

GEORGE FOX COLLEGE

1994-95 COLLEGE CATALOG

- **Catalog conversion notes**



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GEORGE FOX COLLEGE

1994-95

GEORGE FOX COLLEGE

NEWBERG, OREGON 97132

503-538-8383

A College of Distinction

More than 100 years old and still going strong! George Fox College was founded in 1891 with the mission statement: "The purpose of the college is to offer to young men and young women the benefits of a liberal Christian education. The courses of study are arranged to give that broad culture which should be the possession of every intelligent man and woman. The founders recognized the great importance of religious training, and the work of the classroom is not merely consistent with Christianity, but decidedly Christian in its tendencies."

After a 1994 visit by a 10-member accreditation review team for the Northwest Association of Schools and Colleges, members wrote in the final report:

"The team found a rare degree of consistency throughout the institution in understanding and enthusiastic acceptance of the college's stated mission and objectives. The college's steadfast adherence to . . . evangelical Christian traditions throughout its varied liberal arts and professional programs clearly lends DISTINCTION [my emphasis] to a George Fox education."

George Fox College has not changed its mission; we are distinctive! We have excellence in faith, in learning, in living, and in developing Christian leadership for the next century.

Yes, we have changed in many ways:

We have grown in enrollment 184 percent in seven years!

We have built new buildings, with the \$5.3 million Edwards-Holman Science Center being completed in 1994!

We have added graduate programs and unique new majors!

We are known for distinctive programs such as:

Computers Across the Curriculum,

Writing Across the Curriculum,

Ethics Across the Curriculum,

Internationalizing the Curriculum, and Juniors Abroad.

We have a national reputation for excellence - in academics, music, athletics, and character building! and more!

But most importantly, we have faculty who are competent in their fields and committed to the purpose and person of Jesus Christ. They will be your friends, teachers, role models and mentors. If we are right for you, I hope God will direct you to George Fox College.

Dr. Edward F. Stevens

President

THE COLLEGE

PURPOSE

MISSION AND OBJECTIVES

The mission of the College 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 concerns. The foregoing "mission statement" of George Fox College 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 an 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 College and sponsor programs that are informative and culturally stimulating to the larger college 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 college 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

1. We believe there is one God, eternally existent in three persons _ Father, Son, and Holy Spirit
2. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father as the only mediator between God and man, and in His personal return in power and glory

3. We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential
4. We believe the Bible to be the only inspired, infallible, authoritative written word of God
5. We reverently believe that as there is one Lord and one faith, so there is one baptism, whereby all believers are baptized in the one Spirit into the one body
6. We believe the true supper of the Lord is observed when the believer partakes spiritually and inwardly.
7. We believe in the ministry of the Holy Spirit, who fills and indwells the consecrated believer and enables him or her to live a godly life
8. We believe all war is utterly incompatible with the plain precepts of our divine Lord and Lawgiver.
9. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation

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. College 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 college. 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 College is accredited by the Northwest Association of Schools and Colleges and by the Oregon Teacher Standards and Practices Commission for the preparation of teachers in specific fields. It is approved by the United States government and the state of Oregon for the education of veterans, by the United States Attorney General for the admission of alien students, and by the American Association of University Women

The College is a member of the national Christian College Consortium, the Christian College Coalition, the American Council on Education, the Association of American Colleges, the College Scholarship Service, the Council of Independent Colleges, the American Association for Higher Education, the Friends Association for Higher Education, the National Association of Evangelicals, the National Association of Independent Colleges and Universities, the National Association of Intercollegiate Athletics, the National Association of Schools of Music, the Evangelical Teacher Training Association, the Northwest Association of Private College and University Libraries, the Oregon Independent Colleges Association, and the Oregon Independent College Foundation

The other 12 members of the Christian College Consortium are Asbury College, Wilmore, Kentucky; Bethel College, St. Paul, Minnesota; Gordon College, Wenham, Massachusetts; Greenville College, Greenville, Illinois; Houghton College, Houghton, New York; Malone College, Canton, Ohio; Messiah College, Grantham, Pennsylvania; Seattle Pacific University, Seattle, Washington; Taylor University, Upland, Indiana; Trinity College, Deerfield, Illinois; Westmont College, Santa Barbara, California; and Wheaton College, Wheaton, Illinois

The Christian College Coalition, an organization based in Washington, D.C., was founded in 1976. Each of the 85 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 with full regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education

PLACE

George Fox College's "place" is Oregon, the lower Willamette Valley, Newberg, and a 73-acre tree-shaded campus on a wooded ravine in a residential neighborhood. This place offers a variety to meet most interests: a friendly community close (23 miles) to a major metropolitan environment of 1.5 million people, 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 - 96,981 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 College 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 its worth the wait. Just ask the visitors who make tourism the state's third largest industry, following agriculture and timber

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. Oregon's largest city, Portland offers students (and faculty) its Old Town district, a downtown transit mall, the Tom McCall Waterfront Park, the Portlandia statue, art museum, galleries, a symphony, chamber music ensemble, theater groups, historical society, zoological garden, and a museum of science and industry. And George Fox students can join in the enthusiasm of cheering for the Portland Trail Blazers basketball team and the Winter Hawks ice hockey squad

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 14,300, with many residents living in Newberg by choice and commuting to Portland for their jobs. "Downtown" Newberg is a single wide street with a variety of stores, shops and services. Friendly merchants who appreciate the college 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

This community has a mean daily high temperature in July of 83°F and a mean daily low in January of 32°F. Typically, there are 19 days a year with temperatures above 90 degrees and 66 days a year with temperatures below freezing. Precipitation averages 42 inches a year, with nine inches of snow.

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 Pacific Friends Academy. At the same time, founding pioneers were looking ahead with a dream of a college to provide further and more advanced education. That time came September 9, 1891, with the opening of the doors of Pacific College. Fifteen students were counted on opening day

In the century since its founding, there have been major changes, of course, including the name of the College itself, changed in 1949 because of the many "Pacific" colleges, and now retitled in honor of the founder of the Friends Church

From only a handful of courses in the 1890s, the College now offers 34 undergraduate majors and more than 400 courses in 15 departments. In all, approximately 6,000 students over the years have called this College their alma mater

George Fox College has grown rapidly in the last two decades both in reputation and facilities. Five times in the last five years U.S. News & World Report magazine has ranked George Fox College in the top three in academic reputation among Western regional liberal arts colleges in the 15 states from Texas to Hawaii. National recognition also has come from the John Templeton Foundation, which has named George Fox five times to its Honor Roll for Character Building Colleges, the only Oregon college selected. The foundation also has selected the College to its Honor Roll for Free Enterprise Teaching

Following a campus master plan, George Fox has expanded to 73 acres in recent years, with 12 new buildings constructed at a total investment of more than \$20 million. A \$16 million Centennial Campaign has funded a new science building and restoration of Wood-Mar Theater, opening in 1994. Students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators. They live, study, work and play in buildings that range from those with historic significance to some of the most modern anywhere. The College is committed to a residential campus atmosphere where learning continues outside the classroom, as well as inside, through a variety of experiences, including music, athletics, clubs and organizations, special events, and spiritual emphasis

The Christian atmosphere is a campus priority. With other Christians, the College holds to the historic truths and teachings of Christianity, as outlined in the Statement of Faith printed on page 4. From its founding, the College has been guided by Northwest Yearly Meeting of Friends Church, which also is committed to the official Statement of Faith and which 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 College has more Friends students on campus than any other college in the United States: They represent approximately 10 percent of the student body. Altogether, more than 30 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 & Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare

CAMPUS FACILITIES

Bounded on three sides by a residential area, the George Fox campus borders Hess Creek, with a natural setting that is being preserved with its tall trees, ferns, and wildflowers. The spacious campus has been developed in recent years according to a master plan that features a campus academic quadrangle; a recreational section with sports center, track complex, and athletic fields; and a living area with major residence halls. The facilities include:

Barclay House, at 1313 East North Street on the east side of campus, was purchased in 1994. It houses 16 men

The William and Mary Bauman Chapel/Auditorium, opened in the fall of 1982 as the final phase of the Milo C. Ross Center, seats 1,150 persons in a facility that is among the finest in the Northwest. Rotating art exhibits appear in the large corridor-gallery

Beals House, located at 1109 Hancock Street, was purchased in 1992. It houses seven men

Richard H. Beebe Residence Hall, opened in 1991, is the third unit of a three-building minidorm complex in the Hess Creek greenway. It houses 40 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

Brougher Hall, erected in 1947 and remodeled and enlarged in 1959 and 1961, contains engineering/physics laboratories, art classrooms, and the John Brougher Museum

Business and Economics Division Offices are located in a former residence converted to offices in 1991.

Calder Center, built in 1964, is the combination of three hexagon modules providing 18 classrooms; offices for science, mathematics, computer, engineering and home economics faculty; and a lecture hall that seats 165 persons

Carey Residence Hall, built in 1980, provides alternate-floor housing for 32 men and women in eight suites. It is the first unit of a three-building minidorm complex situated in the Hess Creek greenway.

The Centennial Tower, constructed in 1990 to launch George Fox College'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 College's original bell

Colcord Memorial Field contains a field and polyurethane track resurfaced in the fall of 1993

The Cole House, located at the corner of Sheridan and Meridian streets, is the former residence of Frank and Genevieve Cole- alumni, past employees and longtime volunteers of GFC. The College purchased their home in 1991 and remodeled it into a residence for 10 women

The Computer Store, opened in 1991, is the campus center for computer hardware and software purchases, accessories, equipment repair and upgrade, the help desk for direct assistance, and the hot line for telephone assistance

Edwards Residence Hall, constructed in 1964 and overlooking Hess Canyon, is a residence for men and women with alternate-floor housing for 106 students

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

Fell House, purchased in 1994, is at 215 North River Street. It has capacity for eight men

Fry House, at the corner of Sheridan Street and Carlton Way, was purchased in 1992. It is the home for a residence director

Gulley House, near the intersection of Sheridan Street and Carlton Way, was purchased in 1992. It houses 10 women

Heacock Commons, built in 1964-65, enlarged in 1979 and renovated 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 1976-77, houses the Kershner Center for business and economics as well as a large lecture facility, classrooms, social science faculty offices, and the administrative offices of financial aid and registration

Hester House, at 212 River Street, was purchased in 1992. It houses six men

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

Hoskins House, purchased in 1993, houses 10 women. It is located at 214 River Street

The Humanities House is located in a former residence converted to offices in 1992. In addition to the offices of faculty members in history and communication arts, the facility houses the Center for Peace Studies, with office and library/conference room

The International Student Center, opened in 1990, is located in a remodeled former residence on Meridian and Sherman streets. This building houses the English Language Institute, with classrooms, faculty offices and a lounge/reception area

Kelsey House, purchased in 1992, houses nine men. It is located at 1110 Sheridan Street

The Kershner House, purchased in 1970 and remodeled in 1979, is a residence unit for nine men.

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

The Maintenance Building, opened in 1967 and expanded in 1979, contains work areas and offices for custodial, maintenance and grounds personnel

McGrew House, located at Hancock Street and Carlton Way, houses nine women. It was purchased in 1992

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 GFC alumna and volunteer leader.

Minthorn Hall, constructed in 1886, is the only first-generation building still in use. Remodeled and refurbished in 1962, 1989 and 1992, it houses faculty offices for teacher education and literature; two classrooms; the Campus Ministries Office; and the Department of Graduate and Continuing Studies

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

The M. J. Murdock Learning Resource Center, completed in the fall of 1988, houses 100,000 volumes on three floors. Its features include study carrels; rare book collections; special collections concentrating on Quaker, Hoover and peace studies; microforms and microform readers; CD-ROM workstations; and the curriculum library. The Instructional Media Center on the lower level includes computer and audiovisual laboratories, a recording studio, darkroom, and study skills center.

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 across from Pennington Hall parking area, it houses eight students

Pennington House contains the Admissions Office, both graduate and undergraduate. Purchased in 1993, the longtime home of former college president Levi Pennington was built in 1899 at the southeast corner of Sheridan and Center streets

Pennington Residence Hall, built in 1962 and renovated in 1994, is a residence hall for 102 students and a head residents apartment, with alternate-wing housing for men and women

The President's/Development Offices, opened in 1991, are a remodeled residence at Sheridan and River streets, redesigned as the administrative center for the Office of the President, Development, Alumni Relations and College Relations. It also contains the Alumni Lounge

The River Street House, a two-story residence across the street from Pennington Residence Hall, is the home of GFC's Director of Residence Life and Housing. It was purchased in 1991

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

The Schaad House, a two-story residence at the corner of Sherman and Center streets, was acquired in 1983. It houses seven students

The Security Office, located at the east end of Sheridan Street at Carlton Way, is the headquarters for GFC's security personnel

Sherman Arms Apartments, located on east Sherman Street, consist of five units for GFC students with families

Sherman Street House, purchased in 1991, is a duplex that provides accommodations for 10 students.

The Student Union Building, built in 1958 and enlarged in 1968 and 1979, includes student government offices, the Bookstore, student post office and a recreation room

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

Tilikum Retreat Center, located on 92 acres in the Chehalem Valley just eight miles from campus, is a retreat, camping and educational center. Students, church groups, families and community organizations enjoy 77 acres of woods and meadows, a 15-acre lake, an overnight retreat center, a lakeside recreation building, and a restored one-room schoolhouse. Through these facilities, the College has developed a curriculum in Christian camping and recreation

The Video Communication Center, completed in 1979, houses a television production studio, as well as offices and supporting facilities

The Weesner House, on Carlton Way, accommodates 12 women in a two-story residence constructed in 1924 and completely renovated in 1980

Weesner Village consists of 12 apartments designed for use by 48 upper-division students

The Coleman Wheeler Sports Center, completed in 1977, is the College'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, physical education classrooms, and faculty offices

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

Winters Apartments, located on River Street, consist of 10 units for use by 40 GFC students

Wood-Mar Hall contains a small theatre, the duplicating shop, the main campus post office, computer facilities, and the administrative offices of academic affairs, financial affairs, and student life.

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 College. The original house, under renovation, will have offices for the campus Wellness Resource Center and the Center for Personal Counseling and Development, while a newer addition will house eight women

Woolman Apartments consist of 14 units with capacity for 48 students. Located at 1114 East Hancock Street, they were acquired and renovated in 1994

STUDENT LIFE

STUDENT ACTIVITIES AND ORGANIZATIONS

Student organizations provide opportunity for the development of leadership qualities and interpersonal relationships. These are designed to supplement classroom work with practical experience and to provide wholesome and profitable recreation. Many activities are available, including campus government, athletics, music, drama, publications, social and religious organizations, and various special interest groups. Students are encouraged to participate in areas of their interest

ATHLETICS

George Fox College has excelled in athletics during recent years. Intercollegiate sports for men include soccer, cross country, basketball, baseball, and track and field. Women's intercollegiate sports include soccer, cross country, volleyball, basketball, softball, and track and field. The College also has an intramural program

Both men's and women's intercollegiate athletics function under the guidelines of the National Association of Intercollegiate Athletics (NAIA)

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

1. To provide a well-rounded schedule of intercollegiate athletic competition for men and women in sports designed to encourage participation by a segment of the student body and that complements and is consistent with the educational goals of the institution
2. To encourage physical fitness and the development of physical skills and emotional control; to foster good sportsmanship, school spirit, and loyalty for both participant and spectator; and to present opportunities to participate at a high level of competition
3. To provide an opportunity for the student body to witness and enjoy good intercollegiate athletic competition.
4. To offer the student body a rallying point and to develop student esprit de corps
5. To provide a vehicle by which George Fox College may be projected to various communities and the media

GOVERNMENT

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

MEDIA

Publications include a newspaper, *The Crescent*; the yearbook, *L'Ami*; and *Wineskin*, the literary publication. 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 Concert Band, the Chehalem Symphony Orchestra, the Jazz Ensemble, the Handbell Ringers, Ye Olde Royal Feaste, and music theatre

GFC'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

SCHEDULING OF ACTIVITIES

All social and college activities arranged by departments, campus clubs, or groups of students are scheduled through the Office of College Relations

SIGMA ZETA (SCIENCE)

Sigma Zeta is a national honorary society for declared natural science and math majors who have completed 15 credits in math or science, earning at least a 3.0 grade point average. Its purpose is to expose students to aspects of professional life prior to graduation through involvement in local chapter activities, research, conventions, and research dissertation presentations

SOCIAL EVENTS

The academic year at GFC is highlighted by a variety of social functions. Homecoming is one of the major campus events of the year, when the entire college community hosts returning alumni. Various other activities occur throughout the year. The ASCGFC Activities Committee provides one activity every week

THEATRE

Theatre, part of the Fine Arts Department, 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 GFC Players, the College touring drama group, which presents improvisational theatre throughout the Northwest at churches, prisons, camps, retreats, schools and marketplaces

CHAPEL AND CAMPUS MINISTRIES

Chapel provides a source of spiritual direction and instruction. Musical programs, outstanding speakers, and faculty and student participation continue to produce meaningful, informative, challenging chapel services and convocations. Chapel is held two times a week, and a standard of attendance is required of all full-time undergraduate students. Attendance is registered and an attendance roll is maintained. Chapel is not designed to duplicate or replace the ministry of the local church. Rather, it is a unique part of George Fox as a faith-affirming college, a place where equipping and encouraging occurs

Students with inadequate chapel attendance records run the same risks as students who have educational deficiencies in their classroom performance. So, just as a sufficiently low grade point average will lead to the suspension of the student from the College, so, too, a sufficiently low chapel attendance record may result in the suspension of the student from a major extracurricular activity or from the College itself

The churches of the community maintain a variety of worship and ministry programs for college youth. Students are welcome to their services and fellowships, and opportunity for participation and student membership is provided. Regular church involvement is desired and strongly encouraged of all students

The Campus Pastor, the Director of Outreach and Discipleship, the Christian Services Director, and the Student Chaplain direct worship and ministry activities on the campus and provide varied opportunities for every student who desires to move beyond being "hearer" of the Word of God to becoming a "doer." The office sponsors Green Room, two weeks of Christian emphasis each year, an annual missions conference, and various prayer meetings, serve trips, and small group Bible studies.

