.

*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 370 Object-Oriented Programming**

3 hours. Offered 2004-05. This course covers the fundamental concepts of object-oriented programming languages, including data abstraction and typing, class inheritance and generic types, prototypes and delegation, concurrency control and distribution, object-oriented databases, and implementation. Object-oriented solutions will be developed in one or more high-level languages.

*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 420 Structures of Programming Languages**

3 hours. Offered 2004-05. A study of the basic design of computer programming languages, with the greater emphasis placed on semantics (over syntax). A comparative analysis is made among several of the common languages.

*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 430 Analysis of Algorithms**

3 hours. Offered 2005-06. An introduction to the design and analysis of algorithms. The course covers the fundamentals of analyzing algorithms for correctness and time and space bounds. Topics include advanced sorting and searching methods, graph algorithms, geometric algorithms, matrix manipulations, string and pattern matching, set algorithms, and polynomial computations.

*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 434 Parallel Computing**

3 hours. Offered 2005-06. A theoretical and practical survey of parallel processing, including a discussion of parallel architectures, parallel programming languages, and parallel algorithms. Students will program one or more parallel computers in a higher-level parallel language.

*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 440 Artificial Intelligence (AI)**

3 hours. Offered 2005-06. This course introduces the student to the basic concepts and techniques of artificial intelligence, knowledge representation, problem solving, and AI search techniques. AI solutions will be developed in an appropriate AI language.

*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 450 Network Administration**

3 hours. Offered 2004-05. This course introduces the student to system administration of a LAN. Topics covered include adding and removing users, monitoring and controlling processes, adding, removing, and managing groups, mounting and unmounting filesystems, monitoring and troubleshooting a TCP/IP network, managing and controlling network and system security, and administration of network file systems.

*Prerequisite: CSIS 350 Data Communications and Networks.*

**CSIS 460 Operating Systems**

3 hours. A study of the organization and architecture of computer systems. The major principles of operating systems are presented, along with case studies involving actual operating systems.

*Prerequisite: CSIS 310 Data Structures and File Processing.*

**CSIS 471 Senior System Development I**

1 hour. In the senior system development sequence, students apply their knowledge and software engineering skills gained through course work to a substantial computer/information science project. In the first semester, projects are defined and necessary background research

along with feasibility studies are completed. Students must also consider the ethical, moral, and social impact of their systems. Collaboration with other departments of the university is encouraged.

*Prerequisite: At most, three semesters from graduation.*

### **CSIS 472 Senior System Development II**

*3 hours.* The projects that were initiated in the first semester are fully developed and implemented. Use of analysis, design, implementation, and testing techniques are applied throughout the project. The system development sequence culminates in the oral presentations, and formal written reports of the projects.

*Prerequisite: CSIS 471 Senior System Development I.*

### **CSIS 475 Field Experience**

*1-3 hours.* Supervised experience with an off-campus industry, business or institution, using computer science or data processing. For upper-division computer information science majors only.

### **CSIS 480 Principles of Compiler Design**

*3 hours.* Offered 2004-05. This course introduces the student to the basics of building a compiler using a multiphase translation process. It covers lexical analysis, parsing, and translation to abstract syntax using modern parser generator technology. It discusses binding of identifiers and symbol table organization, and a variety of intermediate representations that are suitable for backend analysis. Other topics include type checking, attribute grammar representations, and printing from abstract syntax.

*Prerequisite: CSIS 310 Data Structures and File Processing. (CSIS 420 Structures of Programming Languages preferred.)*

### **CSIS 485 Selected Topics**

*1-10 hours.* A scheduled class with topics chosen to meet the special needs and interests of students, faculty, or visiting professors. For upper-division computer information science majors only.

### **CSIS 490 Applied Software Development**

*1-3 hours.* Special software development projects designed and completed by the student in an area that applies computers. This is an independent-study course and is supervised by staff in both the computer area as well as in the selected area of study. For upper-division computer information science majors only, by permission.

### **CSIS 495 Special Study**

*1-3 hours.* Individual study in areas of special interest. For upper-division computer information science majors only, by permission.

## **ECONOMICS**

Additional courses are listed under [Accounting](#) and [Business](#).

### **ECON 201 Principles of Microeconomics**

*3 hours.* An introduction to the micro aspects of the social science concerned with the allocation of resources. Consideration is given to the fundamental principles governing production, distribution, consumption, and exchange of wealth. The course studies the behavior of microeconomic units such as individuals, households, firms, and industries. ECON 201 and ECON 202 are complementary courses; however, either course may be taken first.

### **ECON 202 Principles of Macroeconomics**

*3 hours.* An introduction to the macro aspects of the social science concerned with the allocation of resources. Consideration is given to the fundamental principles of the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. The course studies topics such as government spending, taxation, and monetary

policies, as well as events and issues in the global economy. ECON 202 and ECON 201 are complementary courses; however, either course may be taken first.

**ECON 340 Public Economics**

*3 hours.* Offered 2004-05. An overview of the economic role and impact of government, including topics in public finance, fiscal policy, monetary policy, and the banking system, and the economics of regulation.

*Prerequisites: ECON 201 Principles of Microeconomics and ECON 202 Principles of Macroeconomics.*

**ECON 360 Global Political Economy**

*3 hours.* An integrated view of the world economy, with particular attention to such topics as economic growth, debt crises, the distribution of wealth and income, the relationships between economic and political systems, the economics of peace and war, and environmental issues.

*Prerequisite: ECON 201 Principles of Microeconomics or ECON 202 Principles of Macroeconomics.*

**ECON 430 Managerial Economics**

*4 hours.* The course will focus on the application of economic theory and quantitative methods to management decision making. Topics include analysis of consumer demand and market structure, pricing practices, production and cost analysis, optimization techniques, forecasting, and risk analysis.

*Prerequisites: ECON 201 Principles of Microeconomics, ECON 202 Principles of Macroeconomics, and BUSN 240 Statistical Procedures in Business and Economics.*

**ECON 460 International Trade and Finance**

*4 hours.* An overview of international economics with attention to international trade, economic cooperation, foreign exchange, international banking, and global financial institutions. Attention is given to trade policies, bilateral and multilateral trade negotiations, the functioning of firms in the international economy, and reform of the global financial architecture. (Identical to INTL 460.)

*Prerequisites: ECON 201 Principles of Microeconomics and ECON 202 Principles of Macroeconomics.*

**ECON 475 Field Experience**

*3-6 hours.* Supervised experiences in business, financial and research firms, and government agencies. For upper-division students only, by permission.

**ECON 485 Selected Topics**

*2-3 hours.* Occasional special courses chosen to fit the interests and needs of students and faculty.

**ECON 495 Special Study**

*2-3 hours.* Subject matter and credit arranged for the needs of the individual student. For upper-division students only, by permission.

## **EDUCATION**

**EDUC 240 Perspectives in Education**

*2 hours.* An overview of history and social issues in education and an exploration of teaching as a career. Introduction to the teacher education program at George Fox University. Includes 30 clock hours of field experience. Sophomore or junior standing required. Required for elementary teaching majors. Encouraged for students considering the M.A.T. program.

**EDUC 250 Teaching as a Profession**

*2 hours.* This is a one-semester introductory course on the teaching profession for those planning to enroll in an M.A.T. program to complete the initial teaching license. An emphasis will be placed on cultural diversity and reform-related issues from a K-12 perspective. Students will expand their understandings of the field of education and the role of teachers by participating in a 30-hour classroom field experience, and 10-hour service learning opportunity. The George Fox University M.A.T. program application process and requirements

will be discussed. (This course is not part of the undergraduate elementary education major.)

**EDUC 275 Field Experience**

*1-2 hours.* An elective field placement individually designed with approval of the instructor. Does not substitute for required field assignments; 40 hours fieldwork per credit is required.

**EDUC 285/485 Selected Topics**

*1-3 hours.* A seminar dealing with various topics as announced that represent current faculty interests and competencies.

**EDUC 313 Elementary Mathematics Methods**

*2 hours.* Examine and openly challenge knowledge, beliefs, and assumptions about the learning and teaching process. Engage in activities designed to enhance conceptual knowledge and connect it to procedural understanding. Explore what it means to teach mathematics in a standards-based system (i.e., using standards to plan instruction, using scoring guides to assess student work, critically examining curricula).

**EDUC 321 Early Childhood Education**

*3 hours.* Early childhood distinctives regarding growth, development, and learning, with attention to implications for classroom management and organization, parent involvement, and program operation.

**EDUC 322 Early Childhood Methods**

*3 hours.* This methods course focuses on the formulation and implementation of developmentally appropriate curriculum, instruction, materials, and assessment for young children, ages 3-8 years. Student facilitators create and implement lesson plans with young children in an integrated curriculum in the content areas of art, health, language arts, math, music, and social studies.

*Prerequisite: EDUC 321 Early Childhood Education.*

**EDUC 334 Health and Physical Education Methods**

*3 hours.* This course examines and offers opportunities to apply health and physical education methods.

**EDUC 341 Learning Theory**

*2 hours.* A survey of learning theories and possible applications in the elementary classroom are explored.

**EDUC 342 Inclusion**

*2 hours.* A survey of current knowledge about the diverse abilities of learners in the regular classroom, with an emphasis on methods for including students and assisting their learning processes. Attention given to needs of bicultural students with disabilities.

**EDUC 351 Middle-Level Education**

*3 hours.* Middle-level distinctives regarding growth, development, and learning, with attention to implications for classroom management and organization.

**EDUC 352 Middle-Level Methods**

*3 hours.* Developmentally appropriate methods and materials for facilitating instruction and integration of subject matter fields for middle-level students in both departmentalized and self-contained classroom organizational patterns. Issues of parent involvement and teacher collaboration.

**EDUC 370 Curriculum and Instruction**

*3 hours.* Generic methods of teaching, planning curriculum, and both formal and informal assessment of pupil learning as used in teaching. Needs of students from generational poverty are examined.

**EDUC 373 Fine Arts Methods**



2 hours. Using the basic principles and elements of music and art, students will explore making connections between subjects in the elementary curriculum.

*Corequisite:* EDUC 402 Literary Methods.

**EDUC 375 Student Teaching I and Classroom Management**

2 hours. A laboratory experience consisting of general and specific tasks, managing and instructing pupils and assisting teaching in the classroom. Patterns of classroom management and organized community building will be discussed including responding to needs of the bicultural child.

**EDUC 380 Social Studies Methods**

2 hours. Research-based methods for teaching social studies. Issues of cultural proficiency addressed.

**EDUC 383 Science Methods**

2 hours. Students will study, experience, and practice research-based science pedagogy appropriate to grades K-8 in a self-contained school setting. Activities include writing and research on science education, demonstration of science teaching practice, and supervised teaching experience. Students will develop, critique, and implement science curriculum.

**EDUC 401 Language Arts and Children's Literature**

4 hours. Survey of children's literature genre and uses. Methods and materials of language arts teaching in the areas of listening and speaking, and of spelling and handwriting instruction.

**EDUC 402 Literacy Methods**

4 hours. Methods and materials for language arts teaching in the areas of reading and writing, with an emphasis on the use of children's literature.

*Corequisite:* EDUC 375 Student Teaching I and Classroom Management.

**EDUC 470 Applied English Linguistics: Oral and Literary**

3 hours. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

**EDUC 471 Second Language Acquisition**

2 hours. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.

*Prerequisite or concurrent enrollment:* EDUC 470 Applied English Linguistics: Oral and Literary.

**EDUC 472 Intercultural Communication in the ESOL/Bilingual Context**

2 hours. Examines the diverse and dynamic role of culture in the ESOL student's language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

**EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum**

3 hours. Examines strategies for planning, managing, and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

**EDUC 474 Assessing ESOL/Bilingual Student Learning and Language Proficiency**

3 hours. Examines principles, issues, and approaches useful for assessing the English competencies of ESOL students. Emphases are placed on developing appropriate assessment

tools for the ESOL classroom and on properly interpreting tests that are used for program placement.

**EDUC 475 Student Teaching II**

*12 hours.* A full-time laboratory experience in which principles and methods of teaching are applied under supervision of a classroom teacher and college supervisor. Pass/No Pass.

**EDUC 490 Senior Seminar**

*3 hours.* Seminar discussion of current trends and issues in education, as well as job transition and related issues.

**EDUC 495 Special Study**

*1-3 hours.* Directed independent study open to upper-division students only. May not be used to substitute for required courses.

*Prerequisite: instructor's permission.*

## ENGINEERING

### Electrical Engineering

**ENGE 220 Digital Logic Design**

*4 hours.* Introduction to digital systems and binary codes; Boolean algebra and digital logic devices; combinational logic circuits and design methods; ROM and RAM memory elements; sequential logic circuits and design methods. Laboratory experience includes TTL logic circuits and CAD tools. Three lectures and one laboratory per week. (Identical to CSIS 220.)

*Prerequisite: ENGR 152 Engineering Principles II or CSIS 201 Introduction to Computer Science I.*

**ENGE 250 Electrical Circuit Analysis**

*4 hours.* Basic concepts of DC and AC electrical circuits. Voltage-current relationships for circuit elements; Kirchhoff's laws; Thevenin and Norton theorems. Basic transient and sinusoidal steady-state analysis; phasor analysis; frequency response, resonance, and measurement concepts. Applications of the transistor and operational amplifier. Analysis and design aided by PSpice simulation software. Three lectures and one laboratory per week.

*Corequisite: MATH 310 Differential Equations.*

*Prerequisite: PHYS 212 General Physics with Calculus.*

**ENGE 300 C Programming with Applications**

*2 hours.* Introduction to the C programming language as a means to perform low-level access and control of hardware with a high-level language. Real-time computing, custom software applications, portability issues, and introduction to pointers. Applications to engineering problems, including data acquisition and control systems.

*Prerequisites: ENGE 220 Digital Logic Design and MATH 202 Calculus II.*

**ENGE 311 Electronic Devices and Circuits**

*4 hours.* Introduction to the terminal characteristics of active semiconductor devices. Operation and small-signal models of diodes, junction and field-effect transistors, and operational amplifiers. Basic single-stage and multistage amplifiers: gain, biasing, and frequency response. Switching characteristics of transistors in saturation and cutoff. Three lectures and one three-hour laboratory per week.

*Prerequisites: ENGE 220 Digital Logic Design, ENGE 250 Electrical Circuit Analysis, and ENGR 250 Principles of Materials Science.*

**ENGE 312 Applications of Electronic Devices**

*3 hours.* Analog and digital applications of electronic devices: amplifiers, oscillators, filters, modulators, logic circuits, and memory elements. Feedback, stability, and noise considerations. Emphasis on practical design problems and the formulation of design

objectives. Two lectures and one three-hour laboratory per week.

*Prerequisite: ENGE 311 Electronic Devices and Circuits.*

### **ENGE 330 Signals and Electrical Systems**

*3 hours.* Fundamental concepts of continuous-time and discrete-time signals and systems. Linear time-invariant systems, the convolution integral, and impulse response. Fourier series and frequency domain analysis. Fourier, Laplace, and z-transform techniques. Principles of feedback, sampling, and modulation.

*Prerequisite: ENGE 250 Electrical Circuit Analysis.*

### **ENGE 350 Electrical Network Analysis**

*3 hours.* Theoretical and practical aspects of electrical networks. Loop and nodal analysis of multi-port networks. Admittance, impedance, and transmission parameters; matrix solutions. Butterworth, Chebyshev, and other useful network response functions; network theorems. Synthesis of passive and active networks.

*Prerequisite: ENGE 250 Electrical Circuit Analysis.*

### **ENGE 360 Electromagnetic Fields and Waves**

*3 hours.* Theoretical study of static and dynamic electric and magnetic fields. Gauss' law and the static electric field; boundary value problems in electrostatics. Effects of dielectric and magnetic media properties. Magnetostatics; Faraday's law and applications. Maxwell's equations for time-varying fields; wave propagation; Poynting's theorem. Numerical methods and computer simulation tools in electromagnetics are introduced.

*Prerequisites: MATH 310 Differential Equations and PHYS 212 General Physics with Calculus.*

### **ENGE 410 Integrated Circuit Design**

*3 hours.* Offered 2005-06. Comprehensive coverage of analog and digital integrated circuit (IC) design utilizing current technologies and methodologies. Fabrication, packaging, and circuit techniques; design for testability. Very-large-scale integration (VLSI) and application-specific IC (ASIC) system aspects. Mixed-mode ICs. Extensive use is made of computer-aided engineering (CAE) tools in the design projects. Two lectures and one laboratory per week.

*Prerequisite: ENGE 312 Applications of Electronic Devices.*

### **ENGE 420 Microprocessors**

*4 hours.* Principles of hardware and software microcomputer interfacing. Microprocessor characteristics, memory peripheral devices, microcomputer structures, and I/O interface device control. Assembly language programming. Team design projects involve the construction and programming of a microprocessor-based system. Three lectures and one three-hour laboratory per week.

*Prerequisite: ENGE 300 C Programming with Applications.*

### **ENGE 430 Communication Systems**

*3 hours.* Offered 2005-06. Introduction to analog and digital communications theory and applications. Topics include encoding, modulation and multiplexing techniques, spectral analysis, transmission line effects, noise analysis and filtering, multiple-channel and fiber optic communications, telecommunication systems, and data communications applications.

*Prerequisite: ENGE 330 Signals and Electrical Systems.*

### **ENGE 440 Electric Machines and Power Systems**

*3 hours.* Offered 2005-06. Introduction to electric machines and electric power utility systems. AC and DC rotating machines; single- and three-phase motors and generators; transformers and solid-state devices, power transmission lines, load flow analysis, system faults, and system modeling and design. Includes lab assignments to enhance course theory and to give hands-on experience.

*Prerequisites: ENGE 350 Electrical Network Analysis and ENGE 360 Electromagnetic Fields and Waves.*

### **ENGE 460 Microwave Engineering and Applications**

*3 hours.* Offered 2005-06. Study of microwave circuits, devices, and techniques as applied to

cellular communications and other modern systems. Propagation and reflection on ideal and lossy transmission media. Smith chart and S-parameter tools. Strip lines, microstrip and coplanar lines, and cross talk. Analysis and design of microstrip circuits. Introduction to antenna fundamentals. Includes computer and laboratory exercises.

*Prerequisites: ENGE 312 Applications of Electronic Devices, ENGE 330 Signals and Electrical Systems, and ENGE 360 Electromagnetic Fields and Waves.*

## Engineering

### Mechanical Engineering

#### **ENGM 210 Statics and Dynamics**

*4 hours.* A two-part course beginning with rigid bodies in equilibrium. A quantitative description of forces, moments, and couples acting upon engineering structures at rest is developed. The free-body diagram is used extensively to understand the equilibrium of a whole physical system through isolation of each component particle, or body. The second part of the course considers the mathematical description of rigid bodies in motion under the action of forces, moments, and couples. Students learn how to describe the geometry of motion (kinematics) and then move into two- and three-dimensional kinetic analysis. Applications using ADAMS computer-aided dynamic analysis software are included.

*Prerequisites: MATH 202 Calculus II and PHYS 211 General Physics with Calculus.*

#### **ENGM 300 Computational Methods**

*2 hours.* Solution to problems in mechanical engineering using numerical techniques. Development of numerical models beginning with physical model analysis, description of appropriate governing equations, selection of critical parameters, choice of solution methodology, and application of numerical solution procedure. Applications selected from a wide variety of topics in mechanical engineering. Solution techniques to include finite difference and finite element methods.

*Corequisite ENGM 350 Machine Dynamics and Vibrations.*

*Prerequisites: ENGR152 Engineering Principles II, and MATH 310 Differential Equations.*

#### **ENGM 311 Engineering Thermodynamics**

*3 hours.* Classical treatment of thermodynamics emphasizing the first and second laws and their application to closed and open (control volume) systems undergoing steady, unsteady, and cyclic processes. Introduction to vapor power systems. Tabular and graphical thermodynamic property data are used in analytical work.

*Prerequisites: ENGM 210 Statics and Dynamics and PHYS 212 General Physics with Calculus.*

#### **ENGM 312 Applications of Engineering Thermodynamics**

*3 hours.* Advanced topics in the first and second laws of thermodynamics, availability, and irreversibility. Vapor and gas power cycles, mixtures of gases and vapors, introduction to combustion theory, nonreacting and chemically reacting flows. Applications to spark and compression ignition engines, gas and vapor turbines, refrigeration systems, heat exchangers, and psychrometrics. Two lectures and one three-hour laboratory per week.

*Prerequisite: ENGM 311 Engineering Thermodynamics.*

#### **ENGM 320 Mechanics of Materials**

*3 hours.* Behavior of deformable body systems under combinations of external loading is presented. Analysis of stress, deformation, strain, failure fatigue, and creep are included. Mathematical, graphical, and energy methods are utilized.

*Prerequisites: ENGM 210 Statics and Dynamics and ENGR 250 Principles of Material Science.*

#### **ENGM 330 Fluid Mechanics**

*3 hours.* Presentation and development of fundamental concepts of fluids as continua, including velocity and stress fields, and viscosity. Fluid statics, hydrostatic analysis of submerged bodies, and manometry methods. Development of the governing equations of

mass, momentum, and energy conservation for fluid motion using both integral and differential techniques. Incompressible inviscid flow, dimensional analysis and similitude, and flow in pipes and ducts. Boundary-layer concepts. Flow in open channels.

*Prerequisites: ENGM 311 Engineering Thermodynamics and MATH 310 Differential Equations.*

### **ENGM 350 Machine Dynamics and Vibrations**

*3 hours.* Kinematic and dynamic analysis of basic mechanisms with an introduction to kinematic synthesis. Fundamentals of vibration theory and their application to lumped parameter systems. Both single- and multidegree of freedom systems having steady-state and transient responses are considered. Concepts of machine dynamics and design are supplemented with mathematical, graphical, and computer techniques and analysis.

*Prerequisites: ENGM 210 Statics and Dynamics and MATH 310 Differential Equations.*

### **ENGM 380 Heat Transfer**

*4 hours.* Fundamental aspects of steady-state and transient heat transfer by conduction, convection, and radiative transport modes. Analytical and semi-empirical methods of forced and natural convection systems. Conjugate analysis of multi-mode problems using numerical methods is presented. Heat exchanger design, boiling, and condensation are also included. Three lectures and one three-hour laboratory per week.

*Corequisite: ENGM 300 Computational Methods.*

*Prerequisite: ENGM 330 Fluid Mechanics.*

### **ENGM 400 Mechanical Engineering Design**

*4 hours.* Fundamental principles for the synthesis, analysis, and design of mechanical elements and systems. The use of statics, dynamics, mechanics of materials, and failure theories to evaluate mechanical systems under static and dynamic loading. Application of design techniques to specific mechanical components such as gears, springs, shafts, bearings, and fasteners, with an emphasis on design for manufacturability. Computer modeling tools including finite element analysis are utilized. Three lectures and one three-hour laboratory per week.

*Prerequisites: ENGM 320 Mechanics of Materials, ENGM 330 Fluid Mechanics, and ENGM 350 Machine Dynamics and Vibrations.*

### **ENGM 410 Materials and Processes in Manufacturing**

*3 hours.* Offered 2005-06. Mechanical and metallurgical fundamentals of cutting operations, metal forming by deformation, material fabrication, and nontraditional processing. Manufacturing systems, concepts in production, green design, and design for manufacturability (DFM). Special emphasis on silicon crystal growth methods and silicon wafer fabrication processes.

*Prerequisites: ENGM 380 Heat Transfer and ENGM 400 Mechanical Engineering Design.*

### **ENGM 430 Acoustics and Noise Control**

*3 hours.* Offered 2005-06. Theory and practice in the analysis and measurement of sound and vibration as applied to noise control. Basic concepts of vibration and acoustic theory are developed, and a variety of sound and vibration measuring equipment is used in laboratory experiments. Practical aspects of noise control as applied to products, machinery, buildings, vehicles, and other systems. Topics include sound propagation; sound in small and large enclosures, and design of enclosures, ducts, and mufflers; isolation and damping.

*Prerequisites: ENGM 330 Fluid Mechanics and ENGM 350 Machine Dynamics and Vibrations.*

### **ENGM 450 Vehicle Systems Dynamics**

*3 hours.* Offered 2005-06. Several different vehicle systems (automotive, truck, railway freight vehicles, and passenger transport systems) are described analytically from road/track to passenger/load. Topics include tire/wheel construction and modeling, contact mechanics, suspension design, power transmission, steering mechanisms, braking, vibratory causes/effects, and safety requirements. Vehicle system modeling with ADAMS (ADAMS/Car and ADAMS/Rail) computational dynamic analysis software is introduced.

*Prerequisite: ENGM 400 Mechanical Engineering Design.*

### **ENGM 470 Combustion, Emissions, and Air Pollution**

*3 hours.* Offered 2005-06. The fundamentals of combustion science and engineering applications of combustion theory based on the background of chemistry, thermodynamics, fluid mechanics, and heat transfer. Stoichiometry, flame temperature, chemical kinetics, combustion of premixed gases, diffusion flames, single droplet combustion. Combustion of two-phase flow systems and ignition. Introduction to the quantitative analysis of products of combustion from the perspective of emissions and air pollution. Effects and sources of air pollution, models for predicting quantity, and dispersion of atmospheric pollutants. General control strategies for particulates, vapors, and product gases such as the oxides of sulfur and nitrogen.

*Prerequisites: ENGM 312 Applications of Thermodynamics and ENGM 380 Heat Transfer.*

## **Engineering**

### **General Engineering**

#### **ENGR 151, 152 Engineering Principles I and II**

*2 hours each semester.* Introduction to the concepts and methods of engineering problem solving and design. Topics include the following: analysis and design methodologies, structured computer programming, basic principles of engineering graphics, the visualization and modeling of real-world systems, and an introduction to the history and ethics of the engineering profession. Computer-aided design (CAD) tools, solid modeling and simulation software, and mathematics software applications are presented. Students work on numerous team design projects, communicating their results through oral and written reports. Meets twice weekly in a lecture/lab environment.

*Prerequisite: MATH 190 Precalculus Mathematics, or equivalent.*

#### **ENGR 250 Principles of Materials Science**

*3 hours.* The science underlying the behavior of engineering materials, including the relation between atomic structure and mechanical, electrical, and magnetic properties in metals, ceramics, polymers, composite materials, and semiconductors. Phase diagrams, heat treatment, and corrosion mechanisms are also presented. Laboratory exercises are included to enhance course theory and to provide hands-on experience with materials measurement apparatus and analysis techniques. Two lectures and one laboratory per week.

*Prerequisites: CHEM 211 General Chemistry and PHYS 212 General Physics with Calculus.*

#### **ENGR 275/475 Engineering Internship Experience**

*1-4 hours.* Supervised experience with an off-campus industry, business, or institution where the student is working in some engineering-related discipline. Admission and credit hours determined by instructor.

#### **ENGR 380 Robotics Control Systems**

*3 hours.* Introduction to automatic control systems in the context of robotics. Basic concepts in the organization and operation of microcomputer-controlled manipulators are covered. State variable and transfer function representations of feedback control systems; stability, sensitivity, and time response considerations; use of rootlocus, Bode, and Nyquist methods for analysis and synthesis. Experiments include transducers, servomechanisms, kinematics, dynamics, trajectory planning, and the programming language of robots. Two lectures and one three-hour laboratory per week.

*Prerequisite: junior standing in the engineering major.*

#### **ENGR 481 Senior Design I**

*1 hour.* Offered 2004-05. In the senior design sequence, students apply their knowledge and design skills gained through course work to an industry-based project. In the first semester, interdisciplinary teams are formed to begin projects in conjunction with participating industrial sponsors. Necessary background research and feasibility studies are completed. Students must also consider the ethical, moral, environmental, and social impact of their designs.

Collaboration with other departments of the university is encouraged.  
*Prerequisite: senior standing in the engineering major.*

### **ENGR 482 Senior Design II**

*3 hours.* Offered 2004-05. The projects that were initiated in the first semester are further developed through simulation, prototyping, and testing. Use of analytic, computer, experimental, and design techniques are applied throughout the project. The design sequence culminates in the construction of the projects, oral presentations, and formal written reports.  
*Prerequisite: ENGR 481 Senior Design I.*

### **ENGR 485 Selected Topics**

*2-4 hours.* Occasional special courses chosen to fit the interests and needs of engineering students and faculty.

### **ENGR 490 Senior Seminar**

*1 hour.* Offered 2004-05. A capstone course for the engineering major. Discussion of current trends and issues in the engineering profession. Features invited speakers from the industrial sector.  
*Prerequisite: senior standing in the engineering major, or by permission.*

## **ENGLISH AS A SECOND LANGUAGE**

### **ESLA 005 Conversation Tutorial**

*1 hour.* Each student is paired with an American student for conversation, orientation to life in a new culture, and optional academic tutoring. Pass/No Pass

## **Level A (Beginning/Low Intermediate)**

### **ESLA 055 Reading**

*4 hours.* A course designed to teach basic reading skills and vocabulary.

### **ESLA 060 Writing and Grammar**

*4 hours.* An introduction to the fundamental structure and vocabulary of the English language, focusing on the development of writing skills.

### **ESLA 065 English by Video**

*2 hours.* Offered spring semester. A practical course in which students develop English skills through reading, writing, speaking, and listening based on various types of videos.

### **ESLA 070 ESL Freshman Experience**

*2 hours.* Offered fall semester. An introduction to life at George Fox University. Through various group activities, beginning/low intermediate-level students learn about life on campus, Christianity and chapel, study skills, and use of library resources. Students explore aspects of American culture and Oregon geography and history in food labs, field trips, and group projects. This course provides many opportunities for students to use English in communication and to practice language skills consistent with their level. Pass/No Pass

### **ESLA 075 Speaking and Listening**

*4 hours.* A course designed to introduce and develop basic academic speaking and listening skills, with emphasis on conversation, discussion, and short speeches. Vocabulary, pronunciation, grammar, and cultural issues are addressed within the context of a variety of discussion topics. Listening laboratory is required.

## **Level B (Intermediate)**

### **ESLA 125 Academic Reading**

*4 hours.* This course concentrates on improving students' reading fluency through extensive reading of fiction and nonfiction books and systematic development of vocabulary, reading

speed, and study skills. Reading lab and vocabulary lab are required.

**ESLA 135 Speech, Listening, and Note-taking**

*4 hours.* This course provides training and practice in academic speaking and listening. Students give various types of formal speeches and learn strategies for taking accurate and comprehensive notes from academic lectures.

**ESLA 145 Writing and Grammar**

*4 hours.* In this course, students develop fluency and clarity in expressive and narrative writing and in academic writing assignments, including a research paper. Students develop composing, revising, and editing skills in a workshop atmosphere. Grammar and usage, punctuation, spelling, and format are addressed during the editing process. Another goal is to improve keyboarding and word-processing skills.

**ESLA 170 ESLA Freshman Experience**

*2 hours.* Offered fall semester. An introduction to life at George Fox University. Through various group activities, intermediate-level students learn about life on campus, Christianity and chapel, study skills, and use of library resources. Students explore aspects of American culture and Oregon geography and history in food labs, field trips, and group projects. This course provides many opportunities for students to use English in communication and to practice skills consistent with their level. Pass/No Pass

**ESLA 185 Introduction to Christianity**

*2 hours.* Offered spring semester. Through video, readings, and class discussion, students are introduced to the life of Christ and the foundations of Christianity. This course also provides a context for practice of English listening, reading, speaking, and writing skills.

## **Level C (Advanced)**

**ESLA 225 Adjunct Reading**

*3 hours.* An intensive course to improve academic reading skills, including vocabulary, reading speed, reading strategies, and test taking. Assignments are based on class texts from the general education course in which students are concurrently enrolled. Reading lab and vocabulary lab are required.

**ESLA 235 Speech**

*3 hours.* A practical course to help students improve their academic speaking skills, with emphasis on formal speeches, group presentations, small-group interaction, and pronunciation.

**ESLA 245 Academic Writing**

*5 hours.* This course provides instruction and practice in the types of writing commonly found in college courses, including the research paper, essays and essay exams, and reaction papers. Process, organization, and mechanics are emphasized. Principles of advanced English grammar and usage are applied in writing assignments.

**ESLA 255 Adjunct Listening**

*3 hours.* This course cultivates skills of listening and note-taking in academic lectures, including identifying main ideas and distinguishing supporting information, understanding relationships among ideas, and taking notes that reflect this understanding. Assignments are based on lectures from the general education course in which students are concurrently enrolled. Video lab and group tutorial are required.

## **Transition**

**ESLA 285/485 Selected Topics**

*3 hours.* Occasional special courses chosen to fit the needs and interests of students interested in teaching English as a second language.



### **ESLA 295 Writing Tutorial**

*1 hour.* Students in their first semester after completing the ELI and new students who score between 500 and 550 on the paper-based TOEFL or between 173 and 213 on the computer-based TOEFL meet individually with a faculty member to improve their ability to write in English and to develop more effective study strategies. Pass/No Pass

## **Teaching English**

### **COMM 350 Introduction to TESOL (Teaching English to Speakers of Other Languages)**

*3 hours.* An introduction to the theory and practice of teaching English (or any language) to non-native speakers. Topics include principles of language teaching, communicative and interactive approaches, teaching methods and techniques for improving different language skills, lesson planning, materials selection and adaptation, testing, cultural issues, teaching English as Christian witness, and working with English-as-a-second-language students in a mainstream class. Students relate theory to practice in a school- or community-based practicum.