Both on-campus and off-campus Christian ministry and service are encouraged as a means of exercising the spiritual gifts and abilities of students. Anyone representing the College in a specific ministry must be authorized to do so by the college administration

STANDARDS OF CONDUCT

By accepting admission to the College, 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 College admits students with the understanding that they will comply with these expectations in every respect and conduct themselves as responsible citizens. All students are expected to maintain normal 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 result in suspension or dismissal

In accordance with Christian convictions honoring the body as the temple of the Holy Spirit, the college community accepts a lifestyle that forbids immoral sexual behavior and the use or possession of alcohol, tobacco or illegal drugs. Obscene or pornographic articles or literature and gambling also are unacceptable. These lifestyle expectations are for both on and off campus

Social dances are not permitted on the campus nor sponsored elsewhere by the College, campus organizations or students. Square dancing mixers are included in the student activities program. Acceptable forms of expression in the academic programs may include choreography in drama, musical productions, ethnic activities or athletic events

LIVING ARRANGEMENTS HOUSING POLICIES

George Fox is a residential college. Approximately 70 percent of the student body live in campus housing. It is the belief of the College that the students' academic and social goals are more easily attained when pursued in attractive surroundings. Interpersonal relationships experienced in residence halls, residence apartments, and residence houses are strong factors in producing positive personal development. The policies and procedures governing residence housing are an outgrowth of the basic values of George Fox College

All unmarried full-time undergraduate students under the age of 23 after September 1 of the academic year are required to live in College-owned housing. Exceptions are given to students who live with a parent or legal guardian and to students who have completed three years of college work.

Specified hours have been established for co-ed visitation. Additional residential housing details are included in the Student Handbook provided for each student

Eight modern residence halls house 550 students. Pennington Residence Hall, with a capacity of 102, has one wing for men and one for women students. Edwards Residence Hall, a residence for 106, also has one wing for men and one for women. The Hobson-Macy-Sutton Residence Hall complex houses 222 students in three-floor buildings. Macy Residence Hall and Hobson Residence Hall are for women, while Sutton Residence Hall houses men only. Carey Residence Hall houses 32 men and women in eight suites on two floors, the top floor for women, the bottom floor for men. Willcuts Residence Hall houses 40 men and women in 10 suites on three floors. The top floor is for men, the bottom two floors for women. Beebe Residence Hall is the newest residence hall and is set up the same as Willcuts Residence Hall. Campus housing also includes five apartment complexes and 15 houses for upperclassmen. There are approximately 880 students living on campus. Housing administration is handled by the Associate Dean/Director of Residence Life and the Housing Coordinator, who are located in the Student Life Office

Residence housing is furnished with beds, mattresses and other essential furnishings. Students are expected to provide their own bedding, towels, etc. All belongings should be marked clearly for identification. Coin-operated laundry facilities are provided for each residence

New students will be mailed a housing preference form after they pay their tuition deposit to the Admissions Office

Occupants of residence 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 of each residence housing unit must be made before a student may leave at the end of the academic year or withdraw from the College. Final checkout from a residence housing unit is complete only with this inspection and after the key is turned in. Failure to follow the checkout procedure will result in a \$35 fine

FOOD SERVICES

With the exception of seniors living in College-owned apartments, resident students are required to eat on the College board plan in Heacock Commons. The College offers a "open dining" plan for all students eating in Heacock. The hours for the "open dining" are 7:15 a.m. to 7:15 p.m. on Mondays through Fridays; 10 a.m. to 2 p.m. and 4 to 6 p.m. on Saturdays and Sundays. A charge is made for guests. Commuting students may obtain meal tickets through the food services office. Commuting students also may purchase the full meal plan and must indicate their intent to do so at the time of registration

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 Director of Residence Life and Housing for the possibility of having the food service requirement waived. Only in exceptional circumstances will such petitions be granted. All petitions are due no later than 5 p.m. on the last day of class registration

MOTOR VEHICLES

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 the Physical Plant Office. Failure to do so will result in fines

STUDENT SERVICES

STUDENT LIFE OFFICE

This office, located in Wood-Mar Hall, is responsible for the organization and programming of residence housing, new student orientation, counseling, student government, health services, career services, student activities, 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 college life not specifically related to curricular programs. The Vice President for Student Life coordinates these services and programs

CAREER SERVICES OFFICE

This office, located in Wood-Mar Hall, is the center for career and postgraduate planning. This covers selecting a major to finding employment or attending graduate school. Resources include career courses, testing, counseling, special events, job search training, and a library with occupational, graduate school and company information. Permanent, summer, and internship jobs are posted daily, with a weekly job bulletin published as well. Comprehensive computer guidance, the Alumni Career Resource Network, and the Oregon Liberal Arts Placement Consortium Jobs Fair are special features. Staff includes the director, assistant, secretary and intern

FINANCIAL AID OFFICE

This office in Hoover Academic Building coordinates student employment; awards of scholarships, grants and loans; and other forms of financial assistance

HEALTH SERVICES

The Wellness Resource Center is located in Pennington Residence Hall. Attention to minor illnesses is administered by the registered nurse, who also screens for indications of need for referral to the medical community. No shots are administered on campus. In case of emergency during closed hours, students should consult with the Resident Assistant or the Resident Director. Health and accident insurance is required of all students. Students must verify adequate insurance coverage elsewhere or be enrolled in the College program at the time of registration

Each student must have a completed Health History and Immunization Record on file in the Wellness Resource Center. The state of Oregon requires every student born after December 1956 to have proof of a second measles immunization

DIRECTOR OF INTERNATIONAL STUDENT SERVICES

The Director of International Student Services helps facilitate the meeting of diverse cultures in the George Fox College community, serving as the advisor for international students. The College recognizes that international students bring with them unique needs as well as welcomed contributions. The director seeks to help students adjust to their new home and to help the campus community develop an empathy for their needs. The director also encourages their participation in the academic and social life of the College and in the exploration of the surrounding American culture. The director is the international student's friend and advocate on and off campus before, during and after the College's academic sessions

PERSONAL COUNSELING AND DEVELOPMENT

The Center for Personal Counseling and Development is located in the lower level of Pennington Residence Hall. Entrance is located on the south side of the building. The counseling center staff consists of a director who is a clinical psychologist and one or more master's level counseling or psychology practicum students. The counseling center staff provides one-to-one counseling with the focus on the use of short-term techniques for development or problem solving. In addition to individual counseling, services also include group therapy, outreach seminars, crisis intervention, testing and referral. Counseling is offered as a service to GFC students. A minimal fee will be charged to cover cost of testing materials used. Counseling sessions are by appointment only

STUDENT LEADERSHIP DIRECTOR

The Director of Student Leadership advises student government, student activities, class officers, clubs and all GFC student publications. The director functions as a resource person for the

students and coordinates training for the various leadership positions. Students are encouraged to participate in one of the many leadership opportunities on campus

ACADEMIC PROGRAMS AND SERVICES

COURSE CHALLENGE PROGRAMS

Students may reduce the number of required courses and add flexibility to their undergraduate years by 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, that scores be sent to George Fox College

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. These examinations are to be taken prior to the completion of the first semester of enrollment at George Fox College. 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 and assume that 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 College for which CLEP testing is not available may be challenged by examination. There is a test fee of \$38 per examination. See the Registrar for details

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

FACILITIES

MURDOCK LEARNING RESOURCE CENTER (LIBRARY)

The M. J. Murdock Learning Resource Center is a three-story building serving the George Fox College community from a central campus location. A major expansion project, completed in the fall of 1988, doubled the size of the former library to more than 35,000 square feet. The library collection has more than 100,000 volumes and receives more than 800 periodicals and newspapers.

As a member of the Online Computer Library Center (OCLC), the library has direct access to a database of 28 million bibliographic records that represent the holdings of thousands of member libraries in the region and the nation. The library is also connected to the Internet, a massive "information highway" linking thousands of computer networks around the world. Public terminals are available for Internet access. Computers in the reference department enable students to use numerous indices and abstracts on CD-ROM. The library is a member of the Portland Area Library

System (PORTALS), through which access is provided to member libraries and numerous databases. George Fox College students may use the Portland State University library as well as several other private college libraries in Oregon through special arrangement

The library has several special collections, including the Quaker Collection of basic Quaker authors, pamphlets and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox College, 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

A special business and economics collection is housed in the Kershner Center of the Hoover Academic Building. The John C. Brougher Memorial Museum, located in Brougher Hall, houses artifacts of George Fox College history, Quaker history and missions, and early Pacific Northwest Americana.

Instructional media services are housed in the north end of the Learning Resource Center lower level. Projectors, audio and videotape recorders, and playback equipment are available for classroom, student and faculty use. In the Computer Assisted Instruction Lab, students may fulfill certain course requirements and may have access to word processing and other computer functions. Audiovisual self-instruction equipment also is available. The instructional materials center provides a darkroom; recording studio and preview room; and equipment for dry mounting, laminating, thermal and photo transparency production, and slide and tape duplication. A satellite dish on the buildings roof enables the center to receive programming from 19 satellites

TILIKUM RETREAT CENTER

Christian camping is emphasized through the facilities of College-owned Tilikum, a center for retreats and outdoor ministries for the greater Portland area. The combined strengths of the faculty in physical education, home economics, Christian educational ministries, and more come together in a program for preparing camp leaders

Tilikum features a year-round program of retreats with a wide appeal to all ages and denominations. Nearly 2,000 children enjoy the summer camping program. College students have opportunities for study, recreation and personal renewal

The Tilikum staff provides the following kinds of retreat experiences: (1) relational family groups, men, women, couples, teens, and single parents with a goal of strengthening the entire family unit; (2) planning and retooling for local churches biblical goals in today's society; (3) Christian response to a troubled world-hunger, oppression, conformity to world standards, a search for biblical models for lifestyle and stewardship; (4) senior adult Elderhostels; and (5) retreats for college students emphasizing spiritual growth, recreation activities, or class projects

VIDEO COMMUNICATION CENTER

The campus Video Communication Center provides facilities, space and equipment for the technical aspects of courses in the communication/video production major. The center also prepares educational videocassettes on a variety of subjects of value for schools, business and industry, churches, and individual home study

This form of continuing education is designed to reach alumni scattered to many areas, younger and older adults restricted by job and family obligations, handicapped persons confined to location, and others with in-service needs

The broadcast-quality equipment facilitates a variety of student production experiences. Students assist in all phases of production for commercial, industrial and institutional clients

OFF-CAMPUS ACADEMIC PROGRAMS

AMERICAN STUDIES PROGRAM

The American Studies Program, sponsored by the Christian College Coalition, 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 idea of integrating faith and learning through both a real-life work experience and a study program. Students spend their time in Washington serving as interns, participating in an academic seminar program, and living in a small Christian community

Further information and application forms are available from the Registrar

CONSORTIUM VISITOR PROGRAM

The Christian College Consortium, described on page 6, 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.

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 2.5 grade point average and have completed prior to application one or more semesters free of academic or citizenship probation

Travel courses, plus some inner-city and overseas study opportunities, are available through the coalition schools. These change each year

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 College students only.

Two main types of off-campus experience 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 (GED 375) is designed to encourage a short-term residence in a different cultural setting, e.g., foreign country, ghetto, rural community.

Academic credit may be earned through participation in an approved field education program. A full-time student may generate up to 12 credit 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 credit hours
- GED 375 2 to 12 credit hours
- 475 2 to 12 credit hours

Applications for field experience should be requested through the Registrar. Request forms 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 may be “pass” or “no pass” at department option or, in absence of department policy, at the student’s option.

INTERNATIONAL TRADE INSTITUTE

Through the International Trade Field Study Program, based in Portland, Oregon, college seniors have the opportunity to participate in a field experience and seminar program focusing on foreign trade, international business, global politics, and area studies. This program, sponsored by the state of Oregon, is a cooperative effort of state government, the business community, and Oregon’s public and private colleges. It links traditional classroom learning with direct experience in international commerce

LOS ANGELES FILM STUDIES CENTER

Under the direction of the Christian College Coalition, the Los Angeles Film Studies Center takes a “Hollywood Semester” available to upper-division George Fox College students who qualify and who are accepted. The program provides a Christian-values base for advanced on-the-job training in professionally recognized and qualified film industry settings. The Hollywood Semester consists of three courses:

Inside Hollywood: The Work and Workings of the Film Industry

Keeping Conscience: Ethical Challenges in the Entertainment Industry

Film in Culture: Exploring a Christian Perspective on the Nature and Influence of Film

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

MALHEUR FIELD STATION

George Fox College holds membership in the Malheur Field Station Consortium of 25 Oregon, Washington, Idaho, and Nevada colleges and universities. The consortium maintains an undergraduate and graduate research facility on the Malheur Wildlife Refuge south of Burns, Oregon. Summer college credit can be obtained there in courses including archaeology, art, biology, photography, sociology and writing. Information may be obtained from the biology faculty

OICA CROSS-REGISTRATION

A full-time student may take one course a semester for no additional tuition 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 College Registrar

OREGON THEOLOGICAL CONSORTIUM CROSS-REGISTRATION

A full-time student may take one course a semester at one of the Oregon Theological Consortium colleges or seminaries. Similar guidelines and procedures as for OICA cross-registration apply. Contact the George Fox College Registrar for a current list of OTC schools, information on their offerings, and application procedures

INTERNATIONAL STUDY PROGRAMS

JUNIORS ABROAD

In order to enrich the intercultural and international awareness of our campus community, George Fox College offers a transportation-subsidized overseas course of approximately three weeks to any junior student who has fulfilled the requirements below. 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 may 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 17 1/2-hour limit.

3. Students will pay room and board in advance for each tour, to be economically arranged by the College. For the typical Juniors Abroad study tour, the College 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 2.00 at the end of the fall semester preceding the May tour
5. Students must be in good standing with the Student Life Office in the fall and spring semesters preceding the May tour
6. Students must intend to return and graduate from George Fox College
7. Student accounts must be current as of February 15 the year of the tour
8. The College 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
9. The College 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
10. The College 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
11. Students (or alumni or friends of the College) who are ineligible for free transportation may apply to join a study tour and pay their own transportation and tuition

LATIN AMERICAN STUDIES PROGRAM

Based in San Jose, Costa Rica, the Latin American Studies Program, under the direction of the Christian College Coalition, 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

MIDDLE EAST STUDIES PROGRAM

Based in Cairo, Egypt, the Middle East Studies Program includes seminars on the history, peoples and cultures of the Middle East; economic and political realities of the region; religious topics; and Arabic language training. Students reside at the American University of Cairo during the semester and travel to Israel during the last two weeks of the program

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. 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 February 15 for the following academic year.

FURTHER INFORMATION

For further information and application materials for the above programs and other overseas opportunities, contact the Director of Overseas Study

ON-CAMPUS ACADEMIC PROGRAMS ACADEMIC SUCCESS PROGRAM

A limited number of carefully selected students who do not meet regular admissions standards are welcomed to the George Fox College Academic Success Program each fall. Admitted provisionally to the College, ASP students attend a two-day 'pre-semester prep-time' retreat before other students arrive. Under the individualized guidance of the ASP director and specially appointed faculty advisors, they register for fall courses, including GED 100 Effective College Learner. Tutorial assistance and other aids are available, as needed

CENTER FOR PEACE LEARNING

The Center for Peace Learning was established in 1985 after a growing concern among administrators, faculty and students that George Fox College have an active learning program dealing with peacemaking and conflict resolution. The planning for the center was the specific result of a searching question in Senator Mark Hatfield's address at the inauguration of President Edward Stevens in March 1984. The senator asked what George Fox College was doing about the frightening possibility of nuclear war

The center coordinates a number of courses, taught by faculty in various departments, which can be combined in a minor or used to enrich courses taken to prepare for service in such careers as social work, pastoral ministry, peace education, teaching in public or private schools, diplomacy, and business. In addition to regular course work, the center offers a variety of learning experiences for students and community participants, including lectures, films, international work/study trips, and field experience placements. Research is encouraged and made possible by the peace collection in the M. J. Murdock Learning Resource Center and by the specialized materials in the Center for Peace Learning

The Center for Peace Learning conducts a study program in conflict management to prepare students for practical peacemaking in their work, church, community and family. (See page 40.) Certificates are awarded upon completion of the program, details for which are presented in the Peace and Conflict Studies section of this catalog

COMPUTERS ACROSS THE CURRICULUM

This program provides a Macintosh computer to each faculty member and every full-time traditional undergraduate student, beginning with the class matriculating in the fall of 1991. The cost of the computer is included in tuition. The purpose of the program is to enhance the experience of teaching, learning and research during the years spent in college. Professors in departments use their computers to make classroom presentations, share software programs and documents with students, 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 newly equipped Macintosh laboratory located in the Murdock Learning Resource Center. This lab is open to all students and contains color computers, laser printers, a scanner, CD-ROM and laser disc drives. The Campus Computer Store provides computers, software and supplies to the campus, as well as hot line technical support and computer repair services.

ENGLISH LANGUAGE INSTITUTE

George Fox College 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 page 34

FRESHMAN EXPERIENCE 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 College demonstrates its commitment to freshmen by providing a Freshman Experience Program to assist students as they integrate themselves into the academic and social life of the college community

All first-time freshman students who matriculate fall semester participate in the Freshman Experience Pro-gram. Students meet in small groups with an assigned faculty advisor for a required one-hour Freshman Experience Seminar for the first five weeks of the fall semester. The faculty 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 each other, with a faculty member, and with a returning student during the first semester of enrollment

HERBERT HOOVER SYMPOSIA

Every two years since 1977, members of the history faculty have invited to the George Fox College campus leading authorities on the life and career of Herbert Hoover. Hoover Symposium IX, on "Hoover and the Presidents," was held in October 1993. These meetings are attended by professional historians, students, faculty, and friends of the College. Credit is offered to students who study selected aspects of the rich and varied career of the 31st president of the United States

The ties between Herbert Hoover and George Fox College began in 1885. That fall, 11-year-old Bert Hoover, recently orphaned in Iowa, moved to Newberg, Oregon, to live with his uncle and aunt, Dr. Henry John and Laura Ellen Minthorn. Minthorn had recently opened Friends Pacific Academy, and Bert enrolled in the first class shortly after his arrival. He studied under dedicated Quaker mentors and helped pay his way by tending furnace, sweeping floors, and cleaning blackboards.

"As a young student there for three years", President Herbert Clark Hoover said in later years, "I received whatever set I may have had toward good purposes in life."

The Academy was the predecessor school to George Fox College, which was founded in 1891. Those on campus with a sense of heritage often think of the quiet lad who studied here a century ago. No one dreamed he would grow to be named "Engineer of the Century"; that he would live and work on five continents, that he would direct the greatest humanitarian projects the world has seen, and that in 1928 he would be elected president of the United States

"I can't afford to underestimate the potential of any student, is the way one professor puts it. "The steady gaze of young Bert in those old photos won't let me!"

INTENSIFIED STUDIES PROGRAM

The Intensified Studies Program offers to a select number of students an opportunity to seek knowledge more freely and responsibly through a special honors colloquium and through significant projects of independent research. Students with a grade point average of 3.25 or better (or any other students by special petition) may apply for participation in the Honors Colloquium, with applicants subject to approval by a faculty committee

Students from the colloquium desiring to do independent study may submit a study plan in consultation with a faculty advisor and with the approval of the department chairperson. Students whose programs are approved shall register for three hours of credit each semester (under 495 or other appropriate course numbering) for research in the intensified studies project. Projects that are completed according to the standards of the Intensified Studies Program will be evaluated by the major professor and the director of the program and awarded credit totaling from six to 10 semester hours. Projects failing to meet acceptable standards shall be noted on the transcript as research but not designated "Intensified Studies." A limited stipend is available for each participant

MAY TERM

This two- 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 College 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 GED 375 Cultural Experience. See "Field Education" on page 17.

Continuing studies courses in the Management of Human Resources program and graduate courses in the Master of Business Administration, Master of Arts in Teaching, and Doctor of Psychology programs are offered during the summer months

PREPROFESSIONAL PROGRAMS**PRE DENTAL, PREMEDICAL, PREVETERINARY PROGRAMS**

George Fox College 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 College offers as long as they take certain specific courses required by the professional schools. George Fox College 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:

BIO 101, 102	General Biology
CHE 111, 112	General Chemistry
CHE 325, 326	Organic Chemistry
PHY 201, 202	General Physics

One year of mathematics, usually fulfilled by MTH 201, 202 Calculus

Other courses highly recommended are as follows:

BIO 310	Embryology
BIO 322	Comparative Vertebrate Anatomy
BIO 330	Animal Physiology
BIO 350	Genetics
BIO 370	Microbiology
BIO 420	Cell Biology
CHE 310	Analytical Chemistry
CHE 340	Biochemistry
CHE 401, 402	Physical Chemistry

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 admissions tests (MCAT, DAT, 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 admissions committee

Our world needs Christian health professionals strong in character and maturity who have had broad educational and social experiences. George Fox College offers excellent opportunities to build these qualities through academic courses in areas such as ethics, psychology, computer science, literature, history and foreign language, 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 be preparing themselves to understand complex real world problems from as many perspectives as possible

As a result, the student 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 different material, and deeper understanding of society and culture.

PRENURSING PROGRAM

A student can take one or two years at George Fox College in preparation for nursing school. Most schools require general biology, general chemistry, and college algebra. Students should contact the nursing school of their choice for requirements

George Fox College has an agreement with the Seattle Pacific University School of Health Sciences whereby a specified number of students may be admitted annually before May 1 to the sophomore year of the SPU nursing program. Consult with the prenursing advisor in the Department of Biology and Chemistry for specific requirements

GENERAL EDUCATION

General Education Requirements

General education requirements total 54 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. Except for such specifications, students may not use the same course to fulfill both general education and major requirements. Additionally, all first-semester freshman students who matriculate in the fall are required to enroll for GED 130 Freshman Experience Seminar

Bible and Religion

Hours

- | | |
|--|---|
| 1. Literature of the Bible (GED 101, 102)
(Freshmen are required to take this course, or a three-hour lower-division Bible elective given a superior placement examination.) | 6 |
| 2. Choose one of the following (required of all):
Christian Classics (REL 470)
Contemporary Religious Life (REL 490)
Spiritual Formation (REL 480) | 2 |
| 3. History and Doctrine of Friends (REL 260),
required of all Friends students. An elective course in Bible or religion is required of all other students. | 2 |
| 4. Transfer students with junior standing who have not taken Literature of the Bible or equivalent are required to take a two- or three-hour Bible course at the 200-400 level in addition to the four hours listed under 2 and 3 above, for a total of at least six hours | |

Total:	10
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Communication

- | | |
|---|---|
| 1. Freshman Composition (WRI 110)
(WRI 110 may be waived by a verbal SAT score of 600 or above.) | 3 |
| 2. Choose one of the following:
Introduction to Communication (COM 100)
Introduction to Acting (THE 120)
Oral Interpretation of Literature (THE 220) | 3 |
| Total: | 6 |

Health and Human Performance

- | | |
|---|---|
| 1. Physical education activities and/or health education
(For specifics about how this requirement may be fulfilled, see page 36.) | 4 |
| Total: | 4 |

Humanities

- | | |
|---|-----|
| 1. Choose one semester from the following:
The World of Music (GED 110)
Understanding Jazz (MUS 110)
Introduction to Music Literature (MUS 111,112)
Keyboard Literature (MUS 210) | 2 |
| 2. Choose one of the following:
Survey of Art (GED 220)
Basic Design (ART 101)
Drawing (ART 111) | 2-3 |
| 3. Choose 12 hours as designated from the following:
(a) History, 3-6 hours from:
Western Civilization to 1789 (HST 101)
America and the World (HST 102)
England (HST 331, 332) | 12 |

American Economic and Social History (HST 340)
 American Thought and Culture (HST 481, 482)
 (b) Literature, 3-6 hours. The first course must be lower-division; if a second course is chosen, it may be lower- or upper-division
 (c) Philosophy, 0-6 hours from Introduction to Philosophy (PHL 210) Ethics (PHL 230)
 Total:

16-17

Language/Mathematics

Complete one of the following options:

1. Select six hours of a foreign language
 or
 2. Satisfy either (a) or (b) below, depending on the math SAT score
 - (a) For mathematics SAT scores of 600 or above select three hours from:
 Calculus I, II, III (MTH 201, 202, 301)
 Computers in the Modern World (CIS 120)
 Programming the Personal Computer (CIS 130)
 Statistical Procedures (MTH 240, PSY 340, SOC 340)
 - (b) For mathematics SAT scores of less than 600 select six hours from:
 Any course listed in (a) above
 Basic Concepts of Algebra (MTH 110)
 College Algebra and Trigonometry (MTH 180)
- Total:

3-6

Natural Science

1. Select six hours from the following:
 Chemistry of Life (CHE 100)
 Foundations of Biology (BIO 100)
 Foundations of Chemistry (CHE 110)
 Foundations of Earth Science (GSC 120)
 Foundations of Physics (PHY 150)
 General Biology (BIO 101, 102)
 General Chemistry (CHE 111, 112)
 General Physics (PHY 201, 202)
- Total:

6

6

Social Science

1. Select six hours from the following, exclusive of major field:
 General Psychology (PSY 150)
 Principles of Economics (ECO 201)
 Principles of Sociology (SOC 150)
 Cultural Anthropology (SOC 310)
- Total:

6

6

Exemptions and Waivers

Students with adequate background and the desire to take more elective courses are encouraged to check with the Registrar and learn how they can test out of any of the above requirements (with the sole exception of a required minimum of three hours of Bible). A mathematics SAT score of 600 or above waives three hours of mathematics/computer requirements (see above). A verbal SAT score of 600 or above waives WRI 110 The Effective Writer (see page 24). CLEP and Advanced Placement tests win other exemptions, as do campus-administered examinations

General Education Requirements for Teacher Education

These exceptions are approved for elementary education majors, making a 42-hour-total general education requirement:

1. Health and Physical Education: This requirement is met with two hours from the stated options

2. Humanities: This requirement is satisfied with 12 hours chosen from any of the categories, and including at least two courses each in history (including U.S. history) and in literature (including world literature).

3. Language/Mathematics: This six-hour requirement is waived

4. Social Science: Three of the six hours of this requirement must be met by PSY 150 General Psychology.

These exceptions are approved for majors in all secondary education programs, making a 41-hour-total general education requirement:

1. Health and Physical Education: This requirement is met with two hours from the stated options

2. Humanities: This requirement is satisfied with 11 hours chosen from any of the categories, including at least one course in music or art and at least one course in U.S. history and in literature.

3. Language/Mathematics: This requirement is met with one three-hour course from the stated options in foreign language, mathematics and computer

4. Social Science: This requirement is met by PSY 150 General Psychology and SOC 150 Principles of Sociology

General Education Courses

The following list includes both required general education courses and cross-disciplinary elective courses that serve particular purposes

GED 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 by students not in the Academic Success Program, during the spring semester

GED 101, 102 Literature of the Bible

3 hours each semester. Using selected books and portions, the Old and New Testaments will be studied with attention given to historic contexts and to the tools useful in biblical study. The major religious themes of the Bible and their literary forms also will constitute an important part of the year's work. Freshmen are required to take this course, or a three-hour lower-division Bible elective given a superior placement examination

GED 110 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

GED 130 Freshman Experience Seminar

1 hour. The entire entering freshman class is divided into small seminar-style sections for the first five weeks of fall semester, meeting weekly with a faculty advisor and a returning student peer advisor. Selected topics and issues introduce students comfortably to the academic and social life of the college community. Required of all first-time freshmen

GED 271, 272 Sophomore Honors Colloquium

GED 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. Prerequisite: Consent of instructors and the Intensified Studies Committee

GED 210A Career Alternatives

1 hour, 1/2 semester. This course is designed to provide a basis for lifelong career decision making. Completing self-awareness instruments, researching and analyzing career options, and

exploring the meaning of work and trends in the workplace will enable the student to set career goals and more confidently select a major field of study

GED 210B Employment Strategies

1 hour, 1/2 semester. This course is designed to solidify the basis for lifelong career decision making. A career identity including talents, values and interests will be reaffirmed, and a specific career direction established. Job placement strategies such as resume writing, interviewing, job search, and making a transition are addressed

GED 220 Survey of Art

2 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. Recommended for the sophomore year or above

GED 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 College. Includes 30 class hours of field experience. Sophomore or junior standing required. Required for elementary and secondary teaching majors

GED 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.
Prerequisite: Consent of advisor and school dean

Course Numbering System

Courses are designed for levels of experience and difficulty, and the course numbering system reflects this. 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

Course numbers ending in "0" (e.g., EDU 300) designate courses that are complete in one semester. They may be scheduled for either semester during the college year

Course numbers ending in "5" (e.g., MUS 105) designate courses that may be pursued for several semesters under the same number, with all credits applicable, within stipulated limits

Course numbers ending in "1" and "2" or in "8" and "9" (e.g., CHE 111, 112) designate courses offered throughout the year. 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" on page 18.

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. Entry application forms are available from the Registrar and, when completed, become a learning contract between the student and the instructor

All "475," "485," and "495" courses are limited to juniors and seniors who are majoring in the field. A student may not be enrolled in more than four 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 given each semester

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 GED prefix refers to general education

Courses at the 500- to 700-levels are graduate courses

Majors and Degrees

George Fox College confers these degrees: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Education, Master of Business Administration, Master of Arts in Psychology, and Doctor of Psychology. Included are 34 undergraduate and six graduate majors, organized in three schools

Admission to an Undergraduate Major

Admission to the College does not imply automatic admission to a major. Admission to a major is by application to the department sponsoring the major

Though entry into George Fox College may be with a major as an objective, application and selection is to be accomplished after 45 credits have been earned, or during the second semester of the sophomore year

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 cross-disciplinary 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 less than 18 semester hours, six of which must be upper-division credit. The Registrar's Office will provide information on requirements

programs of study

Biblical Studies (B.A.)
 Biology (B.S.)
 Business and Economics (B.A. or B.S.)
 Chemistry (B.S.)
 Christian Ministries (B.A.)
 Communication Arts (B.A.)
 Communication/Video Production (B.A.)
 Computer & Information Science (B.S.)
 Elementary Education (B.S.)
 Engineering (B.S. 3/2 cooperative)
 Health & Human Performance (B.S.)
 Athletic Training
 Fitness Management
 P.E. Teaching
 Coaching (minor)
 History (B.A.)
 Home Economics (B.S.)
 Fashion Merchandising/Interior Design
 Foods & Nutrition in Business
 Interdisciplinary Studies (B.A. or B.S.)
 International Studies (B.A.)
 Management of Human Resources (B.A.)

Mathematics (B.S.)
Music (B.A.)
Psychology (B.A. or B.S.)
Religion (B.A.)
Secondary Education
Biology (B.S.)
Chemistry (B.S.)
Drama (minor)
Health (B.S.)
Home Economics (B.S.)
Language Arts (B.A.)
Mathematics (B.S.)
Mathematics (minor)
Music (B.A.)
Physical Education (B.S.)
Social Studies (B.S.)
Speech (minor)
Sociology/Social Work (B.A. or B.S.)
Spanish (B.A.)
Writing/Literature (B.A.)

SUPPORTING PROGRAMS

Accounting
Art
Camping
English as a Second Language
French
General Science
German
Gerontology
Greek
Japanese
Leadership Studies
Peace Studies
Philosophy
Physics
Political Science
Recreation
Speech/Forensics
Theater

pre-professional programs

Pre-dental
Pre-law
Pre-medical
Pre-nursing
Pre-pharmacy
Pre-physical therapy
Pre-veterinary

UNDERGRADUATE PROGRAMS

ACCOUNTING

See "Business and Economics(B.A. or B.S. Degree)."

APPLIED SCIENCE

(B.S. Degree from George Fox College)

ENGINEERING (B.S. DEGREE FROM UNIVERSITY OF Portland, Washington University of St. Louis, or Seattle Pacific University)

George Fox College offers a combined liberal arts and engineering program through a cooperative arrangement with University of Portland's Multnomah School of Engineering, Washington University's Sever Institute of Technology, and Seattle Pacific University's engineering school. Students completing this five-year program will receive two Bachelor of Science degrees: an applied science degree from George Fox College after the fourth year, and an engineering degree from one of the above listed engineering schools

Students attend George Fox College for three years. Here they take most of their general education, mathematics, science, and lower-division engineering courses. They may then qualify for transfer to an engineering school, where they spend two years in any one of several engineering curricula: civil engineering, electrical engineering (computer or electrical track), mechanical engineering, engineering management, engineering science, or chemical engineering. The University of Portland also offers a Master of Science program in engineering that can be completed in approximately one additional year

Major Requirements

Requirements for an applied science major consist of 45 semester hours, to include the following courses:

EGR 102 Engineering Graphics
 EGR 211 Engineering Mechanics Statics
 EGR 212 Engineering Mechanics Dynamics
 EGR 322 Strength of Materials
 EGR 331 Logic Design
 PHY 211, 212 General Physics with Calculus
 PHY 260 Circuit Analysis
 MTH 310 Differential Equations
 MTH 320 Linear Algebra
 CIS 201 Introduction to Computer Science
 CIS 220 Introduction to Numerical Computation

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

Eight hours of CHE 111, 112 General Chemistry are required to meet the natural science general education requirement

Eleven hours of MTH 201, 202, 301 Calculus I, II, III are required, of which eight meet the mathematics general education requirement

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

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

BIBLICAL STUDIES

(B.A. Degree)

Major Requirements

Requirements for a biblical studies major consist of 40 semester hours (exclusive of general education courses), with 18 hours from upper-division courses (at least six at the 400 level) and distributed as follows:

20 hours in biblical studies

6 hours in Christian ministries

8 hours in religion (including REL 380 Christian Beliefs)

6 hours in philosophy

A maximum of two hours may be counted through BIB 495 Special Study

BIOLOGY

(B.S. Degree)

Major Requirements

Requirements for a biology major consist of 34 semester hours, including the following courses:
BIO 101, 102 General Biology

At least 26 upper-division hours, to include One course in botany

BIO 350 Genetics

BIO 360 Ecology

BIO 420 Cell Biology

BIO 491, 492 Senior Seminar

A thesis reporting independent research is required for graduation and involves approval of subject by the academic advisor followed by at least a year of consultation and direction

Required supporting courses include the following:

CHE 111, 112 General Chemistry

CHE 325 Organic Chemistry

A choice of one of the following:

CHE 326 Organic Chemistry,

CHE 310 Analytical Chemistry, *or*

CHE 340 Biochemistry

Mathematics through MTH 180 College Algebra and Trigonometry, with MTH 201, 202 Calculus I, II strongly advised

MALHEUR FIELD STATION

George Fox College is a member of the Malheur Field Station Consortium. Malheur Field Station (MFS) is located in the Great Basin Desert in Oregon and provides an excellent opportunity for students to study a variety of aquatic and terrestrial ecosystems. Students visit MFS as part of the requirements for BIO 360 Ecology and BIO 380 Ornithology. In addition, the facilities at MFS are available to students wishing to conduct suitable independent research

BUSINESS AND ECONOMICS

(B.A. or B.S. Degree)

See also the "Graduate Programs" section of the catalog for requirements for the Master of Business Administration in management degree

Major Requirements

Requirements for a major in business and economics consist of three categories: specific general education courses, a common core, and a concentration in one of the six specialties offered. The major requirements included in the common core and the concentration total 39 semester hours

General Education

General education requirements provide for a broad, essential base in the liberal arts. As detailed on pages 24 and 25, students have a variety of choices to make and should select specific courses in consultation with a faculty advisor. Three specific general education courses are required for students completing a major in the Department of Business and Economics:

COM 100 Introduction to Communication

CIS 120 Computers in the Modern World

MTH 240 Statistical Procedures

Common Core

All students majoring in the Department of Business and Economics are required to take the following common core of courses, totaling 21 semester hours:

BUS 110 Introduction to Business
 ECO 201 Principles of Economics
 ACC 271, 272 Principles of Accounting
 BUS 300 Management
 BUS 340 Marketing
 BUS 360 Business Law

Concentration

Each student is required to select one of the following specialties and to take all courses listed under that concentration, totaling 18 semester hours:

Accounting

ACC 371, 372 Intermediate Accounting
 ACC 380 Managerial and Cost Accounting
 ACC 471 Advanced Accounting

One upper-division economics course

(Students preparing for professional certification are advised also to take ACC 350 Principles of Taxation, BUS 410 Financial Management, and ACC 472 Auditing.)