## **FAMILY AND CONSUMER SCIENCES**

### **FCSC 120 Apparel Construction**

*3 hours.* Application of basic construction and fitting techniques to produce high-quality garments, properly fitted, and aesthetically pleasing. The principles of fabric selection, the use and alteration of commercial patterns, and the use of the sewing machine, serger, and other sewing equipment are emphasized. Laboratory class. Open to all students.

### **FCSC 211, 212 Foods I, II**

*3 hours each semester.* This food science course examines the physical properties of food. Fall semester emphasizes the biological and chemical factors affecting plant and protein foods, with spring semester focusing on the properties of grain (baked goods) and dairy products. Laboratory experience encourages food product experimentation and the development of culinary skills.

### **FCSC 220 Fashion and Society**

*2 hours.* A survey of the nature, symbolism, and process of fashion. Course will emphasize the cultural, sociological, psychological, economic, and aesthetic influences of fashion.

### **FCSC 230 Textiles Science**

*3 hours.* Offered 2005-06. Survey of the sources and properties of natural and manmade fibers, yarn and fabric construction, colorations and finishes. Emphasis on fabric selection, use, and care; labeling legislation and economics; and the consumer's role in influencing textile and clothing legislation. Laboratory experience included.

### **FCSC 250 Residential Technology**

*2 hours.* Survey of appliances, materials, and guidelines used in planning kitchens and bathrooms within the home. Includes drafting procedures for kitchens and baths in accordance with NKBA planning guidelines.

### **FCSC 275 Field Experience**

*1-4 hours.* The student will engage in a career-related experience within their area of concentration. Permission of instructor required.

### **FCSC 280 Marriage and the Family**

*3 hours.* A focus on relationships and issues in marriage and family development covering in Christian perspective on such topics as families in cultural context, American family development, the married pair, parenting, the empty nest, widowhood, and singleness. (Identical to HLTH 280 and SOCI 280.)

**FCSC 285/485 Selected Topics**

1-4 hours. Topics reflecting the special interest of students and faculty.

**FCSC 290 Meal Management**

2 hours. Offered 2004-05. The planning, purchase, preparation, and service of foods. Emphasis on time, energy, and money management, along with the nutritional needs of individuals and families. Laboratory included.

*Prerequisite: FCSC 211 and 212 Foods, or instructor's permission.*

**FCSC 300 Nutrition**

3 hours. A study of nutrients present in food and their relation to the nutritive needs of the human body. Emphasis on the young adult, along with discussion of contemporary nutrition-related topics of national and global concern. Computer-assisted dietary analysis included. (Identical to HLTH 300.)

**FCSC 310 Food, Culture, and Society**

3 hours. A study of the food habits characteristic of our world's great civilizations. Emphasis on the investigation of global foodways through historical, social, and religious perspectives. Weekly laboratory provides opportunity to prepare foods from cultures studied.

**FCSC 311 Child Development**

3 hours. A study of physical, intellectual, personality, social, and moral development from the prenatal period to adolescence. (Identical to PSYC 311.)

*Prerequisite: PSYC 150 General Psychology.*

**FCSC 320 Fashion Merchandising**

3 hours. Offered 2005-06. An introduction to the merchandising and retailing principles within the fashion industry. Managing merchandise inventory through planning, procurement, and promotion. Emphasis on buying, forecasting, inventory control, and visual merchandising. The analysis of the marketing channel and the product/service mix also will be covered.

**FCSC 330 Residential Architecture**

2 hours. Offered 2005-06. A study of housing trends, building systems, and historical housing. Emphasis on the psychological, social, and economic needs of various family types. Site selection, planning, and construction of housing emphasized. Includes a section on historical housing.

**FCSC 344 Quantity Food Production and Management**

3 hours. Offered 2005-06. Quantity food production principles for the successful organization and management of an effective, operative food service. Surveys administrative responsibilities, menu planning, preparing food to specific standards, cost controls, and nutritional value. Includes a laboratory experience focusing on quality control, finances, and computer assistance.

*Prerequisite: FCSC 211 Foods I.*

**FCSC 350 Resource Management**

2 hours. Offered 2004-05. A study of resource allocation (time, money, energy) and its relationship to attainment of desired values, goals, and standards. Emphasis is placed on the application of management principles individually and within the family.

**FCSC 351 Interior Design I**

3 hours. Application of the elements and principles of design in planning and selecting materials and furnishings for the living environment. Emphasis on space planning, green design, and universal design by creating functional and aesthetically pleasing residential designs. Includes a section on historical furniture.

**FCSC 352 Interior Design II**

2 hours. Offered 2004-05. Emphasis on the business knowledge and professional skills needed

for a career in interior design, both private and professional. Emphasis on working with clients and development of a portfolio project.

*Prerequisite: FCSC 351 Interior Design I, or instructor's permission.*

### **FCSC 353 Interior CAD**

3 hours. Offered 2005-06. An introduction to computer-aided-design applications using drafting techniques for interior design. Emphasis placed on space-planning principles.

*Prerequisite: FCSC 351 Interior Design I, or instructor's permission.*

### **FCSC 360 Consumer Buying**

3 hours. Offered 2005-06. Examination of the consumer as an active agent in the marketplace. Course defines contemporary consumption patterns and uses the decision-making process to familiarize the consumer with appropriate resource allocation to attain desired goals.

### **FCSC 370 Pattern Drafting and Apparel Design**

3 hours. Offered 2005-06. A study of the flat-pattern method of garment design. Each student will use advanced fitting principles to produce a basic fit garment and a personal sloper. The sloper will be used in the production of an original design using flat-pattern techniques. Included in the process is construction of the original design in half-scale and full-scale.

*Prerequisite: FCSC 120 Apparel Construction.*

### **FCSC 378 Apparel CAD**

3 hours. Offered 2004-05. Emphasis on clothing design by use of draping techniques. Course includes introductory unit focusing on computer-aided-design processes. Each student will complete an original design in half-scale using draping techniques.

*Prerequisite: FCSC 120 Apparel Construction.*

### **FCSC 380 Evolution of World Dress**

3 hours. Important events in history, combined with values, technology, and conflict, have influenced dress from 3000 B.C. to the early 1900s. The origins of dress are analyzed from the ancient world to the Middle Ages, to the periods identified as Renaissance, Baroque, and Rococo, and terminating with clothing styles from the early 20th century.

### **FCSC 430 Nutrition and the Life Cycle**

3 hours. Offered 2005-06. Survey of human nutrition science and contemporary issues affecting stages of the life cycle, from conception to the aging adult. Emphasis on the role diet plays in the development and treatment of chronic disease.

*Prerequisite: FCSC/HLTH 300 Nutrition, or instructor's permission.*

### **FCSC 460 Apparel Market Analysis**

3 hours. Offered 2004-05. Students will examine the role that the textile and apparel industry plays within a global context. Exploring the influence of the interconnective global structures for facilitating and managing textile and apparel trade.

### **FCSC 475 Field Experience**

1-4 hours. The student will engage in a career-related experience within their area of concentration.

*Prerequisite: instructor's permission.*

### **FCSC 285/485 Special Topics**

1-4 hours. Topics reflecting the special interest of students and faculty.

### **FCSC 490 Senior Seminar**

3 hours. Emphasis placed on careers in family and consumer sciences, including graduate school exploration and market readiness skills. The student will design, plan, and present a senior capstone project.

*Prerequisite: senior standing.*

## FRENCH

Note: Placement testing is generally required of all students prior to registration for their first French course at George Fox University. Placement tests are typically administered during orientation.

### **FREN 101, 102 Introductory French**

*3 hours each semester.* An integrated introductory year-long study of the French language designed to develop basic speaking, listening, reading, and writing skills. Students will also be introduced to the cultures of the francophone world.

### **FREN 201, 202 Intermediate French**

*3 hours each semester.* A systematic approach to the study of French with extensive practice in speaking and writing.

*Prerequisite: FREN 102 Introductory French I or placement by exam.*

### **FREN 275/475 Field Experience**

*1-10 hours.* Supervised experience in a situation demanding extensive use of French. Admission and credit hours determined by instructor.

### **FREN 285/485 Special Study**

*2-4 hours.* Occasional special courses chosen to fit the needs and interests of students and faculty.

### **FREN 295/49 Individual Research**

*1-4 hours.* Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

### **FREN 301, 302 Intermediate/Advanced French**

*3 hours each semester.* A thorough review of French to develop an intermediate proficiency in the language. Activities include reading authentic texts, writing short essays and developing conversational skills.

*Prerequisite: FREN 202 Intermediate French II or placement by exam.*

### **FREN 490 Study Abroad**

*12-16 hours.* A one-semester overseas experience. Students take university courses while living abroad in France. Application, completion of FREN 302, and junior standing or above required. All programs of study subject to the approval of the French faculty and the director of overseas study.

## GENERAL EDUCATION

The following list includes both required general education courses and interdisciplinary elective courses that serve particular purposes.

### **GEED 100 Effective College Learner**

*1 hour.* A course related to the Academic Success Program through which personal confidence is enhanced by instruction in study skills, methods, and tools used by successful college students. It may be taken during the spring semester by students not in the Academic Success Program.

### **GEED 130 Freshman Seminar**

*1 hour.* Members of the entire entering freshman class select a small seminar-style topical course for the first five weeks of fall semester, meeting weekly with an advisor and a returning student peer advisor. Selected topics and issues introduce students comfortably to the academic and social life of the university community. Required of all first-time freshmen. Pass/Fail.

**GEED 214 Career Prep. I: Claim Your Career Calling**

*1 hour.* Offered online fall and spring. This course, for freshmen and sophomores, will cover learning about oneself, life mission, work skills, values, interests, and personality. Educational and occupational opportunities will be examined in light of this self-assessment, which will lead to selecting a major. Use of career assessment tools, career computer system, standard career references, major research, and introduction to work-related experiences will be the sources of information in these tasks. The meaning of work and career decision making will be addressed from the biblical perspective.

**GEED 216 Career Prep. II: Become Workplace Familiar**

*1 hour.* Offered online fall and spring. This course, for sophomores and juniors, will focus on additional exploration of occupations through information interviews, internships, company tours, job shadowing, and professional organizations. Exposure to the workplace and readiness for graduate school admission are the primary objectives. The course will also address the need to bring clarity and definition to the career decision. The meaning of work and career decision making will be explored from the biblical perspective.

**GEED 218 Career Prep. III: Find Suitable Employment**

*1 hour.* Offered online fall and spring. This course, for juniors and seniors, will focus on honing skills needed to find employment— contemporary résumé writing, interviewing, strategizing a job search, networking, and completing a portfolio. Making employer contacts, transitioning successfully into the professional work force with an understanding of the market, and learning to solve future career problems will be emphasized. The meaning of work and career decision making will be discussed from the biblical perspective.

**GEED 271, 272 Sophomore Honors Colloquium****GEED 371, 372 Junior Honors Colloquium**

*1 hour each semester.* This is one combined course, with students registering at their current class level. Discussion of literary, philosophical, theological, and/or public themes from selected books, together with appropriate retreats, activities, or excursions, occasionally enriched by visiting resource people. Pass/No Pass

*Prerequisite: permission of instructors and the Intensified Studies Committee.*

**GEED 285/485 Selected Topics.**

*1-3 hours.* A variety of topics may be offered to meet the special needs and interests of students, faculty or visiting professors.

**GEED 375 Cultural Experience**

*Maximum 12 hours.* Supervised experience in a cultural setting that contributes to the educational goals of the student. This may include, but is not limited to, Juniors Abroad study tours. Pass/No Pass

*Prerequisites: Permission of advisor and the academic dean*

**GEOGRAPHY****GEOG 200 Cultural Geography and Global Relationships**

*3 hours.* A study of the world's cultural regions developed through the themes of location, human environmental relationships, movement, and regions, with emphasis on the interrelatedness of culture, physical, economic, historical and political geography in creating the dynamic cultural landscapes existing today. (Identical to INTL 200.)

**GERMAN****GRMN 101, 102 Introductory German**

*3 hours each semester.* Offered on sufficient demand. A study of the structures of the German language, with practice in listening, speaking, reading, and writing. The cultures of Germany and German-speaking countries are presented as integral aspects of learning the language.

Language lab listening and interaction are required.

### **GRMN 201, 202 Intermediate German**

*3 hours each semester.* Offered on sufficient demand. A thorough review of German language structures, with extensive practice in reading and speaking. Students read short stories and articles and present oral and written reports. Language lab listening and interaction are required.

*Prerequisite: GERM 102 Introductory German I, or two years of high school German, or by testing.*

## **GREEK**

### **GREK 201, 202 Hellenistic Greek I**

*4 hours each semester.* Offered 2005-06. A beginning course in the Greek of the New Testament, including vocabulary, grammar, declensions, conjugations, and special constructions. The First Epistle of John and various other selections from the New Testament are read. The second semester may be applied as biblical studies major credit.

### **GREK 301, 302 Hellenistic Greek II**

*4 hours each semester.* Offered 2004-05. The continuation of the course in the Greek of the New Testament, including vocabulary, grammar, and special constructions. Emphasis is placed on readings from biblical texts and exegesis of those texts.

*Prerequisite: GREK 202 Hellenistic Greek I (second semester).*

## **GENERAL SCIENCE**

### **GSCI 120 Environmental Science**

*3 hours.* This course will introduce the conceptual, interdisciplinary framework of environmental science by examining its physical, biological, and social components. Topics to be considered will include an inventory of the earth's resources, ecological principles and the responses of systems to anthropogenic stress; population growth; biodiversity and conservation; and environmental sustainability. Two lectures and one laboratory per week.

### **GSCI 130 Fundamentals of Geology**

*3 hours.* A systematic study of planet earth. The nature and origin of common minerals, rocks, and geologic structures. Topics will include geology of the earth's crust, plate tectonics, the geology of Oregon, ground water contamination, and geologic hazards such as volcanoes, earthquakes, erosion, landslides, and flooding. This course meets general education requirements and requires no previous knowledge of geology. Two lectures, one two-hour laboratory per week, and two day-long field trips.

### **GSCI 285/485 Selected Topics**

*3 hours.* A variety of topics may be offered to meet the special needs and interests of students, faculty or visiting professors.

## **HEBREW**

### **HEBR 201, 202 Introduction to Biblical Hebrew**

*4 hours each semester.* The language of ancient Israel as preserved in the Hebrew Bible is encountered inductively through the study of the text of Esther. Mastery of basic vocabulary, grammar, and syntax of narrative Hebrew prose is the goal of this two-semester sequence. The second semester may be applied as biblical studies major credit.

### **HEBR 295/495 Special Study**

*1-4 hours.* Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

## HUMAN PERFORMANCE

### Activity

#### **HHPA 101/301 Basic Rock Climbing**

*1 hour.* The purpose of this course is to provide basic instruction in rock-climbing techniques. The course will cover belaying, knots, top-roped climbing, rappelling, and basic anchor setup. Students will be exposed to both indoor and outdoor rock climbing.

#### **HHPA 103/303 Backpacking**

*1 hour.* Students will learn the skills and knowledge necessary to prepare for and enjoy a safe wilderness camping experience. Specific skills include planning and packing for a trip, choosing appropriate equipment and clothing, preparing nutritious foods while in the outdoors, managing risk and appropriately responding in emergencies, reading maps, route finding, using a compass, and using the wilderness responsibly and courteously.

#### **HHPA 104/304 Bicycle Fitness**

*1 hour.* Each student will have the opportunity for a general education of the use of the bicycle as a tool for recreation, fitness, and a general knowledge of the essential aspects of maintenance and repair.

#### **HHPA 106/306 Badminton**

*1 hour.* This course is designed to give students knowledge and competency in the areas of skill, rules, etiquette, and strategy in badminton.

#### **HHPA 107/307 Dance Performance**

*1 hour.* This beginning-to-intermediate class is designed primarily to introduce students to the basic principles and techniques of various forms of dance performance including ballet, jazz, funk, and hip-hop. Students will participate in individual, group and final class performances. Emphasis will be placed on identifying correct body alignment, improving posture, balance, rhythm, coordination, timing, flexibility, strength, endurance, and choreography.

**HHPA 108/308 Canoeing** *1 hour.* This course is designed to introduce students to the sport of canoeing and will include instruction designed to assist camping minor students in acquiring the skill and knowledge necessary to conduct teaching sessions in a camp setting.

#### **HHPA 109/309 Ballroom Dance**

*1 hour.* Instruction in basic to intermediate steps in ballroom dance including swing, fox-trot, waltz, and tango. May include introductory level instruction in Latin and Western styles and dance etiquette.

#### **HHPA 112/312 Fitness Walking**

*1 hour.* Designed to provide students with an introductory experience, which has the potential to develop into a lifelong health/wellness activity. The student will become familiar with the contributions this regular activity can make toward development of improved fitness and a healthier lifestyle. A regular weekly walking routine and understanding of primary physiological and anatomical principles are significant by-products of the course.

#### **HHPA 113/313 Pickleball**

*1 hour.* This course is designed to give students knowledge and competency in the areas of skill, rules, etiquette, and strategy in the game of pickleball.

#### **HHPA 114/314 Golf/Racquet Games**

*1 hour.* This course is designed to develop the fundamental skills involved in the game of golf and racquet sports and to understand the rules and etiquette of each so as to prepare students to enjoy these games as lifelong activities.

#### **HHPA 119/319 Racquetball**

*1 hour.* This course is designed to give students knowledge and competency in the areas of

skill, rules, etiquette, and strategy in racquetball.

**HHPA 120 Lifelong Fitness**

*2 hours.* Students in this course will learn to think critically about their personal health and wellness in the context of Christian commitment. They will learn scientific principles of aerobic conditioning and weight training. Popular lifetime fitness activities will be introduced. Special emphasis will be placed on developing and maintaining lifestyle habits that optimize well being.

**HHPA 122/322 Survival Techniques**

*1 hour.* At the end of the course the student will be able to justify the need for emergency preparedness; elaborate on the philosophical, psychological, and physiological aspects of survival; demonstrate the basic skills necessary to keeping alive in emergencies, and demonstrate ability to improvise in wilderness survival situations.

**HHPA 124/324 Fitness for Life**

*1 hour.* This course is designed for students desiring to determine, achieve, and maintain their personal ideal body composition while enhancing cardio respiratory endurance and strength endurance.

**HHPA 125/325 Adapted Activities**

*1 hour.* This course is designed for students who are unable to take regular physical education classes due to the presence of disabilities or illness. Programs are individualized to meet the abilities and needs of those involved. Those who must follow a physician's prescribed program of exercise will be assisted in that program.

**HHPA 126/326 Skiing/Snowboarding**

*1 hour.* This course is designed to improve your skiing or snowboarding. You will learn new skills, improve your fitness, enjoy new challenges on the mountain, and gain a renewed appreciation of God's gifts and creation. Specific objectives depend on your level of expertise and will be explained by your professional ski/snowboard instructor.

**HHPA 127/327 Soccer/Floor Hockey**

*1 hour.* This course will use lectures, practice sessions, and tournament play to acquaint students with the fundamental techniques and strategies of floor hockey and soccer. Floor hockey will be played during the first seven weeks of the semester, soccer during the last seven weeks.

**HHPA 129/329 Tennis**

*1 hour.* Instruction in skills, techniques, rules, and strategies in double and singles. Students will recognize the value of tennis as a potential lifetime recreational activity.

**HHPA 130/330 Aquatics**

*1 hour.* This course is intended to introduce the basics of swimming and is appropriate for all ranges of swimming aptitude. This course will prepare HHP majors to teach the five basic swimming strokes, and will prepare all students who intend to pursue certification as a Lifeguard and/or obtain the Water Safety Instructor's certification.

**HHPA 133/333 Volleyball** *1 hour.* The student will be instructed in the fundamental techniques, strategies, drills and understanding of the game of volleyball.

**HHPA 134/334 Wallyball**

*1 hour.* This course will use lectures, practice sessions, video analysis, and tournament play to acquaint students with the fundamental techniques and strategies of wallyball.

**HHPA 135/335 Weight Training**

*1 hour.* This course is designed to teach the physiological principles and training techniques involved in effective strength training and to apply those principles in a 13-week strength-conditioning program.



**HHPA 137/337 Aerobic-Step Exercise**

*1 hour.* This course is designed primarily to introduce students to the basic principles and techniques of step exercise, to improve cardiovascular endurance, muscular strength and endurance, flexibility, agility, and motor skill performance. Emphasis will be placed upon identifying correct body alignment and postural deviations, proper use of step and strength equipment, and proper warm-up and cool-down stretches.

**HHPA 138/338 Aerobic-Cross Training**

*1 hour.* This course is designed primarily to introduce students to the basic principles and techniques of cross-training exercise and to improve cardiovascular endurance, muscular strength and endurance, flexibility, agility, and motor skill performance. Emphasis will be placed upon identifying correct body alignment and postural deviations, proper use of step, cardio, and strength equipment, and proper warm-up and cool-down stretches.

**HHPA 139/339 Advanced Racquetball**

*1 hour.* This class is designed to take students past the beginning level (e.g. racquetball 119/319) in basic skills and learn to play at a more skillful and competitive level.

**HHPA 140/340 Self-Defense**

*1 hour.* Twan-Chi means fellowship and is designed to teach students how to rationally respond to any situation in life with confidence, control, and protection. Various techniques of self-defense, as well as how to fall, roll, basic strikes, kicks, pressure points, and submission holds will be taught. Students will learn technique to control fear, anxiety, and their own body when involved in person-to-person contact.

**HHPA 145/345 Intercollegiate Athletics**

*1 hour.* 2 credits toward the physical education general education requirement may be earned in athletics, but no more than 1 hour in any one sport may be counted toward the requirement.

## Health and Human Performance

### Education

**HHPE 200 History and Principles of Physical Education**

*2 hours.* Offered 2004-05. A survey of the history and development of physical education and athletics in America. The course will also emphasize fundamental principles of physical education and sport.

**HHPE 221 Basketball/Golf**

*1 hour.* Offered 2004-05. Intermediate to advanced instruction in skills, teaching techniques, rules, and strategy for basketball and golf.

**HHPE 222 Field Sports**

*1 hour.* Offered 2004-05. Beginning to intermediate instruction in skills, teaching techniques, rules, and strategy. Flag football, soccer, speedball, and korfbal are emphasized.

**HHPE 223 Tumbling/Gymnastics**

*1 hour.* Offered 2005-06. Intermediate to advanced instruction in skills, teaching techniques, spotting, and safety factors involved in tumbling and gymnastics.

**HHPE 226 Tennis/Volleyball**

*1 hour.* Offered 2005-06. Intermediate to advanced skills and techniques, with emphasis on learning how to teach basic skills and drills. Tournament organization and game administration are included.

**HHPE 228 Conditioning/Body Mechanics and Aerobics**

1 hour. Offered 2005-06. Instruction in concepts related to developing and maintaining physical fitness and movement skills.

**HHPE 232 Recreational Games, Individual and Team**

1 hour. Offered 2004-05. Intermediate to advanced instruction in skills, teaching techniques, rules, and strategy for archery, badminton, and recreational games.

**HHPE 295 Special Study**

1-3 hours. Individual research under the guidance of the faculty.

*Prerequisite: consent of the instructor.*

**HHPE 300 Coaching Theory and Practice**

2 hours. Offered 2004-05. The development of a philosophy of coaching. Emphasizes the psychological, sociological, and technical aspects of athletic participation.

**HHPE 310 Coaching Basketball**

2 hours. Offered 2005-06. An analysis of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games, and techniques of scouting are stressed.

*Prerequisite: instructor's permission.*

**HHPE 320 Coaching Baseball/Softball**

2 hours. Offered 2004-05. A study of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games, and techniques of scouting are stressed.

*Prerequisite: instructor's permission.*

**HHPE 330 Coaching Soccer**

2 hours. Offered 2004-05. An analysis of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games, and techniques of scouting are stressed.

*Prerequisite: instructor's permission.*

**HHPE 340 Coaching Track**

2 hours. Offered 2005-06. A study of the techniques and principles of coaching each event. The organization of practice sessions and the strategy for – and administration of – track meets are discussed.

*Prerequisites: varsity experience and consent of the instructor.*

**HHPE 350 Coaching Volleyball**

2 hours. Offered 2005-06. An analysis of systems of play, principles of offense and defense, and strategies of the game. Organization of practice sessions, administration of games, and techniques of scouting are stressed.

*Prerequisite: instructor's permission.*

**HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training**

2 hours. Offered 2004-05. Instruction in the planning and implementation of health, physical education, athletic training, and athletics programs. Course content will include curriculum design, budget formation, facility design, and coordination. Professional conduct and ethics will be stressed.

**HHPE 364 Psychosocial Intervention and Referral in Athletic Training**

3 hours. Examines the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, intervene, and refer, when appropriate, the sociocultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity. This course will be offered every other year beginning in the spring of 2005.

**HHPE 366 General Medical Conditions in Athletic Training**

2 hours. Examines the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. Students will be introduced and exposed to various health care providers. This course is offered every other year.

**HHPE 370 Camp Programming and Counseling**

3 hours. Offered 2005-06. A camping overview: its historical development and philosophy. Types of camps, program activities, teaching-learning models, leadership recruitment and training – with special emphasis on methods of camp counseling – are covered. Overnight campout is required. (Identical to CHMN 370.)

**HHPE 375, 376, 377, 378 Athletic Training Practicum I, II, III, IV**

1 hour. Supervised experience in an athletic training environment. Additional study required, with an emphasis on athletic training techniques and athletic injury management. Course to be repeated each semester. Permission required.

*Prerequisites for HHPE 375: HHPE 390 Care and Prevention of Athletic Injuries and a declared Health and Human Performance major, Athletic Training concentration.*

*Prerequisite for HHPE 376: HHPE 375 Athletic Training Practicum I.*

*Prerequisite for HHPE 377: HHPE 376 Athletic Training Practicum II.*

*Prerequisite for HHPE 378: HHPE 377 Athletic Training Practicum III, HHPE 413 Therapeutic Exercise, and HHPE 414 Therapeutic Modalities.*

**HHPE 380 Experiential Recreational Leadership**

3 hours. A study of theory and practice of experiential leadership in adventure and recreation education/programming. Leadership styles, techniques, methods and practices will be the core subjects taught in this highly experiential class involving an outdoor lab component.

**HHPE 384 Pharmacology in Athletic Training**

1 hour. Offered 2005-06. An emphasis on the knowledge, skills, and values required of an athletic trainer on pharmacologic applications, including indications, contraindications, precautions, interactions, and governing regulations relevant to the treatment of injuries and illnesses of the physically active.

*Prerequisites: BIOL 221 and 222 Human Anatomy and Physiology.*

**HHPE 390 Care and Prevention of Athletic Injuries**

3 hours. An introductory survey of athletic training. Emphasis will be on terminology, injury evaluation, rehabilitation, and emergency care procedures. Common taping techniques also will be presented.

**HHPE 394 Kinesiology**

3 hours. Application of human anatomy and physical laws to the explanation of movement activities. Special emphasis is given to detailed analysis of various sports activities.

*Prerequisites: BIOL 221 and 222 Human Anatomy and Physiology.*

**HHPE 400 Recognition of Athletic Injuries**

3 hours. Course will examine "normal" human anatomy, mechanisms of athletic injury, and deviation from "normal" anatomy in an athletic injury. Practice time will be given on techniques of evaluation. Permission required.

*Prerequisites: BIOL 221 Human Anatomy and Physiology I, and HHPE 390 Care and Prevention of Athletic Injuries.*

**HHPE 410 Teaching Physical Education**

2 hours. Offered 2004-2005. Competence development in teaching physical education for the physical education major. Emphasis is given to analysis of objectives, unit and lesson planning, instruction methods, means of evaluation, and class procedures and control.

**HHPE 413 Therapeutic Exercise**

2 hours. Offered 2005-06. Course will examine exercise procedures as the first modality for

rehabilitation of the injured athlete. Also examines the role of exercise for the prevention of injuries, as well as rehabilitation to all major joints and musculature of the body. Includes a lab for practice.

*Prerequisites: HHPE 390 Care and Prevention of Athletic Injuries and HHPE 394 Kinesiology.*

#### **HHPE 414 Therapeutic Modalities**

*2 hours.* Offered 2005-06. Course will examine the role of therapeutic modalities of thermal and electrical agents, ultrasound, and mechanical modalities in the rehabilitation of the injured athlete. Includes a lab for practice.

*Prerequisite: HHPE 390 Care and Prevention of Athletic Injuries.*

#### **HHPE 420 Exercise Prescription**

*3 hours.* Offered 2004-05. Application of exercise testing and prescription of individuals ranging from athletes to special populations. Includes aspects of nutrition, disease, training methods, and exercise responses.

*Prerequisites: BIOL 221 and 222 Human Anatomy and Physiology.*

#### **HHPE 430 Exercise Physiology**

*3 hours.* Offered 2005-06. Application of principles of physiology to physical activity. Special attention is given to the effect of exercise on the various body systems and the construction of training programs.

*Prerequisites: BIOL 221 and 222 Human Anatomy and Physiology.*

#### **HHPE 440 Camp Administration**

*2 hours.* Offered 2005-06. Designed to develop a basic understanding of programming, business, and leadership at an administrative level. A weekend camping trip is required. (Identical to CHMN 440, but doesn't have prerequisite.)

#### **HHPE 460 Physical Education for the Exceptional Student**

*3 hours.* Offered 2004-05. This course considers the nature and etiology of disabilities and handicapping conditions, as well as the implications for and development of appropriate physical education programs.

#### **HHPE 470 Motor Development and Motor-Skill Learning**

*3 hours.* Offered 2005-06. A study of the development of motor skills. Psychological principles of learning are applied to motor-skill learning. A review of research and an inquiry into the effect of various conditions on the learning and performance of motor skills from early childhood through the adult years.

#### **HHPE 475 Fitness Management Field Experience**

*6 hours.* Supervised field experience for senior human performance majors in the fitness management major track. Field experience takes place in a variety of settings, including health clubs, YMCAs, cardiac rehabilitation programs, nutritional centers, senior citizen centers, and community recreation programs. By permission only, with application made one semester in advance of placement.

#### **HHPE 480 Tests and Measurements in Physical Education**

*2 hours.* Offered 2004-05. Emphasis is given to methods of evaluation in programs of physical education. Testing procedures, standard tests, physical examinations, and evaluation activities are discussed.

#### **HHPE 485 Selected Topics**

*2-3 hours.* A seminar dealing with various topics, as announced, that represent current faculty interests and competencies.

#### **HHPE 490 Senior Seminar**

*1 hour.* Research of current issues in health, physical education, and athletics. Senior thesis and public presentation of thesis is required.

**HHPE 495 Special Study**

*1-3 hours.* Individual research under the guidance of the faculty.  
*Prerequisite: instructor's permission.*

**HISTORY****HIST 110 Western Civilization to 1648**

*3 hours.* A survey of Western civilization from the ancient world through the Reformation and religious wars, including attention to the origins and development of religious, political, and economic life and ideas.

**HIST 120 Western Civilization from 1648**

*3 hours.* A survey of European civilization from early modern Europe to the present day. Special attention is given to the political, economic, and religious developments that continue to influence European society and its role in world events.

**HIST 150 America and the World**

*3 hours.* A study of the United States since 1756. Emphasis is on the development of democracy, the capitalist economic system, and the rise of the United States as a world power.

**HIST 220/420 War and Conscience in the United States**

*3 hours.* An exploration of American thought on the subject of war, both today and in past crises such as the American Revolution, Civil War, wars with the American Indians, the world wars, Vietnam War, and the Gulf War; a study of the official position major church bodies have taken in regard to war; and the experiences of individuals who refused to fight. (Identical to PSCI 220/420.)

**HIST 280 Introduction to Political Philosophy**

*3 hours.* A study of great political thinkers and issues from Socrates to the present. Students are encouraged to understand and evaluate these thinkers in their historical contexts, and to consider them as philosophers whose insights are relevant for contemporary debates. (Identical to PHIL 280 and PSCI 280.)

**HIST 290 Introduction to Historical Studies** *3 hours.* An introduction to the basic skills, methods, and resources of historical scholarship; the types of historical literature and scholarship; Christian foundations for historical interpretation; historical schools of interpretation; and the uses of historical scholarship.

**HIST 300 American Political Theory**

*3 hours.* A survey of the major developments in U.S. political theory from the Puritans to the present. The relationship between Christianity and American political theory is given special attention. (Identical to PHIL 300 and PSCI 300.)

**HIST 310 Herbert Hoover and His Times**

*3 hours.* A seminar associated with the biennial Herbert Hoover Symposia at George Fox University, offering opportunities for topical reading and research.

**HIST 320 Constitutional Law: Issues of National Power**

*3 hours.* Considers the powers of the federal judiciary, Congress, and the president; the distribution of authority between the national and state governments; and how the Constitution has reflected our evolving theories of politics. (Identical to PSCI 320.)

**HIST 330 The American West**

*3 hours.* Examines the relationship of the American West to the rest of the nation through its exploration, settlement, and development. Special attention is given to the Pacific Northwest and to the Native American experience.

**HIST 331 England to 1688**

*3 hours.* The growth of the English nation from Roman times to the Glorious Revolution, with special attention given to constitutional and religious development.