Economics

BUS 280 Research Methods in Business and Economics
 ECO 330 Managerial Economics
 ECO 340 Public Economics
 ECO 350 International Trade and Finance
 ECO 360 Global Political Economy
 ECO 495 Special Study

Management

BUS 250 Computer Applications
 ECO 330 Managerial Economics
 BUS 370 Organizational Behavior
 BUS 410 Financial Management
 BUS 490 Business Policy and Strategy

One of the following:

BUS 320 Human Resources Management,or
 BUS 330 Small Business Management andEntrepreneurship

Marketing

BUS 250 Computer Applications
 BUS 280 Research Methods in Business and Economics
 ECO 330 Managerial Economics
 BUS 350 International Marketing
 BUS 420 Advertising and Promotion
 BUS 440 Marketing Management

International Business and Economics

BUS 280 Research Methods in Business and Economics
 INS 340 International Relations
 BUS 350 International Marketing
 ECO 350 International Trade and Finance
 ECO 360 Global Political Economy
 GED 375 Cultural Experience (minimum of 3 hours)

(Students with an interest in international trade are encouraged to participate in the International Trade Institute in their senior year.)

Management and Information Science

CIS 201, 202 Introduction to Computer Science
 BUS 250 Computer Applications
 CIS 321 Information and Database Systems
 CIS 322 Systems Development Seminar
 One upper-division economics course

CHEMISTRY*(B.S. Degree)***Major Requirements**

Major requirements consist of 36 semester hours in chemistry, to include the following courses:

CHE 111, 112 General Chemistry
 CHE 310 Analytical Chemistry
 CHE 325, 326 Organic Chemistry
 CHE 390 Organic Synthesis and Analysis
 CHE 401, 402 Physical Chemistry
 CHE 410 Advanced Chemical Measurements
 Chemical research is strongly recommended

In the general education program, eight hours of PHY 201, 202 General Physics are required under natural science, and eight hours of MTH 201, 202 Calculus I, II are required under language/mathematics. MTH 301 Calculus III is also required

CHRISTIAN MINISTRIES*(B.A. Degree)***Major Requirements**

Requirements for a major in Christian ministries consist of 40 semester hours (exclusive of general education courses), with a 24-semester-hour core consisting of the following courses:

REL 380 Christian Beliefs
 CHM 130 Christian Discipling
 CHM 310 Theological Foundations of Christian Ministry
 CHM 360 Perspectives in Christian Education

8 hours of biblical studies

3 hours in philosophy

An additional 16 semester hours in one of four possible areas of special interest: youth ministry, missions, church recreation, or educational ministry. A four-semester sequence in Christian ministries called "Shared Praxis" provides community building, personal reflection and practice in ministry. (See descriptions of CHM 391, 392, 491, 492 Shared Praxis I-IV.)

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

CHRISTIAN STUDIES*(M.A. Degree)*

See the "Graduate Programs" section of the catalog for requirements for the M.A. in Christian Studies.

CLINICAL PSYCHOLOGY*(M.A., Psy.D. Degrees)*

See the "Graduate Programs" section of the catalog for requirements for the M.A. and Psy.D. in clinical psychology.

COMMUNICATION ARTS*(B.A. Degree)***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 36 semester hours (exclusive of general education courses) distributed as follows:

Performance Core Courses

WRI 230	Introduction to Journalism
COM 200	Persuasive Communication
COM 210	Interpersonal Communication

Theory Core Courses

COM 300	Theoretical Approaches to Communication
COM 400	Critical Approaches to Communication

Practicum

Six hours from COM 305 Professional Communication Activities, and/or COM 275/475 Field Experience.

Electives

Fifteen additional hours from communication arts, communication/video production, and/or writing. Not more than three hours should be in practicum courses. (Students should choose their electives under the guidance of their advisors.)

COMMUNICATION/VIDEO PRODUCTION

(B.A. Degree)

Major Requirements

The communication/video production major combines the liberal arts emphasis of communication arts with hands-on experiences in video production to create this broad but functional major. Extensive electives allow the student to design a program that fits needs or interests. The major consists of 36 required semester hours (exclusive of general education courses), distributed as follows:

Production Core Courses

CVP 230	Introduction to Television Production
CVP 260	Television and Film Scriptwriting
CVP 350	Editing Video
CVP 430	Producing and Directing Television
THE 120	Introduction to Acting
THE 220	Oral Interpretation of Literature

Theory Core Courses

COM 230	Mass Media and Popular Culture
COM 300	Theoretical Approaches to Communication
COM 330	Moving Image Criticism

Electives

Ten hours from communication/video production, communication arts, writing, literature, and/or other courses chosen with the approval of the student's advisor.

COMPUTER AND INFORMATION SCIENCE

(B.S. Degree)

Major Requirements

Students may choose between two tracks in computer and information science. Descriptions and course requirements follow:

Computer Science Track

A major in the computer science track requires 39 semester hours of computer and information science and mathematics courses, to include the following:

CIS 201, 202	Introduction to Computer Science
CIS 310	Data Structures and File Processing
CIS 321	Software Engineering
CIS 340	Database Systems
CIS 410	Computer Organization and Assembly Language Programming
CIS 420	Structures of Programming Languages
CIS 460	Operating Systems
MTH 360	Discrete Mathematics

Choose nine hours from the following:

CIS 220	Introduction to Numerical Computation
CIS 330	Computer Graphics
CIS 350	Data Communications and Networks
CIS 470	Operations Research
EGR 331	Logic Design

Choose two hours from the following:

CIS 322	Systems Development Seminar
CIS 475	Field Experience

In the general education program, mathematics through MTH 202 Calculus II is required

Information Science Track

A major in the information science track requires 42 semester hours of computer and information science and business courses, to include the following:

CIS 201, 202	Introduction to Computer Science
CIS 310	Data Structures and File Processing
CIS 321	Software Engineering
CIS 340	Database Systems
CIS 460	Operating Systems

Choose nine hours from the following:

CIS 330	Computer Graphics
CIS 350	Data Communications and Networks
CIS 470	Operations Research
CIS 410	Computer Organization and Assembly Language Programming
CIS 420	Structures of Programming Languages
EGR 331	Logic Design

Choose two hours from the following:

CIS 322	Systems Development Seminar
CIS 475	Field Experience

Required business courses:

BUS 110	Introduction to Business
BUS 250	Computer Applications
BUS 300	Management
ACC 271	Principles of Accounting

In the general education program, ECO 201 Principles of Economics is required

ECONOMICS

See "Business and Economics (B.A. or B.S. Degree)."

EDUCATION

See "Teacher Education" for requirements for the Bachelor of Arts and Bachelor of Science degree in elementary and secondary education. See the "Graduate Programs" section of the catalog for requirements for the graduate programs in education (Master of Education) and teaching (Master of Arts in Teaching).

ENGINEERING

See “Applied Science”

ENGLISH AS A SECOND LANGUAGE

The purpose of the Department of English as a Second Language/English Language Institute is to develop the language and academic skills of students and raise their level of cultural awareness in order to prepare them for academic and social success at George Fox College

English as a Second Language, taught in the English Language Institute at George Fox College, prepares international students to meet the challenges of academic study in English. International students who score less than 550 on the Test of English as a Foreign Language (TOEFL) study intensive English approximately 14 hours per week while they are also enrolled in one or two regular college courses. (For exceptions to the 550 TOEFL standard, see page 115.)

To prepare international students to enter into academic life at George Fox College as full and successful participants, ELI courses develop the students’ general English proficiency, academic skills, and cultural 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 college 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 adjunct ESL courses that are designed to help develop the language and academic skills necessary for success.

Upon successful completion of the program, students are admitted to George Fox College and awarded up to 15 semester hours of credit toward their degree

HEALTH EDUCATION

(B.S. Degree)

The health teaching major incorporates a wellness theme that emphasizes individual responsibility and promotes a positive lifestyle. Any health course (except HEA 310 School Health Program) will meet two hours of the health and human performance general education requirement

Major Requirements

Health Education/Human Performance Track

BIO 320	Human Anatomy
BIO 332	Human Physiology
HEA 200	Lifestyle Management
HEA 210	Drug Education
HEA 230	First Aid and Safety
HEA 240	Stress Management
HEA 280	Marriage and the Family
HEA 300	Nutrition
HEA 310	School Health Program
HEA 320	Contemporary Health Issues
HHP 200	History and Principles of Physical Education
HHP 360	Organization and Administration of Health and Physical Education
HHP 430	Exercise Physiology
HHP 450	Kinesiology
HHP 460	Physical Education for the Exceptional Student
HHP 470	Motor Development and Motor Skill Learning

The health core also may be combined with home economics or biology. See page 45

HISTORY

(B.A. Degree)

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:

HST 101	Western Civilization to 1789
HST 102	America and the World
HST 490	History Seminar

HOME ECONOMICS

(B.S. Degree)

Major Requirements

Students may choose among four tracks in home economics. Descriptions and course requirements follow:

Foods and Nutrition in Business Track

Foods and nutrition in business is a multidisciplinary major 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 them with the knowledge base necessary to work in areas of fitness management, diet analysis, and consumer nutrition education. The third core of course work serves as the medium for the utilization of this knowledge base, preparing students for careers in industries requiring the skills of food specialists, including new product development, test kitchens, recipe development, and food product promotion

In the general education program, CHE 111 General Chemistry and ECO 201 Principles of Economics are required

The following courses, totalling 44 semester hours, are required for a major in foods and nutrition in business:

HEC 211	Foods I
HEC 212	Foods II
HEC 250	Residential Equipment
HEC 290	Meal Management
HEC 300	Nutrition
HEC 310	Cultural Foods
HEC 340	Current Trends in Foods
HEC 350	Resource Management
HEC 360	Consumer Buying
HEC 430	Nutrition and the Life Cycle
HEC 475	Field Experience
HEC 490	Senior Seminar
BUS 110	Introduction to Business
BUS 300	Management
BUS 340	Marketing
ACC 271	Principles of Accounting

Fashion Merchandising/Interior Design Track

The fields of fashion merchandising and interior design share a common base of knowledge grounded in the academic fields of home economics and business. A background in apparel construction and design, merchandising of fashion, and market analysis prepares students for careers in fashion merchandising. Residential architecture, household equipment, and interior design classes prepare students for positions as interior designers. Career opportunities include merchandise buying, design display, entrepreneurship, apparel design, textile design, fashion analysis, interior design, housing and home planning, kitchen and bath design, equipment promotion demonstration, energy conservation management in the home, furniture sales, and business management and administration

Fashion merchandising and interior design are prime users of advanced computer technology. Each incoming full-time student at George Fox College is provided with a Macintosh computer, which allows proficiency in computer-assisted design in fashion, architecture, and interior design

A field experience (internship) in the Portland metropolitan area puts students in the workplace before graduation, giving them valuable business experience. In merchandising, students may be placed with buyers in fashion retail firms. In interior design, internships will allow students to work with interior designers

The following courses, totalling 44 semester hours, are required for a degree in fashion merchandising and interior design:

HEC 120	Apparel Construction
HEC 220	Fashion Merchandising
HEC 230	Textiles Science
HEC 250	Residential Equipment
HEC 260	Retail Apparel Management
HEC 320	Market Analysis for Fashion Merchandising
HEC 330	Residential Architecture
HEC 350	Resource Management
HEC 351	Interior Design I
HEC 352	Interior Design II
HEC 360	Consumer Buying
HEC 370	Pattern Drafting and Apparel Design
HEC 475	Field Experience
HEC 490	Senior Seminar
BUS 110	Introduction to Business
BUS 300	Management or
BUS 340	Marketing

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

George Fox College offers a cooperative degree program with the Fashion Institute of Design and Merchandising in Los Angeles, California. This cooperative program provides for students to attend GFC for three years, which allows the completion of all general education classes, all elective classes, and 14 hours in the fashion merchandising/interior design major

Students attend FIDM for either their junior or senior year to complete a specialized major. The broad spectrum of related courses at FIDM are 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 interior design, merchandise marketing, or fashion design from GFC, and a Professional Certification from FIDM

Home Economics Track

Home economics is grounded in the sciences and humanities. The core of home economics is a concern for the biological, social, aesthetic, physical, economical and psychological needs of each family member. Today's families must be able to manage relationships, services, goods and resources.

The home economics graduate is a professional home economist with a Bachelor of Science degree. Home economics graduates find employment in the traditional areas: teaching, home extension, food research, nutrition research, food service management, child care, fashion design, homemaking, retail merchandising, dietetics, equipment sales and journalism. They also find newer, nontraditional careers in these and other fields: debt counseling, energy conservation management, advertising, equipment promotion demonstration and public relations

The following courses, totalling 44 semester hours, are required for a degree in general home economics:

HEC 120	Apparel Construction
HEC 211	Foods I

HEC 212	Foods II
HEC 220	Fashion Merchandising
HEC 230	Textiles Science
HEC 250	Residential Equipment
HEC 280	Marriage and the Family
HEC 290	Meal Management
HEC 300	Nutrition
HEC 311	Human Development: Infancy to Adolescence
HEC 320	Market Analysis for Fashion Merchandising
HEC 370	Pattern Drafting and Apparel Design
HEC 330	Residential Architecture
HEC 350	Resource Management
HEC 351	Interior Design I
HEC 360	Consumer Buying
HEC 490	Senior Seminar

Note: For home economics teaching major requirements leading to certification to teach from kindergarten through high school (K-12), see the 'Teacher Education' section of the catalog

HUMAN PERFORMANCE

(B.S. Degree)

GENERAL EDUCATION REQUIREMENTS IN HUMAN PERFORMANCE

Four semester hours of human performance are required to complete the college general education requirement. Students may enroll in one limited-enrollment human performance activity course per semester and one unlimited-enrollment human performance activity course per semester. This requirement may be satisfied in the following ways:

1. Human performance activity or adapted activity classes
2. Any health class (except HEA 310 School Health Program) will satisfy a maximum of two hours of the requirement
3. Up to two 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 one hour without further examination
4. Two credits toward the four-hour requirement may be earned on intercollegiate athletic teams. Only one credit in any one sport will count
5. Any professional activity class meets one hour of the requirement. By permission only

Major Requirements

Athletic Training Major Track

Requirements for the athletic training major track in human performance include the following courses:

HEA 200	Lifestyle Management
HEA 210	Drug Education
HEA 230	First Aid and Safety
HEA 300	Nutrition
HPA 135	Weight Training
HHP 200	History and Principles of Physical Education
HHP 228	Conditioning/Body Mechanics and Aerobics
HHP 360	Organization and Administration of Health and Physical Education
HHP 365	Current Issues in Athletic Training (3 semesters)
HHP 375	Athletic Training Practicum (3 semesters)
HHP 390	Care and Prevention of Athletic Injuries
HHP 400	Recognition of Athletic Injuries
HHP 410	Therapeutic Exercise and Modalities
HHP 430	Exercise Physiology
HHP 450	Kinesiology
HHP 490	Senior Seminar

BIO 221, 222 Human Anatomy and Physiology

Select two courses from

HHP 460 Physical Education for the Exceptional Student
 HHP 470 Motor Development and Motor Skill Learning
 HHP 480 Tests and Measurements in Physical Education
 HEA 240 Stress Management
 PSY 150 General Psychology
 PSY 340 Statistical Procedures

FITNESS MANAGEMENT MAJOR TRACK

K-12 TEACHING MAJOR TRACK

Requirements for both the fitness management major track and the K-12 teaching major track in human performance consist of 41 semester hours in one of the two tracks, 27 of which must be upper-division courses

The core courses included in both tracks include the following:

HEA 230 First Aid and Safety
 HHP 200 History and Principles of Physical Education
 HHP 360 Organization and Administration of Health and Physical Education
 HHP 390 Care and Prevention of Athletic Injuries
 HHP 430 Exercise Physiology
 HHP 450 Kinesiology
 HHP 460 Physical Education for the Exceptional Student
 HHP 470 Motor Development and Motor Skill Learning
 HHP 490 Senior Seminar
 BIO 221, 222 Human Anatomy and Physiology

Each human performance major is required to prepare a thesis during the senior year. This may report original research or may consist of comprehensive library research

Fitness Management

Requirements for the fitness management major track in human performance include the core courses listed above, plus the following:

HEA 300 Nutrition

Select one from

HHP 221 Basketball/Golf,
 HHP 222 Field Sports, *or*
 HHP 224 Softball/Track
 HHP 223 Tumbling/Gymnastics
 HHP 226 Tennis/Volleyball
 HHP 227A Aquatics: Lifeguarding *or*
 HHP 227B Aquatics: Water Safety Instruction
 HHP 228 Conditioning/Body Mechanics and Aerobics
 HHP 229 Folk and Western Dance
 HHP 231 Developmental Activities, Games, and Stunts
 HHP 232 Recreational Games, Badminton, and Archery
 HHP 380 Recreational Leadership

Select two hours from

HEA 240 Stress Management,
 HHP 400 Recognition of Athletic Injuries, *or*
 HHP 480 Tests and Measurements in Physical Education
 HHP 475 Fitness Management Field Experience
 HHP 495 Special Study

K-12 Teaching

Requirements for the K-12 teaching major track in human performance include the core courses listed above, plus the following:

HHP 221-232 Professional activities courses

HHP 300 Coaching Theory and Practice

Select a two-hour coaching course from

HHP 310 Coaching Basketball,
 HHP 320 Coaching Baseball/Softball,
 HHP 330 Coaching Soccer,
 HHP 340 Coaching Track, *or*
 HHP 350 Coaching Volleyball
 HHP 480 Tests and Measurements in Physical Education
 EDU 410 Teaching Physical Education K-12

Human Performance: Interdisciplinary Major
(B.S. Degree)

Major Requirements

Human Performance with Religion Emphasis

An interdisciplinary major may be elected through application and approval of the two departments. It consists of two 24-hour blocks, one in human performance, the other in religion or educational ministries. 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:

HEA 200 Lifestyle Management
 HEA 230 First Aid and Safety
 HEA 240 Stress Management
 HHP 227A Aquatics: Lifeguarding
 HHP 228 Conditioning/Body Mechanics and Aerobics
 HHP 229 Folk and Western Dance
 HHP 231 Developmental Activities, Games, and Stunts
 HHP 370 Camp Programming and Counseling
 HHP 380 Recreational Leadership
 HHP 440 Camp Administration

Five hours selected from any 200-or-above health education or human performance courses

INTERNATIONAL STUDIES

(B.A. Degree)

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 field work 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 semester hours, to include the following courses:

INS 310 Cultural Anthropology
 INS 330 Introduction to the World Christian Movement
 REL 360 Cross-cultural Christian Outreach
 INS 340 International Relations
 INS 350 International Trade and Finance
 ECO 360 Global Political Economy
 INS 440 World Religions
 INS 490 International Studies Senior Seminar

The second year of a modern foreign language

Eight hours of INS 475 Culture-Oriented Field Work

Two additional three-hour courses from the following:

COM 300 Theoretical Approaches to Communication

COM 340	General and Cultural Linguistics
HST 331	England to 1688
HST 332	England Since 1688
HST 350	Latin America <i>or</i>
ECO 360	Global Political Economy
HST 360	The Soviet Union
HST 370	Far East
HST 421	Europe 1789-1890
HST 422	Europe 1890-Present
REL 360	Cross-Cultural Christian Outreach
REL 460	Issues in Contemporary Missions
LIT 230	Masterpieces of World Literature
PSC 250	International Conflict and Peace
SOC 380	Ethnic Groups and Social Minorities
FRE 495	Individual Research or Field Work (French)
SPN 495	Individual Research or Field Work (Spanish)

MANAGEMENT

(M.B.A. Degree)

See "Graduate Programs" section of the catalog for requirements for the Master of Business Administration in management degree

MANAGEMENT OF HUMAN RESOURCES

(B.A. Degree)

The Department of Continuing Studies offers a major in management of human resources to adult students who are returning to college to complete their degrees

The management of human resources major is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adults who want to complete their college degree, while continuing to work, in classes conveniently located and coordinated with their schedules.

Students study with other adults who share similar interests and concerns. Together they form an academic support group, drawing from their own personal, professional and technical backgrounds as they follow an intense program of classes and individual study

Students who successfully complete the MHR 34-semester-hour program and accompanying requirements are granted a Bachelor of Arts degree in management of human resources from George Fox College. Applicants to the management of human resources program must have a minimum of 62 semester hours of transferable college credit from accredited institutions. General education requirements, totaling 35 semester credits (included as part of the 62 semester hours), should have been met upon entrance. Individuals with 90 or more semester hours of transferable credits are considered optimum candidates. Military credit, evaluated and assessed upon acceptance into the MHR program, is officially awarded and transcribed upon the student's successful completion of the program

Through its MHR degree-completion program, George Fox College's Department of Continuing Studies serves the needs of adult learners and helps them assess personal values, develop interpersonal skills, and enhance competencies in order to influence the quality of work within their organizations

The goals of the MHR degree-completion program are to improve and further develop the following:

1. Interpersonal and leadership skills,
2. Written and oral communication skills,
3. Problem-solving and decision-making skills,
4. Understanding of the research process and its application,
5. Self-knowledge and self-image, and
6. Learner independence and self-reliance

CREDIT FOR LIFE LEARNING

George Fox College recognizes that college-level learning occurs in many environments in addition to the traditional college classroom. The College provides an opportunity for MHR students to earn college credit for such learning through developing and presenting a life-learning portfolio for credit evaluation. Students provide documentation of professional instruction and life-learning experiences for faculty evaluation. A maximum of 30 semester hours may be earned through the life-learning portfolio process. Students who transfer more than 62 semester hours of credit to George Fox College are required to earn fewer credits through the portfolio process

COURSE STRUCTURE

The required 34-semester-hour curriculum includes 62 four-hour weekly class sessions held at selected locations in the Portland, Salem and Eugene areas. Class locations and times are designed for the convenience of the adult learner. Taught in seminar or workshop style, class content is centered on organizational behavior, leadership skills, interpersonal skills, and problem-solving techniques. Out-of-class assignments include reading and writing on selected topics

Major Requirements

Thirty-four semester hours are required for the student to complete the MHR major, consisting of the courses listed in the “Undergraduate Course Offerings” section of this catalog

MATHEMATICS

(B.S. Degree)

Major Requirements

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

- MTH 201, 202, 301 Calculus I, II, III
- MTH 320 Linear Algebra
- MTH 490 Senior Seminar

Select 21 hours from the following:

- MTH 290 Mathematical Logic
- MTH 310 Differential Equations
- MTH 330 Probability
- MTH 340 Elementary Number Theory
- MTH 350 Modern Geometry
- MTH 360 Discrete Mathematics
- MTH 410 Algebraic Structures
- MTH 470 Operations Research, and
- CIS 330 Computer Graphics

Also required are CIS 201 Introduction to Computer Science, and at least one of the following:

- CIS 130 Programming the Personal Computer
- CIS 202 Introduction to Computer Science
- CIS 220 Introduction to Numerical Computation

MUSIC

(B.A. Degree)

Major Requirements

A total of 47 semester hours are required for a major in music. Core courses for the Bachelor of Arts degree in music include the following:

- MUS 111, 112 Introduction to Music Literature
- MUS 121, 122 Theory I
- MUS 131, 132 Sight Singing and Ear Training
- MUS 200 Basic Conducting *or*
- MUS 460 Advanced Conducting, with permission
- MUS 221, 222 Theory II
- MUS 311, 312 Music History
- MUS 320 Form and Analysis
- MUS 491 Senior Seminar
- MUS 492 Recital/Lecture
- MUA 105/305 Applied Music (eight semesters)
- MUA 115-365 Ensembles

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 and music education majors also are required to pass a piano proficiency examination administered at the end of the sophomore year. Students are required to register for applied piano or class piano until the proficiency has been met. Music education majors will not be approved for teacher education nor will music majors be recommended for graduation until the proficiency has been passed.

Individual instruction is offered in piano, organ, strings, woodwinds, brass, percussion and guitar. Private lessons carry one-semester-hour credit for one lesson per week. Music majors are required to enroll in applied music lessons each semester. Music education majors are required to enroll in applied lessons until they have completed a halfrecital, or achieved upper-division standing in the major performing area, and met the required number of recital appearances

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

(B.A. Degree)

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, 24 in music and the remainder in another academic discipline. Many creative options are possible. Common majors include music and religion or music and Christian ministries

Required music courses for an interdisciplinary major include:

MUS 121, 122	Theory 1
MUS 200	Basic Conducting
MUS 220	Vocal Techniques
MUS 340	Church Music (History and Administration)
MUS 491, 492	Senior Seminar, Recital/Lecture

A major ensemble (three semesters)

Applied lessons (two semesters)

PEACE AND CONFLICT STUDIES

PEACE STUDIES MINOR

Students at George Fox College 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

PROGRAM IN CONFLICT MANAGEMENT

The Center for Peace Learning 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 COM 200 Persuasive Communication *or* COM 210 Interpersonal Communication
2. Either PSY/SOC 300 Group Dynamics *or* PSY/SWK/CHM 380 Counseling, *or* BUS 370 Organizational Behavior
3. COM/PSC 310 Conflict Resolution
4. PSC 410 Community Mediation
5. Field experience in a conflict resolution or mediation program or agency, to be tailored to the individual students needs (taken after PSC 410 or concurrently with it)

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

PSYCHOLOGY

(B.A. or B.S. Degree)

See also the "Graduate Programs" section of the catalog for the requirements for the M.A. and Psy.D. in clinical psychology

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

Requirements for a major in psychology consist of a minimum of 39 semester hours, including the following courses:

PSY 150	General Psychology
PSY 340	Statistical Procedures
PSY 390	Research Methods
PSY 400	Psychometrics
PSY 450	Systems of Psychology
PSY 490	Senior Seminar

Students must also choose two laboratory courses and 15 hours of psychology survey courses

RELIGION

(B.A. Degree)

See also the "Graduate Programs" section of the catalog for requirements for the Master of Arts in Christian Studies degree

Major Requirements

Requirements for a major in religion include 40 semester hours (exclusive of general education courses), elected from the fields in the department as follows:

8 hours in biblical studies

6 hours in Christian ministries, including

CHM 360 Perspectives in Christian Education

10 hours in religion, including REL 380 Christian Beliefs, and REL 401, 402 Christianity in History

6 hours in philosophy

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

RELIGION: Interdisciplinary

Major

(B.A. Degree)

Major Requirements

An interdisciplinary major may be elected through application and approval of the department. It consists of two 24-hour blocks, one in a departmental major, 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 REL 380 Christian Beliefs
 3 hours in philosophy
 CHM 360 Perspectives in Christian Education

Requirements for the religion block:

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

Requirements for the Christian ministries block

An interdisciplinary block in Christian ministries is offered, with half or more of the 24 hours in Christian ministries and the remainder in biblical studies, philosophy and religion. One recommended pattern is as follows:

12 hours in Christian ministries, including
 CHM 130 Christian Discipling, and
 CHM 360 Perspectives in Christian Education
 6 hours in biblical studies
 3 hours in philosophy
 REL 380 Christian Beliefs

Also offered is an interdisciplinary block in the area of camping ministries. Details are available from the Department of Religious Studies Office

INTERNATIONAL STUDIES WITH RELIGION EMPHASIS

International studies is an interdisciplinary major designed to prepare students for foreign missionary service or for other international vocations. Students taking this major as preparation for foreign missionary service are encouraged to take a minor in the Department of Religious Studies (in biblical studies, Christian ministries or religion). This will also provide an appropriate base for graduate studies in missions and intercultural concerns. For details of curriculum and requirements, see the requirements for an international studies major on page 38

SOCIOLOGY/SOCIAL WORK

(B.A. or B.S. Degree)

A sociology/social work major prepares the student for graduate education in sociology and social work and for entry-level practice in adult and child welfare, juvenile and adult probation and parole, social programs for older adults (institutional and community), a variety of youth and recreational positions (private, public and church-related), and some types of counseling and treatment. Eventual positions could include supervision, administration, education, private practice, and program development

Major Requirements

Courses within the sociology and social work specialties:

Core Classes (12 hours required):

SOC 200 Social Problems
 SOC 260 Social Theory
 SOC 340 Statistical Procedures
 SWK 490 Senior Seminar

Select one of the following emphases:

Social Work (27 hours required):
 SWK 180 Social Work Introduction

SWK 360	Social Policy
SWK 381	Counseling
SWK 391	Social Work Methods I
SWK 392	Social Work Methods II
SWK 275/475	Field Experience (nine hours)
SWK 490	Senior Seminar

Sociology (15 hours required):

SOC 300	Group Dynamics
or SOC 350	Social Psychology
SOC 310	Cultural Anthropology
or SOC 380	Ethnic Groups and Social Minorities
SOC 410	Juvenile Delinquency
or SOC 450	Gerontology
SOC 275/475	Field Experience

PSY 150 General Psychology and BIO 100 Foundations of Biology are recommended as part of the general education program

A foreign language is recommended for this major

Christian Encounter Ministries offers students opportunities for involvement in intensive internships with troubled youth in a ranch setting near Grass Valley, California, combined with formal course work on site. Students may earn eight semester hours of credit from four 10-week courses, plus six hours of field experience credit for a total of 14 hours of credit during a regular semester. See sociology/social work faculty for full details on this challenging program

TEACHER EDUCATION

See also the "Graduate Programs" section of the catalog for requirements for the graduate programs in education (Master of Education) and teaching (Master of Arts in Teaching)

Policies and Procedures

The teacher education program at George Fox College is designed to prepare teachers for the public and private schools through a curriculum that pyramids from a broad foundation in Christian liberal arts education through specialization in a particular field of knowledge to clinical studies in teaching and learning theory

Teacher education and certification in Oregon operate 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 and who are able to satisfy state requirements in effect at the time they complete graduation requirements and apply for license.

George Fox College is approved by the Teacher Standards and Practices Commission to offer basic endorsement programs in the following:

- Advanced Mathematics (5-12)
- Biology (5-12)
- Chemistry (5-12)
- Elementary Education (PP-9)
- Health (PP-12)
- Home Economics (PP-12)
- Language Arts (5-12)
- Music (PP-12)
- Physical Education (PP-12)
- Social Studies (5-12)

Additional teaching endorsements are provided through these approved teaching minors:

- Basic Mathematics
- Drama
- Speech

Students seeking license in a teaching minor must also complete a specified teaching major

The above programs may all be completed in four years. Upon completion of the program and satisfaction of requirements in effect, students receive an Oregon Basic Teaching License

Admission to Teacher Education

Students wishing to explore or prepare for entering a teaching career should consult with a teacher education advisor as early as their freshman year

Students make formal application for admission to the teacher education program during the introductory education class, GED 240 Perspectives in Education, generally taken spring of the sophomore year for elementary education majors and fall of the junior year for secondary teaching majors.

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; completion of appropriate basic skills tests; acceptable faculty recommendations; satisfactory physical and mental health; and exemplary social and moral behavior. Admission to the program is expected before students may register for the professional education core courses (junior year for elementary education majors and senior year for secondary teaching majors)

Continuation in teacher education is based on academic achievement and satisfactory evidence of good moral character and the mental, emotional and physical health 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 Handbook purchased when they take GED 240 Perspectives in Education

Transfer Students in Education

Any student transferring to George Fox College must meet the same requirements for admission as those who have entered the College as incoming freshmen. Admission to the College does not guarantee admission to the teacher education program. This application must be directed to the Department of Teacher Education after the student has enrolled in the first professional course

A minimum of 30 semester hours must be taken at George Fox College for either the elementary or secondary teaching major

Elementary education majors must complete the following courses at George Fox College:

EDU 311 or 312	Mathematics for Elementary Teachers
EDU 370	Methods I Elementary
EDU 375	Student Teaching I
EDU 380	Methods II Elementary
EDU 401B	Methods and Materials for Teaching Reading
EDU 475	Student Teaching II
EDU 490	Integrated Student Teaching Seminar

For secondary teaching majors, work at George Fox College must include the following courses:

EDU 340	Teaching of Developmental Reading and Writing
EDU 375	Student Teaching I
EDU 390	Methods Secondary (subject specialty methods)
EDU 475	Student Teaching II
EDU 490	Integrated Student Teaching Seminar

A student transferring from a nonaccredited college will be granted conditional admission to the program until the student demonstrates ability by completing 12 semester hours in the student's first teaching field and/or professional education with a grade point average (GPA) of 2.75 or better.

Special Students: Teaching Credential Only

Students holding college degrees who enroll at George Fox College for the purpose of qualifying for an Oregon Basic Teaching Certificate must be advised by the Director of Teacher Education prior to enrollment in courses

Admission to Student Teaching

Acceptance into the teacher education program does not guarantee assignment for student teaching. Application for admission to student teaching is made by filing required forms not later than the first week of 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 content area examinations; and a minimum of 15 semester hours completed in residence prior to student teaching

Planning the Program

The program leading to teacher license includes the general education requirements (approximately one-third of the total number of hours required for a bachelor's degree); a teaching major (approximately one-third of the total); professional education courses, seminars and clinical experiences (approximately one-fifth of the total); and free electives (approximately one-eighth of the total).

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

A student must complete the general education, teaching major, and professional education requirements as well as receive a bachelor's degree before being recommended for teacher certification.

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 Director of 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

(B.S. Degree)

The College offers a degree program for the preparation of elementary school teachers. Upon entering, students interested in majoring in elementary education should contact the elementary education coordinator for advising. In addition to general education courses and electives, the elementary education major requires the following courses:

Major Requirements

Requirements for a Bachelor of Science degree in elementary education include the following courses:

EDU 311, 312	Mathematics for Elementary Teachers
EDU 330	Psychological Foundations of Education
EDU 370	Methods I Elementary
EDU 375	Student Teaching I

EDU 380	Methods II Elementary
EDU 401A	Methods and Materials for Teaching Language Arts and Reading
EDU 401B	Methods and Materials for Teaching Reading
EDU 475	Student Teaching II
EDU 490	Integrated Student Teaching Seminar
GED 240	Perspectives in Education
GEO 200	Cultural Geography and Global Relationships
HEA 310	School Health Program
LIT 320	Literature for Children and Adolescents
PSY 311	Human Development: Infancy to Adolescence
HHP 231	Developmental Activities, Games, and Stunts

One computer course

One science course

Secondary Education

(B.A. or B.S. Degree)

The College offers a degree program for the preparation of secondary teachers in nine content areas. Upon entering, students interested in any of the secondary education majors should contact the secondary education coordinator for advising

Secondary Teaching Majors

All prospective teachers in secondary education must complete the following courses, seminars and clinical experiences in addition to those required for general education and an approved teaching major:

PSY 311	Human Development: Infancy to Adolescence
GED 240	Perspectives in Education
EDU 330	Psychological Foundations of Education
EDU 340	Teaching of Developmental Reading and Writing
EDU 375	Student Teaching I
EDU 390	Methods Secondary

(Home economics, music and physical education teaching majors take additional special methods courses.)