**HIST 332 England since 1688**

*3 hours.* England in the modern age, emphasizing the response of its institutions to its rapidly changing role in the European and world communities.

**HIST 340 History of the Middle East**

*3 hours.* Explores the political, economic, social, and religious developments in the Middle East from the ancient to the modern era, with emphasis on the latter period.

**HIST 350 Latin America**

*3 hours.* Offered 2004-05. Latin American countries from colonial times to the present, with an emphasis on the conditions that have led to the crises of recent years.

**HIST 360 Modern Russia**

*3 hours.* A study of 20th-century Russia and other former Soviet republics, with emphasis on their current significance in the world and the factors in their history that brought the Revolution of 1917 and the collapse of the Soviet Union.

**HIST 370 Far East**

*3 hours.* Political and cultural developments of China and Japan.

**HIST 380 The African-American Experience in the United States**

*3 hours.* A study of Africans in an America dominated by those of European descent.

**HIST 390 Peace Research**

*1-3 hours.* Directed research on peace subjects, both current and historical. Students will normally write a major research paper. (Identical to PSCI 390.)

**HIST 401 Christianity in History I**

*3 hours.* The development of Christianity from its appearance within the Greco-Roman world through the medieval period, and its influence as a base for culture in the West. (Identical to RELI 401.)

**HIST 402 Christianity in History II**

*3 hours.* Christianity's development from the dawn of the Protestant Reformation through its global spread during the modern era, observing its historical context and relationship to the surrounding cultures. (Identical to RELI 402.)

**HIST 410 Classical Greece and Rome**

*3 hours.* A survey of classical Greece and Rome from 1600 B.C. through the collapse of the Roman Empire in the West in the fifth century A.D. Political, economic, and social developments are stressed, including the rise of Christianity and the early church.

**HIST 419 Medieval Europe**

*3 hours.* A survey of medieval Europe from the collapse of the Roman Empire in 500 to the rise of Modern Europe in 1500. Special attention is given to the important political, economic, and religious developments of this period.

**HIST 421 Europe from the Age of Enlightenment to 1890**

*3 hours.* European political, economic, cultural, and intellectual developments from the late 17th century through 1890.

**HIST 422 Europe 1890-Present**

*3 hours.* Europe in the 20th century, with emphasis on the upheavals of the two world wars and the status of the European states today.

**HIST 430 The Vietnam Experience**

*3 hours.* A study of the culture and counterculture of the 1960s and early 1970s, particularly as impacted by the war in Vietnam; a study of patriotism and protest.

**HIST 440 History of Africa**

*3 hours.* A study of the history and culture of Africa from the 15th century to the present, with emphasis on the last 200 years. Native cultures are examined, as is the role of European and Middle Eastern imperialism in the shaping of modern Africa.

**HIST 456 Classics of American History**

*3 hours.* This course is a seminar that allows students to study some of the great works of American history. In addition to mastering the historical knowledge the books provide, students will develop an advanced understanding of both the social and political climate within which the books were written, and the historiographical traditions that informed the interpretations.

**HIST 457 The Colonial Experience, 1607-1763**

*3 hours.* Studies Colonial life in the British colonies of North America from the founding of Jamestown to the end of the French and Indian War. Emphasis is placed on religious conflict and development, the growing sense of a unique American identity, and the importance of community as opposed to the distant British government in the lives of everyday citizens.

**HIST 458 The Making of the American Republic, 1754-1825**

*3 hours.* Studies the world of the founders. Emphasis is placed on the ideological, social, and political milieu that gave birth to the American Revolution and Constitution. The course also considers the radical changes in American society the revolution set in motion.

**HIST 459 The Era of the Civil War, 1825-1898**

*3 hours.* Examines the causes of the Civil War. In addition, slavery, Christianity, the westward movement, the struggle for power in Congress, Abraham Lincoln, the rise of Northern industrialism, and Southern society are all studied in their own right and in relation to the conflict some historians call "the crossroads of our being."

**HIST 468 America in the Time of the Two World Wars, 1898-1945**

*3 hours.* Considers how economic growth and then depression challenged the American government and people to redefine the American Dream and to discover new avenues for achieving it. At the same time, Europe confronted America with two world wars which also changed the nature of American society and the role of the United States in the world.

**HIST 469 Recent America, 1945-Present**

*3 hours.* Studies America as the leader of the western world during the Cold War and how that role impacted the social, economic, intellectual, and political currents in American life. This course also examines the rise of interest groups, the increased political prominence of ethnic and women's groups, and the impact of these groups on American culture.

**HIST 470 Renaissance and Reformation**

*3 hours.* The political, social, and religious life of Europe from the beginning of the Renaissance to the Peace of Westphalia, with emphasis on the various reform movements and their impact on the modern world.

**HIST 475 Field Experience**

*2-10 hours.* Supervised experiences in museums, historical societies, and government agencies. For upper-division history majors only, by permission.

**HIST 485 Selected Topics**

*3 hours.* Occasional special courses scheduled to fit the interests of students and faculty and the needs of a shifting society. A course in presidential elections is offered in presidential-election years (2004, 2008).

**HIST 490 History Seminar**

*3 hours.* The course examines the methods professional historians use in writing history and the main currents in American historiography through the reading of America's most influential historians. Working closely with the instructor, students are required to write a research paper based on primary sources. The paper will be permanently retained by the history faculty.

**HIST 495 Special Study**

*1-3 hours.* Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division history majors only, by permission.

**HEALTH EDUCATION****HLTH 200 Lifestyle Management**

*3 hours.* Offered 2005-06. The basic principles of healthful living, with emphasis on the prevention of health problems, effects of lifestyle on health, and the individual's responsibility in determining his or her own health status.

**HLTH 210 Drug Education**

*2 hours.* Problems concerned with the use, misuse, and abuse of selected pharmacological agents. Social, psychological, physical, and moral implications are considered. Particular consideration is given to ergogenic aids in athletics.

**HLTH 230 First Aid and Safety**

*1 hour.* Instruction in first aid and safety using the Sport Safety Training curriculum of American Red Cross, and leading to American Red Cross certification in first aid and cardiopulmonary resuscitation (CPR). Additional course information will meet first aid competencies outlined by the National Athletic Trainers' Association.

**HLTH 233 Responding to Emergencies**

*1 hour.* Students will receive instruction in Basic First Aid and CPR for the Professional Rescuer using the curriculum of the American Red Cross, leading to American Red Cross certification in First Aid and CPR/AED for the Professional Rescuer. Additional course information will meet first aid competencies outlined by the Athletic Training Education Program. Permission of the instructor required.

**HLTH 240 Stress Management**

*3 hours.* Offered 2005-06. A study of causes, symptoms, and results of stress. Introduces practical techniques to alleviate stress, promote relaxation, and encourage a healthy lifestyle.

**HLTH 280 Marriage and the Family**

*3 hours.* A focus on relationships and issues in marriage and family development, covering a Christian perspective on such topics as families in cultural context, American family development, the married pair, parenting, the empty nest, widowhood, and singleness. (Identical to FCSC 280 and SOCI 280.)

**HLTH 285/485 Selected Topics**

*1-3 hours.* A seminar dealing with various topics as announced that represent current faculty interests and competencies.

**HLTH 300 Nutrition**

*3 hours.* A study of nutrients present in foods and their relation to the nutritive needs of the human body. Emphasis on the young adult, along with discussion of contemporary nutrition-related topics of national and global concern. Computer-assisted dietary analysis will be included. (Identical to FCSC 300.)

**HLTH 320 Contemporary Health Issues**

*3 hours.* Offered 2004-05. A study of our nation's current health problems and concerns. Emphasis on health consumerism and current trends, diseases, the sanctity of life, and fitness. Goal is to develop an educated view on current health issues.



## **INTERNATIONAL STUDIES**

### **INTL 200 Cultural Geography and Global Relationships**

*3 hours.* A study of the world's cultural regions developed through the themes of location, human environmental relationships, movement, and regions, with emphasis on the interrelatedness of culture, physical, economic, historical, and political geography in creating the dynamic cultural landscapes existing today. (Identical to GEOG 200.)

### **INTL 230 Introduction to International Relations**

*3 hours.* Introduction to the principles and study of interstate relations in the contemporary world. Special attention is given to the issues of sovereignty, the United Nations, and international law. (Identical to PSCI 230.)

### **INTL 303 International Conflict and Peace**

*3 hours.* This course considers the causes of international conflict and possible approaches to their resolution. An emphasis is placed on strategies to prevent and resolve conflicts without the use of violence. (Identical to PSCI 303 and SOCI 303.)

### **INTL 310 Cultural Anthropology**

*3 hours.* A comparative study of world societies and their ways of life. (Identical to SOCI 310.)

### **INTL 330 Introduction to the World Christian Movement**

*3 hours.* The biblical basis and history of missions are considered, with a special focus upon the modern missionary movement of the last 200 years. (Identical to RELI 330.)

### **INTL 440 World Religions**

*3 hours.* A comparative study between Christianity and other prominent religions of the world, such as Buddhism, Islam, Hinduism, and contemporary kinds of alternative religion. (Identical to RELI 440.)

## **JAPANESE**

### ***JPNS 101, 102 First-Year Japanese***

*3 hours each semester.* A study of the structures of the Japanese language, with practice in listening, speaking, reading, and writing. The culture of Japan is presented as an integral component of language study.

### ***JPNS 201, 202 Second-Year Japanese***

*3 hours each semester.* A thorough review of Japanese language structures, with intensive practice in reading, speaking, and writing. Language lab listening and interaction are required. Prerequisite: JPNS 102 First-Year Japanese II, or two years of high school Japanese, or by testing.

### **INTL 460 International Trade and Finance**

*4 hours.* An overview of international economics with attention to international trade, economic cooperation, foreign exchange, international banking, and global financial institutions. Attention is given to trade policies, bilateral and multilateral trade negotiations, the functioning of firms in the international economy, and reform of the global financial architecture. (Identical to ECON 460.)

Prerequisites: ECON 201 Principles of Microeconomics and ECON 202 Principles of Macroeconomics.

### **INTL 475 Culture-Oriented Fieldwork**

*3-12 hours.* Supervised experiences in a non-American culture. For upper-division international studies majors or minors only, by permission.

### **INTL 490 International Studies Senior Seminar**

3 hours. Required of senior international studies majors, the course emphasizes the investigation of theoretical and current applications of interdisciplinary research in international studies. Students with a significant interest in international issues are welcome, with the consent of the instructor. A research paper based upon primary source materials is the main assignment of the course.

## **LEADERSHIP STUDIES**

### **LEAD 235/435 Residence Life Seminar**

*1 hour.* An integrative seminar linking residence-life leadership, course work, and group exercises. Examines the educational implications of residence life by giving attention to what causes dissonance in the lives of undergraduates, how community is created, and how leaders function as models on a college campus. Open to current members of the residence life staff only. Pass/No Pass

### **LEAD 275/475 Leadership Experience**

*1-3 hours.* Designed to provide students with an opportunity to develop their leadership skills through work or volunteer experience. All leadership experience proposals subject to the approval of the leadership studies program directors. Possible placements might include leading a church youth group, directing a social-concern project, managing the campus radio station, or serving as a member of student government. Pass/No Pass

### **LEAD 491 Leadership Seminar I**

*1 hour per semester/four semesters total.* Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass

### **LEAD 492 Leadership Seminar II**

*1 hour per semester/four semesters total.* Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass

### **LEAD 493 Leadership Seminar III**

*1 hour per semester/four semesters total.* Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass

### **LEAD 494 Leadership Seminar IV**

*1 hour per semester/four semesters total.* Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass

## **LITERATURE**

### **LITR 100 Introduction to Literature**

*3 hours.* Explores the major genres, themes, and elements of literature.

### **LITR 220 Great American Writers**

*3 hours.* A brief survey of American literary history, combined with a close study of some of the most engaging works and writers in the tradition.

### **LITR 231 Masterpieces of World Literature, Western**

*3 hours.* An introduction to selected works in Western literature from the classical to modern periods, stressing those themes and forms that exemplify the ideals and concerns of our shared human condition.

**LITR 232 Masterpieces of World Literature, Non-Western**

*3 hours.* An introduction to selected works in non-Western literature, stressing those themes and forms that exemplify the ideals and concerns of our shared human condition.

**LITR 240 Understanding Drama**

*3 hours.* A study of significant plays from the classical period to the present, both as literary works and staged productions, the goal being a deeper understanding and appreciation of drama as a symbolic form. Primary focus is on literary values, with attention also given to the constraints and interpretations embodied in the staging, acting, and directing of a play. (Identical to THEA 240.)

**LITR 270 Great British Writers**

*3 hours.* An introduction to British literary history, combined with a close study of some of the most engaging works and writers in the tradition.

**LITR 285/485 Selected Literary Topics**

*3 hours.* An occasional course that allows professors and students to investigate interesting literary byways. Past selections have included studies in science fiction, the literature of human rights, the short story, and the works of particular authors.

**LITR 326 American Literature to 1865**

*3 hours.* A selective look at early American literature, from 1607 to 1865. Examines themes, movements, and writers who influenced and were influenced by the growth of the new nation. Prerequisite: *Another LITR course or equivalent, or permission of instructor.*

**LITR 327 American Literature, 1865-1914**

*3 hours.* A selective look at the literature of the United States, from 1865 to 1914. Particular attention is given to the masters of realistic and naturalistic fiction, and to the poets who most clearly influenced modern poetry.

*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 328 American Literature, 1914 - Present**

*3 hours.* A selective look at the literature of the United States, from 1914 to the present. Particular attention is given to the masterworks of Modernism, especially to those that have proven influential in contemporary literature.

*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 340 Poetry**

*3 hours.* A study of poetry as a distinct literary form, including the major genres of poetry and the strategies for reading and analyzing poems, including the use of figurative language, scansion, and symbolism. Explores the interaction of form and content and the relationship of text to context.

*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 350 Literary Criticism**

*3 hours.* Introduces students to various schools of literary criticism. Students will practice using different critical approaches to writing about literature. Recommended for juniors and seniors.

*Prerequisite: 6 hours of literature courses or instructor's permission.*

**LITR 360 Values Through Story and Myth**

*3 hours.* A consideration of selected writers and works that attempt to understand, explore, and transmit values through narrative. Works considered will range from fiction to nonfiction, including essays, short stories, film, poems, and novels. The focus is on issues related to gender, the environment, and the social/political community as they reveal and define our contemporary world and its cultural values structures.

**LITR 376 British Literature to 1660**

*3 hours.* A selective look at the literature of the British Isles, from the earliest texts through

1660. Particular attention is given to the Anglo-Saxon, Medieval, and Renaissance periods.  
*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 377 British Literature, 1660-1830**

*3 hours.* A selective look at the literature of the British Isles during the Restoration, the Neoclassical, and the Romantic periods. Particular attention is given to the emergence of the novel and the poets who most clearly influenced the continuing development of poetry.

*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 378 British Literature, 1830 - Present**

*3 hours.* A selective look at the literature of the British Isles during the Victorian, Modern, and Contemporary periods. Particular attention is given to the literature of doubt and faith, the development of the novel, and post-Colonial issues.

*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 379 Shakespeare**

*3 hours.* A consideration of the life and works of the poet/playwright and the socio-political history of the Renaissance. The course will examine the sonnets and a selection of the plays from each genre: comedy, tragedy, history, and tragicomedy.

**LITR 385 Major Authors**

*3 hours.* Focuses on a major author or authors, changing from year to year according to the professor's expertise. The course considers the different phases of the career and development of the author's art, as well as the appropriate contexts in which she or he wrote, and his or her legacy for later writers. May be repeated for different authors.

*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 440 A Study of the Modern Novel**

*3 hours.* Examines the modern novel as a distinct literary form through the analysis of important world writers. Discusses such issues as the relationship between novelistic structure and ideology.

*Prerequisite: Another LITR course or equivalent, or permission of instructor.*

**LITR 495 Special Study**

*1-3 hours.* Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of a faculty member.

## **MATHEMATICS**

**MATH 095 Math Skills**

*1-3 hours per semester.* Individually designed mathematical training to meet the needs and goals of any individual student. The extent of this training will be determined through a testing process. Topics covered include basic math, elementary algebra, and intermediate algebra. This course does not fulfill general education requirements. *This course is pre-college level and carries no credit toward degree requirements.*

**MATH 150 The World of Mathematics**

*3 hours.* An introduction to various topics of modern mathematics from an elementary point of view so as to be understandable to nonmathematics and nonscience majors and to foster an appreciation for the art, history, beauty, and applications of mathematics. Topics will be covered that allow students to do the mathematics involved without needing a strong mathematical background.

**MATH 180 College Algebra**

*3 hours.* An algebra course designed for students who have a good background in high school algebra and are prepared to cover the major topics of algebra in more depth and breadth. Applications of algebra will be emphasized in this course. This course does not serve as a prerequisite for the calculus sequence.

*Prerequisite: high school algebra or equivalent.*

**MATH 190 Precalculus Mathematics**

*4 hours.* A course for students who are preparing to take calculus or other courses requiring a similar background. In addition to studying the topics found in a college algebra course, this course will focus on trigonometry and an introduction to exponential and logarithmic functions. *Prerequisite: high school algebra or its equivalent. Students who have taken MATH 180 College Algebra may not take this course for credit.*

**MATH 201, 202, 301 Calculus I, II, III**

*4 hours each semester for MATH 201, 202; 3 hours for MATH 301.* A study of differential and integral calculus, including functions of more than one variable. Additional topics include vector geometry, infinite series, and applications. *Prerequisite: MATH 190 Precalculus Mathematics or equivalent.*

**MATH 211 Foundations of Elementary Mathematics I**

*4 hours.* This course utilizes a constructivist approach to the fundamental ideas of elementary and middle school mathematics. This course focuses on elementary number theory, arithmetic operations, and algebra, and the NCTM process strands of problem solving, representation, and communication.

**MATH 212 Foundations of Elementary Mathematics II**

*4 hours.* This course utilizes a constructivist approach to the fundamental ideas of elementary and middle school mathematics. This course focuses on geometry, measurement, data analysis, statistics, and probability, and the NCTM process strands of reasoning and proof and connections.

**MATH 240 Statistical Procedures**

*3 hours.* Offered 2005-2006. An introduction to probability and statistics with content and application directed toward the natural and physical sciences. Topics to be covered include methods of describing data, probability, random variables and their distributions, estimation, hypothesis testing, linear regression, and correlation. *Prerequisite: MATH 180 College Algebra or equivalent.*

**MATH 260 Discrete Mathematics**

*3 hours.* An introduction to discrete mathematics. Topics covered include sets, functions, math induction, combinatorics, recurrence, graph theory, trees, and networks. *Prerequisite: MATH 190 Precalculus Mathematics.*

**MATH 290 Mathematical Logic**

*3 hours.* Offered 2005-06. This course is intended to facilitate a smooth transition from lower-level, computation-oriented math courses to upper-level, more theoretical courses. Topics include symbolic logic, methods of proof, and set theory. *Prerequisite: MATH 201 Calculus I.*

**MATH 300 Numerical Methods**

*3 hours.* Offered 2005-06. A study of numerical solutions of mathematical problems, including nonlinear equations, systems of linear equations, polynomial approximations, root finding, integration, and differential equations. Computer programs are written to solve these problems. (Identical to CSIS 300.) *Prerequisites: MATH 202 Calculus II, and either CSIS 201 Introduction to Computer Science I or ENGR 152 Engineering Principles II.*

**MATH 310 Differential Equations**

*3 hours.* A study of the theory, methods of solution, and applications of ordinary differential equations. Methods include series solutions and LaPlace transforms. *Prerequisite: MATH 301 Calculus III.*

**MATH 320 Linear Algebra**

3 hours. Offered 2004-05. A study of matrices and their properties and application, linear transformations, and vector spaces.

*Prerequisite: MATH 301 Calculus III.*

### **MATH 331 Probability**

3 hours. Offered 2005-06. A study of sample spaces, combinatory methods, discrete and continuous distributions, moment-generating functions, and the central limit theorem.

*Prerequisite: MATH 301 Calculus III.*

### **MATH 332 Mathematical Statistics**

3 hours. Offered 2005-06. A study of statistical methods – including estimators, confidence intervals, tests of statistical hypotheses, and correlation analyses – from a theoretical point of view, including applications.

*Prerequisite: MATH 331 Probability.*

### **MATH 340 Elementary Number Theory**

3 hours. Offered 2004-05. An introduction to the basic properties of whole numbers, including such topics as prime numbers, Euclid's algorithm, Fermat's Theorem, congruences, and Diophantine equations. The course will emphasize historical development of the relevant topics.

*Prerequisites: MATH 202 Calculus II and MATH 290 Mathematical Logic.*

### **MATH 350 Modern Geometry**

3 hours. Offered 2004-05. A rigorous study of Euclidean geometry and an introduction to non-Euclidean geometries.

*Prerequisites: MATH 202 Calculus II and MATH 290 Mathematical Logic.*

### **MATH 410 Algebraic Structures**

3 hours. Offered 2005-06. A study of groups, rings, integral domains, fields, polynomial rings, and algebraic number systems.

*Prerequisites: MATH 202 Calculus II and MATH 290 Mathematical Logic.*

### **MATH 485 Selected Topics**

1-3 hours. A class with topics in mathematics chosen to fit special needs or interests of students, faculty, or visiting professors.

*Prerequisite: MATH 301 Calculus III.*

### **MATH 490 Senior Seminar**

2 hours. Offered 2004-05. A seminar for junior and senior math majors to explore current topics selected by the instructor. Emphasis will be placed on significant student involvement in the classroom.

*Prerequisite: junior or senior standing.*

### **MATH 495 Special Study**

1-3 hours. Independent study of mathematical topics outside the regular offerings. Topics include advanced calculus, mathematical statistics, topology, real and complex analysis, and others. For upper-division mathematics majors only, by permission.

## **MUSIC**

### **Applied Music**

#### **MUSA 105/305 VC Applied Voice**

1 or 2 hours. Study of proper voice production, with emphasis on posture, breathing, and resonance. Studies from the standard repertoires, including English songs, Italian classics, German lieder, French art songs, oratorio and operatic arias, and selected contemporary works.

**MUSA 105/305 PN Applied Piano**

*1 or 2 hours.* Technical exercises, scales, and arpeggios in various rhythms; études of varying difficulty, such as those by Duvernoy, Burgmuller, Heller, Czerny, and Clementi. Repertoire from the historical periods are studied, including selected contemporary composers. A select group of concerti are also studied.

**MUSA 105/305 OR Applied Organ**

*1 or 2 hours.* Basic study of pedal and manual techniques. Standard works from the Baroque, Classic, Romantic, and Modern periods.

**MUSA 105/305 ST Applied Strings**

*1 or 2 hours.* Instruction on violin, viola, cello, and string bass. Basic fundamentals, posture, bow, and arm techniques, shifting, and vibrato. Included are scale and arpeggio studies and works from the standard solo and orchestral repertoire.

**MUSA 105/305 WW Applied Woodwinds**

*1 or 2 hours.* Instruction on flute, clarinet, oboe, saxophone, and bassoon. Tone production, scales, and arpeggios in various articulations. Includes technical studies and works from the standard solo and orchestral repertoire.

**MUSA 105/305 BR Applied Brass**

*1 or 2 hours.* Instruction on trumpet, French horn, trombone, baritone, and tuba. Technical studies include tone production, scales, and arpeggios with various articulation. Works from the standard solo and orchestral repertoire are studied.

**MUSA 105/305 PR Applied Percussion**

*1 or 2 hours.* Instruction on snare drum, tympani, the mallet instruments, and drum set. An in-depth study of all the percussion instruments used in the wind ensemble and orchestra.

**MUSA 105/305 GT Applied Guitar**

*1 or 2 hours.* Study of playing techniques, with emphasis on chordal knowledge and basic strums. Solos and ensemble pieces will be included for each student at his or her performance level.

## Ensembles

**MUSA 115/315 Festival Chorus**

*1/2 hour.* The chorus is composed of members of all the university choirs. It also is open to all university students, faculty and staff, alumni, and community singers. The chorus, typically accompanied by orchestra, performs a significant sacred choral work from the choral repertoire each spring. Handel's Messiah is performed every third year.

**MUSA 125C/325C Concert Choir**

*1/2 or 1 hour.* The Concert Choir is committed to excellent choral singing in a wide variety of styles, including contemporary sacred and gospel arrangements, spirituals, and hymn settings. The choir's combined commitment to excellence and ministry finds expression in concerts given on campus and in churches throughout the Northwest. Rehearsals are held four days a week. Membership is by audition.

**MUSA 125T/325T Music Theatre**

*1/2 or 1 hour.* Membership is open to all students interested in the production aspects of theatre. This organization offers one major presentation each spring. Works performed include Broadway musicals, light opera, music reviews, and an occasional opera. Orchestra accompaniment generally is used, and productions are completely staged, choreographed, costumed, and lighted. Chorus members and leading roles are selected by audition.

**MUSA 135A/335A Chamber Singers**

*1/2 hour.* This ensemble sings a flexible repertoire ranging from Renaissance madrigals

through contemporary vocal jazz settings and Christian contemporary gospel. Members present concerts in the Portland region and participate in various campus concerts. Membership is by audition.

**MUSA 135B/335B Chorale**

*1/2 hour.* A mixed choir that sings a wide variety of sacred and secular literature appropriate to their skill level. Students learn proper tone production, sight-reading skills and rehearsal techniques that will prepare them for Concert Choir and/or singing beyond graduation.

**MUSA 135D/335D DaySpring**

*1/2 hour.* This ensemble, composed of talented and versatile singers and instrumentalists, represents the university in churches, high schools, banquets, service clubs, and university functions. Their repertoire includes Christian contemporary settings, arrangements of traditional hymns and spirituals, and vocal jazz. Membership is selected through interviews and auditions with representatives of the music, development, and admissions departments.

**MUSA 135H/335H George Fox University Handbell Ringers**

*1/2 hour.* This musical ensemble shares its music with community agencies, churches, and university audiences. Limited to 12 ringers. Open to all by audition.

**MUSA 135J/335J Vocal Jazz Ensemble**

*1/2 hour.* A vocal ensemble and rhythm section specializing in the preparation, study and performance of vocal jazz. Performances are usually for university events and some off-campus concerts. Vocalists will learn to improvise and sing with style and tone appropriate to the idiom. Rhythm section players will learn how to effectively accompany, improvise, and play as a trio. Members must be concurrently enrolled in major ensembles. Membership is by audition and permission of the instructor.

**MUSA 145B/345B Symphonic Band**

*1/2 or 1 hour.* The Symphonic Band is a touring ensemble that plays concerts throughout the Northwest. The spring tour repertoire is played in schools, churches, and for chapel. This ensemble serves to train students for careers in instrumental conducting and performing. Prerequisite: instructor's permission.

**MUSA 145J/345J Jazz Ensemble**

*1/2 hour.* An ensemble organized to train instrumentalists in the jazz repertoire. Performances are usually for school events and some off-campus concerts. Members who are music majors must also be enrolled in the Symphonic Band.

**MUSA 155/355 Chehalem Symphony Orchestra**

*1/2 or 1 hour.* The symphony orchestra performs music by the master composers of the Baroque, Classical, Romantic, and Modern eras. Concertos featuring student soloists are often part of the annual repertoire. Community and faculty musicians combine with university students to form this ensemble. Performances include fall and spring concerts, as well as accompaniment of the Festival Chorus.

*Prerequisite: instructor's permission.*

**MUSA 165/365 Instrumental Ensemble**

*1/2 hour.* An ensemble organized to meet the needs of the instrumental music student who desires to explore literature for the small ensemble, such as string quartet, brass quartet, or woodwind quintet.



# MUSIC

## Theory and Literature

### **MUSI 100 Music Fundamentals**

*2 hours.* This course provides a fundamental understanding of music by considering the basics of musical construction, with examples drawn from the history of music. A study of musical notation, interval recognition, elements of pitch and rhythm, scale and chord construction, essential concepts in harmony, and basic musical forms. The student will be able to experience these fundamental concepts at the piano. No musical or keyboard experience is necessary.

### **MUSI 110 Understanding Jazz**

*2 hours.* A study of various aspects and types of jazz, from blues to jazz rock. Students will discover the great jazz artists and learn how to listen to a variety of jazz idioms.

### **MUSI 111/112 Introduction to Music Literature**

*2 hours.* A course to develop music appreciation through extensive listening to standard works. Study of vocal and instrumental forms and styles of the various periods.

### **MUSI 120 The World of Music**

*2 hours.* This course acquaints the liberal arts student with a broad range of musical styles reflecting diverse cultures, including classical, jazz, and popular music. Various composers, performers, and their music are listened to and studied.

### **MUSI 121, 122 Theory I**

*3 hours each semester.* A course designed to help the student systematically acquire basic information and interrelated skills that will be of value in future musical endeavors as performer, teacher, or composer. Includes work in part writing, keyboard harmony, analysis, and creative writing. Must be taken concurrently with MUSI 131, 132 Sight Singing and Ear Training.

### **MUSI 125 Voice Class**

*1 hour.* May be repeated for credit. A course designed for beginning singers who wish to understand, improve, and enhance their individual voices. Classroom participation will include instruction in basic vocal technique and care of the voice. Students will learn a variety of song literature and vocal exercises.

### **MUSI 131, 132 Sight Singing and Ear Training**

*1 hour each semester (two class hours a week).* A lab experience designed to develop proficiency in singing prepared melodies, melodies at sight, rhythmic patterns, and in taking basic melodic dictation. Music majors should register for this lab as a required component of MUSI 121, 122 Theory I, which should be taken concurrently.

### **MUSI 135 Class Piano**

*1 hour.* May be repeated for credit. Elementary- to intermediate-level class instruction in piano. This class is open to any student regardless of previous experience and does not require an instruction fee in addition to the normal tuition cost. Students working toward achieving the required piano proficiency may choose to study private applied piano with the instructor's consent rather than enroll for Class Piano. Required of all music majors who have not yet met the piano proficiency skill level.

### **MUSI 140 Organ for Pianists**

*1 hour.* Offered 2004-05. Group instruction in organ, its design, literature, and performance techniques. Designed for pianists of at least intermediate keyboard competency with no previous experience in organ.

### **MUSI 150 Keyboard Accompaniment**

*1 hour.* This course provides "on-the-job training" and special insights and skills in the art of accompanying. A wide range of repertoire is studied, from accompanying classical solo artists

to accompanying choirs (both classical and gospel), small ensembles, and congregational singing.

**MUSI 180 Introduction to Music Technology**

*2 hours.* Introductory work with technological resources basic to work in the music field. Includes hands-on experience with MIDI and sequencing, music notation programs and desktop publishing, digital sound formats, and basic Web authoring.

**MUSI 200 Basic Conducting**

*1 1/2 hours.* Introduction to the basic fundamentals of conducting for the music major, the music education major, and the future church musician. Emphasis is placed upon the mastery of simple conducting patterns, cues, and expressive gestures, and common problems in leading group singing and in directing musical ensembles.

**MUSI 210 Keyboard Literature**

*2 hours.* Through a variety of keyboard music (harpsichord, piano, organ, and synthesizer), students will acquire an understanding of diverse keyboard approaches from the Baroque through contemporary styles. Recommended for those especially interested in keyboard music.

**MUSI 221, 222 Theory II**

*4 hours each semester.* A continuation of Theory I. Includes chromatic harmonies and remote modulations. Introduction to 20th-century harmonic usage. Creative work is required.  
*Prerequisite: MUSI 121 and 122 Theory I.*

**MUSI 225 Composition I**

*1 hour.* Individual lessons in composition. Initial inquiry into organization of sound resources, developing techniques for working with musical materials, and composition in small forms. May be repeated for credit.  
*Prerequisite: MUSI 122 Theory I (second semester) and MUSI 132 Sight Singing and Ear Training II, or instructor's permission.*

**MUSI 250 Folk Guitar Techniques**

*1 hour.* This course offers elementary class instruction in the techniques of playing folk guitar. Proper hand position, fingering, and strumming styles, and a reasonably broad range of chords are presented. Emphasis is upon building a solid accompaniment to songs likely to be used in preschool through secondary school grades.

**MUSI 270 Music Techniques**

*3 hours.* Offered 2004-05. Fundamental instruction in the technique required to sing and play musical instruments at an intermediate level. Attention will be given to the technical aspects of musical performance with an emphasis on the various demands related to teaching singers and instrumentalists.  
*Prerequisites: MUSI 121 and 122 Theory I.*

**MUSI 310 Counterpoint**

*2 hours.* Offered 2004-05. Principles of 18th-century polyphony. Detailed study of the works of J.S. Bach and his contemporaries. Original composition required.  
*Prerequisites: MUSI 221 and 222 Theory II.*

**MUSI 311, 312 Music History**

*3 hours each semester.* A study of the development of music from antiquity through the 20th century. Comparisons are made to the development of the other arts. Concentrated study of music literature emphasizing the change in musical styles during the different historical periods.  
*Prerequisites: MUSI 121 and 122 Theory I.*

**MUSI 320 Form and Analysis**

*2 hours.* Detailed study of the structural components of music, including the motive, phrase,

and period. Application to principal contrapuntal and homophonic forms of the Classic, Romantic, and Modern periods.

*Prerequisites: MUSI 221 and 222 Theory II.*

**MUSI 340 Church Music (History and Administration)**

*3 hours.* Offered 2005-06. A study of music within the church, viewed historically from the early centuries through the needs of the contemporary church.