EDU 475	Student Teaching II
EDU 490	Integrated Student Teaching Seminar

Biology Teaching

(B.S. Degree)

MAJOR REQUIREMENTS

The following 44-45 semester hours are required:

BIO 101, 102	General Biology
BIO 300	Evolution
BIO 310	Developmental Biology
BIO 330	Animal Physiology <i>or</i>
BIO 340	Plant Physiology
BIO 350	Genetics
BIO 360	Ecology
BIO 370	Microbiology
BIO 491, 492	Senior Seminar
CHE 111, 112	General Chemistry
CHE 325	Organic Chemistry

One elective course in the major

Note: In addition to these requirements, the general education component includes MTH 180 College Algebra and Trigonometry, GSC 120 Foundations of Earth Science, PSY 150 General Psychology, and SOC 150 Principles of Sociology

Chemistry Teaching

(B.S. Degree)

MAJOR REQUIREMENTS

The following 42 semester hours are required:

CHE 111, 112	General Chemistry
CHE 310	Analytical Chemistry
CHE 325, 326	Organic Chemistry
CHE 401	Physical Chemistry
PHY 201, 202	General Physics
MTH 201, 202	Calculus I, II

One elective course in the major

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology and SOC 150 Principles of Sociology

Health Education Teaching

(B.S. Degree)

MAJOR REQUIREMENTS

The following 30 semester hours are required:

HEA 200	Lifestyle Management
HEA 210	Drug Education
HEA 230	First Aid and Safety
HEA 240	Stress Management
HEA 280	Marriage and the Family
HEA 300	Nutrition
HEA 310	School Health Program
HEA 320	Contemporary Health Issues
BIO 221, 222	Human Anatomy and Physiology

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology, and SOC 150 Principles of Sociology

The health teaching major is combined with 13 to 17 semester hours in the student's choice of one of the following tracks:

Biology Track

BIO 101, 102	General Biology
BIO 350	Genetics
BIO 360	Ecology
BIO 370	Microbiology

Home Economics Track

HEC 120	Apparel Construction
HEC 211, 212	Foods I, II
HEC 220	Fashion Merchandising
HEC 440	Early Childhood Education Practicum

Physical Education Track

HHP 200	History and Principles of Physical Education
HHP 360	Organization and Administration of Health and Physical Education
HHP 430	Exercise Physiology
HHP 450	Kinesiology
HHP 460	Physical Education for the Exceptional Student
HHP 470	Motor Development and Motor Skill Learning

Two hours from professional activities courses:
HHP 221-229, HHP 231-232

Home Economics Teaching

(B.S. Degree)

MAJOR REQUIREMENTS

The following 44 semester hours are required:

HEC 120	Apparel Construction
HEC 211, 212	Foods I, II
HEC 220	Fashion Merchandising
HEC 230	Textiles Science
HEC 250	Residential Equipment
HEC 280	Marriage and the Family
HEC 290	Meal Management
HEC 300	Nutrition
HEC 330	Residential Architecture
HEC 350	Resource Management
HEC 351	Interior Design I
HEC 360	Consumer Buying
HEC 370	Pattern Drafting and Apparel Designor
HEC 320	Market Analysis for FashionMerchandising
HEC 410	Leadership of Student Organizations
HEC 440	Early Childhood Education Practicum

One home economics course

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology, and SOC 150 Principles of Sociology

Language Arts Teaching

(B.A. Degree)

MAJOR REQUIREMENTS

The following 44 semester hours are required:

Communication Arts

THE 120	Introduction to Acting <i>or</i>
THE 220	Oral Interpretation of Literature
THE 360	Improvisational Theatre Workshop
COM 230	Mass Media and Popular Culture
COM 340	General and Cultural Linguistics

Literature

LIT 231, 232	Masterpieces of World Literature
LIT 331, 332	American Literature
LIT 350	Literary Criticism
LIT 431, 432	English Literature

Writing

WRI 200	Interpreting Literature
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Two courses from the following:

WRI 230	Introduction to Journalism
WRI 250	Biography and Autobiography
WRI 330	Writing for Publication
WRI 350	Creative Writing

One elective course in the major

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology, and SOC 150 Principles of Sociology

Mathematics Teaching

(B.S. Degree)

MAJOR REQUIREMENTS

The following 42 semester hours are required:

MTH 201, 202, 301	Calculus I, II, III
MTH 212	Innovations in Teaching Basic Mathematics
MTH 240	Statistical Procedures
MTH 290	Mathematical Logic
MTH 320	Linear Algebra
MTH 330	Probability
MTH 340	Elementary Number Theory
MTH 350	Modern Geometry
MTH 410	Algebraic Structures
CIS 130	Programming the Personal Computer
PHY 201	General Physics

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology, and SOC 150 Principles of Sociology

Music Teaching

(B.A. Degree)

MAJOR REQUIREMENTS

The following 45 1/2 to 52 1/2 semester hours are required:

MUA 105/305	Applied Music
MUA ---	Ensemble
MUS 112	Introduction to Music Literature
MUS 121, 122	Theory I
MUS 131, 132	Sight Singing and Ear Training
MUS 200	Basic Conducting
MUS 220	Vocal Techniques
MUS 221, 222	Theory II
MUS 230	String Techniques
MUS 260	Band Techniques
MUS 311, 312	Music History
MUS 430	Instrumentation and Orchestration
MUS 460	Advanced Conducting
EDU 421	Elementary School Music Methods
EDU 422	Secondary School Music Methods: Vocal
EDU 423	Secondary School Music Methods Instrumental

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology, and SOC 150 Principles of Sociology

Note: Students with an emphasis in music education are required to pass a piano proficiency examination by the end of their sophomore year and to present a solo recital in their junior or senior year. See music "Major Requirements" statement on page 39 for further details

Physical Education Teaching

(B.S. Degree)

MAJOR REQUIREMENTS

The following 44 semester hours are required:

HHP 200	History and Principles of Physical Education
HHP 221-224, 226-229, 231, 232	Professional Activities(8 selected hours)
HEA 230	First Aid and Safety
HHP 300	Coaching Theory and Practice
HHP 310, 320, 330, 340, or 350	(One coaching course)
HHP 360	Organization and Administration of Health and Physical Education
HHP 390	Care and Prevention of Athletic Injuries
HHP 430	Exercise Physiology
HHP 450	Kinesiology
HHP 460	Physical Education for the Exceptional Student
HHP 470	Motor Development and Motor Skill Learning

HHP 480 Tests and Measurements in Physical Education

HHP 490 Senior Seminar

BIO 221, 222 Human Anatomy and Physiology

Note: In addition to these requirements, the general education component includes MTH 240 Statistical Procedures, PSY 150 General Psychology, and SOC 150 Principles of Sociology

Social Studies Teaching

(B.S. Degree)

MAJOR REQUIREMENTS

The following 45 semester hours are required:

HST 490 History Seminar

World History (non-U.S.) 2 upper-division courses

U.S. History

HST 102 America and the World

Two out of the following:

HST 340 American Economic and Social History

HST 481 American Thought and Culture to 1865

HST 482 American Thought and Culture Since 1865 Geography

GEO 200 Cultural Geography and Global Relationships Economics

ECO 201 Principles of Economics

ECO 360 Global Political Economy

PSY 400 Tests and Measurements Government

PSC 210 American Government

One additional course from

PSC 240 State and Local Government (recommended)

PSC 260 Introduction to Law Sociology

SOC 200 Social Problems

SOC 310 Cultural Anthropology

Electives:

Two courses selected from

HST 380 The African-American Experience in the United States

HST 430 Vietnam Experience

PSC 250 International Conflict and Peace

PSC 310 Conflict Resolution

PSC 340 International Relations

PSC 220/420 War and Conscience in the United States

PSY 350 Social Psychology

PSY 360 Learning

SOC 330 Urban Problems

SOC 380 Ethnic Groups and Social Minorities

SOC 410 Juvenile Delinquency

GED 375 Cultural Experience

Note: In addition to these requirements, the general education component includes HST 101 Western Civilization to 1789, PSY 150 General Psychology, and SOC 150 Principles of Sociology. ECO 201 Principles of Economics will not fulfill the general education requirement under social science for social studies teaching majors

Secondary Teaching Minors

Drama Teaching

MINOR REQUIREMENTS

The following 16 semester hours are required:

THE 120 Introduction to Acting

THE 240 Understanding Drama

THE 255/455 Technical Theatre

THE 320 Advanced Approaches to Acting

Four hours of electives chosen from:

THE 125/325	Theatre Laboratory
THE 160/360	Improvitational Theatre Workshop
THE 165/365	Drama Touring Troupe
THE 340	Theatre as Ministry
THE 495	Individual Research in the Theatre

Mathematics Teaching

(Certifies to teach up to and including Algebra I)

MINOR REQUIREMENTS

The following 15 to 16 semester hours are required:

MTH 180	College Algebra and Trigonometry
MTH 190	Calculus for Teachers
or MTH 201	Calculus I
MTH 211, 212	Innovations in Teaching Basic Mathematics
CIS 130	Programming the Personal Computer

Speech Teaching

MINOR REQUIREMENTS

The following 16 semester hours are required:

COM 100	Introduction to Communication
COM 200	Persuasive Communication
COM 210	Interpersonal Communication

Four hours in COM 275/475 Field Experience
 or COM 495 On Your Own: Individual Research
 THE 220 Oral Interpretation of Literature

Teaching

(M.A.T. Degree)

A fifth-year program developed by George Fox College and approved by the Teachers Standards and Practices Commission in 1992 enables students to choose to seek teacher license through a Master of Arts in Teaching graduate program. See "Graduate Studies" section of the catalog for requirements.

THEATRE

The drama endorsement is listed with the teaching endorsement in the Department of Teacher Education.

Communication Arts Major with a Theatre Emphasis

(B.A. Degree)

Major Requirements

A communication arts major with a theatre emphasis requires 36 semester hours (exclusive of general education courses) distributed as follows:

Performance and Technical Core Courses

THE 120	Introduction to Acting
THE 160	Improvitational Theatre Workshop
THE 220	Oral Interpretation of Literature
THE 255/455	Technical Theatre
THE 320	Advanced Approaches to Acting

Theory Core Courses

THE 240	Understanding Drama
LIT 385	Major Authors
COM 300	Theoretical Approaches to Communication
THE 340	Theatre as Ministry
COM 400	Critical Approaches to Communication

Practicum

Seven hours from THE 125/325 Theatre Laboratory, THE 165/365 George Fox Players, or THE 275/475 Field Experience

Recommended

CVP 260 Television and Film Scriptwriting
 CVP 350 Editing Video
 CVP 430 Producing and Directing Television

If possible, majors should satisfy their physical education requirement with HPA 107 Ballet, HHP 223 Tumbling/Gymnastics, HHP 229 Folk and Western Dance, and similar offerings

THEATER: INTERDISCIPLINARY**MAJOR**

(B.A. Degree)

Major Requirements

An interdisciplinary major may be elected through application and approval of the Communication Arts Department and theatre 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, 24 in theatre arts and the remainder in another academic discipline. Creative options include theatre and music, theatre and religion, theatre and Christian ministries, theatre and video production, theatre and business (marketing/management), or theatre and sociology.

WRITING/LITERATURE

(B.A. Degree)

Major Requirements

The department offers a writing/literature major that creatively combines both disciplines. Students whose major interest is in literature will take their electives from the literature curriculum. The major consists of 36 semester hours (not including writing and literature courses taken to fulfill general education requirements) distributed as follows:

Literature Core

LIT 350 Literary Criticism (3 hours)

Two of the following three courses (6 hours):

LIT 240 Understanding Drama
 LIT 340 Poetry
 LIT 440 Novel

Two of the following three sequences (12 hours):

LIT 231, 232 Masterpieces of World Literature
 LIT 331, 332 American Literature
 LIT 431, 432 English Literature

Writing Core

WRI 230 Introduction to Journalism (3 hours)

One of the following two courses (3 hours):

WRI 330 Writing for Publication
 WRI 350 Creative Writing

Electives

Nine hours in literature or writing, including CVP 320 Dramatic Scriptwriting

UNDERGRADUATE COURSE OFFERINGS

Accounting
Art
Biblical Languages
Biblical Studies
Biology
Business
Chemistry
Christian Ministries
Communication Arts
Communication/Video Production
Computer and Information Science
Economics
Education
Engineering
English As a Second Language
French
General Science
Geography
German
Health Education
History
Home Economics
Human Performance
International Studies
Japanese
Literature
Management of Human Resources
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sign Language
Social Work
Sociology
Spanish
Theatre
Writing

ACCOUNTING

Additional courses are listed under Business and Economics

ACC 271, 272 Principles of Accounting 3 hours each semester.

An introduction to the role of accounting in business and society. A study of recording and reporting financial information. The first semester provides a study of the mechanics of accounting systems, an overview of the income statement and balance sheet, and a rigorous introduction to compound interest. The second semester introduces students to more complex accounting problems such as accounting for inflation, depreciation, investments and stockholders' equity. Prerequisites: BUS 110 Introduction to Business, sophomore standing, or consent of the instructor; ACC 271 for ACC 272

ACC 350 Principles of Taxation 3 hours.

Offered 1994-95. A study of the federal tax structure, including concepts and policies that shape the tax laws. The course will emphasize federal tax laws that relate to individual taxpayers. The relationship (or lack thereof) between accounting principles and tax law will be examined. Prerequisite: ACC 272 Principles of Accounting

ACC 371, 372 Intermediate Accounting 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. Prerequisites: ACC 272 Principles of Accounting for ACC 371

ACC 380 Managerial and Cost Accounting 4 hours.

Offered 1994-95. A study of the managerial application of accounting information in areas such as cost determination, planning and control performance evaluation, and the management decision-making process. Topics covered include job and process costing, standard costs and variance analysis, cost-profit-volume analysis, variable costing, full costing, overhead determination and control, and the contribution approach to income reporting. Prerequisite: ACC 271 Principles of Accounting

ACC 471 Advanced Accounting 3 hours.

Offered 1995-96. Accounting for specific types of entities such as partnerships and not-for-profit organizations. The accounting problems encountered in business combinations will be thoroughly studied. Students will be expected to prepare 'professional-quality' spreadsheets and other accounting reports. Prerequisite: ACC 371 Intermediate Accounting

ACC 472 Auditing 3 hours.

Offered 1995-96. An introduction to the standards and procedures observed by Certified Public Accountants in the examination of financial statements. Three types of audits will be examined: financial, compliance and operational. Special areas of study will include evaluation of internal control, ethical considerations, legal environment, the auditor's report, and evidence-collecting and evaluation procedures. Prerequisite: ACC 371 Intermediate Accounting

ART

Survey of Art is offered under GED 220

ART 101, 102 Basic Design 3 hours each semester.

ART 101 is an introduction to materials, techniques and theory related to two-dimensional design. ART 102 focuses on three-dimensional design. Hands-on projects are the primary learning mode. ART 101 may be taken as an alternative to Survey of Art in meeting the general education requirement

ART 111, 112 Drawing 3 hours each semester.

This course is a study of materials, methods and techniques used for drawing with pencil, ink, charcoal and other drawing media. ART 111 may be taken as an alternative to GED 220 Survey of Art in meeting the general education requirement. ART 111 is a prerequisite for ART 112

ART 201 Painting 3 hours.

ART 201, beginning painting, will introduce students to materials, methods and techniques used in painting with acrylics

ART 285 Selected Topics 1-3 hours.

ART 285 is a lecture/studio class that deals with areas of interest in the art field, such as printmaking, calligraphy and sculpture

ART 301 Intermediate Painting 3 hours.

This course provides an opportunity for further development of skills and for the introduction of more advanced techniques. Prerequisite: ART 201 Painting

ART 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 media 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

BIBLICAL LANGUAGES

GRE 201, 202 Hellenistic Greek I 4 hours each semester.

Offered 1995-96. 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

HBW 201, 202 Introduction to Biblical Hebrew

4 hours each semester. Offered 1995-96. 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

BIBLICAL STUDIES

Literature of the Bible, a survey of both Testaments, is offered under GED 101, 102

BIB 240 Wisdom Literature 2 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

BIB 260 Life of Christ 2 hours.

The synoptic writers-Matthew, Mark and Luke-form the foundation for this inquiry into the life and teaching of Jesus Christ

BIB 270 Writings of John 2 hours.

This course explores what it means to believe in Jesus Christ, the Son of God, as depicted in Johannine literature: the Gospel and letters of John and Revelation. Special attention will be given to John's Christological, sociological setting and message as they relate to the lives of modern readers.

BIB 310 Old Testament History 3 hours.

Offered 1995-96. 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

BIB 330 The Prophetic Writings 4 hours.

Offered 1994-95. 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

BIB 340 Between the Testaments 3 hours.

Offered 1995-96. 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

BIB 390 Biblical Basis for Peacemaking 2 hours.

Offered 1995-96. 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

BIB 411, 412 The Acts and the Pauline Epistles 3 hours each semester.

Offered 1994-95. 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

BIB 480 General Epistles 2 hours.

Offered 1994-95. As a study of the non-Pauline letters of the New Testament Hebrews, James, Peter and Jude-this course explores the character of Jewish Christianity and its implications for the broader church

BIB 485 Selected Topics 2 hours.

A seminar on a topic chosen by the professor. Open to upper-division majors and others by permission.

BIB 495 Special Study 1-3 hours.

Individual research. Open to qualified students upon application

BIOLOGY

BIO 100 Foundations of Biology 3 hours.

A course to fulfill the general education requirement that deals with the structure and function of cells and organisms, the role of energy in the ecosystem, transfer of biological information, evolution, reproduction and heredity. Bioethical considerations are discussed. Two lectures and one laboratory per week

BIO 101, 102 General Biology 4 hours each semester.

An introduction to life science for biology majors, premedical and preveterinary students, and others with an interest in science. Topics include cellular biology, genetics, development, ecology, anatomy and physiology of animals and plants, and an introduction to the plant (fall semester) and animal (spring semester) kingdoms

Three lectures and one two-hour laboratory period per week

BIO 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 non-science majors. BIO 222 may be taken without BIO 221

BIO 275/475 Field Experience 1-6 hours may be earned.

Permission of the instructor and chairperson of the department is required

BIO 300 Evolution 2 hours.

Offered 1995-96. A study of the mechanisms involved in natural selection. Topics include genes in populations, selection, mutation, geochronology, cosmology and molecular methods used to study phylogeny. Philosophical implications are considered

BIO 310 Developmental Biology 4 hours.

Offered 1994-95. 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: BIO 101, 102 General Biology

BIO 312 Plant Morphology 4 hours.

Offered 1995-96. A survey of vascular and nonvascular plants emphasizing form, reproduction and classification. Three lectures and one three-hour laboratory period per week. Prerequisites: BIO 101, 102 General Biology

BIO 322 Comparative Vertebrate Anatomy 4 hours.

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: BIO 101, 102 General Biology.

BIO 330 Animal Physiology 4 hours.

Offered 1994-95. Investigation of physiological principles in vertebrate animals, with emphasis on mechanisms of integration and homeostasis at cellular, organ and system levels. Topics include muscular, neural, vascular, excretory and endocrine interactions. Two lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology

BIO 340 Plant Physiology 3 hours.

Offered 1994-95. 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. Two lectures and one three-hour laboratory period per week. Prerequisites: BIO 101, 102 General Biology

BIO 350 Genetics 4 hours.

A study of the basic principles of inheritance and their molecular basis. Suggested as a valuable elective for students in psychology, sociology, public health, counseling or education. Laboratory deals with the theory and practice of recombinant DNA technology. Three lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology

BIO 360 Ecology 3 hours.

An analysis of population, community and ecosystem dynamics. Laboratory will emphasize field measurements, computer modeling and behavior. Two lectures and one three-hour laboratory per week, and one required field trip to the Malheur Field Station. Prerequisites: BIO 101, 102 General Biology.

BIO 370 Microbiology 3 hours.

Offered 1995-96. A course in the structure, metabolism, classification and health aspects of microorganisms. Methods of microbiological investigation are emphasized. Two lectures and one three-hour laboratory period per week. Prerequisites: BIO 101, 102 General Biology

BIO 380 Ornithology 3 hours.

Offered 1994-95. A study of avian biology including phylogeny, evolution, anatomy, physiology, behavior and ecology. Laboratory will emphasize identification, bird banding and basic anatomy. One two-hour lecture and one three-hour laboratory per week, and one required field trip to the Malheur Field Station. Prerequisites: BIO 101, 102 General Biology

BIO 390 Systematic Botany 3 hours.

Offered 1994-95. Collection, identification and classification, with emphasis on the Angiosperms. Topics in experimental taxonomy, literature of taxonomy, systems and history of classification, and evolution of the Angiosperms are considered. Two lectures and one three-hour laboratory session per week and field work

BIO 420 Cell Biology 3 hours.

A course that unifies structure and function at the molecular level. Topics include cell ultrastructure and organization, respiration, physiology of muscular contraction, photosynthesis, molecular biology, research methods, recombinant DNA and genetic engineering. Two lectures and one three-hour laboratory per week. Prerequisites: CHE 325, 326 Organic Chemistry

BIO 460 Invertebrate Zoology 3 hours.

Offered 1994-95. Comparative phylogeny, morphology, ecology and life histories of several invertebrate groups and protozoa. Two one-hour lectures and one three-hour laboratory per week, and one required field trip to the Malheur Field Station. Prerequisite: BIO 101, 102 General Biology.

BIO 485 Selected Topics 1 or more hours.

Within the limits of availability and enrollment demands, topics reflecting special interests of faculty, visiting professors, or recent developments in biology may be offered. Prerequisites: BIO 101, 102 General Biology

BIO 491, 492 Senior Seminar 1 hour each semester.

The methodology of science, history of scientific research and current topics. Guidance in the selection of a thesis research topic by each major leading to acceptable design, experimentation, presentation, peer review and publication of results. Two hours required of majors. For biology majors and minors with senior standing only

BIO 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 four hours may be applied toward the major. For upper-division biology majors only. By permission

BUSINESS

Additional courses are listed under Accounting and Economics

BUS 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

BUS 250 Computer Applications 3 hours.

This course is designed to give students "hands-on" experience in business decision making. Students will have the opportunity to work with computer simulations of company start up and operation. Special emphasis is given to software application and the processes of decision making, teamwork, goal setting and strategies. Prerequisite: BUS 110 Introduction to Business

BUS 275 Field Experience 1-3 hours.

An on-the-job experience or observation designed to acquaint the student with the business world

BUS 280 Research Methods in Business and Economics 3 hours.

An introduction to research in the areas of business and economics. Topics include defining research needs, the formulation of research questions, consideration of alternative methodologies, orientation to sources of data and information, sampling, and interpretation and reporting of findings.

BUS 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: BUS 110 Introduction to Business

BUS 320 Human Resources Management 3 hours.

Offered 1995-96. Examination of major personnel issues including the procurement, development, compensation and maintenance of an effective work force. Also covered will be topics related to labor legislation and labor-management relations. Prerequisites: BUS 110 Introduction to Business, and BUS 300 Management

BUS 330 Small Business Management and Entrepreneurship 3 hours.

Offered 1994-95. A study of the process of establishing and managing a small business. The course involves field work, original thinking and research. Students will design management information systems, marketing strategies and other aspects of owning a small business. Prerequisites: ACC 271 Principles of Accounting, and consent of the instructor

BUS 340 Marketing 3 hours.

Study of the marketing concept, consumer demand and behavior, and marketing functions of the firm. Objective is to understand the development of marketing channels, products, prices and promotion strategies. Prerequisite: BUS 110 Introduction to Business

BUS 350 International Marketing 3 hours.

Offered 1994-95. The conduct of marketing functions in an international environment. Consideration of importing and exporting, product development for overseas markets and the functioning of the multinational firm. Prerequisite: BUS 340 Marketing

BUS 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. Prerequisite: BUS 110 Introduction to Business.

BUS 370 Organizational Behavior 3 hours.

Offered 1994-95. Consideration of how and why people behave the way they do in organizations. Through the use of readings, cases and exercises, the student is exposed to major components of organizational behavior theory. Areas such as perception/attribution, motivation, groups, dynamics, power, conflict, leadership, culture and organizational development will be explored. Prerequisite: BUS 110 Introduction to Business, or permission of instructor

BUS 410 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. Prerequisite: ACC 272 Principles of Accounting

BUS 420 Advertising and Promotion 3 hours.

Offered 1995-96. Consideration of promotional strategies, with particular emphasis on evaluation and selection of advertising media, public relations, selling and management of the promotion mix. Prerequisite: BUS 340 Marketing

BUS 440 Marketing Management 3 hours.

Offered 1995-96. A concluding course in marketing with emphasis placed on integrating the analysis of marketing environments, consumer identification, and the coordinated management of product, price, distribution and promotional strategies. Prerequisite: BUS 340 Marketing

BUS 475 Field Experience 3-6 hours.

Supervised experiences in businesses, nonprofit organizations and public agencies

BUS 485 Selected Topics 1-3 hours.

Occasional special courses chosen to fit the interests and needs of students and faculty

BUS 490 Business Policy and Strategy

3 hours. This senior seminar for business and economics majors provides opportunity to synthesize class work and to consider some of the major issues and challenges that will be confronted in the work place. Prerequisite: Senior standing and completion of all common core courses.

BUS 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 and economics majors only, by permission

CHEMISTRY

CHE 100 Chemistry of Life 3 hours.

This course will cover concepts of organic and biochemistry at an elementary level. Emphasis will be placed on the basic chemistry of food and cooking, and on medical and biological applications of chemical principles. Topics will include acids and bases, alcohols, carbohydrates, proteins, lipids and metabolism. Two lectures and one laboratory period per week

CHE 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 non-science majors. It is recommended for students who need an introduction to chemistry prior to taking CHE 111 General Chemistry. Three lectures and one three-hour laboratory per week

CHE 111, 112 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 class periods and one laboratory period per week. Prerequisite: High school chemistry, CHE 110 Foundations of Chemistry, or math placement score

CHE 310 Analytical Chemistry 4 hours.

Offered 1994-95. 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 two three-hour laboratories per week. Prerequisite: CHE 111, 112 General Chemistry

CHE 320 Advanced Inorganic Chemistry 3 hours.

Offered 1995-96. 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 transition-metal chemistry. Three lectures per week. Prerequisite: CHE 111, 112 General Chemistry

CHE 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. Prerequisite: CHE 111, 112 General Chemistry

CHE 340 Biochemistry 2 hours.

Offered 1995-96. An introduction to the chemistry of substances involved in life processes. The structures, reactions and energy transformations of these compounds are considered. Two lectures per week. Prerequisite: CHE 325, 326 Organic Chemistry

CHE 390 Organic Synthesis and Analysis 3 hours.

Offered 1995-96. 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. One lecture and two three-hour laboratory periods per week. Prerequisite: CHE 325, 326 Organic Chemistry

CHE 401, 402 Physical Chemistry 3 hours each semester.

Offered 1994-95. An introduction to modern theoretical chemistry emphasizing classical and statistical thermodynamics, quantum mechanics, molecular structure, spectroscopy and kinetics. Three lectures per week. Prerequisites: CHE 111, 112 General Chemistry, MTH 301 Calculus III, and either PHY 202 General Physics or PHY 212 General Physics with Calculus

CHE 410 Advanced Chemical Measurements 3 hours.

Offered 1994-95. Principles and techniques of modern instrumental physiochemical and analytical measurements. Literature search methods, scientific writing techniques and seminar presentation

techniques are covered. One lecture and two three-hour laboratories per week. Prerequisite: Concurrent or prior enrollment in CHE 401, 402 Physical Chemistry

CHE 420 Advanced Organic Chemistry 2 hours.

Offered 1995-96. A study of organic reactions not normally covered in introductory courses. Synthesis and reaction mechanisms are emphasized. Prerequisite: CHE 325, 326 Organic Chemistry.

CHE 475 Field Experience 1-3 hours.

Supervised experience with an off-campus industry or agency using applied chemistry. Prerequisite: Consent of advisor

CHE 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

CHE 495 Chemical Research 1-3 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

CHRISTIAN MINISTRIES

CHM 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

CHM 310 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

CHM 320 Relational Bible Teaching 2 hours.

Offered 1994-95. 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

CHM 330 Youth Leadership 4 hours.

A study of motivation, guidance and method in reference to youth and youth ministries, aimed at developing leadership skills

CHM 350 Audiovisual Technology 2 hours.

A practical course that trains students to select, produce and use instructional media to implement learning and effective communication. Attention given to such media as overhead transparencies, film, filmstrips, slides and multi-images, and computers. Students attend a two-hour class session each week, as well as lab sessions. Each student presents a major project at the end of the semester. (Identical to COM 350.)

CHM 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

CHM 370 Camp Programming and Counseling 3 hours.

Offered 1995-96. 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 HHP 370.)

CHM 381 Counseling 3 hours.

A study of theory and technique of counseling and psychotherapy. The course is designed to teach theoretical postulates and to introduce effective techniques to those anticipating future work in Christian ministries, teaching or mental health settings. Open to sophomores and above. (Identical to PSY 381 and SWK 381.) Prerequisite: PSY 150 General Psychology

CHM 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

CHM 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: CHM 391 Shared Praxis I: Introduction to Educational Ministry.

CHM 420 Christian Preaching

2 hours.

Building an understanding of the purposes, content and structures of Christian preaching. To increase awareness and appreciation of this form of communication, the course includes the writing and delivery of an original sermon by each student

CHM 440 Camp Administration 2 hours.

Offered 1995-96. Designed to develop a basic understanding of programming, business and leadership at an administrative level. A weekend camping trip is required. (Identical to HHP 440.)
Prerequisite: CHM 370 Camp Programming and Counseling, or permission of the instructor

CHM 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

CHM 485 Selected Topics 2 hours.

A seminar on a topic chosen by the professor. Open to upper-division majors and others by permission.

CHM 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: CHM 392 Shared Praxis II: The Christian Story and Vision

CHM 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: CHM 491 Shared Praxis III: Methods and Skills in Ministry

CHM 495 Special Study 1-3 hours.

Individual research. Open to qualified students upon application

COMMUNICATION ARTS

COM 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

COM 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, etc. Prerequisite: COM 100 Introduction to Communication, or equivalent

COM 210 Interpersonal Communication 3 hours.

Theoretical and reflective study and guided experience in dyadic and small group communication, with attention given to interpersonal communication, listening behavior, nonverbal communication and conflict resolution. Prerequisite: COM 100 Introduction to Communication, or equivalent

COM 230 Mass Media and Popular Culture 3 hours.

Survey of the historical development of news-papers, magazines, broadcast media and cinema. Analysis of the role(s) of mass media in shaping and altering opinion and values in contemporary culture.

COM 275/475 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

COM 285/485 Selected Topics 3 hours.

A variety of topics may be offered that reflect the interests of faculty, visiting professors and students. Permission of the instructor required for upper-division credit

COM 300 Theoretical Approaches to Communication 3 hours.

A study of the major sources of communication theory (e.g., classical theory, humanistic psychology, symbolic interactionism, information 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: Six hours of communication arts or communication/video production courses, including COM 100 Introduction to Communication

COM 305 Professional Communication Activities 1-3 hours.

Offered each term. A workshop course structured to give students experience in "real world" communication events. Students devise their own projects under the guidance of the instructor. Most projects require a planning paper, an evaluation paper and report, and regular consultation with the instructor. May be repeated for a maximum of six hours total. Prerequisite: Permission of the instructor.

COM 310 Conflict Resolution 3 hours.

Offered 1995-96. 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 PSC 310.)

COM 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

COM 324 Argumentation and Public Policy 3 hours.

Offered 1994-95. A course in practical reason as applied to public policy. Includes a survey of theories of argumentation, analysis of public arguments and several speeches, including a debate. Most courses will include a public forum organized by the class. Prerequisite: COM 100 Introduction to Communication, or permission of the instructor

COM 330 Moving Image Criticism 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 communication/video production course

COM 340 General and Cultural Linguistics 3 hours.

Offered 1995-96. 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

COM 350 Audiovisual Technology 2 hours.

A practical course that trains students to select, produce and use instructional media to implement learning and effective communication. Attention given to such media as overhead transparencies, film, filmstrips, slides and multi-images, and computers. Students attend a two-hour class session each week, as well as lab sessions. Each student presents a major project at the end of the semester. (Identical to CHM 350.)

COM 360 Nonverbal Communication 3 hours.

Offered 1994-95. 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

COM 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

COM 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: COM 300 Theoretical Approaches to Communication, or permission of the instructor

COM 495 Individual Research 1-3 hours.

Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of a faculty member

COMMUNICATION/VIDEO PRODUCTION

CVP 230 Introduction to Television Production 4 hours.

An introduction to the language and the technical, creative and aesthetic elements of the television 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

CVP 260 Scriptwriting FOR MEDIA 3 hours.

An introduction to the styles, techniques, content and forms of media writing. Non-dramatic forms of writing—including broadcast news, commercial, television feature and information—are covered. The writing of several short scripts is required in the course. (Identical to WRI 260.) Prerequisite: WRI 110 Freshman Composition

CVP 285 Video/Audio Systems 3 hours.

A study of video and audio system components, their operation and interrelationships. The video module includes study of the video camera, recording systems, waveform monitors and signal processing equipment. The audio portion of the class studies acoustics, microphones and sound recording/editing

CVP 320 DRAMATIC SCRIPTWRITING 3 hours.

An introduction to the art of dramatic writing for television and film. Dramatic structure, plot scenarios, dialogue, characterization and moralization are among several topics examined and exercised. The writing experience is complemented through an examination of the business aspects of writing, including spec-scripts, agents and the Hollywood system

CVP 350 Editing Video 3 hours.

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: CVP 230 Introduction to Television Production

CVP 355 Bruin Cable Network (BCN) Workshop 2 hours.

Course involves the planning, production and color/play-by-play announcing of selected GFC home basketball games. Games are shown on local cable channel. May be repeated once for credit. Prerequisite: CVP 230 Introduction to Television Production

CVP 430 Producing and Directing Television 4 hours.

An advanced course in television directing and producing from program conceptualization to evaluation of the finished program. Concentration on the principles and aptitudes of planning and picturization of script material, culminating in the production and editing of television programs. Prerequisite: Permission of the instructor

CVP 475 Field Experience 3-10 hours.

An internship experience designed to give students an opportunity to practice television 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 goals and interests. Up to three hours may apply to the communication/video production major. Prerequisite: Permission of the instructor

CVP 485 Broadcast News 3 hours.

Concentrating specifically on the writing, production and performance of "broadcast news," this course exposes students to the realities of news production. Trained and critiqued by practicing professionals, students produce their own "cablecast" news program

CVP 495 Independent 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

COMPUTER AND INFORMATION SCIENCE

CIS 120 Computers in the Modern World 3 hours.

An introduction to the computer, its general structure, and its uses. The major thrust of this course will be to teach the student to use several common computer applications such as word processing, electronic spreadsheets, graphics and databases. May not be taken for computer and information science major credit

CIS 130 Programming the Personal Computer 3 hours.

An introduction to the techniques of programming using the language BASIC. An emphasis is placed on the programming features involved with the microcomputer. The course is designed for students who want to be able to write programs in a diverse range of applications

CIS 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 good and current style and structure. Pascal is the programming language used. Prerequisite: High school algebra or equivalent

CIS 220 Introduction to Numerical Computation 3 hours.

Offered 1995-96. An introduction to the programming of scientific and mathematical problems. The programming language FORTRAN is introduced and used. Prerequisites: MTH 202 Calculus II and CIS 201 Introduction to Computer Science I, or consent of instructor. (Identical to MTH 220.)

CIS 310 Data Structures and File Processing 4 hours.

Offered 1995-96. 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. Prerequisite: CIS 201, 202 Introduction to Computer Science

CIS 321 Software Engineering 3 hours.

Offered 1995-96. 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: CIS 202 Introduction to Computer Science

CIS 322 Systems Development Seminar 2 hours.