**MUSI 380 Keyboard Improvisation and Service Playing**

*2 hours.* Offered 2004-05. A practical course for pianists and organists seeking to discover creative approaches in programming and leading the congregation in inspirational worship and celebration.

**MUSI 400 Music and Christian Faith**

*2 hours.* A study of the relationships between musical communication and Christian faith and practice. Also includes some preparatory modules for senior recital.

*Prerequisites: MUSI 222 Theory II (second semester) and MUSI 312 Music History II or equivalents, and junior or senior standing.*

**MUSI 410 Elementary Music Methods**

*3 hours.* Offered 2005-2006. Students will be introduced to the foundations of elementary music education including the National Standards and current teaching methodologies. Student observation and participation will provide the basis of an understanding of teaching music at the elementary level.

*Prerequisite: MUSI 121 and 122 Theory I.*

**MUSI 411 Middle Level and High School Music Methods**

*3 hours.* Offered 2005-2006. Students will investigate the many special teaching demands of music education at the secondary level. Vocal and instrumental music ensembles will be studied to determine the special requirements of these performance groups. Music courses at the secondary level will be examined to determine their individual teaching methodologies.

*Prerequisite: MUSI 121 and 122 Theory I.*

**MUSI 425 Composition II**

*1 1/2 hours.* Individual lessons in composition. Continuing work in composition including (but not limited to) composition in larger forms, digital media, multimovement forms, exploration of style resources.

*Prerequisite: MUSI 225 Composition I and admission to upper-division study, or instructor's permission.*

**MUSI 430 Instrumentation and Orchestration**

*2 hours.* Offered 2005-06. A study of the instruments of the orchestra and band, including their ranges, characteristics, and capabilities. Practical application of the principles of arranging and scoring for orchestral/band instrumental combinations.

*Prerequisites: MUSI 221 and 222 Theory II.*

**MUSI 460 Advanced Conducting**

*2 hours.* Offered 2005-06. A course designed to acquaint the student with advanced choral and instrumental literature. Basic conducting patterns are reviewed and adapted to all aspects of conducting: syncopation, cuing, and expressive gestures.

*Prerequisite: MUSI 200 Basic Conducting.*

**MUSI 475 Field Experience**

*1-5 hours.* Supervised experience in music apprenticeship as conductor, performer, or composer.

*Prerequisite: permission of music faculty.*

**MUSI 490 Senior Recital/Project**

*1 hour each semester.* Students prepare a project in cooperation with a faculty advisor. The

project is presented before an audience and filed permanently in the music department.

**MUSI 495 Special Study**

*1-3 hours.* Individual research under the guidance of the faculty.

*Prerequisite: permission of music faculty.*

## **PHILOSOPHY**

**PHIL 210 Introduction to Philosophy**

*3 hours.* This introduction to philosophical issues encompasses study of the human quest to understand the meaning of knowledge, art, nature, God, values, and other vital interests. Lectures and reading will introduce the student to the major systems of philosophy developed by thoughtful people over the centuries.

**PHIL 230 Ethics**

*3 hours.* Ethics consists of an analysis of the ethical theories and systems by which persons make judgments and choices, with special attention to contemporary moral issues and the modern revival of virtue theory.

**PHIL 260 Social Theory**

*3 hours.* A critical study of some major social philosophers from Comte to the present.

(Identical to SOCI 260.)

*Prerequisites: SOCI 150 Principles of Sociology and PHIL 210 Introduction to Philosophy, or instructor's permission.*

**PHIL 270 Philosophy of the Arts**

*3 hours.* Offered 2005-06. An introduction to philosophical issues in the arts, such as art and morality, the nature of creativity, aesthetics, and the relation of the arts to worldviews.

**PHIL 280 Introduction to Political Philosophy**

*3 hours.* A study of great political thinkers and issues from Socrates to the present. Students are encouraged to understand and evaluate these thinkers in their historical contexts, and to consider them as philosophers whose insights are relevant for contemporary debates.

(Identical to HIST 280 and PSCI 280.)

**PHIL 300 American Political Theory**

*3 hours.* A survey of the major developments in U.S. political theory from the Puritans to the present. The relationship between Christianity and American political theory is given special attention. (Identical to HIST 300 and PSCI 300.)

**PHIL 330 Philosophy of Religion**

*3 hours.* Examines classic topics in the field, including theistic arguments, the problem of evil, miracles, religious language, and divine attributes.

**PHIL 340 Logic**

*3 hours.* Offered 2005-06. Logic involves a study of Aristotelian forms of deductive reasoning, including the syllogism, inductive reasoning, fallacies, and some aspect of symbolic logic, including Venn diagrams, and truth tables. Its goal is to facilitate sound thinking that is both creative and critical.

**PHIL 380 History of Philosophy Survey**

*3 hours.* Offered 2004-05. A one-semester survey of the history of Western philosophy. Emphasizes the connections and contrasts between historical periods.

**PHIL 382 History of Philosophy Seminar**

*3 hours.* Offered 2005-06. Examines a particular period in the history of philosophy (e.g. Ancient, Medieval, Enlightenment, 19th Century). Choice of period determined by student interest and professorial competence.

*Prerequisite: A philosophy course other than PHIL 340 Logic, or instructor's consent.*

**PHIL 415 Contemporary Philosophers and Problems**

*3 hours.* A study of significant 20th-century philosophers and selected philosophical issues in recent literature.

*Prerequisite: A philosophy course other than PHIL 340 Logic, or instructor's permission.*

**PHIL 485 Selected Topics**

*2 hours.* A seminar on a topic chosen by the professor. Open to upper-division majors and others by permission.

**PHIL 495 Special Study**

*1-3 hours.* Individual research. Open to qualified students upon application.

## PHYSICS

**PHYS 150 Physics of Everyday Life**

*3 hours.* A relevant and practical introduction to everyday physical phenomena through a conceptual survey of various physics topics, including motion, energy, sound, light, electricity, and relativity. No mathematical background is required. This course meets the general education requirement and is designed for nonscience majors. Two lectures and one laboratory period per week.

**PHYS 201, 202 General Physics**

*4 hours each semester.* Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using algebraic methods for analysis. Three lectures and one lab per week.

*Prerequisite: MATH 190 Precalculus Mathematics.*

**PHYS 211, 212 General Physics with Calculus**

*4 hours each semester.* Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using calculus methods for analysis. Three lectures and one lab per week.

*Prerequisite: MATH 201 Calculus I.*

## POLITICAL SCIENCE

**PSCI 150 Introduction to Political Science**

*3 hours.* An introduction to the study of the use of political processes to decide public policy and the distribution of resources within and among communities and nations. Systems of government, and individual behaviors and informal political processes within those systems, will be examined using examples from various parts of the world throughout history. In the process, students will begin to explore the major questions of political philosophy, civic leadership, and Christian public ethics.

**PSCI 190 American Government**

*3 hours.* The theory and practice of the federal government and the study of key issues in government in general.

**PSCI 220/420 War and Conscience in the United States**

*3 hours.* An exploration of American thought on the subject of war, both today and in past crises such as the American Revolution, Civil War, wars with the American Indians, and the world wars; a study of the official position major church bodies have taken in regard to war; and the experiences of individuals who refused to fight. (Identical to HIST 220/420.)

**PSCI 230 Introduction to International Relations**

*3 hours.* Introduction to the principles and study of interstate relations in the contemporary

world. Special attention is given to the issues of sovereignty, the United Nations, and international law. (Identical to INTL 230.)

**PSCI 240 State and Local Government**

*3 hours.* The origins, evolution, structure, and present functions of state, county, and city government, with particular reference to Oregon. Special attention is given to the rising problems of urban government and regional planning.

**PSCI 260 Introduction to Law**

*3 hours.* A general study of the role of law and the legal profession in American life, and a survey of the major topics addressed by the law. Attention also is given to the values promoted by our legal system and the Christian's interaction with it.

**PSCI 275/475 Field Experience**

*1-3 hours.* Supervised experiences in varied political agencies. A maximum of three hours of credit can be gained through one internship. No more than six hours of internship credit will be counted toward major requirements, and of these no more than three hours may be upper-level credit.

**PSCI 280 Introduction to Political Philosophy**

*3 hours.* A study of great political thinkers and issues from Socrates to the present. Students are encouraged to understand and evaluate these thinkers in their historical contexts, and to consider them as philosophers whose insights are relevant for contemporary debates. (Identical to HIST 280 and PHIL 280.)

**PSCI 285/485 Selected Topics**

*1-3 hours.* A seminar dealing with various topics as announced that represent current faculty interests and competencies.

**PSCI 300 American Political Theory**

*3 hours.* A survey of the major developments in U.S. political theory from the Puritans to the present. The relationship between Christianity and American political theory is given special attention. (Identical to HIST 300 and PHIL 300.)

**PSCI 303 International Conflict and Peace**

*3 hours.* This course considers the causes of international conflict and possible approaches to their resolution. An emphasis is placed on strategies to prevent and resolve conflicts without the use of violence (Identical to INTL 303 and SOCI 303.)

**PSCI 310 Conflict Resolution**

*3 hours.* A study of communication principles found useful in managing conflict productively. Focus is given to conflict occurring in institutional and organizational settings between individuals and groups. Attention also is given to conflict in social, national, and international settings. (Identical to COMM 310.)

**PSCI 320 Constitutional Law: Issues of National Power**

*3 hours.* Considers the powers of the federal judiciary, Congress, and president; the distribution of authority between the national and state governments; and how the Constitution has reflected our evolving theories of politics. (Identical to HIST 320.)

**PSCI 350 Seminar on the First Amendment**

*3 hours.* Studies the Supreme Court's interpretation of the First Amendment, with an emphasis on its religion clauses. The political, historical, and theoretical background of the amendment and subsequent cases is carefully considered.

**PSCI 360 Criminal Rights and Equal Protection**

*3 hours.* This course focuses on major Supreme Court decisions regarding criminal law and the civil rights of women and racial minorities. The issues of abortion and the death penalty are examined in detail.

**PSCI 390 Peace Research**

*1-3 hours.* Directed research on peace subjects, both current and historical. Students will normally write a major research paper. (Identical to HIST 390.)

**PSCI 410 Community Mediation**

*3 hours.* A study of mediation skills and their uses in community disputes, including neighborhood conflicts, public policy issues, and as court-annexed alternatives to litigation. Students also will examine the impact of mediation on democratic political theory, on the theory underlying our adversarial legal system, and on Christian views of conflict in the public arena.

**PSCI 430 Women and Politics in American History**

*3 hours.* Considers the role of women in politics from colonial days to the present. Special consideration is given to the role of Quaker women and grassroots organizers.

**PSCI 440 Christianity and Politics in America**

*3 hours.* This course considers how Christianity and politics have been related throughout American history, how they are related today, and how they should be related. Quaker contributions in each area are carefully considered.

**PSCI 450 Campaigns and Elections**

*3 hours.* Considers issues surrounding American campaigns and elections. Special emphasis is placed on the role of political parties and the voting behavior of individuals and groups.

**PSCI 490 Senior Seminar**

*3 hours.* This capstone course requires majors to think in a sophisticated manner about the relationship between their Christian faith and politics. In addition, students will complete a major project that requires them to draw together skills and information they have learned in lower level courses.

**PSYCHOLOGY****PSYC 150 General Psychology**

*3 hours.* An introduction to the scientific study of human behavior. Major topics include the biological bases of behavior, sensation, perception, thinking, learning, memory, development, emotion, motivation, personality, social interaction, and abnormal behavior. Prerequisite to most other psychology courses.

**PSYC 275 Exploratory Field Experience**

*2-3 hours.* An opportunity to observe professionals in the helping environment.

**PSYC 300 Group Dynamics**

*3 hours.* A study and application of principles and techniques involved in interaction of individuals within various groups. (Identical to SOCI 300.)

*Prerequisite: PSYC 150 General Psychology.*

**PSYC 311 Child Development**

*3 hours.* A study of physical, intellectual, personality, social, and moral development from the prenatal period through late childhood. (Identical to FCSC 311.)

*Prerequisite: PSYC 150 General Psychology.*

**PSYC 312 Adult Development**

*3 hours.* Offered 2004-05. A study of physical, intellectual, personality, social, and moral development from young adulthood to old age.

*Prerequisite: PSYC 150 General Psychology.*

**PSYC 314 Adolescent Development**

*3 hours.* A study of the unique physical, intellectual, personality, social, and moral

developmental changes during the period of adolescence.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 320 Introduction to Cognitive Science**

*3 hours.* Offered 2004-05. This course provides an overview of the neuropsychological basis for mental functions including motor control, object recognition, spatial reasoning, attention, language, memory, and emotion. Methods of neuropsychological research are explored. Philosophical, mathematical, and computer related issues relevant to neuroscience and cognitive science are also presented.

### **PSYC 330 Personality Theories**

*3 hours.* A survey of the major theorists of personality and their theories. Included are psychoanalytic, dispositional, phenomenological, and behavioral theories. An integrative approach will involve synthesis of important elements of theory and Scripture.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 340 Statistical Procedures**

*3 hours.* Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making.

*Prerequisites: high school algebra or equivalent.*

### **PSYC 350 Social Psychology**

*3 hours.* A study of the social and psychological processes of human interaction. Major topics to be covered include conformity, aggression, self-justification, persuasion, prejudice, attraction, and interpersonal communication. (Identical to SOCI 350.)

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 353 Culture and Psychology**

*3 hours.* This course will cover the nature of culture and its applications to understanding human functioning. Students will examine their own and other cultures, as well as cultural influence on their thought, behavior, and relationships.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 360 Learning**

*3 hours.* A survey of learning theories and the basic research questions being asked in this important field. Special emphasis will be placed on translating experimental theory into practical methods. Current approaches to learning and the impact of computer models on learning theory also will be explored.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 370 Cognition**

*3 hours.* Traditional areas of study in cognitive psychology will be discussed. These areas include perception, attention, memory, reasoning, problem solving, and language. Traditional views as well as current trends will be discussed.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 381 Counseling**

*3 hours.* A study of theory and technique of person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching, or mental health settings. Open to sophomores and above. Recommended as a prerequisite for field experience work (PSYC 475). (Identical to CHMN 381.)

*Prerequisite: PSYC 150 General Psychology.*

*Recommended: PSYC 330 Personality Theories.*

### **PSYC 382 Advanced Counseling**

*1 hour.* This course builds on the knowledge and skills learned in PSYC 381 Counseling. The course is designed to enhance the clinical skills necessary to form a therapeutic relationship and to connect these skills to a theoretical orientation. A focus of the course is on utilizing



counseling skills in various settings including schools and clinics, and with various populations.  
*Prerequisite: PSYC 381 Counseling.*

*Recommended: PSYC 330 Personality Theories.*

### **PSYC 391 Research Methods**

*3 hours.* An introduction to methods of psychological research. Students will be involved in designing and conducting experimental research. This course is fundamental preparation for students planning graduate work in psychology or related fields.

*Prerequisites: PSYC 150 General Psychology and PSYC 340 Statistical Procedures.*

### **PSYC 392 Advanced Research Methods**

*3 hours.* Students will explore research design, analyses, and computer applications in the areas of cognition, learning, sensation and perception, and development using a variety of hands-on methods.

*Prerequisites: PSYC 340 Statistical Procedures and PSYC 391 Research Methods.*

### **PSYC 400 Psychometrics/Outcome Evaluation**

*3 hours.* Offered 2004-05. Students will develop skills in understanding and critically evaluating educational and psychological tests (measures of ability, achievement, personality, and vocational interest). Also, modern principles of "psychometrics" – data-based analysis of test items, scores and interpretations – will be emphasized, particularly the reliability and validity of items and scales. Students will have hands-on experience with various tests and will computer-analyze sample data from test development projects.

*Prerequisites: PSYC 150 General Psychology and PSYC 340 Statistical Procedures.*

*Recommended: PSYC 391 Research Methods.*

### **PSYC 410 Sensation and Perception**

*3 hours.* Offered 2005-06. Using psychophysical techniques, students will study sensory systems, including vision, audition, olfaction, taste, touch, and kinesthesia. Classic and current theories of perception and sensation will be discussed.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 420 Abnormal Psychology**

*3 hours.* A study of the nature, causation, and treatment of the major psychiatric and behavioral disorders.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 440 Psychology of Religion**

*3 hours.* Offered 2004-05. This course will cover topics such as the human experience of the divine, the psychology of religious development, the psychology of dogmatic beliefs, ritual religious psychopathology, the psychology of conversion, and the psychology of faith. The course will also discuss and critique the body of research on religious behaviors.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 450 Systems of Psychology**

*3 hours.* The history of the various schools of psychology, their origins, distinguishing characteristics, major contributions, theoretical positions, and contemporary issues are investigated. Required for psychology majors and minors.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 460 Physiological Psychology**

*3 hours.* Offered 2005-06. This course will introduce students to the fundamental principles of neuroanatomy, psychobiochemistry, and the physiological basis of behavior. A biobehavioral approach to the understanding of behavior will be explored.

*Prerequisite: PSYC 150 General Psychology.*

### **PSYC 475 Field Experience**

*2-10 hours.* Supervised experiences in helping activities in mental health agencies and institutions. A maximum of 3 hours may be applied toward a psychology major. For upper-

division majors only, by permission.

Recommended: PSYC 381 Counseling or other 300-level psychology course.

**PSYC 485 Selected Topics**

*1-3 hours.* A course dealing with various topics, as announced, that represent current faculty interests and competencies and student interest. Previous offerings have included psychology of relationships, drug and alcohol abuse, child and adolescent psychopathology, and psychology of gender.

*Prerequisite: PSYC 150 General Psychology.*

**PSYC 490 Senior Seminar**

*1 hour.* Integration of Christianity and psychology is emphasized. In addition, students make preparations for careers in psychology. Required for all psychology majors.

*Prerequisite: senior standing.*

**PSYC 495 Special Study**

*1-3 hours.* Independent study of subjects outside regular offerings and/or supervised research under the direction of faculty. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division psychology majors only, by permission.

## RELIGION

**RELI 230/430 Sociology of Religion**

*3 hours.* A sociological examination to the meaning and function of religion in human society. Gives attention to the development of religious organization, the relationship of religion to class and politics, the nature of the sacred, dimensions of religiosity, and denominational diversity in the United States. (Identical to SOCI 230/430.)

**RELI 260 History and Doctrine of Friends**

*3 hours.* This course explores the rich heritage of the Quaker movement in its historical, social, and religious settings. The distinguishing beliefs of Friends and contemporary trends also will be studied, with particular interest in how to apply timeless truths in timely ways.

**RELI 270 History and Doctrine of \_\_\_\_\_ (Selected Churches)**

*3 hours.* Offered upon sufficient demand by denominational leaders, who supply the appropriate course descriptions.

**RELI 300 Christian Foundations**

*3 hours.* Christ-centered believers are united in basic understandings that should inform and guide all of life, including service, worship, and vocation. This course introduces a Christian view of the world through the lens of historic theology and its implications for living the Christian life.

**RELI 330 Introduction to the World Christian Movement**

*3 hours.* Offered 2004-05. The biblical basis and history of missions are considered, with a special focus upon the modern missionary movement of the last 200 years. (Identical to INTL 330.)

**RELI 360 Cross-Cultural Christian Outreach**

*3 hours.* Offered 2005-06. Cross-cultural communication in Christian ministry, focusing on the concepts of identification, mutuality, the process of cultural change from a biblical perspective, and strategies for cross-cultural outreach.

**RELI 380 Christian Beliefs**

*3 hours.* As an introduction to Christian theology, this course considers the basic doctrines of the Christian faith and their application to contemporary living.

**RELI 385 Quaker Seminar**

*1 hour.* Designed to address topics of interest to Friends and matters of Quaker faith and practice. Topics will vary from semester to semester, and include sacramentality, worship and ministry, peace and social work, evangelism, leadership, decision making, and Christian testimonies.

**RELI 401 Christianity in History I**

*3 hours.* Offered 2005-06. The development of Christianity from its appearance within the Greco-Roman world through the medieval period, and its influence as a base for culture in the West. (Identical to HIST 401.)

**RELI 402 Christianity in History II**

*3 hours.* Offered 2005-06. Christianity's development from the dawn of the Protestant Reformation through its global spread during the modern era, observing its historical context and relationships to the surrounding cultures. (Identical to HIST 402.)

**RELI 440 World Religions**

*3 hours.* A comparative study between Christianity and other prominent religions of the world, such as Buddhism, Islam, Hinduism, and contemporary kinds of alternative religion. (Identical to INTL 440.)

**RELI 460 Issues in Contemporary Missions**

*3 hours.* Offered 2005-06. Selected movements, trends, and leaders of contemporary Christian missions are studied. Lectures, readings, and learning activities are chosen to provide tools and methods for continuing education in missiology.

**RELI 470 Christian Classics**

*2 hours.* Certain Christian writings have endured the test of time and have been found to be a rich source of spiritual nourishment. A representative sampling of these significant works representing the life and thought of Christians from the second to the mid-20th century will be considered. As this is a senior capstone course, students must be juniors or seniors.

**RELI 480 Spiritual Formation**

*2 hours.* An exploration of how people grow and change spiritually. The study integrates biblical insights, classic Christian spirituality, developmental theory, and contemporary individual and corporate practice in spiritual formation. It will critically explore how spirituality relates to vocation, relationships, and the demands of daily living. As this is a senior capstone course, students must be juniors or seniors.

**RELI 485 Selected Topics**

*2-3 hours.* Occasional special courses chosen to fit the interests and needs of students and faculty.

**RELI 490 Contemporary Religious Life**

*2 hours.* The movements, trends, and leaders of contemporary Christianity are studied in their social setting. Lectures and readings are chosen to provide tools and methods for thoughtful and continuing interpretation of religious life. As this is a senior capstone course, students must be juniors or seniors.

**RELI 495 Special Study**

*1-3 hours.* Individual research. Open to qualified students upon application.

## **SOCIOLOGY**

**SOCI 150 Principles of Sociology**

*3 hours.* An introduction to the study of society, including the study of the shared relationships that create social organization and social processes of society. Required for sociology majors and for admission into the social work major.

**SOCI 200 Social Issues**

*3 hours.* A study of the most pressing issues from both a national and international perspective. Focus will be upon urbanization, racial, and ethnic relations, and the natural environment. The structural, historical, and cultural roots of these issues will be discussed.

**SOCI 230/430 Sociology of Religion**

*3 hours.* A sociological examination to the meaning and function of religion in human society. Gives attention to the development of religious organization, the relationship of religion to class and politics, the nature of the sacred, dimensions of religiosity, and denominational diversity in the United States. (Identical to RELI 230/430.)

**SOCI 260 Social Theory**

*3 hours.* A critical study of major social philosophers from Comte to the present. Required for sociology and social work majors. (Identical to PHIL 260.)

*Prerequisite: SOCI 150 Principles of Sociology or PHIL 210 Introduction to Philosophy.*

**SOCI 280 Marriage and the Family**

*3 hours.* A study of marriage and the family from a sociological perspective, including historical, cross-cultural, and economic backgrounds. A Christian faith perspective will emphasize the worth of people, the importance of the family as a place of nurture, and the gift of marriage. (Identical to FCSC 280 and HLTH 280.)

**SOCI 285 Selected Topics**

*1-3 hours.* A seminar dealing with topics of special interest to students and current faculty.

**SOCI 300 Group Dynamics**

*3 hours.* A study and application of principles and techniques involved in interaction of individuals within various groups. (Identical to PSYC 300.)

*Prerequisite: SOCI 150 Principles of Sociology.*

**SOCI 303 International Conflict and Peace**

*3 hours.* This course considers the causes of international conflict and possible approaches to their resolution. An emphasis is placed on strategies to prevent and resolve conflicts without the use of violence (Identical to INTL 303 and PSCI 303.)

**SOCI 310 Cultural Anthropology**

*3 hours.* A comparative study of world societies and their ways of life. (Identical to INTL 310.)

**SOCI 320 Men and Women in Society**

*3 hours.* A study of how societies construct gender similarities and differences. The impact of gender upon individuals and social institutions, and the implications of a sociological understanding of gender for the Christian faith will be explored.

**SOCI 340 Statistical Procedures**

*3 hours.* Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making. Recommended for the sophomore or junior year. Required for sociology and social work majors.

*Prerequisites: SOCI 150 Principles of Sociology and high school algebra.*

**SOCI 350 Social Psychology**

*3 hours.* A study of the theories and methods of social interactions in the development of personal and group behavior. The major aim is to encourage an appreciation of the relationship between personal and situational determinants of social behavior. (Identical to Psyc 350.)

*Prerequisite: SOCI 150 Principles of Sociology, or instructor's permission.*

**SOCI 360 Crime and Deviance**

*3 hours.* An introduction to the study of deviance and criminology, including theoretical and paradigms and research.

**SOCI 380 Race, Ethnicity, and Class**

*3 hours.* An interdisciplinary study of the history, problems, and present status, social attitudes, and generalist practice issues involved in working with people of differing racial, ethnic, and class backgrounds in the United States.

*Prerequisites: SOCI 150 Principles of Sociology, or instructor's permission.*

**SOCI 390 Research Seminar**

*3 hours.* An overview of quantitative and qualitative research methods in the social sciences. Students will design a research project. Required for sociology and social work majors.

*Prerequisites: SOCI 150 Principles of Sociology, SOCI 260 Social Theory, and SOCI 340 Statistical Procedures.*

**SOCI 410 Juvenile Delinquency**

*3 hours.* A study of the causes and nature of juvenile delinquency, the development of the juvenile court, probation, and other rehabilitative programs.

*Prerequisite: SOCI 150 Principles of Sociology, or instructor's permission.*

**SOCI 450 Aging in Society**

*3 hours.* A study of the adult aging process in its diverse social dimensions. An exploration of the aging network and its various services and programs will be a secondary focus of study. (Identical to SWRK 450.)

*Prerequisite: SOCI 150 Principles of Sociology, or instructor's permission.*

**SOCI 475 Field Experience**

*3-6 hours.* Supervised experiences in private and public social agencies. For upper-division majors only. A maximum of 6 hours of SOCI 475 Field Experience may be used as electives for majors. By permission.

**SOCI 485 Selected Topics**

*1-3 hours.* A special-interest course that addresses current topics in the field of sociology. Course offerings depend on current faculty competencies and student interest. Previous offerings have included a Christian response to the contemporary family, criminal justice, cross-cultural education, death, and dying, Native American cultures, sociology of religion, sociology of adolescence, and sociology of literature. Limited to upper-division majors.

*Prerequisite: SOCI 150 Principles of Sociology.*

**SOCI 495 Special Study**

*1-3 hours.* Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division majors only, with permission.

**SPANISH**

Note: Placement testing is generally required of all students prior to registration for their first Spanish course at George Fox University. Placement tests are typically administered during orientation.

**SPAN 101, 102 Introductory Spanish**

*3 hours each semester.* An integrated introductory study of Spanish. Listening, speaking, reading, and writing are all integral to learning the language. Cultural aspects of Spain and Latin America are also presented as essential components. Language lab is required. At the end of SPAN 102, students should have novice high proficiency as defined by the American Council of the Teaching of Foreign Languages (ACTFL). Placement test required.

**SPAN 201, 202 Intermediate Spanish**

*3 hours each semester.* A proficiency-centered approach to the study of Spanish, with extensive practice in listening, speaking, reading, and writing. At the end of SPAN 202,

students should have intermediate mid proficiency as defined by ACTFL.  
*Prerequisite: Placement test or SPAN 102 Introductory Spanish II.*

**SPAN 275/475 Field Experience**

*1-10 hours.* Supervised experience in a situation demanding extensive use of Spanish. Admission and credit hours determined by instructor.

**SPAN 285/485 Selected Topics**

*2-4 hours.* Occasional special courses chosen to fit the needs and interests of students and faculty.

**SPAN 295/495 Special Study**

*1-4 hours.* Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

**SPAN 301, 302 Intermediate/Advanced Spanish**

*3 hours each semester.* A thorough review of Spanish to develop intermediate high proficiency, as defined by ACTFL. Activities include reading authentic texts, writing in a variety of styles, and developing strategies for communication.

*Prerequisite: SPAN 202 Intermediate Spanish II, or placement by exam.*

**SPAN 340 Spanish Culture and Civilization**

*3 hours.* An introduction to the cultures and civilizations of the Iberian Peninsula. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Activities include reading authentic texts and listening to native speakers. Areas of study may include history, art, music, the role of religion, governmental systems, and gender differences. Taught in Spanish.

*Corequisite: SPAN 301 Intermediate/Advanced Spanish I, or instructor's permission.*

**SPAN 350 Latin American Culture and Civilization**

*3 hours.* An introduction to the cultures and civilizations of Latin America. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Activities include reading authentic texts, field trips, and listening to native speakers. Areas of study may include history, art, music, the role of religion, governmental systems, and gender differences. Taught in Spanish.

*Corequisite/Prerequisite: SPAN 302 Intermediate/Advanced Spanish II or concurrent enrollment in SPAN 302, or instructor's permission.*

**SPAN 375 Field Experience: Study Abroad**

*2 hours.* A journal and a paper are required as part of the study abroad experience. Taken concurrently with SPAN 490 Study Abroad. Required for Spanish majors. By permission.

**SPAN 410 Introduction to Spanish Literature**

*3 hours.* A one-semester introduction to Spanish peninsular literature. This course introduces students to selected masters and periods of Spanish literature and reflects on matters of faith as revealed in the pieces studied. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Taught in Spanish.

*Prerequisite: SPAN 302 Intermediate/Advanced Spanish II, or instructor's permission.*

**SPAN 420 Introduction to Latin American Literature**

*3 hours.* This course introduces students to selected masters and periods of Latin American literature and reflects on matters of faith as revealed in the pieces studied. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Taught in Spanish.

*Prerequisite: SPAN 302 Intermediate/Advanced Spanish II, or equivalent.*

**SPAN 480 Senior Capstone**

*3 hours.* This course synthesizes all the student's skills in Spanish. It includes a portfolio of written work, an oral proficiency interview, and a service-learning project. Meetings with professor focus on integration of faith and learning. Preferably taken after semester abroad.

### **SPAN 490 Study Abroad**

*16 hours minimum.* A one-semester overseas experience. Students take university courses while living abroad in Spain or Latin America. Application and junior standing or above required. All programs of study subject to the approval of the Spanish faculty and the director of overseas study. Majors must also enroll in SPAN 375 Field Experience: Study Abroad.

## **SOCIAL WORK**

### **SWRK 180 Introduction to Social Welfare**

*3 hours.* This course serves as an introduction to the philosophy, historical development, and current practices of the social work profession and social welfare in general. Specifically, the knowledge base, values, skills, practices, settings, educational and career opportunities of the profession will be examined. Emphasis is placed on developing awareness of the scope of the profession using a scientific, analytic approach to service delivery and evaluation; relating generalist social work practice to social welfare systems; economic and social justice; and work with diverse, oppressed, and at-risk populations. This course includes community service opportunities and/or social service agency tours. This course is required for those majoring in social work and must be taken prior to entrance into the major.

### **SWRK 285 Selected Topics**

*1-3 hours.* A special-interest class offered on a onetime basis addressing a subject in the field that is of general interest to the university community. By permission.

### **SWRK 320 Child Abuse and Family Violence**

*3 hours.* A multidisciplinary approach that considers causation, incidence, and treatment of families and children experiencing physical and emotional violence in the family. Basic principles of child welfare, victim assistance, protective shelters, and supporting services will be explored.

*Prerequisites: PSYC 150 General Psychology and SOCI 150 Principles of Sociology, or instructor's permission.*

### **SWRK 330 Human Behavior in the Social Environment**

*3 hours.* This course provides an overview of human development across the life span. Students will gain an understanding of physical, psychological, cognitive, social, and moral aspects of growth and development of individuals and families within a framework of systems theory and ecological perspective. Development will be examined from a variety of theoretical perspectives including biology, psychology, sociology, and theology. Contemporary issues and research in life span development will be emphasized. Examples from culturally, racially, and ethnically diverse populations are examined throughout the course. Required for majors.

### **SWRK 391 Social Work Practice I**

*3 hours.* A study of generalist social work practice with individuals. Microlevel theory, skills, and interviewing techniques are applied to generalist social work. The course will cover theory and techniques of person-centered case management that are specifically applicable to work with individuals. A prerequisite for Field Experience/Practicum I (SWRK 475). Required for majors. This class is open to declared social work majors only.

*Prerequisites: PSYC 150 General Psychology, SOCI 150 Principles of Sociology, SWRK 180 Introduction to Social Welfare, and formal admission into the social work program.*

### **SWRK 392 Social Work Practice II**

*3 hours.* A study of mezzo-level generalist social work practice with families and groups. Attention is given to a systems framework of generalist social work practice, with a particular focus upon assessment and development of appropriate intervention strategies. A prerequisite for SWRK 476 Field Experience/Practicum II. Required for majors. This class is open to declared social work majors only.

*Prerequisite: SWRK 391 Social Work Practice I.*

### **SWRK 393 Social Work Practice III**

*3 hours.* An overview of generalist social work methods practiced with organizations and communities. Attention is given to assessment, planning, implementation, and evaluation of macro-level systems. A prerequisite for SWRK 477 Field Experience/Practicum III. Required for majors. This class is open to declared social work majors only.

*Prerequisite: SWRK 392 Social Work Practice II.*

### **SWRK 400 Child Welfare Services**

*3 hours.* Basic principles of child welfare, with emphasis upon the services for families and children needing various types of support. Focus is on developing a knowledge and understanding of child welfare and supportive services.

*Prerequisites: SOCI 200 Social Issues and SWRK 180 Introduction to Social Welfare, or instructor's permission.*

### **SWRK 450 Aging in Society**

*3 hours.* A study of the adult aging process in its diverse social dimensions. An exploration of the aging network and its various services and programs will be a secondary focus of study. (Identical to SOCI 450.)

*Prerequisite: SOCI 150 Principles of Sociology, or instructor's permission.*

### **SWRK 461 Social Policy I**

*3 hours.* The policies of contemporary social programs are considered from a national, state, and local perspective. Policy development and analysis are emphasized. Required for majors.

*Prerequisites: SWRK 180 Introduction to Social Welfare, SOCI 200 Social Issues, PSCI 150 Introduction to Political Science, PSCI 190 American Government or PSCI 240 State and Local Government, SWRK 475 Field Experience/Practicum I, or instructor's permission.*

### **SWRK 462 Social Policy II**

*3 hours.* This course provides an in-depth analysis of how human needs and values are translated into social policy on both the national and international levels. Special attention is given to advocacy, and the ways in which values and power interests influence the creation of social policy. Examination of selected policies and programs in the areas of income, health, housing, human rights, employment, education, etc. Special attention is given to affirmative action, housing, homelessness, feminization of poverty, and policy analysis and formulation both at the state and federal levels. Implications for generalist social work services will be explored. Required for majors.

*Prerequisites: SWRK 461 Social Policy I and SWRK 476 Field Experience/Practicum II, or instructor's permission.*

### **SWRK 475 Field Experience/Practicum I**

*3 hours (150 practicum hours in the agency).* The first course of the field experience/practicum sequence will emphasize micropractice concepts and address orientation to the agency environment; student roles and responsibilities; agency roles and responsibilities; confidentiality issues; nature and process of supervision; establishing goals and objectives; models of integrating classroom learning with the field practicum; person-in-environment; interviewing techniques; identification of research and policy issues; work with special populations and injustices; process recordings; research methods in the agency; and ethical conduct/NASW code of ethics. Required for majors. This class is open to declared social work majors only. Recommended spring of the junior year.

*Prerequisite: SWRK 391 Social Work Practice I.*

### **SWRK 476 Field Experience/Practicum II**

*3 hours (150 practicum hours in the agency).* Ideally, SWRK 476 and 477 will occur in a full-year practicum during the student's senior year. The second course in the field experience/practicum sequence will build upon knowledge and experience acquired in SWRK 475 and emphasize mezzo-practice concepts. Course topics will include work with small groups, families; integrating research and evaluation methods in the field experience/practicum; agency evaluation and analysis; referral processes; work with special populations/injustices; ethical dilemmas; ethical conduct/NASW code of ethics; agency recording process; and development of a student portfolio of practicum projects and skills.



Required for majors. This class is open to declared social work majors only.

*Prerequisites: SWRK 475 Field Experience/Practicum I and SWRK 392 Social Work Practice II.*

### **SWRK 477 Field Experience/Practicum III**

*3 hours (150 practicum hours in the agency).* Ideally, SWRK 476 and 477 will occur in a full-year practicum during the student's senior year. The third course in the field experience/practicum sequence will provide further depth and integration of theory, classroom learning, and experience within the student's field experience/ practicum, building on concepts developed in SWRK 476 and emphasizing macropractice concepts. Additional topics will include work with agency boards, communities, governmental systems; implementation of a research project in the agency; community analysis; termination with clients and the agency; addressing social inequities in the student's field experience/practicum; work with special populations and injustices; policy issues; and ethical conduct/ NASW code of ethics. Required for majors. This class is open to declared social work majors only.

*Prerequisites: SWRK 476 Field Experience/Practicum II, SWRK 393 Social Work Practice III, and SOCI 390 Research Seminar.*

### **SWRK 485 Selected Topics**

*1-3 hours.* A special-interest class that addresses a relevant subject in the field of social work. Previous and projected subjects include, but are not limited to, administration and community planning; cognitive and behavioral theories; crisis and trauma recovery; current issues in social work; medical and mental health services; systemic and ecologic theories; social policy; and treating addictive behaviors.

*Prerequisites: SOCI 200 Social Issues and SWRK 180 Introduction to Social Welfare.*

### **SWRK 490 Senior Seminar**

*3 hours.* A required course for majors to be taken during the spring semester of the senior year. The course will focus on consolidating substantive knowledge regarding 1) social welfare policies and services, 2) human behavior in the social environment, 3) the structure and function of communities and human service organizations, 4) methods of inducing change across the micro-, mezzo-, and macrolevels, and 5) methods of scientific inquiry necessary to assess human problems and the effectiveness of professional interventions. Focus also will be upon the integration of social theories with faith and learning. Required for majors.

*Prerequisite: SWRK 392 Social Work Practice II.*

### **SWRK 495 Special Study**

*1-3 hours.* Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division majors only, by permission.

## **THEATRE**

### **THEA 100 Acting I – Fundamentals**

*3 hours.* Study of basic principles of acting, including survey of acting theories, performance of scenes, and critical observation and analysis of productions.

### **THEA 125/325 A, B, C, D Theatre Laboratory**

*1-3 hours.* The practical application of theatre techniques in connection with dramatic productions. Open to any student taking part in a University Theatre production. A denotes acting, B denotes directing, C denotes technical and D denotes design. May be repeated for a maximum of 6 hours total. Instructor's approval required.

### **THEA 130 Stagecraft**

*3 hours.* Balancing lecture with hands-on experience, the course offers a survey of materials, processes, and equipment in the fabrication, assembly, painting, rigging, and installation of stage scenery, properties, and lighting.

### **THEA 160/360 Improvisational Theatre Workshop**

2 hours. Focus on development of improvisational skills through structured and directed psychological, physical, and social exercises. May be repeated once for credit.

**THEA 165/365 George Fox University Players: Drama Touring Troupe**

1 hour each semester. Participation in theatre's traveling ensemble. Students must remain with the troupe the entire year. May be repeated to a maximum of four hours credit. Entrance to the course by audition and invitation. Pass/No Pass

**THEA 200 Acting II – Stage Voice and Movement**

3 hours. Offered 2004-05. A study of the basic principles and techniques of increasing vocal and physical awareness and production on the stage, including life study projects and an introduction to basic theoretical approaches to voice and movement. This course requires additional outside-of-class time for rehearsal and performance of selected material.

*Prerequisite: THEA 100 Acting I - Fundamentals, or instructor's permission.*

**THEA 220 Oral Interpretation of Literature**

3 hours. Introduction to the aesthetic bases of speech communication through the analysis and performance of various genres of literature. Attention given to performance of biblical literature, literature of diverse cultures, and the art of storytelling.

**THEA 240 Understanding Drama**

3 hours. A study of significant plays from the classical period to the present, both as literary works and staged productions, the goal being a deeper understanding and appreciation of drama as a symbolic form. Primary focus is on literary values, with attention also given to the constraints and interpretations embodied in the staging, acting, and directing of a play. (Identical to LITR 240.)

**THEA 275/475 Field Experience**

1-10 hours. Offered summers only. Supervised experience with off-campus professional, community, church, or camp theatre productions or drama programs. The experience may include acting, directing, technical production, publicity, management, therapy, or any combination thereof. Enrollment by instructor's permission.

**THEA 285/485 Selected Topics**

3 hours. Characteristically offered as part of May Term. Special courses offered occasionally to meet the needs and interests of students, professors, and visiting professors, specifically including technical theatre.

**THEA 300 Acting III – Contemporary Scene Study**

3 hours. Offered 2005-06. A study of the acting and philosophical challenges that face contemporary actors in the professional world of theatre. Through in-depth scene study, structural analysis, in-class presentations and outside research the student is exposed to the theatre community's various artistic responses to recent political and social movements. This course requires additional outside-of-class time for rehearsal and performance of selected material. Instructor's permission required.

**THEA 330 Stage Lighting and Sound**

3 hours. An introductory study of the principles of stage lighting and sound design for theatrical production. The emphasis will be on both design and the operation of sound and lighting equipment. Students will apply theory through a number of projects.

*Prerequisite: THEA 130 Stagecraft, or instructor approval.*

**THEA 340 Theatre as Ministry**

3 hours. Offered 2004-05. A consideration of theatre skills as tools for meeting human needs in essentially nontheatrical environments. Focus on drama as a service medium rather than as strictly an entertainment vehicle.

**THEA 370 Directing for Theatre**

3 hours. Offered 2004-05. An introduction to the director's role in theatre through historical

and artistic research, comprehensive structural analysis, scene work, the creation of composition, stage pictures, blocking, rhythm, tempo and an exploration of the working relationships with actors and design teams. This course requires additional outside-of-class time for rehearsal and performance of selected material.

*Prerequisite: THEA 100 Acting I - Fundamentals.*

#### **THEA 400 Acting IV – Acting Shakespeare**

*3 hours.* Offered 2005-06. An in-depth study of the world and words of Shakespeare. Through classroom exercises, scene study and outside research the student is exposed to how word choice, syntax and grammar informs the actor, influences action, exposes character and creates the world of play. This course requires additional outside-of-class time for rehearsal and performance of selected material. Instructor's permission is required.

#### **THEA 420 Theatre Management**

*3 hours.* Course introduces students to the diverse issues involved in managing a theatre company. It includes an examination of marketing and promotions, financial management, and organizational structures of various types of theatres, with special emphasis given to stage management. Students will be able to apply learned principles to hands-on projects and presentations.

*Prerequisite: THEA 130 Stagecraft or instructor approval.*

#### **THEA 430 Scenic Design**

*3 hours.* An introductory study of the theories and skills of stage design. Assignments will guide the student to learning the practices of drafting, perspective drawing, and watercolor rendering. A focus on the necessity of how to obtain good visual research will be studied. Students will apply these learned techniques and research skills to several projects.

*Prerequisite: THEA 130 Stagecraft, or instructor approval.*

#### **THEA 440 Theatre History**

*3 hours.* Offered 2004-05. A survey of the history of theatre from 525 B.C. to the present through research and analysis of the development of stages, theatres, and the innovators and revolutionaries in playwriting, theory, acting, directing, design and production.

#### **THEA 495 Special Study**

*1-3 hours.* Open to exceptional students who want to explore a specific area in greater depth. Entrance at the discretion of a faculty member.

## **WRITING**

#### **WRIT 100 English Skills**

*3 hours.* A course to develop collegiate-level learning and written communication skills, focusing on reading speed and comprehension, vocabulary development, and a review of the standards of sentence structure, punctuation, grammar, and usage.

#### **WRIT 103 Individualized English Skills**

*1-2 hours.* Individualized instruction in spelling, reading, composition, and research skills necessary for effective college learning. Pass/No Pass

#### **WRIT 110 Freshman Composition**

*3 hours.* A course concentrating on expository writing, with an introduction to basic research methods. Argumentative writing is also introduced.

#### **WRIT 200 Understanding Literature**

*3 hours.* An approach to research and writing as a tool for understanding literary texts. Emphasis is placed on providing the knowledge and practice needed to produce original literary scholarship.

*Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.*

**WRIT 210 Practical Grammar and Editing**

*3 hours.* This course will help those who want to understand and to be able to explain to others what can be done to make writing correct, clear, and precise. Focuses on constructing, editing, and correcting sentences and paragraphs. This is not a remedial course.

**WRIT 230 Introduction to Journalism**

*3 hours.* A course designed to give fundamental knowledge and experience in reporting, writing, and editing news for the print media.

*Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.*

**WRIT 250 Biography and Autobiography**

*3 hours.* An approach to writing and literature using personal experience to explore events, places, and people through recollections, interviews, diaries, journals, and the personal essay. Selected writers, ancient to contemporary, will be studied as representative models of the form within the genre.

*Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.*

**WRIT 285/485 Selected Topics**

*3 hours.* Occasional special courses chosen to fit the needs and interests of faculty, visiting professors, and students.

**WRIT 310 Professional Writing and Desktop Publishing**

*3 hours.* Centers on the study and practice of writing used by communication-writing professionals and others in organizational contexts. Particular emphasis is on desktop publishing and promotional types of writing, including design and production of brochures, newsletters, news releases, memos, position papers, and other promotional pieces.

*Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.*

**WRIT 330 Writing for Publication**

*3 hours.* A workshop approach to the writing of nonfiction articles and other shorter nonfiction forms for periodical magazines. Student-produced material will be submitted to various magazines as part of course expectations. Special attention will be given to Christian periodical markets.

*Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.*

**WRIT 360 Writing Fiction**

*3 hours.* A workshop approach to the writing of fiction. Students will write and prepare for publication original works.

*Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.*

**WRIT 370 Writing Poetry**

*3 hours.* A workshop approach to the writing of poetry. Students will write and prepare for publication original works.

*Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.*

**WRIT 495 Special Study**

*1-3 hours.* Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of the faculty.

## **ACADEMIC SUPPORT PROGRAMS**

### **Libraries**

#### **Murdock Learning Resource Center (Newberg) and Portland Center Library (Tigard)**

George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center (MLRC) is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The MLRC houses 130,000 print volumes and receives nearly 900 periodical titles. Several thousand full-text periodicals are also available online from both the Newberg campus and the Portland Center. The MLRC has several special collections, including the Quaker Collection of basic Quaker books, pamphlets, and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox University, dating from the 1880s, are preserved in a special room. The Hoover Collection contains materials written about President Herbert Hoover and his administration. The Peace Collection contains books and periodicals pertaining to conflict resolution and international peacekeeping.

The Portland Center library houses 64,000 print volumes and receives more than 300 periodicals. The collection is especially strong in religion and counseling. Also located in the Portland Center library are the archives of George Fox Evangelical Seminary.

The university's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library. Students at one site may request books from the other location through the catalog. The library system is a member of OCLC, with direct access to a database of 50 million bibliographic records that represent the holdings of thousands of member libraries in the region and the nation. Interlibrary loan services are available at both sites. Computers at both library locations provide access to numerous indices and abstracts, some of which are linked to full text sources. George Fox is a member of the Portland Area Library System (PORTALS), through which access is provided to member libraries and databases. The university is also a member of Orca (formerly Orbis), a consortium of academic libraries with a union catalog located at the University of Oregon. Through Orca, borrowing students may request books from other libraries, normally receiving them within three working days. Consortia agreements permit George Fox students to borrow from the Portland State University library, as well as numerous other private and state university libraries in Oregon and Washington.

### **On-Campus Academic Programs**

#### **Richter Scholar Program**

This program provides financial assistance to both graduate and undergraduate assistants to facilitate advanced research in their fields. The program is funded by an annual grant from the Paul and Evalyn Richter Memorial Fund. Although the funding is available for research work at any time during the year, the typical undergraduate award provides a stipend for full time research work in the summer, along with supplies and travel. For more information, see [the guidelines](#) on the George Fox web site.

#### **Academic Success Program**

A limited number of carefully selected students who do not meet regular admission standards are welcomed to the George Fox University Academic Success Program (ASP) each fall. Admitted provisionally to the university, ASP students attend an afternoon orientation before other students arrive. Under the individualized guidance of the ASP director and faculty advisors, they register for fall courses. Tutorial assistance and other aids are available, as needed. Total hours are limited to 14 for fall semester.

## **Academic Symposia**

Each year, George Fox University hosts numerous academic symposia as well as faculty lectures, some of which offer academic or chapel credit to students. On the Newberg campus, the biennial Herbert Hoover Symposium features leading authorities on the life and career of Herbert Hoover. Hoover spent part of his youth in Newberg, attending Friends Pacific Academy, the predecessor school to George Fox University. There is an annual Woolman Forum and Spring Theological Conference. Christian Life Week, Missions Week, Cultural Celebration Week, and Quaker Heritage Week all provide an opportunity to hear guest speakers lecture on related topics. At the Portland Center, the George Fox Evangelical Seminary offers a lecture series on various dates throughout the academic year.

## **Center for Peace and Justice**

This program is the successor to the Center for Peace Learning, established in 1984. It is housed in the same location as the Center for Global Studies (described below) and has some of the same goals of enhancing students' understanding about global reconciliation. The Center for Peace Learning was in part inspired by a concern raised by then U.S. Senator Mark Hatfield that George Fox become more actively committed to issues of peacemaking and reconciliation. These issues had become a substantial part of Senator Hatfield's work in the Senate. Among other achievements, he had much to do with the establishment and funding of the U.S. Institute of Peace. After retiring, Senator Hatfield joined the George Fox faculty and teaches courses in political science and history.

The director of the Center for Peace and Justice coordinates such efforts as:

- The minor in peace studies
- The certificate program in conflict management
- The John Woolman Forum, at which the annual Woolman Peacemaking Award is presented
- Information to students about graduate work in peace studies and careers in peacemaking and reconciliation
- Informational events dealing with peace and justice

## **Center for Global Studies**

This is a new program established in the summer of 2004 that draws together some existing global programs and organizes new initiatives in this field. It is jointly housed with the Center for Peace and Justice described above and the same individual directs both programs. Its goal is to deepen students' understanding of global issues through on-campus and off-campus experiences.

Among the programs either sponsored by the center or coordinated with the center are these:

- Semester-long programs of study in various parts of the world and in the United States
- Cooperative programs with various international universities
- Global service fair in the spring semester.
- Events that inform students about global issues
- Information about internships and careers dealing with global issues

## **Computers Across the Curriculum**

This program provides a computer for every full-time traditional undergraduate student. (Students attending fewer than eight semesters will pay an additional fee.) The purpose of the program is to enhance the experience of teaching, learning, and research during the years spent in college. Students use their computers to make classroom presentations, share software programs and documents, communicate and conference via e-mail, access the

Internet, and develop software specifically for their courses. Instructional software programs developed at other colleges and universities also are used in the classroom and laboratory. The program also features a computer laboratory located in the Stevens Center. This lab is open to all students and gives access to color computers, laser printers, a color printer, a scanner, CD-ROM, and laserdisc drives. From this lab, students can access the campus network and campus e-mail system. The University Store provides computers, software, and supplies to the university. Also available is a help desk for support and computer repair services.

## **English Language Institute**

George Fox University offers an intensive English as a Second Language Program during the academic year for international students who need to improve their academic English skills. For details of curriculum, credit, and enrollment, see [English as a Second Language](#).

## **Freshman Seminar Program**

Repeated studies of the experience of college freshmen have found that the degree to which students identify with and become involved in the college environment during the first few weeks of attendance affects their success and satisfaction with their entire college experience. As a result, George Fox University demonstrates its commitment to freshmen by providing a Freshman Seminar to assist students as they integrate into the academic and social life of the university community.

All first-time freshman students who matriculate fall semester participate in the Freshman Seminar. Students select a topical seminar designed by advisors to interest and involve students as they begin their college experience. Students meet in small groups with an assigned advisor for a required Freshman Seminar during the first five weeks of the fall semester, for which they earn one credit hour. The advisor also meets with students individually for academic advising. A returning student peer advisor is assigned to a group and maintains one-on-one contact with each freshman to assist with the transition to college life. This program provides new college students with the opportunity to interact—beyond the residence hall and traditional classroom setting—with one another, with a faculty member, and with a returning student during the first semester of enrollment.

## **Friends Center**

In conjunction with George Fox University, Northwest Yearly Meeting has established a Friends Center serving the leadership preparation needs of Friends in the Northwest and beyond. The mission of this center is to recruit, promote, and coordinate the leadership preparation ventures of Friends at George Fox University as a means of furthering the central mission of the university and Northwest Yearly Meeting in fostering Christ-centered faith and practice. The activities of the center are administrated by a director, who reports to a board of directors, consisting of Northwest Yearly Meeting, university, and at-large members. While the work of the Friends Center will be especially concerned with the seminary and the undergraduate programs, its contribution should be seen as extending to other programs, as well. The Friends Center, therefore, is intended to assist George Fox University in accomplishing its Christ-centered and Quaker mission in any ways that would be serviceable.

## **University Scholars Program**

Selected students go beyond the normal challenges and opportunities of undergraduate life in the new University Scholars honors program. Freshmen selected for entry at admission take a special one-credit Honors Colloquium after their Freshman Seminar, where they experience the creative interdisciplinary exploration of interesting topics that marks the entire University Scholars experience. Those who excel in the Freshman Colloquium, plus others admitted to the program at the end of their freshman year, take the two-semester Honors Seminar as sophomores.

Students who perform with excellence in the Honors seminar may continue in the program during their junior and senior years. Juniors complete two special University Scholars Projects

connected to upper-division classes of their choice, unique opportunities to add near-graduate-level scholarship to their undergraduate experience.

Senior University Scholars undertake a challenge that combines top-level scholarship with service. These students may help to produce an undergraduate academic journal, either as the editorial staff, or as senior editors mentoring juniors in their University Scholars Projects. Others, working in teams, conduct Public Interest Academic Service projects to help groups in the community find solutions to problems they face. Students who complete all the elements of the University Scholars program get special recognition on their transcripts and diplomas, and at graduation. Credits they receive as University Scholars can be used to substitute for some regular general education requirements.

## May Term

This two-, three-, or four-week academic session is used for a variety of domestic and international study tours, regular courses, experimental and enrichment courses, and seminars covering topics of current interest. Juniors Abroad study tours normally occur during this time. May Term offerings are detailed on the class schedule and on supplemental bulletins.

## Summer School

In recent years, George Fox University has not sponsored regular undergraduate classes in a summer school. Students have been encouraged to use the summer for work, travel, and cocurricular activities that add to life's dimensions in learning and living. Independent study and research are available for the summer under curriculum numbers 295 and 495. Applied learning experiences in practical situations under supervision (field education) are available through courses numbered 275 and 475, or GEED 375 Cultural Experience. See [Field Education](#).

Also offered during the summer months are degree-completion courses in social and behavioral studies, management and organizational leadership, management and business information systems, management of human resources, project management and management and health administration programs.

Off-Campus Programs

## Tilikum Retreat Center

Christian camping is emphasized through the facilities of [university-owned Tilikum](#), a center for retreats and outdoor ministries for the greater Portland area. Tilikum features year-round programs and facilities with a wide appeal to all ages and denominations. More than 2,500 children and youth enjoy the summer camping program. University students have opportunities for study, recreation, personal renewal, and employment.

Tilikum provides the following kinds of retreat and camp experiences: (1) relational - family groups, men, women, couples, youth, and single parents - with a goal of strengthening the entire family unit; (2) support to local churches - to make available a retreat setting that encourages opportunity for renewal, planning, and spiritual growth; (3) senior adult Elderhostels; and (4) a challenge ropes course for teamwork, personal challenge and growth, and fun through experiential learning.

## CCCU and CCCE Programs

George Fox University students may participate in Council for Christian Colleges and Universities (CCCU) student programs, Christian College Consortium Exchange (CCCE), and selected programs with which the university has established agreements. CCCU programs include the Middle East Studies Program, American Studies Program, Latin America Studies



Program, Los Angeles Film Studies Program, China Studies Program, Russian Studies Program, and the Oxford Honors Program. CCCE permits students to enroll for one semester at one of the 12 other member institutions or to participate in the Africa Studies Program. Other study opportunities are described below.

To participate, students must apply to the program and complete a George Fox application. Students normally participate in programs during the second semester of their sophomore year, their junior year, or the first semester of their senior year. Because a limited number of students will be approved to participate, students may enroll for one off-campus semester-long study program during their undergraduate studies.

George Fox student participants must be approved by a campus selection committee. Selection will be determined based on the student's academic and citizenship standing (minimum 3.0 grade point average required) and on the applicability of the study program to the student's major field of study. Applications for participation are available in the registrar's office.

A student may not be considered in good standing and/or to have citizenship standing if he or she:

- Has more than two semesters of Spiritual Formation credit deficiency.
- Has been in violation of the lifestyle agreement within the two semesters prior to application for one of the above programs. Violations of the lifestyle agreement may include, but are not limited to, alcohol and drug use/abuse, tobacco use, sexual immorality (including adultery, homosexual behavior, and premarital sex), gambling, and the use, viewing, or possession of obscene or pornographic articles and/or literature.
- Is on Office of Student Life probation. Probation may include occasions in which the student has signed a behavioral contract with the Office of Student Life. Behavioral contracts are generally utilized for violations of the lifestyle agreement, but can also be used for violations of the residential life policies, such as violation of floor hours, etc.

## **American Studies Program**

The American Studies Program, sponsored by the Council for Christian Colleges and Universities (CCCU), is designed for juniors and seniors with a wide range of academic majors and vocational interests. Students are involved in the American Studies Program for periods of three or four months. The internship/seminar opportunity is available starting in September and in January.

The American Studies Program was created to provide field experience and study opportunities in Washington, D.C., for diverse majors and personal interests. The program is based on the principle of integrating faith, learning, and living through both a real-life work experience and a study program. Students spend their time in Washington serving as interns, participating in a contemporary, issues-oriented seminar program, and living in a small Christian community. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions, and many other organizations. Further information and application forms are available from the registrar.

## **Consortium Visitor Program**

The Christian College Consortium Exchange, described previously, sponsors a student visitors program intended as an enrichment to those disciplines where personnel and courses may be somewhat limited. Normally this one-semester experience should be part of the junior year or the first semester of the senior year. Application forms and a descriptive brochure are available from the registrar.

Although spending a semester at another Christian institution can be very beneficial, there are budgetary limits on the number of students that can be approved for off-campus, semester-long programs. Students should not assume they will automatically be approved for the Consortium Visitor Program and may want to consider applying for one of the other programs as well.

The program permits a student in good standing to enroll for one semester at one of the other consortium colleges. Qualifying students must have at least a 3.0 grade point average, have completed prior to application one or more semesters free of academic or citizenship probation, and been approved by the selection committee.

Selection to the above programs will be based on the academic purposes involved, grade point average, citizenship, classification, and the extent to which the student has or has not had diverse educational experiences.

## **Field Education**

This program, commonly referred to as "field experience," "internship," or "cultural experience," usually takes place off campus, yet is an integral part of the student's academic experience. Its purpose is to promote personal and career development by integrating classroom study with planned and supervised practical experience in vocational, educational, or cultural activities outside the classroom.

Enrollment in field education is an elective option in certain majors and a requirement in others. Refer to each program to determine how it applies. The program is open to George Fox University students only.

Two types of off-campus experiences are available: career and cultural. The career-oriented field experience focuses on two levels, which are "exploratory" (275) and "preparatory" (475). These two levels provide opportunity for initial exposure to a career-interest area and for realistic preparation toward a chosen field. The culture-oriented field experience (GEED 375) is designed to encourage a short-term residence in a different cultural setting, e.g., foreign country, inner city, rural community.

Academic credit may be earned through participation in an approved field education program. A full-time student may generate up to 12 hours during one semester. Part-time involvement can generate credit at the same rate as other methods of learning. Thirty to 45 clock hours per semester are required for one hour of credit. A maximum of 20 hours may be accumulated in field education between numbers 275, 375, and 475. Twelve hours are allowed between the career-oriented options, 275 and 475. Normally, the three alternatives are broken down as follows:

\_\_\_ 275 1 to 3 hours  
GEED 375 2 to 12 hours  
\_\_\_ 475 2 to 12 hours

Applications for field experience should be requested through the registrar. Applications must be completed, approved by the department chairperson, and submitted to the registrar for enrollment. The vital link to a successful field experience is the faculty sponsor (supervisor) with whom the learning plan is developed and carried out. The program also necessitates a field supervisor at the location of service or employment with whom the faculty sponsor and student interrelate.

Evaluation of the field experience is based upon successful completion of the stated individualized objectives in the learning plan. Field experience is graded pass/no pass.

## **Los Angeles Film Studies Center**

Under the direction of the Council for Christian Colleges and Universities, the Los Angeles Film Studies Center makes a "Hollywood Semester" available to upper-division George Fox University students who qualify and who are accepted. Its purpose is to enable college students to serve in various aspects of the film industry with professional skill and Christian integrity.

Located in Burbank near major production studios, the semester-long program combines seminar courses with internships in various segments of the film industry, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective.

The Los Angeles Film Center program may be of particular interest to students majoring in cinema and media communication with a concentration in film studies. Students who complete the semester may then apply for a semester-long internship in their field of interest. See the registrar for further details and application forms.

## **OICA Cross-Registration**

A full-time student may take one course a semester for no additional tuition (if total credits do not exceed 18 semester hours) at one of the neighboring institutions in the Oregon Independent Colleges Association (OICA). Only courses not available on the home campus may be selected. Cross-registration is initiated by application through the George Fox University registrar.

## **Oregon Extension**

The Oregon Extension offers a fall semester of community living and interdisciplinary studies. Forty students from across the country earn 15 hours credit in eight disciplines, studying one course at a time and living in wood-heated cabins in the Cascade Mountains of southern Oregon. Open to juniors and seniors (and determined sophomores) with a 3.0 grade point average, the seminar-style program focuses on contemporary society, human stories, and social theory as they relate to Christianity. Small group discussions and writing tutorials ensure increased academic confidence in speaking, writing, and critical reading. Backpacking, rafting, a San Francisco trip, and no weekend assignments round out the program. Participation is based on being selected by a faculty committee and is affected by the availability of university funds for off-campus study that particular year.

## **ROTC Program**

Through a cooperative agreement with the University of Portland, George Fox University students may participate in the Air Force Reserve Officers Training Corps (AFROTC) Program offered on the University of Portland campus. For more information, see the University of Portland catalog or contact the professor of aerospace studies, University of Portland, Portland, OR 97203, 503-283-7216.

## **Overseas Study Programs**

### **Juniors Abroad**

In order to enrich the intercultural and international awareness of our campus community, George Fox University offers a transportation-subsidized overseas course of approximately three weeks to any junior student who has fulfilled the following requirements. These tours occur during the annual May Term. Detailed information about eligibility and specific study tours is available from the director of overseas study. The program's general policies are as follows:

1. Students must have maintained three consecutive years of full-time enrollment. Transfer students may receive partial support for transportation expenses; requests for such support should be made to the director of overseas study.
2. Students will include tuition costs of this course as part of their block tuition for the spring semester preceding the May tour, and will be billed for whatever credits exceed the 18 hour limit.
3. Students will pay room and board in advance for each tour, to be economically arranged by the university. For the typical Juniors Abroad study tour, the university will pay the full transportation cost for eligible students. On occasion, a tour with unusually high costs may involve a transportation surcharge.
4. Students must have a minimum cumulative grade point average of 2.0 at the end of the fall semester preceding the May tour. Students must be in good standing with the Office of Student Life in the fall and spring semesters preceding the May tour (see Standards of Conduct.)
5. Students must intend to return and graduate from George Fox University. Student accounts must be current as of Feb. 15 the year of the tour.
6. The university reserves the right to withdraw from this program and commitment prior to fall registration in any year. Students already registered under the program are guaranteed the tour.
7. The university reserves the right in the event of an international monetary, military, or other crisis to cancel or postpone a tour or to make substitute arrangements.
8. The university does not obligate itself to alternative remuneration to students who cannot go, who decide not to go, or who are ineligible to go on a Juniors Abroad study tour.
9. Students (or alumni or friends of the university) who are ineligible for free transportation may apply to join a study tour and pay their own transportation and tuition.

## **China Studies Program**

Students interested in China will have the opportunity to engage this intriguing country from the inside. The semester will include study of standard Chinese language, geography, and history; religion and culture; and China's modern development. Participants will travel throughout China to such places as Beijing, Shanghai, Xi'an, and the Guangzhou/Hong Kong region. They will have ample opportunity to interact with Chinese faculty and students on the campus of the host university and with students of English whom they will assist as conversation partners. The China Studies Program is offered through the Council for Christian Colleges and Universities.

## **Latin American Studies Program**

Based in San Jose, Costa Rica, the Latin American Studies Program, under the direction of the Council for Christian Colleges and Universities, offers a semester of study and travel in Central America. Students live with Costa Rican families, participate in a service opportunity or internship, travel to other Latin American countries, and engage in both a language and a seminar program. Seminars deal in depth with Latin American culture, history, politics, economics, and religious life. Three specialized academic tracks—advanced language and literature studies, international business and management, and tropical sciences—are available to qualified students.

## **Middle East Studies Program**

The Middle East Studies Program (MESP) in Cairo, Egypt, offered through the Council for Christian Colleges and Universities, provides students with the opportunity to study Middle Eastern cultures, religions, and conflicts from within this diverse and strategic region. Juniors and seniors from Christian colleges participate in interdisciplinary seminar classes, receive Arabic language instruction, and serve as interns with various organizations in Cairo. The MESP encourages and equips students to relate to the Muslim world in an informed and constructive manner.

## **Oxford Honors Program**

Junior and senior honors students will have the opportunity to study in England by participating in an interdisciplinary semester in Oxford through a partnership program with the Centre for Medieval and Renaissance Studies, affiliated with Keble College of the university of Oxford. Under the guidance of the Council for Christian Colleges and Universities, students will take part in two self-designed tutorials, a small-group seminar, and an integrative survey course. The semester will also include travel to significant historical and cultural sites in England.

## **Russian Studies Program**

Based in Moscow, St. Petersburg, and Nizhni Novgorod (formerly Gorky), the Russian Studies Program, under the direction of the Council for Christian Colleges and Universities, includes Russian language training and seminars on Russian history and culture. Students also participate in a service project as they explore the challenges facing Russians today in the light of biblical truth. Students reside in university accommodations in Nizhni Novgorod and spend the final three weeks with Russian families.

## **Study in Africa Program**

Students may apply to spend an exchange semester or year at Daystar University College in Nairobi, Kenya, in the Study in Africa Program operated through the Christian College Consortium Exchange. Programs of study include communications, business, education, community development, and Bible and Christian ministries, as well as courses in the history, culture, literature, politics, art, music, and religions of Africa. All instruction is in the English language, offered by a faculty composed primarily of African nationals. The application deadline is Jan. 15 for the following academic year. Contact the Office of the Registrar for application information.

All course work from Daystar will be transferred in as a pass/no pass, with a grade of D considered a passing grade.

## **Study in France Program**

Students may apply to study in France for one semester through a program offered by Grace College of Winona Lake, Ind. This program is designed for students minoring in French. Students live abroad and take university courses at the Centre International d'Etudes Francaises de l'Université de Bourgogne in Dijon, France, in the spring or at the Centre d'Etudes de La Sorbonne in Paris, France, in the fall. Course work is determined by placement exam and is dependent on proficiency level. Course work includes language development classes, French civilization studies, and the history of art. Application, completion of FREN 302, and junior standing or above are required. All programs of study are subject to the approval of the French faculty and the director of overseas study.

## **Study in Spain Program**

Students may apply to study in Spain for one semester through a cooperative agreement with Trinity Christian College of Palos Heights, Ill. The Study in Spain Program is designed primarily for students majoring or minoring in Spanish. Students study in Seville, Spain, and live in local homes while attending classes with students from Trinity and other colleges. Application to the program must be coordinated with foreign language faculty. Students must complete forms related to off-campus study available in the registrar's office.

## **Study in Xalapa (Mexico) Program**

Students may apply to study in Xalapa, Mexico, for one semester through a cooperative agreement with Brethren Colleges Abroad. The study program in Xalapa is designed primarily for students minoring or majoring in Spanish. The program begins with three weeks of intensive language study and home stay in Cuernavaca. The students then move on to Xalapa where they live with a local family and attend classes at the Language Institute at the

Universidad de Mexico. They may also elect to take regular college courses at the university. There is an additional fee for this program. Application to the program must be coordinated with foreign language faculty. Students must complete forms related to off-campus study available in the registrar's office.

## **Further Information**

For further information and application materials for the above programs and other overseas opportunities, contact the director of overseas study or the Office of the Registrar.

Students must submit both the specific program application and the George Fox application for participation.

## **ACADEMIC POLICIES**

### **Academic Sessions and Credits**

**The traditional undergraduate academic year** at George Fox University is divided into two semesters of 15 weeks, including a four-day examination period, plus orientation and registration. In addition, George Fox offers May Term courses, a limited summer program for undergraduates. Occasional short courses and overseas study experiences also are offered. The unit of credit is the semester hour, which normally is granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Credit for all courses is indicated in semester hours. All student requirements, advancements, and classifications are based on these units.

### **Class Attendance**

The responsibility rests with the student to maintain standards of satisfactory scholarship. Regular class attendance is expected of each student in all courses. Specific consequences of class absences are included in the program guide or syllabus for each course. Students are never "excused" from their course work because of absences, and students are advised to notify professors of absences in advance whenever possible. Professors may request that students provide documentation of reasons for absence before allowing the student to make up work. Documentation includes the following:

- Prolonged illnesses—Students are to visit Health and Counseling Services or their personal physician to obtain verification of the illness
- Family emergencies—Students need to be able to provide documentation of the emergency
- Participation in curricular and co-curricular activities—Documentation provided by the Office of Academic Affairs or the athletic director

In emergencies, students may contact the student life office or the registrar's office for help with notifying professors.

### **Classification of Students**

**Classification is based upon** the student's academic standing in terms of hours and grade points at the beginning of the semester. New students will be classified as regular or provisional students when entrance requirements have been met and official transcripts have been received and evaluated.

### **Full-Time Students**

Full-time students are enrolled for a minimum of 12 hours in a standard semester for the undergraduate program. Generally, only full-time students may represent the university in an official capacity, may hold a major office in an organization, or may live in university housing.

### **Regular Students**

Students who have satisfied entrance requirements and are following a program leading to a degree are called regular students. They are classified as follows:

- Freshmen: students who have completed fewer than 31 semester hours
- Sophomores: students who have completed 31 semester hours
- Juniors: students who have completed 62 semester hours
- Seniors: students who have completed 93 semester hours

### **Special Students**

This classification includes nondegree students generally enrolled for fewer than 12 semester hours. Any special student wishing to enter a degree program must fulfill regular admission requirements.

### **Probation and Provisional Students**

A student whose cumulative GPA falls below the level established for academic progress (see Academic Progress and Eligibility) will be classified as a probation student. A student placed on probation status may continue to receive financial aid, subject to financial aid policies. An applicant who does not meet expectations for admission may be admitted as a provisional student. Provisional undergraduate students are generally required to participate in the George Fox University Academic Success Program (see On-Campus Academic Programs).

Undergraduate students admitted provisionally may not enroll for more than 14 or 15 hours in the first semester and must include at least one semester of WRIT 100 English Skills. At the completion of a term, the Academic Standing Review Committee considers each provisional student's achievement to determine that sufficient progress has been made for continuance.

## **Services to Disabled Students**

Instructional assistance for disabled students is available through the learning laboratory. Where necessary, course requirements are reasonably adjusted based on students' requests and appropriate documentation.

Disabled students needing accommodations in their program or living situation should contact the Director of the Academic Resource Center and Disability Services, 503-554-2314, well in advance of attendance, so that specific attention can be made to assist in providing living arrangements and learning accommodations. More information is available at [georgefox.edu/offices/disab\\_services](http://georgefox.edu/offices/disab_services).

## **Registration**

The Office of the Registrar maintains student registration for classes, degree audit information, and grades. Students may change their academic majors and advisors and order transcripts through this office.

All students are expected to register [online](#), within the time period designated on the university calendar and to begin classes on the first day. In addition, each student should be aware of the regulations that appear under Course Numbering System.

## Academic Advising

**New freshmen may have received** initial academic advisement by an admissions counselor. However, all new freshmen are assigned a freshman advisor as part of the Freshman Seminar. This advisor will serve as the academic advisor for the freshman year and will also teach a section of the Freshman Seminar. Freshmen will select a faculty advisor in their area of interest prior to their sophomore year.

Each returning, transfer, and readmit full-time student is assigned a faculty advisor to provide guidance in planning an academic program. This advisor may be changed by request as a student develops an interest area and forms natural lines of helpfulness and acquaintance. Other instructors, teachers, and administrators may serve as resource persons in guidance and counseling.

It is the responsibility of the student to become familiar with policies and procedures outlined in the catalog. For example, many upper-level courses are offered in alternate years, but this should not be a problem if there is advance planning and if courses are taken in the proper sequences. Advisors will aid as requested, but students must be responsible for their own programs.

## Academic Load

**The student's load** will be determined in conference with the student's advisor. Sixteen hours per semester is a normal university load. Students who carry fewer hours are adding considerably to the cost of education by extending the time involved to earn their degree. Ordinarily, the first-semester freshman will register for no more than 16 hours. Provisional students will be limited to 14 or 15 hours. No student may enroll for more than 20 hours, except by special permission of the faculty advisor and the registrar.

The following is suggested as a satisfactory relationship between the student's academic load and his or her on- or off-campus work:

Academic Load	Work
15-17 hours	Not more than 18 hours
12-14 hours	Not more than 24 hours
10-12 hours	Not more than 30 hours

A common rule of thumb is to anticipate three hours of study for each hour of class. Classes that meet more frequently per week than the credit given will demand less outside study.

## Registration Changes (Add/Drop)

**After classes begin**, registration changes (add or drop) must have the approval of the student's advisor and consent of the instructor.

The last day to add or drop courses or to exercise a pass/no pass option is established in the [university calendar](#).



## Course Withdraw

**A student wanting to withdraw** from a course must complete a course withdraw form available from the Office of the Registrar. Without submission of the form, an F is recorded for all courses involved. There is a fee of \$10 for a course withdraw.

Withdraw from a course (with a W) must be completed within the first nine weeks of the semester. Beyond this date, a petition to the vice president for academic affairs is required, and cause (emergency conditions) must be established.

## Official Withdraw Process From the University

**If a student wishes** to officially withdraw from all course work at George Fox University either during or at the end of a semester/enrollment period, the student must notify the registrar's office directly to initiate the withdraw. An official withdraw begins when a student submits a completed withdraw form with required approvals to the registrar's office. Additional information is available in [the Withdraw Process](#) section of the Compliance with Federal Laws and Regulations portion of the catalog.

## The Grading System

### Grade Reports

A student's semester grades, with a semester GPA and a cumulative GPA, are posted on the grade report and are available to the student two weeks following the close of each semester. The GPA is based on George Fox University credits only.

**Semester grades are determined by** the instructor's evaluation of the student's daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned according to the following system:

<b>Letter Grade</b>	<b>Meaning</b>	<b>Points per Semester Hour</b>
A	Superior	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Average	2
C-		1.7
D+		1.3
D	Passing but inferior	1
F	Failling	0
I	Incomplete	0
W	Official withdraw	0
X	No grade reported by instructor	0
P	Pass (average or above)	0
NP	Not passing	0
L	Long-term	0

Plus (+) and minus (-) grades may be designated by a professor and will be entered on the transcript. Points will be calculated for the student's GPA accordingly.

An I grade may be granted if a student incurs extended illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. An incomplete grade request (form available for the registrar's office) is initiated with the course instructor. If the instructor determines an incomplete is appropriate s/he will indicate on the form the work to be completed, due date, and grade to be assigned if the work is not completed on time. Final approval or denial of the request is made by the registrar. An I not completed by the date indicated or within one semester will be changed to the grade assigned on the incomplete form.

An L grade designates satisfactory progress in a course whose objectives continue for more than one semester. The L will be replaced by either a P grade or a point-receiving grade. This is not an incomplete (or I grade). An X grade indicates the instructor did not report a grade to the registrar's office.

If a student repeats a particular course, the university counts the course credits only once toward graduation requirements. Only the second grade will count in the cumulative GPA, but the original grade will remain on the student's transcript.

#### **Dean's List**

Those who achieve and maintain a 3.5 grade point average or above on 12 or more hours of graded work completed by the end of the semester are eligible for the dean's list.

#### **Pass/No Pass Policy**

A student who has a cumulative GPA of 2.0 or better and who has completed 62 semester hours may choose to take one course per semester on a pass/no pass basis from elective courses outside his or her major and the university's general education requirements. An application form must be filed with the registrar no later than the published deadline for exercising the pass/no pass option.

The teacher submits a regular grade to the registrar, who converts the regular grade of C- or above into a pass. A grade below C- becomes a no pass, and the course must be repeated at a satisfactory level to receive credit.

Courses offered only on a pass/no pass basis are field experience (e.g., 275/475); WRIT 103 English Skills; THEA 165/365 George Fox University Players; EDUC 375/475 Student Teaching I, II; and Juniors Abroad; COMM 465. (GEED 130 Freshman Seminar is pass/fail.)

Honors Colloquium (GEED 271, 272, 371, 372) will be graded pass/no pass. All other courses in the university receive grades.

## **Satisfactory Academic Progress and Eligibility**

**Students are expected to maintain** satisfactory academic progress. Satisfactory academic progress toward a degree as a full-time student is defined as completion at a rate not to exceed 150 percent of the published length of the program while maintaining a cumulative GPA of 1.7 (1-15 hours), 1.8 (16-31 hours), 1.9 (32-47 hours), and 2.0 thereafter. In any case, students entering their third calendar year must be at 2.0 or higher to be maintaining satisfactory academic progress. The standard for satisfactory academic progress for students attending at a less than full-time rate will be adjusted based on the rate of enrollment.

Students who do not maintain satisfactory academic progress will generally not be eligible for financial aid. For additional information on the impact of satisfactory academic progress on

financial aid, see the Financial Aid Section. In addition, their academic standing will be affected as described below.

## **Academic Warning, Probation, Suspension, and Dismissal**

Whenever the GPA for a given semester is below 2.0, but the cumulative GPA is at or above the required minimum for satisfactory academic progress, the student receives an academic warning. This warning is not a part of the student's permanent record, but it does alert the student to potential difficulties and to potential loss of financial aid eligibility. The student is encouraged to contact his or her academic advisor, who will assist in the development of improved study plans and encourage better use of reading and library skills.

A student is placed on academic probation when his or her cumulative GPA falls below the following standard: 1.7 (1-15 hours), 1.8 (16-31 hours), 1.9 (32-47 hours), and 2.0 thereafter. The student is given one semester of probation to achieve the above standard, after which a student may be suspended. Beginning freshmen may be allowed up to three semesters of academic experience before being suspended. Students who are in their third calendar year and later may be given additional semesters of probation rather than suspension if they show a reasonable chance of meeting graduation standards.

A student not making satisfactory academic progress may be suspended. After one or more semesters have elapsed, the student may apply for readmission, and if admitted, reenter provisionally. The university may suspend any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed.

A student not making satisfactory academic progress may be dismissed from the university. Students who are dismissed may not apply for readmission to George Fox University. The university may dismiss any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed.

## **Academic Good Standing for Athletics**

To remain in good academic standing, a student must not be on academic probation and must have successfully completed at least 24 semester credits during the two most recent semesters. Students must be in good standing to be eligible to participate in intercollegiate athletics sponsored by the university. See Satisfactory Academic Progress and Eligibility section for warning, probation, and suspension policies.

## **Eligibility for Cocurricular Activities**

To be eligible for student government positions, a student must maintain a GPA of 2.25 or higher. In order to participate in cocurricular performances and activities in drama and music, students must meet the same standard as intercollegiate athletes.

## **Academic Appeals**

Academic actions can be appealed to the Undergraduate Academic Standing Committee or appropriate university authorities. This committee may repeal suspensions of students not making satisfactory academic progress when it deems the failure to be due to exceptional circumstances and judges the student has a reasonable chance to meet graduation requirements. Appeals are taken to be good faith actions that request reexamination of academic decisions. Submissions must be in writing delivered to the Office of Academic Affairs. All appeals must be made within limited time frames depending upon the action being appealed. A successful academic appeal does not necessarily result in a reinstatement of

financial aid eligibility. A student who has lost aid eligibility due to insufficient satisfactory academic progress and who is wishing to appeal to have his or her financial aid reinstated must indicate so in the academic appeal process. Additional information is available in the Office of Academic Affairs and the Student Financial Services office.

## Final Examinations

Students are required to take final examinations as specified in course syllabi. The final examination schedule covers the last four days of each semester. The schedule is available [on the university's web site](#). Finals for evening classes take place during finals week, on the evening the class has been held. The entire last week of each semester will be kept free of institutionally sanctioned extracurricular activities, with the exception of prescheduled intercollegiate athletics events. Students wishing to apply for change of final exam time must apply by the end of the 10th week of classes.

## Academic Honesty

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to their college life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering, and the disruption of classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation, removal from extracurricular or athletics activities, and suspension.

## Graduation Requirements

**A student wishing to receive** a bachelor of arts or a bachelor of science degree must meet the following requirements:

1. Accumulate at least 126 semester hours with a minimum cumulative and major GPA of 2.0. The GPA is computed on work taken at George Fox University only; (Engineering majors must accumulate at least 129 semester hours.)
2. Accumulate at least 42 upper-division semester hours (courses numbered 300 or above);
3. Complete the general education requirements;
4. Complete a major in a chosen area with no grade below a C-;
5. Complete at least 30 semester hours in residency (20 hours must be in senior year; 20 of the last 30 hours must be completed at George Fox University);
6. Complete at least 10 hours of one's major in residency;
7. File an Application for Degree form not later than completion of 93 semester hours toward graduation (normally two semesters before expected graduation);
8. Pay in full all accounts at Student Financial Services. In order to participate in commencement and baccalaureate ceremonies, a student must have completed all degree requirements. Exceptions include a student registered for a postcommencement May Term course that is part of the degree program, and a

fourth-year engineering student eligible for the B.S. degree in applied science whose first year in a cooperating engineering school may not be completed at the time of the George Fox University commencement.

## **Second Degree**

A student wishing to receive a second or concurrent degree must meet the following requirements:

1. Complete a minimum of 30 semester hours for the "second" degree above the minimum 126 hours required for the "first" degree;
2. Meet the general education and major requirements for each degree;
3. Be in attendance the last two semesters or 30 hours preceding the awarding of the "second" degree;
4. Pay an additional \$20 graduation fee if participating in one ceremony; otherwise, pay an additional \$50 graduation fee for the "second" degree.

The above requirements also apply to students who earned their first bachelor degree at another institution. For these students no general education is required unless the major has specific general education requirements which must be satisfied. Transfer credit will only be awarded for major requirements of the second degree and limited so as not to reduce the minimum requirements above.

## **Graduation Honors**

Summa cum laude is awarded to students with a cumulative GPA of 3.9-4.0, magna cum laude to those with a 3.7-3.899 GPA, and cum laude to those with a 3.5- 3.699 GPA. Transfer students must have completed at least 60 hours at George Fox University to be eligible for honors at graduation.

Honors in the commencement program are computed on grades through the fall semester for spring graduation, and through the previous spring semester for fall graduation. Honors on the final record and transcript are based on all grades received at George Fox University.

## ADMISSION

### Basis of Undergraduate Admission

**The university admits applicants** who evidence academic interests and ability, moral character, social concern, and who would most likely profit from the curriculum and Christian philosophy of George Fox University. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, writing sample, and participation in extracurricular activities. Admission is possible for fall or spring semester.

George Fox University does not discriminate against students on the basis of race, color, national or ethnic origin, gender, age, disability or any other status to the extent prohibited under applicable non-discrimination law in the administration of its admission policies, scholarship and loan programs, educational programs, athletics programs, cocurricular activities, or other university-administered programs.

### Admission

**The Office of Undergraduate Admissions**, located on the second floor of the Stevens Center, serves students planning to enroll in traditional undergraduate programs on the Newberg campus. Professional studies admissions, located in the Portland Center, assists students seeking enrollment in the adult undergraduate degree-completion programs. Admissions counselors are available on both the Portland Center and Newberg campus to assist students.

### Campus Visitation

**Students interested in enrolling** at George Fox University are encouraged to visit the campus, preferably when classes are in session. A visit provides an opportunity to observe classes, see the campus facilities, and talk with students and professors. It also will give university personnel an opportunity to get to know the student better. When possible, visits should be arranged five days in advance through the undergraduate admissions office, which is open weekdays, 8 a.m. to 5 p.m., and on Saturdays, 10 a.m. to 1 p.m.

### Admission Procedures for Freshmen

**In order to provide a solid foundation** for college-level work, it is recommended that the applicant present the equivalent of 16 academic units from an approved high school. The following units are suggested: English, 4; social studies, 2; science, 2; mathematics, 2; foreign language, 2; and health and physical education, 1.

Approximately 90 percent of the freshman class enroll with an A or B high-school grade average. The Admissions Committee may offer provisional admission to students with low high school grades or low entrance examination scores.

### Procedures

1. Write to the Office of Undergraduate Admissions, George Fox University, 414 N. Meridian #6089, Newberg, OR 97132, for information and admission forms. Or visit our Web site at [www.georgefox.edu](http://www.georgefox.edu).
2. Complete the Application for Admission and return it to the undergraduate admissions office. Include a nonrefundable application fee of \$40. The priority application date is February 1 for fall semester and November 1 for spring semester.
3. Request an official transcript of academic credit from the secondary school last attended.

4. Have the two recommendation forms in the application packet completed and sent to the admissions office.
5. Submit entrance examination scores. The Scholastic Aptitude Test (SAT) [GFU code is 4325] or American College Test (ACT) [GFU code is 3462] will be accepted. Tests should be taken in your junior year or early in your senior year. Contact your high school principal or counselor for information concerning these tests. Soon after the admission file is completed, the applicant is notified of the Admissions Committee's decision. Updates to test scores will be considered until February 1.
6. If applying for financial aid, a Free Application for Federal Student Aid (FAFSA) must be submitted to the appropriate financial aid service as soon after January 1 as possible. The GFU code for FAFSA is 003194. Forms may be obtained from high school counseling offices or by writing to Student Financial Services at George Fox University. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.
7. A tuition deposit of \$300 must be submitted by each new student. This deposit reserves housing and a place in the registration sequence, so the deposit should be submitted as soon as possible following notification of acceptance. Until May 1, it is refundable by written request. After May 1 a deposit is not refundable. The spring semester tuition deposit deadline is December 1 and is not refundable after that date.

## **Admission Procedures and Policies for Transfer Students**

### **Procedures**

1. Write to the Office of Undergraduate Admissions, George Fox University, 414 N. Meridian #6089, Newberg, OR 97132, for information and admission forms.
2. Complete the Application for Admission and return it to the admissions office. Include a nonrefundable application fee of \$40. The priority due date is March 1 for fall semester and November 1 for spring semester.
3. Request an official transcript from each college where previously registered. An applicant may also be asked to furnish a high school transcript.
4. Transfer students applying for admission during the first year out of high school should submit entrance examination scores. The Scholastic Aptitude Test (SAT) or American College Test (ACT) will be accepted.
5. Have the two recommendation forms in the application packet completed and sent to the admissions office. A student must be free from academic or behavioral probation or suspension at all colleges previously attended to be eligible for admission to George Fox University. Soon after the admission file is completed, the applicant is notified of the Admissions Committee's decision.
6. If applying for financial aid, a Free Application for Federal Student Aid (FAFSA) must be submitted to the appropriate financial aid service as soon after January 1 as possible. The GFU code for FAFSA is 003194. Forms may be obtained from your current college financial aid office or by writing to Student Financial Services at George Fox University. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.
7. Have the financial aid office at each college previously attended complete a Financial Aid Transcript and return it to Student Financial Services at George Fox University. The Financial Aid Transcript must be completed whether or not aid was received at these institutions.
8. A tuition deposit of \$300 must be submitted by each new student. This deposit reserves housing and a place in the registration sequence, so the deposit should be submitted as soon as possible following notification of acceptance. Until May 1, it is refundable by written request. After May 1 a deposit is not refundable. The spring semester tuition deposit deadline is December 1 and is not refundable after that date.

9. A health history form is sent to each student who has paid a tuition deposit. This must be completed personally and sent to the address on the form. Registration will not be considered complete without the questionnaire. Immunizations must be documented as indicated on the Certificate of Immunization Status form.

## Policies

Students who have completed work at other educational institutions may be entitled to advanced standing by presenting official transcripts. George Fox University applies the accepted credits toward the general education requirements, electives, and the student's chosen major. Certain criteria are involved in the evaluation:

1. Only course work with a C- or better grade will be accepted. (The GPA does not transfer. A student's GPA is computed on work at George Fox University only.)
2. A maximum of 64 semester hours may be transferred from community colleges. Each course from community college programs, except for courses completed in either the Oregon Transfer Associate of Arts (OTAA), or the Washington Transfer Associate of Arts degree (WTAA), is evaluated by the registrar for application to George Fox University requirements.
3. The OTAA or WTAA degree will satisfy all general education requirements except Bible and religion provided students complete 90 quarter hours (60 semester hours) of transferable credit graded C- or better. The OTAA or WTAA degree may not necessarily meet school, department, or major requirements with regard to courses or GPA.
4. A maximum of 40 semester hours of Bible and Christian ministries may be applied on a degree in a major other than Bible and Christian ministries.
5. A maximum of 15 semester hours of approved correspondence work may be applied toward a degree program.

Any evaluation of transfer credit is to be considered tentative until the student has completed 12 hours in good standing.

Each student must complete a minimum of 30 semester hours in residence for the bachelor's degree. Twenty hours must be in the senior year. Additionally, transfer students must complete at least 60 hours at George Fox University to be eligible for honors at graduation.

## Homeschool Students

**George Fox University acknowledges homeschooling** as an important form of education and has enrolled numerous homeschooled students through the years. We are looking for students who are interested in learning and integrating their faith with education. Students who attended homeschool during their high school years may be admitted to the university by following the [admission procedures for freshmen](#) (outlined above).

We understand that academic records may take on many different formats for homeschool applicants. Acceptable formats include an official transcript showing courses and grades earned, a curriculum outline listing subjects studied and books read, or a portfolio of graded student work. (A GED may be submitted in place of a transcript.)

Individual questions may be directed to the Office of Undergraduate Admissions.

## Early Admission of High School Students

**An early admission program** is available to qualified high school students. This permits study at George Fox University while a student completes a high school program.



## Eligibility Requirements

- An applicant must have completed the sophomore year of high school.
- An applicant who has completed the senior year of high school is not eligible.
- Early admission students must receive grades of C or better to remain in the program.

## Application Procedures for Early Admission

1. Contact the Office of Undergraduate Admissions for the admission form.
2. Complete the Application for Early Admission and return it to the registrar's office with the \$40 application fee, and indicate your choice of courses.
3. Only one course of no more than 4 hours may be taken during any regular semester.

## Cost and Credit

- Early-admission students may take a maximum of 12 semester hours of work with a tuition charge of \$40 per credit hour.
- Credit during early admission may be applied to degree programs at George Fox University without additional charge.
- Credit earned during early admission may be transferred to other colleges or universities upon payment of regular tuition and fees in effect at the time the course was taken.
- After the completion of 60 semester hours (two years) at George Fox University, a student may transfer the hours taken during early admission without an additional payment.

## Admission Following Participation in the Early Admission Program

A high school student taking courses in the Early Admission Program and wishing to be admitted to the university as a regular student must complete all application procedures for admission to the university. See Basis of Undergraduate Admission. Since an early admission participant has already paid an application fee, an additional fee will not be required.

## Advanced Placement — Honors Program

**Past learning and present ability** may recommend that course work begin at an advanced level. This may involve granting of credit or waiving certain prerequisites or university requirements. See Exemptions and Waivers, Course Challenge Programs, and Intensified Studies Program.

## High School Nongraduates

**An adult whose high school preparation** is incomplete may be admitted on the basis of the General Educational Development (GED) Test, provided the average standard score is at least 53 with no one score below 48. A high-school or two-year-college counseling center can supply testing details.

## International Students

**George Fox University is authorized** under federal law to enroll nonimmigrant alien students. Prospective students who are not U.S. citizens are encouraged to apply early. To be considered for admission, an international student must complete all general admission procedures required of American students and submit a Declaration of Finances form or

demonstrate adequate funds by a certified bank statement. Immunizations must be up to date and documented.

International students (F-1 visa students or J-1 visa students) must show proficiency in the English language by posting a score on the paper-based Test of English as a Foreign Language (TOEFL) of at least 500 or on the computer-based TOEFL of at least 173 and a score on the Test of Written English of at least 4. Students with a score between 500 and 550 (paper-based TOEFL) or between 173 and 213 (computer-based TOEFL) will be provided a one-hour tutorial during their first semester at George Fox University to improve their ability to write in English and to develop more effective study strategies. Students not showing proficiency at the above-described levels may apply for admission to the George Fox University English Language Institute (see On Campus Academic Programs).

## Readmission of Former Students

**To apply for readmission** after an absence of one or more semesters, a student should request an Application for Readmission from the Office of Undergraduate Admissions. By May 1, a \$300 tuition deposit must be submitted by each readmitted student. Until May 1, it is refundable. The spring semester tuition deposit deadline is December 1 and is not refundable after that date. Generally readmitted students must meet any new or revised graduation requirements as listed in the catalog at the time of readmission.

Students who drop out to attend another program risk acceptance of that credit on return unless such has been approved by the registrar prior to leaving.

## Part-Time Students

**Individuals who would like to take less** than a full-time load (1–11 hours) may apply as a part-time student. Application forms and counseling regarding courses are available in the registrar's office. Applicants are required to pay the nonrefundable \$40 application fee, and tuition is based on the current per-credit-hour rate.

## Auditors

**Subject to instructor and registrar approval**, any regular or special student may audit courses from which he or she wishes to derive benefit without fulfilling credit requirements. Auditors may enroll on a space-available basis. Enrollment for audit must be established with the registrar at time of registration. Class attendance standards are to be met. Auditors pay a reduced tuition rate, generally one-half regular tuition. Students' cost may exceed the block-rate tuition if the audit causes them to exceed the 18-hour maximum. Students do not complete course requirements, and no college credit is earned.

## Older Adults

**Any person 62 years of age or older** may enroll in traditional undergraduate courses for credit or audit without a tuition charge. A service fee of \$20 per semester is required, plus a fee for materials if such are essential to the course. Students are not eligible to participate in institutional financial aid programs. Unless limited by space, equipment, or essential background, all courses are open. Application is through the registrar's office. A one-time application fee of \$40 is required. Counseling in regard to courses is also available in the registrar's office. All department of professional studies courses and graduate program courses are excluded.

## Spouse Enrollment Program

**Spouses of full-time** undergraduate and graduate George Fox University students may take traditional undergraduate courses, without credit, at a reduced rate. After completing a part-time application form and paying a \$40 fee, the spouse may take up to two courses per semester for \$15 a course.

If the spouse would like credit for the class at a later date, the prevailing tuition charge for the courses at the time they were taken would need to be paid.

## FINANCES

George Fox University maintains high educational standards at the lowest possible cost. The individual student pays about 75 percent of the actual cost of education. The remainder of the cost is underwritten by gifts from alumni, friends, churches, businesses, and institutions. An extensive financial aid program assists students in meeting university costs.

The board of trustees reserves the right to adjust charges at any time, after giving due notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year.

## Student Financial Services

This office awards scholarships, grants, loans, and other forms of financial assistance, and it bills students for tuition, fees, room and board, and other expenses related to attending college. Representatives and Counselors assist with payment plan options and advise students regarding financial aid.

## Costs

**Estimated costs** for typical entering undergraduate student, 2004-2005 (two semesters)

	Fall	Spring	Total
Tuition (12 to 18 hours)	\$10,140	\$10,140	\$20,280
Student Body Fee	100	100	200
Health and Counseling Fee	55	55	110
Total tuition and fees	\$ 10,225	\$ 10,225	\$ 20,590
Room and Board (Complete food service and residence hall room, double occupancy)	\$ 3,275	\$ 3,275	\$ 6,550
Total, resident students	\$13,570	\$13,570	\$ 27,140

These costs do not include travel, books, and personal expenses, which will vary widely among students. Costs of books can be expected to average about \$200 to \$300 per semester, depending on courses taken.

## Tuition, Fees, and Expenses (2004-2005)

### Tuition - Undergraduate

1 to 11.5 credit hours per semester, per hour	\$630
12 to 18 credit hours, per semester	\$10,140
More than 18 credit hours per semester, for each additional hour	\$560
May Term, per credit hour	\$315
Early admission, per credit hour	\$40
Seniors (62 and older), service fee per semester	\$20
ESL students (20-hour maximum plus other restrictions apply), per semester	\$7,160
Audit (per credit hour)	\$315

**Student Body Membership Fees**

Students registered for 12 hours or more per semester	\$100 per semester
Students registered for 5-11 hours per semester	\$50 per semester

This fee covers the cost of student activities, class dues, social events, the Student Union Building, and subscriptions to Associated Student Community publications.

**Health and Counseling Services**

Health/Counseling Fee	\$55 per semester
-----------------------	-------------------

This fee provides free access to the physicians, nurse, and counselors in Health and Counseling Services.

**Deposits and Admission Fees for 2004-05**

Application Fee (nonrefundable, submitted with application for admission)	\$40
Tuition Deposit	\$300

A tuition deposit is required of all new full-time students and is nonrefundable after May 1. This deposit ensures housing priority and registration privileges based on date of receipt; applied to first-semester bill.

**Registration, Records, and Graduation Fees**

Late Registration/Confirmation Fee (applicable if registration/confirmation is not made prior to the first day of classes each semester)	\$50
Partial Withdraw Fee (applies to students withdrawing from a portion of their enrollment, but not all; charged per form submitted after the last day to change registration. There is generally no removal of tuition charged after the last day to change registration, or end of the add/drop period)	\$10
Examination Fee (for credit by examination, challenge, or exemption from specific requirement per course)	\$60
Graduation Fee	\$105
Official Transcripts, per copy (student account must be paid in full)	\$3
Unofficial Transcript	\$2
Rushed Official Transcript	\$10
Placement File Setup Fee	\$10
Placement File, per set	\$10
Additional sets with same order	\$5

**Departmental Fees**

Chemistry/Biology Fees	\$10-160
Communication/video production courses	\$10-50
Off-campus physical education activity, per semester*	\$10-450
Private music lessons, per semester, per credit hour (includes one half-hour lesson per week and use of practice room)	\$260

Other: Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from \$10 to \$100 per class, although some specific courses may be higher. Class fees are available online and in the Student Financial Services and registrar's offices.

\*Students pay a fee of \$10-\$470 to cover costs of facilities, equipment, and transportation for any physical education course conducted off campus, such as swimming, bowling, golf, skiing, and canoeing. Personal rackets are required for tennis and racquetball.

### Late Payment Fees

Balances not paid according to payment schedule are subject to a 1-percent-per-month service charge on the unpaid balance. Participants in the monthly payment plan will be assessed a \$20 late fee for payments not received by the 15th of each month.

Insufficient Funds fee per check or failed automatic debit \$25

### Major Medical Insurance

George Fox University requires full-time undergraduate students to carry medical insurance and provide proof of coverage. Students who do not document coverage are generally required to enroll in the University's Student Major Medical Insurance Plan. Information on this plan can be obtained from the Health and Counseling Services.

The premium is subject to change each year but is approximately \$1,000 for 12 months, payable on the first-semester billing. Coverage is available for students only and is not available for spouse or dependents. Students who need insurance beginning spring semester may enroll by notifying Health and Counseling Services during the fall semester.

### Parking Fees/Fines

Student vehicles must be registered with Security Services, and a nonrefundable parking fee paid.

Per semester \$30

Annual \$50

Parking violations (each) \$15-100

### Room and Board

Room and board are furnished to resident students as indicated in the following. Residence hall rooms are double occupancy; two-room suites are occupied by four students; houses and apartments (for upperclassmen) house from two to 12 people. There are four single-occupancy residence hall rooms (two for men, two for women). An additional charge of \$210 per semester will be charged for those rooms.

All freshman and sophomore students must participate in the 21-meal plan. Juniors may choose between 21 or 14 meals per week. Seniors may choose between 21, 14, 10, or 7 meals per week, the 35 block plan, or full exemption.

	Semester	Year
Residence hall	\$1,820	\$3,640
Suites and Apartments	1,860	3,720
Houses	1,860	1,860
21 meals per week	1,455	2,910
14 meals per week (juniors and seniors only)	1,300	2,600
10 meals per week (seniors only)	1,155	2,310
7 meals per week (seniors only)	895	1,790
35 block plan (35 meals per semester, seniors only)	180	360

A limited amount of housing is available for married students. Information may be obtained from the Office of Student Life.

### Schedule of Required Deposits

**New full-time students** are required to pay a \$300 tuition deposit by May 1. This deposit will be credited toward first-semester tuition and is nonrefundable after May 1.

## **Housing Deposit for Returning Students**

1. Continuing students who will live in university-owned housing during the upcoming year are not required to pay a housing deposit to secure their housing assignment. They are, however, required to sign up for housing.
2. To do so students must be financially eligible which requires that they be current on payment arrangements.

## **Financial Arrangements**

All charges made by the university are due August 15 for fall semester, December 15 for spring semester, or may be made on an installment basis through an approved monthly payment plan (an enrollment fee applies.) Students receiving scholarships, grants, or loans must complete all necessary arrangements well in advance of the semester start. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that may still be pending when payment is due must have a letter of commitment from the lender acceptable to the university. Service charges will be made on unpaid accounts even though financial aid and loans are pending, so the application process should be started early.

Earnings from Student Employment positions are generally paid directly to the student although arrangements to have a portion of the wages applied directly to the account may be made in the Student Financial Services office. There are a limited number of jobs (about 700) available on campus, fewer than the number of students with student employment awards. Receiving this award does not guarantee a job, but it is rare for a student who is awarded student employment to not find employment.

Payment for May Term and summer tuition is due in full when billed.

Students may be asked to leave at any time during a semester if the arrangements made at the beginning of the semester are not honored.

### **Restrictions**

The university will withhold transcript of records and diploma until all university bills have been paid. Students will not be permitted to attend for a new semester, including May Term, Juniors Abroad, and summer field experience, until all bills are paid for the previous session.

## **Removal of Institutional Charges and Financial Aid Policies**

### **Explanation of Terms**

The term "Title IV Funds" refers to federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). At George Fox University, these programs include unsubsidized Stafford Loans, subsidized Stafford Loans, Perkins Loans, PLUS Loans, Pell Grants, and Supplemental Educational Opportunity Grants (SEOG). Federal Work-Study wages are not included.

The term "Institutional Financial Aid Funds" refers to George Fox University financial aid dollars, including grants and scholarships.

The "Return" of funds, either Title IV or institutional, refers to the removal of amounts charged, or scheduled to be charged, to the student account.

The "withdraw date" is the date established by the Office of the Registrar in accordance with the Official Withdraw Process. (See Official Withdraw Process) The "period" used in calculating the return of Title IV and institutional funds is either the payment period or the enrollment period, depending on the academic program involved. Both periods are based on calendar

days. They include weekends but exclude scheduled breaks of five days or more. The period used to calculate the removal of institutional charges is always the enrollment period.

The "enrollment period" is defined as the period in which a student is enrolled.

The "payment period" is defined as the loan payment period for which the student is eligible. The payment period is used only when calculating the return of funds for academic programs that have two loan disbursement periods within one academic period, such as the Department of Professional Studies MOL and MBIS programs.

A "post-withdrawal disbursement" is a financial aid or loan disbursement that the student was eligible for prior to withdraw, but had not yet received.

### **Removal of Institutional Charges**

Students who choose to reduce their course load, **and who do not completely withdraw from the university**, will generally not receive a removal of tuition, course fees, and other associated fees unless the changes take place prior to the last day to change registration, also known as the end of the add/drop period, which is published in the university's academic calendar and online.

Adjustments of room and board will generally be calculated as follows:

Students withdrawing from housing and or the meal plan during the first two weeks in the enrollment period will receive a prorated adjustment. After the second week there is no adjustment unless the student withdraws for verified and approved medical or hardship reasons.

After the second week of the enrollment period, there is generally no adjustment of health insurance, student body fees, health counseling fees, activity fees, parking permit fees, and course fees. (Removal of course fees will be considered if the student submits faculty approval showing that the institution did not incur costs as a result of the student's anticipated participation in activities and/or that supplies were not issued.) Generally, there is no adjustment of add/drop fees or interest. When a student **withdraws completely** from the university for reasons other than documented and verified medical or hardship reasons, refunds of tuition, excluding May Term, will generally be calculated as follows:

- A student whose withdraw date is within the first week of the enrollment period generally receives a 90 percent removal of charges
- A student whose withdraw date is within week two generally receives a 75 percent removal of charges
- A student whose withdraw date is within week three generally receives a 50 percent removal of charges
- A student whose withdraw date is within week four generally receives a 25 percent removal of charges
- A student whose withdraw date is within week five or later generally receives no adjustment

Students requesting medical or hardship financial considerations must do so in writing to the Student Financial Services office within 30 days of last date of attendance. Adjustments of May Term tuition will be calculated as follows:

- A student who withdraws prior to day one of the enrollment period generally receives a full removal of charges.
- A student who withdraws on day one generally receives a 50 percent adjustment, regardless of attendance.
- A student who withdraws on day two or later generally will not receive any removal of charges.

Note: No transcripts will be released until the student's account is paid in full. This includes current charges, balances that are the result of financial aid funds returned, fines that may be assessed after the student leaves, and computer buyout fees.

### **Removal of Institutional Aid**

If a student withdraws and is granted a removal of tuition, George Fox University allows the student to retain a percentage of the disbursed institutional financial aid equal to the percentage they have been charged, but not to exceed standard charges minus \$100. Standard charges are considered to be tuition, fees, and institutional room and board. The order that institutional financial aid is removed is at the discretion of Student Financial Services.

## **Removal of Title IV Funds**

### **The Return of the Title IV Federal Funds**

These policies apply to students who withdraw entirely or take an approved leave of absence from George Fox University without earning credit for the enrollment period, or to students who are asked to withdraw for academic, disciplinary, or financial reasons.

Note: Both The Return of the Title IV Funds and Removal of Institutional Aid policies and the George Fox University Removal of Institutional Charges Policy must be considered when determining the financial impact of withdrawing completely from the university.

### **Return of Title IV Funds**

Federal law requires that all Title IV funds disbursed to the school be included in the return calculation, including funds in excess of the student account balance that the institution has forwarded to the student and eligible funds pending disbursement. (See Post-withdrawal Disbursement.)

The percentage of Title IV funds returned is based on the number of calendar days the student was enrolled, including the established withdraw date, and allowable charges.

After 60 percent of the period has transpired, there is no return.

To estimate the amount that will be returned to federal aid programs:

- a. Divide the days transpired by the total number of days in the period. (See Withdraw Date and Refund Calculation Period above.)
- b. Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This generally equals the percentage of aid that is considered "earned" and subsequently may be retained.
- c. Subtract the percentage of aid retained from 100 percent. This generally, if 40 percent or more is the percentage that will be returned.

(Example: If a student's withdraw date is established as the 21st day of a period 111 days long, 21 days would be divided by 111 days to equal .1892, which converts to 18.9 percent. This is the amount of aid retained; 100 percent minus 18.9 percent equals 81.1 percent of aid that must be returned.

When considering the impact of withdrawing, it is recommended that an estimated calculation be requested from the Student Financial Services office prior to withdrawing.

In accordance with federal regulations, the return of Title IV funds is made in the following order:

- Unsubsidized Stafford Loans



- Subsidized Stafford Loans
- Perkins Loans, PLUS Loans
- Pell Grants
- SEOG
- Other Title IV programs

### **Return of Title IV Funds by the Student**

When the Return of Title IV Funds calculation results in the student (or parent for a PLUS Loan) having a repayment responsibility, Student Financial Services will notify the student of his or her responsibility.

### **Post-Withdraw Disbursement**

When a post-withdrawal disbursement is available, the institution may, without the student's or parent's permission, credit the late disbursement to the student account to cover allowable institutional charges. When loans are applied to the student's account, the student is notified of the disbursement. If the student (or parent for a PLUS Loan) wishes to cancel all or a portion of a loan, they must do so, in writing, to Student Financial Services within two weeks of receiving notice of the disbursement.

When the post-withdrawal disbursement results in excess funds being available to the student, or when pending disbursements are needed to cover minor noninstitutional charges:

- Authorization from the borrower is required.
- If the borrower has not signed an authorization, the institution will request the needed authorization either electronically or in writing.
- The borrower will be advised that no late disbursement will be made for these purposes unless authorization is received within 14 days of the date the institution sent the notification.

These policies are in compliance with the Higher Education Reauthorization Act. For refund examples, please stop by Student Financial Services or call 503-554-2291. Continue on in Finances to [Financial Aid](#)

## **Compliance With Federal Laws and Regulations**

George Fox University does not discriminate against students on the basis of race, color, national or ethnic origin, gender, age, disability or any other status to the extent prohibited under applicable non-discrimination law in the administration of its admission policies, scholarship and loan programs, educational programs, athletics programs, cocurricular activities, or other university administered programs.

The following offices may be contacted for information regarding compliance with legislation:

Director of admission: student consumer information

Vice president for finance: wage and hour regulations, The Civil Rights Act of 1964 (race, color, or national origin), and age discrimination

Vice president for student life: Title IX (nondiscrimination on the basis of sex)

Director of Student Financial Services: Title IV (Higher Education Act of 1965 as amended), student consumer information, the Pell Program, Supplementary Educational Opportunity Grants, the Perkins Loan/Direct Loan Program, the Stafford Loan Program, the Parents Loan for Undergraduate Students Program, and the Supplemental Loans for Students Program

Registrar: Rehabilitation Act of 1973, veterans' benefits, Immigration and Naturalization Act, and the Family Educational Rights and Privacy Act.

## Family Educational Rights and Privacy Act

**George Fox University accords all the rights** under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Students are afforded the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (campus security personnel, and health services staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the university may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The university construes the following information to be "directory information": parents' names and addresses, the student's name, permanent address, local address, temporary address, e-mail address, telephone number, date and place of birth, participation in officially recognized activities and sports, major, dates of attendance, full-time and part-time status, degrees and awards received, class year, the most recent previous school attended, and for members of athletics teams, height, weight, and position played. The university also considers photographs to be directory information. As such, release of photographs also is permitted.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the registrar's office within the first two weeks of the semester. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Nondirectory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The registrar's office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admission, personal and academic files, and academic, cooperative education, disciplinary records, and placement records. Students wishing to review their education records must give a written request to the registrar listing the item or items of interest. Only records covered in the act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students may not inspect and review the following as outlined by the act: financial information submitted by their parents; confidential letters and recommendations associated with admission, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record which pertains to the inquiring student.

### **Complaints of Alleged Violations**

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office  
US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
  - Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation
  - Names and titles of those school officials and other third parties involved
  - A specific description of the education record around which the alleged violation occurred
  - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter
  - The name and address of the school, school district, and superintendent of the district
  - Any additional evidence that would be helpful in the consideration of the complaint

(Adapted from: *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974*, American Association of Collegiate Registrars and Admissions Officers, 1990.)

## **Drug-Free Environment**

**George Fox University is concerned** about the intellectual, physical, psychological, and spiritual well being of all its students and employees. The community recognizes the danger to one's physical and psychological well being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or nonprescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

## **Disabled Students**

**The Office of Student Life coordinates services** for disabled students. This office also promotes campus awareness of issues and needs of disabled students. Supportive services may be provided, depending on the nature of the disability and availability of resources.

Documentation of an existing disability generally will be required.

Specific courses on career exploration, study skills, and writing development are available. Special adaptive physical education classes for students with disabilities are offered through the Department of Health and Human Performance.

Interested students should contact Disability Services and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact Disability Services as early as possible to make arrangements for necessary support services.

## **Disclosure of Uses for Social Security Numbers**

**Providing one's Social Security number** is voluntary. If a student provides it, the university may use his or her Social Security number for keeping records, doing research, and reporting. The university does not use the number to make any decision directly affecting the student or any other person. A student's Social Security number is not given to the general public. Students who choose not to provide their Social Security numbers are not denied any rights as a student. Providing one's Social Security number means that the student consents to use of the number in the manner described.

## **Anti-Harassment Policy**

**George Fox University students work** in an environment where the dignity of each individual is respected. Demeaning gestures, threats of violence, or physical attacks directed toward another person are not tolerated. This includes hazing or other initiations or any actions that may be hazardous, dehumanizing, harassing, or humiliating to community members. Also included is the use of telephones, United States or campus mail, or e-mail for the purpose of issuing obscene, harassing, or threatening messages. Also, vandalism of property is unacceptable.

Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran's status, or any other status protected under applicable local, state, or federal law is prohibited.

A person may commit criminal harassment if he or she intentionally harasses or annoys another person by:

- Subjecting another person to offensive physical contact
- Publicly insulting another person with abusive words or gestures in a manner intended and likely to provoke a violent response

## **Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. Submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or student life environment.

The conduct prohibited may be verbal, visual, or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, and grades) in response to sexual contact. More

subtle forms of inappropriate behavior such as offensive posters, cartoons, caricatures, comments, and jokes of a sexual nature are prohibited, as they may constitute sexual harassment when they contribute to a hostile or offensive work, academic, or student life environment.

## **Complaint Procedure for Harassment**

If any employee or student believes he or she has witnessed discrimination or harassment, has been discriminated against or has been subjected to sexual or other forms of harassment, the person should immediately report it as follows:

1. If the alleged incident involves two students (outside the context of student employment), the vice president for student life, or the dean of students should be contacted.
2. If the alleged incident involves a student and a faculty member, the academic dean, the provost, or the vice president for student life should be contacted.
3. If the alleged incident involves one or more support staff, administrators, faculty members, or student employees, then a supervisor, the director of human resources, the provost, or any vice president should be contacted.

Complaints are to be investigated promptly and appropriate corrective action taken. No one will suffer retaliation for reporting concerns about discrimination or harassment.

Retaliation is prohibited for good-faith reporting of concerns about discrimination or harassment. Employees who are asked to testify during an investigation are expected to cooperate fully. Retaliation against them for doing so is not tolerated. Any employee found to have engaged in discrimination, harassment, or retaliation is subject to immediate disciplinary action as deemed appropriate by the university, up to and including termination.

## **Withdraw Process From the University**

**The registrar's office is designated** by the institution as the contact for all withdraws: part-time, during-semester, or complete withdraws. If a student wishes to officially withdraw from all course work at George Fox University either during or at the end of a semester/ enrollment period, the student must notify the registrar's office directly to initiate the withdraw. An official withdraw begins when a student submits a completed form with all required approvals to the registrar's office. In most cases, an exit interview will also be required.

Generally the student will be awarded W grades for all courses affected by an official withdraw.

The student is then considered to be officially withdrawn.

## **General Information**

The student is responsible to return all institutional property to the appropriate office or department, such as library books, keys, athletic equipment, lab equipment, etc. Students are financially responsible for all items not returned.

The student will be notified by Student Financial Services of financial obligations when the withdraw calculation is completed. For a copy of or examples of the refund policy, please contact Student Financial Services.

The official withdraw date is established by the registrar's office. Generally, the withdraw date is the date the withdraw form is completed and submitted to the registrar's office or the date established on the withdraw form.

For during-semester withdraws, students generally lose enrollment privileges five working

days after the official withdraw date established by the registrar's office. These services may include, but are not limited to, e-mail, library, student activities, food service, on-campus housing, health, and other related services associated with enrolled student status. The university reserves the right to remove privileges immediately upon official withdraw notification.

### **Rescind Notification of Intent to Withdraw**

If a student wishes to cancel his or her official withdraw from the institution, that student must submit to the registrar's office, in writing, his or her intent to complete the current term of enrollment. This rescinds the student's notification of intent to withdraw.

### **Unofficial Withdraw**

If a student fails to follow the official withdraw process, he or she will be considered to have unofficially withdrawn. If the student unofficially withdraws, the institution will generally use the 50 percent point of term or a documented earlier or later date of academic activity or attendance as the official withdraw date. Generally, the student will be awarded F grades for all courses affected by an unofficial withdraw.

### **Appeal**

An appeal of the established withdraw date is to be submitted in writing to the registrar's office within 60 days from the established withdraw date.

## Faculty

**Gary L. Adams**, Professor of Education. B.S., Portland State University; B.S., Portland State University; M.S., University of Texas; Ph.D., University of Oregon. George Fox University 2002-

**Wayne V. Adams**, Professor of Psychology, Director of the Graduate School of Clinical Psychology. B.A., Houghton College; M.A., Ph.D., Syracuse University. George Fox University 1999-

**Paul N. Anderson**, Professor of Biblical and Quaker Studies, Chairperson of the Department of Religious Studies. B.A., Malone College; B.A., Trinity Lutheran Seminary; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox University 1989-98, 1999-

**Raymond D. S. Anderson**, Assistant Professor of Media Communications. B.S., University of West Indies; M.B.A., Nova Southeastern University; Ph.D., Regent University. George Fox University 2001-

**Mark E. Ankeny**, Professor of Education, Associate Dean of the School of Education. Chairperson of the Department of Educational Foundations and Leadership, B.A., George Fox University; M.S., Portland State University; Ph.D., University of Oregon. George Fox University 1991-

**Rebecca Thomas Ankeny**, Professor of English, Associate Vice President of Academic Affairs. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1988-

**Patrick L. Bailey**, Assistant Professor of Health and Human Performance. B.S., University of Idaho; M.Ed., University of Oregon. George Fox University 1995-

**Robin E. Baker**, Provost, Professor of History. B.A., Grand Canyon University; M.A., Hardin-Simmons University; Ph.D., Texas A&M University. George Fox University 1999-

**Tara L. Baker**, Assistant Professor of Biology. B.S., Ph.D., Iowa State University. George Fox University 1998-

**Janis B. Balda**, Assistant Professor of International Management. B.A., Taylor University; M.A., Fuller Theological Seminary; M.A., Claremont Graduate University; J.D., Loyola Law School, Los Angeles; LL.M., University of Cambridge. George Fox University 2003-

**Wesley D. Balda**, Professor of Management, Dean of the School of Management. B.A., University of Washington; M.A. Fuller Theological Seminary; Ph.D. University of Cambridge. George Fox University 2002-

**Dirk E. Barram**, Professor of Business, Chair of the undergraduate Business and Economics Department. B.A., Gordon College; M.Ed., Kent State University; Ph.D., Michigan State University. George Fox University 1986-

**Corey W. Beals**, Faculty Technology Mentor, Assistant Professor of Religious Studies. B.A., George Fox University; M.A.R., Yale University Divinity School; M.A., Fordham University. George Fox University 2003-

**Stephen R. Bearden**, Assistant Professor of Marriage and Family Therapy. B.A., Olivet Nazarene University; M.Div., M.A., Fuller Theological Seminary; Ph.D., Oregon State University. George Fox University 1996-

**Deborah L. Berhó**, Assistant Professor of Spanish. B.A., Northwest Nazarene College; M.A., Ph.D., University of New Mexico. George Fox University 1997-

**Virginia D. Birky**, Assistant Professor of Education, Director of Master of Arts in Teaching Day Program. B.S., Goshen College; M.S., The Ohio State University; Ph.D., Oregon State University. George Fox University 2000-

**Doreen J. Blackburn**, Assistant Professor of Education. B.A., Bethel College; M.A., University of South Dakota; Ph.D., Texas Woman's University. George Fox University 2003-

**Teresa L. Boehr**, Associate Professor of Family and Consumer Sciences, Chairperson of the Department of Family and Consumer Sciences. B.S., Oregon State University; M.A., Linfield College. George Fox University 1985-

**John D. Bowman**, Professor of Music. B.M., Houghton College; D.M.A., University of Cincinnati. George Fox University 1980-

**Bryan R. Boyd**, Assistant Professor of Theatre. B.A., George Fox University; M.F.A., University of Portland. George Fox University 2002-

**Carol J. Brazo**, Instructor of Education. B.A., California Baptist University; M.Ed., George Fox University. George Fox University 2004-

**Irv A. Brendlinger**, Professor of Religion. B.A., Asbury College; M.Div., Asbury Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Edinburgh. George Fox University 1993-

**Marlene J. Brown**, Associate Professor of Business. B.A., Moorhead State University; M.B.A., University of Montana. C.P.A. George Fox University 2001-

**Daniel L. Brunner**, Associate Professor of Church History and Pastoral Studies, Director of the Master of Divinity Program. B.A., Northwest Christian College; M.Div., Fuller Theological Seminary; Ph.D., University of Oxford. George Fox University 1996-

**Karen S. Buchanan**, Assistant Professor of Education. B.A., Columbia Christian College; M.A.T., Lewis and Clark College; Ed.D., Seattle Pacific University. George Fox University 2004-

**Robert E. Buckler**, Professor of Psychology. A.B., University of California, Los Angeles; M.P.H., Johns Hopkins University; M.D., Georgetown University School of Medicine. George Fox University 1990-

**Rodger K. Bufford**, Professor of Psychology, Director of Integration for the Graduate School of Clinical Psychology. B.A., The King's College; M.A., Ph.D., University of Illinois. George Fox University 1990-

**Gary R. Buhler**, Assistant Professor of Art. B.S., Western Oregon State College; M.F.A., University of Arizona. George Fox University 1989-90, 2000-

**William C. Buhrow, Jr.**, Director of Health and Counseling Services, Assistant Professor of Psychology. A.A., Baptist Bible College; B.A., Cedarville College; M.A., Dallas Theological Seminary; M.A., Psy.D., George Fox University. George Fox University 1994-



**Roy L. Bunch**, Assistant Professor of Education, Director of Master of Arts in Teaching Night Program. B.Th., Northwest Christian College; M.Div., Emmanuel School of Religion; Ed.D., Portland State University. George Fox University 2001-

**George J. Byrtek**, Assistant Professor of Management. B.S., University of Wisconsin, Stevens Point; M.S., National-Louis University; Ph.D., Walden University. George Fox University 1991-

**Clark D. Campbell**, Professor of Psychology, Director of Clinical Training. B.A., Wheaton College; M.A., Ph.D., Western Seminary. George Fox University 1991-

**Douglas G. Campbell**, Professor of Art, Director of the Donald H. Lindgren Gallery. B.A., Florida State University; M.F.A., Pratt Institute; Ph.D., The Ohio University. George Fox University 1990-

**A. Mark Carlton**, Assistant Professor of Education. B.A., M.A., Pepperdine University; Ed.D., University of Oregon/Portland State University. George Fox University 2004-

**Kevin M. Carr**, Associate Professor of Education. B.S., University of Oregon; M.S., Ph.D., University of Idaho. George Fox University 1998-

**Stephen J. Cathers**, Assistant Professor of Education, Director of Administrative License Program. B.A., Westmont College; M.S., Portland State University. George Fox University 2003-

**Paul H. Chamberlain**, Professor of Chemistry, Director of the Juniors Abroad Program. B.A., Point Loma College; Ph.D., University of Nevada, Reno. George Fox University 1977-

**R. Carlisle Chambers**, Associate Professor of Chemistry. B.S., Milligan College; Ph.D., Emory University. George Fox University 1994-

**Jasmine M. Chase**, Instructor of Education. B.S., Lewis and Clark College; M.S., Western Oregon State College. George Fox University 2004-

**Charles J. Conniry Jr.**, Associate Professor of Pastoral Ministries, Director of the Doctor of Ministry Program. B.A., American Christian School of Religion; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary. George Fox University 1998-

**Wesley A. Cook**, Associate Professor of Health and Human Performance. B.A., University of Northern Colorado; M.A.T., Lewis and Clark College. George Fox University 1987-

**Caitlin C. Corning**, Associate Professor of History, Chairperson of the Department of History and Political Science. B.A., Seattle Pacific University; M.A., Ph.D., University of Leeds. George Fox University 1996-

**Victoria L. Defferding**, Assistant Professor of Spanish. B.A., University of Oregon; M.A., Portland State University. George Fox University 1989-

**Lorraine K. DeKruyf**, Assistant Professor of Counseling. B.A., Goethe Institut; M.Ed., Dordt College. George Fox University 2002-

**Stephen Delamarter**, Professor of Old Testament. A.A., Wenatchee Valley College; B.A., Seattle Pacific University; M.A.R., M.Div., Western Evangelical Seminary; M.A., Ph.D., Claremont Graduate School. George Fox University 1996-

**Kristin M. Dixon**, Instructor of Education. B.S., M.Ed., Oregon State University. George Fox University 2004-

**Mark W. Doyle**, Instructor of Biology. B.S., Eastern Oregon State University. Ph.D., Oregon Health and Science University. George Fox University 2000-

**Jeffrey M. Duerr**, Associate Professor of Biology. B.A., B.S., Whitworth College; M.S., Portland State University; Ph.D., University of Hawaii. George Fox University 1999-

**Patsy A. Engle**, Assistant Professor in Teacher Education. B.A., Indiana Wesleyan University; M.A., Ball State University. George Fox University 1993-

**Mark Emerson**, Assistant Professor of Business. B.A., Linfield College; M.Div., Central Baptist Theological Seminary; Ph.D., University of Idaho. George Fox University 2003-

**Richard A. Engnell**, Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox University 1978-

**Michael A. Everest**, Assistant Professor of Chemistry. B.S., Wheaton College; Ph.D., Stanford University, George Fox University 2001-

**Lon Fendall**, Associate Professor of History, Director of the Center for Global Studies, Director of the Center for Peace and Justice. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 2000-

**James D. Foster**, Dean of Behavioral and Health Sciences, Professor of Psychology. B.S., Seattle Pacific University; M.A., Ph.D., The Ohio State University. George Fox University 1980-

**Kathleen A. Gathercoal**, Professor of Psychology, Director of Research for the Graduate School of Clinical Psychology. A.B., Franklin & Marshall College; M.A., Ph.D., Case Western Reserve University. George Fox University 1993-

**Jules Glanzer**, Dean of George Fox Evangelical Seminary, Associate Professor of Pastoral Leadership. B.A., Tabor College; M.Div., Mennonite Brethren Biblical Seminary; D.Min., Fuller Theological Seminary. George Fox University 2001-

**Steven C. Grant**, Associate Professor of Health and Human Performance, Chairperson of the Health and Human Performance Department. B.A., Biola University; M.Ed., Linfield College. George Fox University 1982-

**Mark D. Hall**, Associate Professor of Political Science. B.A., Wheaton College; M.A., Ph.D., University of Virginia. George Fox University 2001-

**Robert L. Hamilton**, Associate Professor of Physics. B.S., University of Puget Sound; Ph.D., University of California, Los Angeles. George Fox University 2003-

**Thomas E. Hancock**, Associate Professor of Education. B.A., Whitworth College; M.Ed., Seattle Pacific University; Ph.D., Arizona State University. George Fox University 2000-

**David M. Hansen**, Assistant Professor of Computer Science. B.S., Oral Roberts University; M.S., Washington State University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox University 1998-99, 2003-

**Robert F. Harder**, Professor of Mechanical Engineering, Director of Engineering Program, Chairperson of the Math/Computer Science/Engineering Department. B.S.M.E., M.S.M.E., Michigan Technological University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox University 1988-

**Gennie Harris**, Instructor of Education. B.A., M.Ed., George Fox University. George Fox University 2004-

**Mark O. Hatfield**, Herbert Hoover Distinguished Professor. B.A., Willamette University; M.A., Stanford University. George Fox University 1997-

**Glenda T. Hays**, Assistant Professor of Family and Consumer Science. B.S., University of Southwestern Louisiana; M.S., Florida State University. George Fox University 2001-

**Thomas F. Head**, Professor of Economics, Chair of the International Studies Program. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox University 1971-74; 1976-79; 1983-

**W. Scot Headley**, Professor of Education. B.S., M.Ed., Colorado State University; Ph.D., The Ohio State University. George Fox University 1994-

**Henry C. Helsabeck**, Professor of Mathematics, Dean of Arts and Sciences. B.A., Culver Stockton College; M.A., M.A., Ph.D., University of Missouri. George Fox University 1978-

**Edward F. Higgins**, Professor of Writing/Literature. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox University 1971-

**Eloise M. Hockett**, Instructor of Education, Director of Field Services. B.A.A. and B.M., University of Minnesota. George Fox University 2001-

**Sarah M. Hopkins**, Assistant Professor of Psychology. B.A., M.A., Psy.D., George Fox University. George Fox University 2001-

**Karen S. Hostetter**, Assistant Professor of Health and Human Performance. B.A., Seattle Pacific University; M.S., California State University, Fullerton. George Fox University 2000-

**Terry E. Huffman**, Professor of Sociology. B.A., University of South Dakota; M.A., Marshal University; Ph.D., Iowa State University. George Fox University 2003-

**Melanie A. Hulbert**, Assistant Professor of Sociology. B.A., Western Washington University; M.A. University at Albany, State University of New York. George Fox University 2003-

**Martha A. Iancu**, Associate Professor of English as a Second Language, Director of the English Language Institute. B.A., M.A., University of Oregon. George Fox University 1989-

**Kerry E. Irish**, Associate Professor of History. B.A., George Fox University; M.A., Ph.D., University of Washington. George Fox University 1993-

**Kendra W. Irons**, Assistant Professor of Religious Studies. B.A., Friends University; M.A., Asbury Theological Seminary; Ph.D., Baylor University. George Fox University 2003-

**Dale R. Isaak**, Assistant Professor of Health and Human Performance. B.S., Willamette University; M.Ed., University of Minnesota; M.S., Indiana State University. George Fox University 1995-

**Clella I. Jaffe**, Professor of Communication Arts, Director of Forensics, Chairperson of the Department of Communication Arts. B.A., Seattle Pacific University; M.Ed., Ph.D., Oregon State University. George Fox University 1995-

**Craig E. Johnson**, Professor of Leadership Studies. B.A., Luther College; M.A., Wheaton College; Ph.D., University of Denver. George Fox University 1988-

**John M. Johnson**, Associate Professor of Mathematics. B.S., Northwest Nazarene College; M.S., Kansas State University. George Fox University 1984-

**Lionel G. Johnson**, Instructor of Education. B.A., California State University, Los Angeles; M.A., Ph.D., University of Oregon. George Fox University 2003-

**Mary J. Johnson**, Instructor of Education. B.A., Luther College; M.Ed., George Fox University. George Fox University 2004-

**Merrill L. Johnson**, University Librarian, Associate Professor. B.A., Seattle Pacific University; M.L.S., University of Oregon. George Fox University 1980-

**Michele E. Johnson**, Associate Professor of Business, Chairperson of the Department of Business and Economics. B.A., Wayne State University; M.B.A., University of South Dakota. C.P.A. George Fox University 1997-

**Thomas F. Johnson**, Professor of Biblical Theology. B.Ph., Wayne State University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Duke University. George Fox University 1997-

**William G. Jolliff**, Professor of Writing/Literature, Chairperson of the Department of Writing/Literature. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., The Ohio State University. George Fox University 1994-

**Karin B. Jordan**, Associate Professor of Counseling, Director of Counseling Program. B.A., Colorado Christian College; M.A., Rollins College; Ph.D., University of Georgia. George Fox University 2001-

**Charles D. Kamilos**, Portland Center Librarian. B.A., Northwest Christian College; M.Div., Brite Divinity School-Texas Christian University; M.A., University of Iowa. George Fox University 1997-

**Paul W. Kennedy**, Associate Professor of Sociology, Director of Assessment. B.A., Wheaton College; M.S., State University of New York; M.A., Fuller Theological Seminary; Ph.D., University of Southern California. George Fox University 1997-

**Judith D. Keeney**, Instructor of Education. B.A., M.A., University of Oregon. George Fox University 2004-

**David Kerr**, Assistant Professor of Art. B.A., Judson Baptist College; M.A., California State University. George Fox University 2002-

**Gary M. Kilburg**, Associate Professor of Education. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox University 1992-

**Dwight J. Kimberly**, Associate Professor of Biology. B.A., George Fox University; M.S., Oregon State University. George Fox University 1994-

**E. Alan Kluge**, Associate Professor of Business. B.S., M.B.A., Ph.D., Oregon State University. George Fox University 1996-

**Christopher J. Koch**, Associate Professor of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox University 1993-

**Beth A. La Force**, Professor of Education, Chairperson of the Undergraduate Education Department. B.S., Malone College; M.A., Western Michigan University; Ph.D., Michigan State University. George Fox University 1987-

**Gregg T. Lamm**, Campus Pastor. B.A., George Fox University; M.Div., Western Evangelical Seminary. George Fox University 1991-

**David V. Larson**, Instructor of Education. B.A., Oregon College of Education; M.S., Portland State University; George Fox University 2004-

**Melinda M. Larson**, Assistant Professor of Education. B.S., University of Washington; M.S., Western Oregon University. George Fox University 2000-

**Carleton H. Lloyd**, Professor of Management. B.A., Columbia Christian College; M.A., Eastern New Mexico University; M.S., Oregon State University; M.S.S.W., Ph.D., University of Texas at Arlington. George Fox University 1994-

**Rhett F. Luedtke**, Assistant Professor of Theatre. B.A., Valparaiso University; M.F.A., Illinois State University. George Fox University 2003-

**Howard R. Macy**, Professor of Religion and Biblical Studies. B.A., George Fox University; M.A., Earlham School of Religion; Ph.D., Harvard University. George Fox University 1990-

**Margaret L. Macy**, Associate Professor of Education. B.A., George Fox University; M.Ed., Wichita State University, Ph.D., Walden University. George Fox University 1991-

**Michael A. Magill**, Professor of Engineering. B.S., M.S., Ph.D., Oklahoma State University. George Fox University 2002-

**Anita B. Maher**, Assistant Professor of Marriage and Family Therapy. B.A., Millersville State University; M.A., Azusa Pacific University; M.A., Ph.D. Fuller Theological Seminary. George Fox University 1996-

**Mark S. McLeod-Harrison**, Associate Professor of Philosophy. B.R.E., Briercreech Bible College; B.A., Westmont College; M.A., Trinity Evangelical Divinity School; Ph.D., University of California. George Fox University 1999-

**Susan C. McNaught**, Assistant Professor of Management. B.A., Oklahoma City University; M.S., Portland State University; Ph.D., Oregon State University. George Fox University 1996-

**Rand Michael**, Associate Professor of Marriage and Family Therapy. B.A., Northwest Nazarene College; M.Div., Nazarene Theological Seminary; D.Min., Midwestern Baptist Theological Seminary. George Fox University 1996-

**Ronald Mitchell**, Associate Professor of Nursing, Director of Nursing. B.S., Walla Walla College; M.S., California State University, Fresno; Ph.D., University of Utah, Salt Lake City. George Fox University 2004-

**Melanie J. Mock**, Assistant Professor of Writing Literature. B.A., George Fox University; M.A., University of Missouri; Ph.D., Oklahoma State University. George Fox University 1999-

**Ronald L. Mock**, Associate Professor of Peace Studies and Political Science, Director of Intensified Studies. B.A., George Fox University; M.P.A., Drake University; J.D., University of Michigan. George Fox University 1985-

**Glenn T. Moran**, Director of the Professional Studies Program - Portland, Boise and Salem Centers, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox University 1979-86; 1991-

**MaryKate Morse**, Associate Professor of Spiritual Formation and Pastoral Studies, Director of Spiritual Formation Program. B.S., Longwood College; M.A., M.Div., Western Evangelical Seminary; Ph.D., Gonzaga University. George Fox University 1996-

**David V. Myton**, Professor of Education. B.A., Youngstown University; M.Ed., University of Pittsburgh; Ph.D., The Ohio State University. George Fox University 2002-

**Lee Nash**, Professor of History. A.B., Cascade College; M.A., University of Washington; Ph.D., University of Oregon. George Fox University 1975-

**John R. Natzke**, Associate Professor of Electrical Engineering. B.S.E.E., Milwaukee School of Engineering; M.S.E.E., Marquette University; Ph.D.E.E., University of Michigan. George Fox University 1995-

**Roger J. Newell**, Assistant Professor of Religious Studies. B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., University of Aberdeen. George Fox University 1997-

**S. Susan Newell**, Assistant Professor of Social Work, Field Director. B.A., Westmont College; M.S.W., Portland State University. George Fox University 1999-

**K. Louise Newswanger**, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox University 1992-

**Neal P. Ninteman**, Assistant Professor of Mathematics. B.S., California Polytechnic State University; M.S., Stanford University. George Fox University 2000-

**Sylvette Norré**, Assistant Professor of French. B.S., Facultés Universitaires; M.A.T., University of Utah. George Fox University 2001-

**Mark L. Ocker**, Assistant Professor of Management, Director of Professional Studies. B.A., George Fox University; M.A.T., Alaska Pacific University. George Fox University 1998-

**Susan L. O'Donnell**, Assistant Professor of Psychology. B.S., M.A., Ph.D., University of Minnesota. George Fox University 2001-

**Mary R. Olson**, Assistant Professor of Management. B.A., M.A., Pacific Lutheran University. Ph.D., University of Idaho. George Fox University 1999- Paul Otto, Associate Professor of History. B.A., Dordt College; M.A., Western Washington University; Ph.D., Indiana University. George Fox University 2002-

**Katsu Ozawa**, Associate Professor of Education. B.A., Malone College; M.A., Louisiana State University; Ph.D., Ohio University. George Fox University 2002-

**Mary A. Peterson**, Assistant Professor of Clinical Psychology. B.A., M.A., University of Cincinnati; M.A., Ph.D., California School of Professional Psychology. George Fox University 2004-

**Donna Kalmbach Phillips**, Associate Professor of Education, Chairperson of the Master of Arts in Teaching department. B.S., Eastern Oregon State University; M.S., Western Oregon State University; Ph.D., Oregon State University, George Fox University 1998-

**Alex A. Pia**, Assistant Professor of English as a Second Language, Director of International Student Services. B.A., California State University, Chico; M.A., Portland State University. George Fox University 1990-

**Donald R. Powers**, Professor of Biology, Chairperson of the Department of Biology and Chemistry. B.S., Biola University; M.S., San Diego State University; Ph.D., University of California, Davis. George Fox University 1989-

**Ludmila Praslova**, Assistant Professor of Psychology. Russian Professional Degree, Russian State University of Humanities; M.A., Ph.D., University of Akron. George Fox University 2002-

**Gary L. Railsback**, Associate Professor of Education. B.S., Northwest Christian College; M.A., Fuller Theological Seminary; Ph.D., University of California, Los Angeles. George Fox University 2000-

**Colleen D. Richmond**, Assistant Professor of Writing and Literature. B.A., Oregon State University; M.A., Portland State University. George Fox University 1992-

**Nicole Miller Rigelman**, Assistant Professor of Education. B.A., M.Ed., Ed.D., Portland State University. George Fox University 2001-

**Arthur O. Roberts**, Professor-at-Large. B.A., George Fox University; M.Div., Nazarene Theological Seminary; Ph.D., Boston University. George Fox University 1953-

**Félix Rosales**, Instructor for Special Programs. Diploma in Theology, International Bible Institute, Managua, Nicaragua; GED Certificate, Centralia Community College; M.A., Western Evangelical Seminary. George Fox University 1996-

**Clifford J. Rosenbohm**, Assistant Professor of Social Work Program, Director of Social Work Program, Chairperson of the Sociology/Social Work Department. B.A., Louisiana College; M.S.W., Southern Baptist Theological Seminary. George Fox University 2002-

**Scott M. Rueck**, Assistant Professor of Health and Human Performance, Head Coach of Women's Basketball. B.S., M.A.T., Oregon State University. George Fox University 1996-

**Beth A. Schafer**, Assistant Professor of Management. B.A., Northwest Nazarene College; M.A., Boise State University. George Fox University 2000-

**Richard S. Shaw**, Assistant Professor of Marriage and Family Therapy. B.S., University of Nebraska at Kearney; M.A., Asbury Theological Seminary; D.M.F.T., Fuller Theological Seminary. George Fox University 1996-

**Mark A. Selid**, Assistant Professor of Business. B.A., Pacific Lutheran University; M.T., Portland State University, CPA. George Fox University 1993-

**Marc A. L. Shelton**, Associate Professor of Education, Director of Master of Education Program. B.S., M.A., Ed.D., University of South Dakota. George Fox University 2000-

**R. Larry Shelton**, Richard B. Parker Professor of Wesleyan Theology. B.A., Pfeiffer College; M.Div., Th.M., Asbury Theological Seminary; Th.D., Fuller Theological Seminary. George Fox University 1996-

**Byron S. Shenk**, Professor of Health and Human Performance. B.A., Goshen College; M.A., University of Oregon; Ed.D., University of Virginia. George Fox University 1990-

**Sherie L. Sherrill**, Instructor of English, Director of English Lab. B.A., Seattle Pacific University. George Fox University 1976-

**Laura K. Simmons**, Assistant Professor of Christian Ministries. B.A., University of California, Davis; M.A., Ph.D., Fuller Theological Seminary. George Fox University 2001-

**Philip D. Smith**, Professor of Philosophy. B.A., George Fox University; M.A., Fuller Theological Seminary; Ph.D., University of Oregon. George Fox University 1982-

**Trenton H. Smith**, Assistant Professor of Biology. B.S., Western Kentucky University; Ph.D., University of South Carolina. George Fox University 2002-

**Gary Spivey**, Assistant Professor of Electrical Engineering. B.S.E.E., University of Arizona; M.S.E.E., Ph.D. University of Maryland. George Fox University 2003-

**Ronald G. Stansell**, Professor of Religion. B.A., George Fox University; M.Div., Western Evangelical Seminary; D.Miss., Trinity Evangelical Divinity School. George Fox University 1985-

**Karen L. Straube**, Technical Services Librarian. B.A., Arizona State University; M.L.S., Emporia State University. George Fox University 2003-

**Mark A. Sundquist**, Assistant Professor of Health and Human Performance, Head Coach of Men's Basketball. B.A., Seattle Pacific University; M.S., Portland State University. George Fox University 2000-

**Daniel S. Sweeney**, Associate Professor of Counseling. B.A., San Jose State University; B.A., San Jose Bible College; M.A., Azusa Pacific University; Ph.D., University of North Texas. George Fox University 1996-

**Craig B. Taylor**, Associate Professor of Health and Human Performance, Director of Athletics. B.S., George Fox University; M.Ed., Linfield College. George Fox University 1975-78; 1980-

**Mark E. Terry**, Assistant Professor of Art. B.S., Willamette University; M.S., Western Oregon State University. George Fox University 1997-

**Nancy S. Thurston**, Professor of Psychology. B.A., Hope College; M.A., Ph.D., Central Michigan University. George Fox University 1999-

**Tim G. Timmerman**, Associate Professor of Art, Chairperson of the Department of Visual Arts. B.A., Biola University; M.F.A., Washington State University. George Fox University 2003-

**Dawn E. Todd**, Instructor of English as a Second Language. B.A., George Fox University; M.Ed., Oregon State University. George Fox University 2002-

**Linda Townsend-Johnson**, Assistant Professor of Education. B.A., M.A., Concordia University. George Fox University 2002-



**Manfred Tschan**, Assistant Professor of Health and Human Performance. B.S., State Teacher's College, Hofwil, Switzerland; B.S., University of Bern; M.S., University of Oregon. George Fox University 1988-

**Timotheos Tsohantaris**, Assistant Professor of Religion. B.A., Barrington College; M.A., Ashland Theological Seminary; Ph.D., University of Athens. George Fox University 1985-90; 1993-

**Janis L. Tyhurst**, Reference Librarian. B.A., University of California, Irvine; M.L.S., University of California, Los Angeles. George Fox University 1998-

**Patrick W. Vandehey**, Assistant Professor of Music, Instrumental Music Director. B.M., University of Washington; B.A., University of Washington; M.S., Portland State University. George Fox University 2003-

**Michelle K. Wayte**, Assistant Professor of Marketing. B.A., Purdue University; M.A., DePaul University; Ph.D., Purdue University. George Fox University 2003-

**H. Brent Weaver**, Associate Professor of Music. B.A., Goshen College; M.M., D.M.A., University of Oregon. George Fox University 2001-

**Larry D. Weber**, Assistant Professor of Education. B.S., M.S., Portland State University. George Fox University 2002-

**Karen B. Wedeking**, Instructor of Education. B.S., M.Ed., Oregon State University. George Fox University 2004-

**K. Mark Weinert**, Associate Professor of History. B.A., Anderson College; M.Div., Western Evangelical Seminary; M.A., University of Portland; Ph.D., Vanderbilt University. George Fox University 1982-

**Loren W. Wenz**, Associate Professor of Music, Chairperson of the Department of Performing Arts. B.A., Whitworth College; M.A., Eastern Washington University. George Fox University 2002-

**Kenneth F. Willson**, Associate Professor of Music. B.A., George Fox University; M.Mus., University of Portland; D.A., University of Northern Colorado. George Fox University 1987-90; 1992-

**Brent D. Wilson**, Assistant Professor of Computer Science. B.A., Western Oregon State University; M.A.T., Oregon State University. George Fox University 1994-

**Diane F. Wood**, Assistant Professor of Family and Consumer Sciences and Education. B.A., Oregon State University; M.Ed., University of Portland. George Fox University 1995-

**Debra Drecnik Worden**, Associate Professor of Business and Economics. B.A., Westminster College; M.S., Ph.D., Purdue University. George Fox University 1994-

**James D. Worthington**, Professor of Education, Dean of the School of Education. B.S., Philadelphia College of Bible; M.A., Glassboro State College; Ph.D., Syracuse University. George Fox University 2003-

**Kent L. Yinger**, Associate Professor of Biblical Studies. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Sheffield University. George Fox University 2001-

## Faculty Emeriti

**Michael A. Allen**, Professor Emeritus of Sociology. B.S. and M.S., Illinois State University. George Fox University 1976–2002.

**Richard E. Allen**, Associate Professor Emeritus of Management/Director of Professional Studies. B.S., Seattle Pacific University; M.S., University of Oregon. George Fox University 1969–2002.

**Ralph K. Beebe**, Professor Emeritus of History. B.A., George Fox University; M.Ed., Linfield College; M.A., Ph.D., University of Oregon. George Fox University 1955–57; 1974–97.

**Wayne E. Colwell**, Professor Emeritus of Psychology. B.S., John Brown University; M.Div., Grace Theological Seminary; M.Ed., University of Arkansas; Ph.D., Arizona State University; George Fox University 1990–98.

**Ronald S. Crecelius**, Chaplain Emeritus. A.B., Th.B., George Fox University; M.A., Pasadena College; M.R.E., D.D., Western Evangelical Seminary. George Fox University 1967–87.

**Gerald W. Dillon**, Professor Emeritus of Pastoral Ministry. A.B., Kletzing College; B.D., Asbury Theological Seminary; M.A., State University of Iowa; D.D., Azusa Pacific University.

**Gary K. Fawver**, Professor Emeritus of Outdoor Ministries. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; D.Min., Western Seminary. George Fox University 1974–2003

**Robert D. Gilmore**, Director Emeritus of Instructional Media. B.A., Azusa Pacific University; B.D., California Baptist Theological Seminary; M.S.Ed., University of Southern California. George Fox University 1964–67; 1968–95.

**Myron D. Goldsmith**, Professor Emeritus of Religion and Greek. B.A., Friends University; B.D., Asbury Theological Seminary; Ph.D., Boston University. George Fox University 1961–74; 1975–86.

**William D. Green**, Vice President and Dean Emeritus of the College, Professor of Religion. Th.B., Malone College; A.B., Taylor University; M.A., Case Western Reserve University; Ed.D., University of Tennessee; L.H.D., George Fox University. George Fox University 1972–89.

**Dennis B. Hagen**, Professor Emeritus of Music. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox University 1964–2003

**Mackey W. Hill**, Professor Emeritus of History. B.A., University of California, Los Angeles; M.A., University of the Pacific. George Fox University 1949–74.

**Julia H. Hobbs**, Professor Emerita of Christian Educational Ministries. B.A., Hope College; B.D., M.Th., Winona Lake School of Theology; Ph.D., University of Pittsburgh. George Fox University 1975–91.

**David J. Howard**, Associate Professor Emeritus of Music. B.A., Simpson Bible College; B.A., M.A., San Francisco State College; D.M.A., Southern Baptist Theological Seminary. George Fox University 1968–85; 1988–2001

**Patricia A. Landis**, Professor Emerita of Education, Director of Undergraduate Teacher Education. B.A., Seattle Pacific University; M.A., University of Washington. George Fox University 1984–99.

**Robert E. Lauinger**, Associate Professor Emeritus of Music. B.S., Portland State University; M.M., Indiana University; D.M.A., University of Arizona. George Fox University 1967–2002.

**Hector J. Munn**, Professor Emeritus of Chemistry. B.S., Seattle Pacific University; M.S., Ph.D., Oregon State University. George Fox University 1958–62; 1966–94.

**Allen C. Odell**, Professor Emeritus of Ministry. B.A., Cascade College; M.Div., Western Evangelical Seminary; D.Min., Western Conservative Baptist Seminary.

**G. Dale Orkney**, Professor Emeritus of Biology. B.A., Northwest Nazarene University; M.S. and Ph.D., University of Idaho. George Fox University 1964–2002.

**Mel L. Schroeder**, Associate Professor Emeritus of Drama. B.A., Northwest Nazarene University; M.A., San Jose State University. George Fox University 1978–83; 1987–2002.

**Al Stiefel**, Professor Emeritus of Counseling. B.A., Eastern Nazarene College; B.D., Nazarene Theological Seminary; S.T.M., Boston University School of Theology; Ph.D., Boston University.

## Administration

### President's Cabinet

**H. David Brandt**, Ph.D., President

**Robin E. Baker**, Ph.D., Provost

**G. Michael Goins**, B.A., Vice President for Financial Affairs/Treasurer

**Dana L. Miller**, M.A., Vice President for Marketing and Advancement

### President Emeritus

**David C. Le Shana**, Ph.D., President Emeritus of George Fox University, President Emeritus of George Fox Evangelical Seminary

## Academic Administration

**Wayne V. Adams**, Ph.D., Director of the Graduate School of Clinical Psychology

**Mark E. Ankeny**, Ph.D., Associate Dean of the School of Education, Director of the Doctor of Education Program

**Rebecca J. Ankeny**, Ph.D., Associate Vice President of Academic Affairs

**Bruce A. Arnold**, B.S., Help Desk Technical Support Specialist

**Wesley D. Balda**, Ph.D., Dean of the School of Management

**Rich A. Bass**, Microcomputer Support Specialist

**Janelle L. Baugh**, B.A., Senior Programmer Analyst/Assistant Database Administrator

**Ginny Birky**, Ph.D., Director of Master of Arts in Teaching Day Program

**Daniel L. Brunner**, Ph.D., Director of the Master of Ministry Program

**William C. Buhrow, Jr.**, Psy.D., Director of Health and Counseling Services

**Melissa A. Bullock**, B.A., Assistant Registrar

**Roy L. Bunch**, Ed.D., Director of Master of Arts in Teaching Nighttime Program

**Mike D. Campadore**, Microcomputer Support Specialist

**Steve J. Cathers**, M.D., Director of Administrative Licensure Programs

**Paul H. Chamberlain**, Ph.D., Director of Juniors Abroad Program

**Kandie L. Comfort**, Help Desk Supervisor,,

**Charles J. Conniry Jr.**, Ph.D., Director of the Doctor of Ministry Program

**J. Marie Craven**, B.A., Associate Registrar

**Matthew A. Cummings**, B.S., Programmer Analyst

**Russell D. DeVore**, B.S., Director of User Services

**D. Paul Emerson**, B.S., Engineering Technician

**Lon Fendall**, Ph.D., Director for the Center of Global Studies, Director for Center of Peace and Justice

**James D. Foster**, Ph.D., Dean School of Behavioral and Health Sciences

**Jules Glanzer**, D.Min., Dean of George Fox Evangelical Seminary  
**Robert F. Harder**, Ph.D., Director of Engineering Program  
**Hank Helsabeck**, Ph.D., Dean School of Arts & Sciences  
**James P. Hoekema**, B.S., Systems Administrator  
**Eloise Hockett**, M.Ed., Director School of Education Field Services  
**Martha A. Iancu**, M.A., Director of the English Language Institute  
**Bonnie J. Jerke**, M.A., Director of Career Services/Academic Success Program Director  
**Merrill L. Johnson**, M.L.S., University Librarian  
**Karin B. Jordan**, Ph.D., Director of Counseling Program  
**Charles D. Kamilos**, M.A., M.Div., Portland Center Librarian  
**Paul W. Kennedy**, Ph.D., Director of Assessment  
**Loren W. Kerns**, M.A., Online Facilitator for Doctor of Ministry Program  
**Jewls L. Krentz**, M.A., Assistant to the Dean of the School of Management  
**Patricia A. Kuehne**, B.S., Public Services Manager  
**Kathryn M. Lee**, B.A., Science Outreach Coordinator  
**Todd M. McCollum**, M.A., Registrar  
**Sean M. McKay**, B.Th., Microcomputer Support Specialist  
**Brian S. McLaughlin**, Database Administrator/Programmer Analyst,  
**Ron Mitchell**, Ph.D., Director of the Nursing Program  
**Ronald L. Mock**, J.D., M.P.A. Director of Intensified Studies  
**Glenn T. Moran**, Ed.D., Director of Professional Studies  
**MaryKate Morse**, Ph.D., Director of Spiritual Formation Certificate Program and Pastoral Ministries  
**Joshua G. Nauman**, B.A., Video Production Manager  
**Piper L. Parks**, B.A., Audio/Visual Services Support Specialist  
**Donna K. Phillips**, M.S., Director of Master of Arts in Teaching in the Community Program  
**Alex A. Pia**, M.A., Director of International Student Services  
**Gary L. Railsback**, Ph.D., Coordinator, Ed.D. & M.Ed. Student Research  
**Clifford J. Rosenbaum**, M.A., Director of Social Work Program  
**Marc Shelton**, Ed.D., Director of the Master of Education Program  
**Sherie Sherrill**, B.A., Director of English Lab  
**Laura Simmons**, Ph.D., Director of Master of Arts in Christian Ministries Program  
**Gregory H. Smith**, M.S., Director of Institutional Technology  
**Karen Straube**, M.L.S., Technical Services Librarian  
**Dan L. Swanson**, B.S., Programmer Analyst/Systems Manager  
**Craig Taylor**, M.Ed., Director of Athletics  
**K. Mark Weinert**, Ph.D., Associate Dean of George Fox Evangelical Seminary; Director of the Portland Center  
**Bradley T. Weldon**, A.S.E.E., Network and System Administrator  
**James D. Worthington**, Ph.D., Dean of the School of Education  
**Kent Yinger**, Ph.D., Director of Master of Arts in Theological Studies Program

## **Business and Related Services**

**Karon L. Bell**, B.A., Assistant Vice President for Administration  
**Debora C. Cash**, B.S., Accountant  
**Robert A. Clarke**, M.B.A., Director of Financial Aid and Student Financial Services  
**Brendon J. Connelly**, M.B.A., Systems Manager, Student Financial Services  
**Teresa D. Crawford**, Student Financial Services Counselor  
**Gayle Denham**, Student Financial Services Counselor  
**Andrew B. Dunn**, B.A., Manager of University Store  
**Sherrie G. Frost**, Director of Mail Services  
**Jennifer R. Getsinger**, Director of Student Accounts  
**G. Michael Goins**, B.A., Vice President for Financial Affairs/Treasurer  
**Susan Hampton**, Student Financial Services Counselor  
**Sandra D. Hayes**, Assistant Director of Human Resources  
**John F. Heitz**, Superintendent of Building Repair  
**Virginia L. Hoover**, Superintendent of Custodial Services,  
**David D. Kelley**, M.B.A., Assistant Vice President for Finance

**Peggy L. Kilburg**, B.A., Director of Human Resources  
**Larry A. Kintz**, Superintendent of Building Systems  
**Laura E. Klaus**, Assistant Manager of University Store  
**Lisa S. Leslie**, M.B.A., Director of Event Services  
**John R. Newberry**, M.A., Facilities Supervisor for Portland Center  
**Jared A. Ocker**, B.S., Senior Accountant  
**Christine A. Schlarbaum**, B.S., Student Financial Services Counselor  
**Daniel A. Schutter**, B.S., Associate Director of Plant Services/Superintendent of New Construction  
**Wilfred M. Smith**, Superintendent of Grounds  
**John M. Stewart**, B.A., Manager of Portland Center Bookstore  
**Clyde G. Thomas**, B.A., Director of Plant Services

## Marketing and Advancement

**Nancy N. Almquist**, B.A., Development Officer  
**Dave L. Adrian**, B.A., Senior Development Officer  
**Sheila H. Bartlett**, B.A., Admissions Counselor, Graduate and Professional Studies Admissions  
**Carrie J. Bohl**, M.B.A., Director of Development Services  
**Adina R. Briggs**, B.A., Admissions Counselor, Graduate and Professional Studies Admissions  
**Gary D. Brown**, M.A., Admissions Counselor, Graduate and Professional Studies Admissions  
**M. Blair Cash III**, M.Div., M.C.E., Sports Information Director  
**Tamara L. Cissna**, B.A., Director of Communications  
**Ryan W. Dougherty**, B.S., Admissions Operations Manager  
**Rob C. Felton**, M.A., Director of Public Information  
**Gloria A. Foltz**, B.S., Director of Web Development  
**Lawrence W. Fudge**, B.A., Admissions Counselor, Undergraduate Admissions  
**Kathleen D. Grant**, B.A. Admissions Counselor, Graduate and Professional Studies Admissions  
**Michael J. Henderson**, B.A., Graphic Designer  
**Timothy R. Hoffman**, B.A., Assistant Director of Undergraduate Admissions  
**Marian J. Holzschuh**, B.A., Admissions Counselor, Graduate and Professional Studies Admissions  
**Barry A. Hubbell**, B.A., Communications Specialist/Archivist  
**James E. Jackson**, B.S., Development Officer  
**Richard K. Johnsen**, M.A., Executive Director of Marketing and Communications  
**Amy D. Karjala**, B.S., Executive Director of Development Services  
**Melva R. Lloyd**, B.A., Director of Graduate and Professional Studies Admissions  
**Nathanael C. McIntyre**, B.A., Director of Alumni Relations  
**Colin F. Miller**, B.A., Art Director  
**Dana L. Miller**, M.A., Vice President for Marketing and Advancement  
**Elizabeth E. Molzahn**, B.A., Admissions Counselor, Graduate and Professional Studies Admissions  
**Carol A. Namburi**, B.A Admissions Counselor, Graduate and Professional Studies Admissions  
**Danya G. Ochsner**, Director of Special Events and Projects,  
**Aimee J. Peterson**, B.A. Admissions Counselor, Undergraduate Admissions  
**Sherilyn L. Phillips**, Executive Director of University Relations,  
**Amber A. Russell**, M.S., Admissions Counselor, Graduate and Professional Studies Admissions  
**Dale E. Seipp**, M.Ed., Executive Director of Admissions  
**Peter E. Smart**, B.S., Planned Giving Officer  
**Nichol A. Starr**, J.D., Associate Director of Development Services  
**Jeremy C. Stephens**, B.A., Admissions Counselor, Graduate and Professional Studies Admissions  
**Rebecca Wages**, A.A.S., Graphic Designer  
**Carla J. Williams**, Marketing Coordinator

## Student Life

**William C. Buhrow Jr.**, Psy.D., Dean of Student Services  
**Cara J. Copeland**, B.A., Assistant Director of Residence Life/Area Coordinator  
**Andrea M. Crenshaw**, B.A., Director of Outreach and Discipleship  
**Meredith L. Dougherty**, B.A., Area Coordinator  
**Edward L. Gierok**, Security Officer  
**Michael J. Hampton**, M.A., Associate Director of Career Services  
**Kristina D. Hanson**, B.A., Associate Dean of Student Leadership  
**Becky F. Jastram**, B.A., Area Coordinator  
**Bonnie J. Jerke**, M.A., Director of Career Services  
**David M. Johnstone**, M.A., Associate Dean/Director of Residence Life  
**Gregg T. Lamm**, M.Div., Campus Pastor/Director of Campus Ministries  
**Bradley A. Lau**, Ph.D., Vice President for Student Life  
**Diana L. McIntyre**, B.A., Assistant Director of International Student Services  
**William J. Mulholland**, B.A., Director of Security  
**Richard N. Muthiah**, Ph.D., Director of the Academic Resource Center  
**Valorie J. Orton**, B.S.N., Nurse  
**Mark A. Pothoff**, M.Ed., Dean of Students  
**Creagh H. Schoen**, M.S., Nurse Practitioner  
**Marta O. Sears**, B.A., Director of Housing  
**John I. Smith**, B.S., Security Officer

## Tilikum Retreat Center

**Carl L. Anderson**, B.A., Property Manager  
**Tamra J. Ankeny**, B.A., Day Camp Manager  
**Daniel L. Hernandez**, A.A., Food Service Manager  
**John Bedford Holmes**, B.S., Executive Director  
**Jeffrey M. VandenHoek**, M.A., Program Director  
**Michelle A. Welton**, B.A., Guest Services Director

## Board of Trustees

**Peter H. Anderson**, Beaverton, Oregon, Scientific and Technical Director  
  
**Gloria L. Attrell**, Sherwood, Oregon, Business Owner  
  
**G. Kenneth Austin Jr.**, Newberg, Oregon, Corporate Owner/President  
  
**R. Douglas Bailey**, Salem, Oregon, Denominational Superintendent  
  
**Carrie Lamm Bishop**, Fishers, Indiana, Senior Business Analyst  
  
**Nancie M. Carmichael**, Camp Sherman, Oregon, Publisher, Writer  
  
**Don G. Carter**, West Linn, Oregon, Attorney  
  
**Gary W. Chenault**, Portland, Oregon, Nonprofit Agency Vice President  
  
**Dealous L. Cox**, West Linn, Oregon, Public School Administrator (retired)  
  
**Gordon L. Crisman**, Tualatin, Oregon, Home Loan Center Sales Manager  
  
**Kate G. Dickson**, West Linn, Oregon, President

**Miles J. Edwards**, Portland, Oregon, Professor of Medicine Emeritus

**C.W. (Bill) Field Jr.**, Vancouver, Washington, Gas Company Executive (retired)

**Peggy Y. Fowler**, Tigard, Oregon, CEO/President

**Keith G. Galitz**, Lake Oswego, Oregon, Phone Company Strategic Sourcing Manager

**Dale W. Hadley**, Portland, Oregon, CFP/Advisor

**Marla R. Heikkala**, Vancouver, Washington, Attorney

**André W. Iseli**, Clackamas, Oregon, Corporate Owner/President

**Janet M. Kerns**, Cannon Beach, Oregon, Conference Center Administrator

**Jake Lautenbach Jr.**, Hillsboro, Oregon, Corporate Owner

**John K. Lim, Gresham**, Oregon, Business Owner/Chairman

**Roger A. Martell**, Boise, Idaho, Accountant

**Judy A. Miller**, Tigard, Oregon, Doctor of Psychology

**Robert G. Monroe**, Portland, Oregon, Consulting Engineer (retired), President/CEO

**Stanley D. Morse**, Star, Idaho, Senior Chemist

**Charles E. Mylander**, Brea, California, Denominational Executive Director

**Jackson H. Newell**, Boise, Idaho, Insurance Company Partner

**Barbara D. Palmer**, Newberg, Oregon, Bank Senior Vice President

**Victor A. Peterson**, Hayden Lake, Idaho, Assistant Principle

**Richard C. Sartwell**, Dundee, Oregon, Director of Friends Center

**William F. Sims**, Hayden Lake, Idaho, attorney

**Kent L. Thornburg**, Portland, Oregon, University Professor

**Nancy A. Wilhite**, Eugene, Oregon, Homemaker

**William B. Wilson**, Longview, Washington, Financial Consultant  
Ex Officio

**H. David Brandt**, Newberg, Oregon, President, George Fox University

**Colin B. Saxton**, Newberg, OR, Superintendent, Northwest Yearly Meeting of Friends Church

## **Honorary Trustees**

**Hal L. Adrian**, Portland, Oregon, insurance executive (retired)

**Dorothy E. Barratt**, Newberg, Oregon, Christian education consultant (retired)

**Richard D. Evans**, Happy Valley, Oregon, real estate

**Mark O. Hatfield**, Portland, Oregon, United States Senator (retired)

**Paul L. Hathaway Jr.**, Hillsboro, Oregon, gas company executive (retired)

**Donald D. Lamm**, Nampa, Idaho, minister (retired)

**Walter P. Lee, Nampa**, Idaho, minister (retired)

**John R. Lemmons**, Kelso, Washington, Lumber Company Executive

**Margaret E. Lemmons**, Kelso, Washington, Educator (retired)

**Jack E. Meadows**, Fayetteville, Arkansas, investments

**Donald McNichols**, Stanwood, Washington, university professor (retired)

**Roger M. Minthorne**, Sherwood, Oregon, Investments

**James E. Miller**, Portland, Oregon, investments

**Wayne E. Roberts**, Newberg, Oregon, physician (retired)

**Floyd H. Watson**, Newberg, Oregon, bank executive (retired)

**Norman D. Winters**, Redmond, Oregon, public school administrator (retired)