Offered 1995-96. Projects initiated in CIS 321 Information and Database Systems are completed. Students will work in teams in these large-systems development projects. Prerequisite: CIS 321 Software Engineering

CIS 330 Computer Graphics 3 hours.

Offered 1994-95. 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: CIS 201 Introduction to Computer Science and MTH 180 College Algebra and Trigonometry

CIS 340 Database Systems 3 hours.

Offered 1995-96. 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: CIS 202 Introduction to Computer Science

CIS 350 Data Communications and Networks 3 hours.

Offered 1994-95. An introduction to the field of communications among computers and computer systems, with an emphasis placed on LANS (Local Area Network Systems). Students will experience the installation of one or more network systems

CIS 410 Assembly Language Programming 3 hours.

Offered 1994-95. An introduction to programming in assembly language on the IBM-PC. By writing several programs at a level closer to the actual machine language of the computer, the student will gain insights into its architecture and structure. Prerequisite: CIS 201, 202 Introduction to Computer Science

CIS 420 Structures of Programming Languages 3 hours.

Offered 1994-95. 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: CIS 201, 202 Introduction to Computer Science

CIS 460 Operating Systems 3 hours.

Offered 1994-95. 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: CIS 202 Introduction to Computer Science

CIS 470 Operations Research 3 hours.

Offered 1995-96. An introduction to the mathematical tools useful in the study of optimization with particular emphasis on linear programming. Additional topics include queuing theory, integer programming and simulation. (Identical to MTH 470.) Prerequisites: MTH 180 College Algebra and Trigonometry, and CIS 130 Programming the Personal Computer, or equivalent

CIS 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

CIS 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

CIS 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

CIS 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

ECO 201 Principles of Economics 3 hours.

An introduction to the social science concerned with the allocation of resources. Consideration is given to the behavior of microeconomic units such as individuals, households, firms and industries; the macroeconomic study of government spending, taxation and monetary policies; as well as global issues such as international trade and finance, comparative economic systems and economic development

ECO 330 Managerial Economics 3 hours.

The application of economic theory and quantitative methods to business and administrative decision making. Topics include the analysis of consumer demand and market structure, forecasting, production and cost analysis, pricing practices, and decision making under uncertainty. Prerequisite: ECO 201 Principles of Economics

ECO 340 Public Economics 3 hours.

Offered 1994-95. 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. Prerequisite: ECO 201 Principles of Economics

ECO 350 International Trade and Finance 3 hours.

Offered 1994-95. The theory and practice of international trade, economic cooperation, foreign exchange, and international finance and financial institutions. (Identical to INS 350.) Prerequisite: ECO 201 Principles of Economics

ECO 360 Global Political Economy 3 hours.

Offered 1995-96. 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: ECO 201 Principles of Economics, or consent of the instructor

ECO 475 Field Experience 3-6 hours.

Supervised experiences in business, financial and research firms, and government agencies. For upper-division students only, by permission

ECO 485 Selected Topics 2-3 hours.

Occasional special courses chosen to fit the interests and needs of students and faculty

ECO 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

EDU 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 field work per credit is required

EDU 311, 312 Mathematics for Elementary Teachers 4 hours each semester.

These courses include a study of the arithmetic structures of mathematics, informal geometry, and applications of elementary mathematics. The development and use of materials for the classroom, alternative teaching strategies for working with diversified students, and a study of mathematics curricula found in grades K-9 also are explained. Field work may be required in both courses. (Identical to MTH 211, 212.) Prerequisite: Junior standing

EDU 330 Psychological Foundations of Education 5 hours.

Human learning psychology as applied in classrooms. Characteristics, instructional methods and adaptations for special needs students. Classroom management, measurement

EDU 340 Teaching of Developmental Reading and Writing 2 hours.

A study of the nature and processes of reading and writing, and of how skills are developed in the elementary grades and promoted in middle, junior high and senior high schools. Course deals with readiness assessment, diagnosis and prescription, study skills, writing skills, reading rate and comprehension. Required for secondary education; does not apply toward the elementary education major. EDU 475 Student Teaching II must be taken concurrently

EDU 370 Methods I Elementary 3 hours.

Generic methods of teaching including objectives, lesson plans, units of instruction, assessment of pupil learning as used in teaching. Specific applications in art and music for elementary teachers. Students write and assess a short work sample; 30 class hours of field experience

EDU 375 Student Teaching I 1 hour.

A laboratory experience consisting of general and specific assigned tasks managing and instructing pupils and assisting teachers in classrooms; 70-90 hours of field work

EDU 380 Methods II Elementary 4 hours.

Advanced methods including development and teaching of a work sample. Focus on reading, with additional attention to the specialized methods for science, social studies and math. Measurement and use of media and curriculum development. EDU 375 Student Teaching I must be taken concurrently.

EDU 390 Methods Secondary 5 hours.

(2 hours for home economics, music and physical education teaching majors.) Methods Secondary is a course which acquaints the student with generic methods of teaching, including objectives, lesson plans, units of instruction and assessment of pupil learning as applied in teaching; discipline-specific methods. Students will also be introduced to the method teaching of a Work Sample. Field experience will be a major component of this course. EDU 375 Student Teaching I must be taken concurrently

EDU 401A Methods and Materials for Teaching Language Arts and Reading 3 hours.

A study of the development of language from infancy through elementary school grades, with particular attention to listening, speaking and writing skills and their relationship to reading. Instructional and curricular applications. Prerequisite: Junior standing

EDU 401B Methods and Materials for Teaching Reading 3 hours.

A study of the nature of the reading process and of methods and materials for promoting pupil progress in word recognition, vocabulary, comprehension and study skills. Attention is given to individualized prescription and small- and large-group instruction to develop pupil competencies in listening, speaking, reading and writing in preprimary through grade nine. EDU 475 Student Teaching II must be taken concurrently. Prerequisites: EDU 401A Methods and Materials for Teaching Language Arts and Reading, and senior standing

EDU 410 Teaching Physical Education K-12 3 hours.

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. Field work may be required. Prerequisite: Junior standing.

EDU 421 Elementary School Music Methods 2 hours.

Offered 1994-95. This course features a study of instructional techniques for elementary music from kindergarten through grade six. It is designed to provide music majors with some insight into available instructional materials and techniques. Practice lessons are taught, public school classroom observation trips are made, and an on-campus Orff Schulwerk workshop is held. The course does not apply toward the elementary education major. Field work may be required. Prerequisite: Junior standing

EDU 422 Secondary School Music Methods: Vocal 1 1/2 hours.

Offered 1995-96. This course features a study of vocal music from grades seven through 12. Included are techniques for teaching general music as well as choral music. Rehearsal techniques, classroom control, methods, texts and music are all considered. The course also deals with the boy's changing voice. Practice lessons are taught, and public school classroom observation trips are made. Field work may be required. Prerequisite: Junior standing

EDU 423 Secondary School Music Methods: Instrumental 1 1/2 hours.

Offered 1995-96. A survey of aims, methods, materials and repertoire used in teaching music in elementary and secondary schools. Field work may be required. Prerequisite: Junior standing

EDU 450 Diagnosis and Remediation of Reading Difficulties 3 hours.

A study of methods and materials used to assess and teach, in developmentally appropriate ways, reluctant readers and readers with reading difficulties including dyslexia. A 40-hour field placement in a remedial reading situation

EDU 460 Organization, Management, and Curriculum Of The Reading Program 2 hours.

A variety of organizational patterns, media resources and techniques for managing materials, human resources and record keeping. Discussion of innovative reading programs, such as Reading Recovery and Project Read. Students will explore current media hardware and software available for reading programs

EDU 470 Teaching of Home Economics 3 hours.

Taught as needed. Strategies for teaching all areas of home economics in grades PP-12. Emphasis on teaching techniques, behavioral objectives, curriculum development, scope and sequence, preparing teaching materials, resources, audiovisual aids, textbooks, professional periodicals and evaluation procedures. Field work may be required. Prerequisite: Junior standing

EDU 475 Student Teaching II 10 hours.

A laboratory experience in which principles and methods of teaching may be employed under supervision. A full-time assignment in which direct responsibility for planning and implementing learning activities is provided

EDU 485 Selected Topics 1-3 hours.

A seminar dealing with various topics as announced that represent current faculty interests and competencies

EDU 490 Integrated Student Teaching Seminar 2 hours.

Seminar taken concurrently with EDU 475 Student Teaching II. Weekly discussions focus on issues such as professional ethics, licensure, establishment of profession credentials and career choices.

EDU 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: Consent of instructor

ENGINEERING

EGR 102 Engineering Graphics 2 hours.

Offered 1995-96. Presentation of the basic principles of engineering graphics. Topics include descriptive geometry, geometric construction, dimensioning, isometric and orthographic projections, and introductory CAD (computer-aided design)

EGR 211 Engineering Mechanics Statics 3 hours.

Offered 1994-95. Quantitative description of forces, moments and couples acting upon engineering structures. The free-body diagram is used to understand the equilibrium of a whole physical system through isolation of each component particle or body. Prerequisites: MTH 201 Calculus I, and PHY 211 General Physics with Calculus

EGR 212 Engineering Mechanics Dynamics 3 hours.

Offered 1994-95. Dynamics mathematically describes the motions of bodies under the action of forces. The first part introduces kinematics, which deals with the geometry of motion without considering applied forces. The second part, kinetics, relates the forces on bodies to the resulting motions. Prerequisites: MTH 202 Calculus II, and EGR 211 Engineering Mechanics Statics

EGR 322 Strength of Materials 3 hours.

Offered 1994-95. Behavior of deformable body systems under various external loadings is presented. Analyses of stress, deformation, strain, failure, fatigue and creep are included. Mathematical, graphical and energy methods are utilized. Prerequisite: EGR 211 Engineering Mechanics-Statics.

EGR 331 Logic Design 3 hours.

Offered 1995-96. Binary number systems and data representation. Boolean algebra and logic devices. Combinational logic circuits and design methods. Memory elements. Sequential logic circuits and design methods

EGR 275/475 Field Experience 1-4 hours.

Supervised experience with an off-campus industry, business or institution where the student is working in some engineering-related discipline

ENGLISH AS A SECOND LANGUAGE

ESL 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

Level A (Beginning and Low Intermediate)

ESL 055 Reading, Writing and Grammar 8 hours.

An introduction to the fundamental structures and vocabulary of the English language, focusing on the development of reading and writing skills

ESL 065 English by Drama 2 hours.

Offered spring semester. A practical course in which students develop English skills through participation in a musical dramatic production. A study of the historical and cultural background of the play is an integral part of the course

ESL 070 ESL Freshman Experience 2 hours.

Offered fall semester. An introduction to life at George Fox College. 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, including a Christmas play. This course provides many opportunities for students to use English in communication and to practice language skills consistent with their level

ESL 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)

ESL 125 Academic Reading 4 hours.

This course concentrates on developing students' academic reading skills. Vocabulary, reading speed and comprehension, and strategies for reading college-level textbooks are systematically developed. Students also become familiar with the process of library research and the use of paraphrase and summary. Reading lab and vocabulary lab are required

ESL 135 Speech, Listening and Notetaking 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

ESL 145 Writing and Grammar 4 hours.

In this course, students learn to write various styles of essays and are introduced to the process of writing a research paper. Instruction focuses on organization, grammar and usage, punctuation, spelling, and format

ESL 170 ESL Freshman Experience 2 hours.

Offered fall semester. An introduction to life at George Fox College. 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, including a Christmas play. This course provides many opportunities for students to use English in communication and to practice skills consistent with their level

ESL 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)

ESL 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 SOC 150 (fall semester) and HST 102 (spring semester), in which students are concurrently enrolled. Reading lab and vocabulary lab are required

ESL 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

ESL 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

ESL 255 Adjunct Listening 3 hours.

This course cultivates skills of listening and notetaking 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 SOC 150 (fall semester) and HST 102 (spring semester), in which students are concurrently enrolled. Video lab and group tutorial are required

Transition

ESL 295 Writing Tutorial 1 hour.

Students, in their first semester after completing the ELI, individually meet with a faculty member to improve their ability to write in English and to develop more effective study strategies

Regular Course

ESL 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

FRENCH

FRE 101, 102 First-Year French 3 hours each semester.

Offered 1995-96. A study of the structures of the French language with practice in listening, speaking, reading and writing. The cultures of France and French-speaking countries of the world are presented as integral aspects of learning the language. Cassette tape listening and interaction are required.

FRE 201, 202 Second-Year French 3 hours each semester.

Offered 1994-95. An in-depth review of French structures, with intensive oral and written exercises designed to help the student acquire an accurate use of the language. Cassette tape listening and interaction are required. Prerequisite: FRE 102 First-Year French, or two years of high school French, or by testing.

FRE 275/475 Field Experience 1-10 hours.

Supervised experience in a situation demanding extensive use of French. Admission and credit hours determined by instructor.

FRE 285/485 Selected Topics 2-4 hours.

Occasional special courses chosen to fit the needs and interests of students and faculty.

FRE 301, 302 French Composition and Conversation 3 hours each semester.

Offered 1995-96. Systematic review of French grammar and development of proficiency in conversation and composition. Interaction is required. Prerequisite: FRE 202 Second-Year French, or three or four years of high school French, or by testing.

FRE 350 French Culture and Civilization 3 hours.

Offered 1994-95. An introduction for the student who wants to develop an appreciation and understanding of the culture and civilization of the French people. This course will help the student prepare for travel, study and/or mission work in any French-speaking country. Prerequisite: FRE 202 Second-Year French, or equivalent.

FRE 410 French Survey of Literature 3 hours.

Offered 1994-95. Study of representative works from the Middle Ages to the present. This course will introduce the student to the masters of French literature. Taught in the French language. Prerequisite: FRE 202 Second-Year French, or equivalent.

FRE 495 Individual Research or Field Work 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.

GENERAL SCIENCE**GSC 120 Foundations of Earth Science 3 hours.**

An introduction to modern concepts of geology, meteorology and astronomy. Topics include plate tectonics, earthquakes, volcanoes, mountain building, landslides, dinosaurs, hurricanes, tornadoes, floods, oceans and coastlines, planets and stars. Two lectures and one laboratory per week

GSC 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

GEOGRAPHY

GEO 200 Cultural Geography And Global Relationships 3 hours.

A study of the worlds 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 INS 200.)

GERMAN

GER 101, 102 First-Year German 3 hours each semester.

Offered 1995-96. 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.

GER 201, 202 Second-Year German 3 hours each semester.

Offered 1996-97. 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: GER 102 First-Year German, or two years of high school German, or by testing

HEALTH EDUCATION

Additional courses are listed under Human Performance

HEA 200 Lifestyle Management 3 hours.

Offered 1995-96. The basic principles of healthful living with emphasis on the prevention of health problems, effects of lifestyle on health, and the individual responsibility in determining his or her own health status

HEA 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

HEA 230 First Aid and Safety 2 hours.

Instruction in first aid and safety using the Responding to Emergencies curriculum of the American Red Cross, and leading to the American Red Cross certification in first aid and CPR

HEA 240 Stress Management 3 hours.

Offered 1995-96. A study of causes, symptoms and results of stress. Introduces practical techniques to alleviate stress, promote relaxation, and encourage a healthy lifestyle

HEA 280 Marriage and the Family 3 hours.

A focus on relationships and issues in marriage and family development, covering in Christian perspective such topics as families in cultural context, American family development, the married pair, parenting, the empty nest, widowhood and singleness. (Identical to SOC 280 and HEC 280.)

HEA 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 HEC 300.)

HEA 310 School Health Program 3 hours.

Purposes and procedures of health services and instruction in the schools. Special emphasis on construction of health teaching units and selection of methods and materials

HEA 320 Contemporary Health Issues 3 hours.

Offered 1994-95. A study of current health problems of concern to young adults, with emphasis on environmental health, drug use, violence in the home and society, consumerism, and sexuality

HEA 285/485 Selected Topics 1-3 hours.

A seminar dealing with various topics as announced that represent current faculty interests and competencies

HISTORY

HST 101 Western Civilization to 1789 3 hours.

A study of the development of Western civilization from ancient to early modern times, including attention to the origins and development of religious, political and economic life and ideas

HST 102 America and the World 3 hours.

A study of Western civilization during the last two centuries, with emphasis on the United States, including development of its democratic institutions and capitalistic economic system, and its 20th-century role as a world leader

HST 220/420 War and Conscience in the United States 3 hours.

Offered 1995-96. 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 Indians, the world wars, Vietnam, 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 PSC 220/420.)

HST 310 Herbert Hoover 1-2 hours.

Offered 1995-96. A seminar associated with the biennial Herbert Hoover Symposia at George Fox College, offering opportunities for topical reading and research

HST 330 The American West 3 hours.

Offered 1994-95. 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

HST 331 England to 1688 3 hours.

Offered 1995-96. The growth of the English nation from Roman times to the Glorious Revolution, with special attention given to constitutional and religious development

HST 332 England Since 1688 3 hours.

Offered 1995-96. England in the modern age, emphasizing the response of its institutions to its rapidly changing role in the European and world communities

HST 340 American Economic and Social History 3 hours.

Offered 1995-96. Major economic trends and their social consequences, with emphasis on the growth of free enterprise, the tendency toward government subsidization of industry, major reform movements and the impact of immigration upon the United States

HST 350 Latin America 3 hours.

Offered 1994-95. Latin American countries from colonial times to the present, with an emphasis on the conditions that have led to the crises of recent years

HST 360 Modern Russia 3 hours.

Offered 1995-96. 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

HST 370 Far East 3 hours.

Offered 1995-96. Political and cultural developments of the major Far Eastern countries

HST 380 The African-American Experience in the United States 3 hours.

A study of Africans in an America dominated by those of European descent

HST 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 PSC 390.)

HST 401 Christianity in History 3 hours.

Offered 1995-96. 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 REL 401.)

HST 402 Christianity in History 3 hours.

Offered 1995-96. 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 REL 402.)

HST 421 Europe 1789-1890 3 hours each term.

Offered 1994-95. European political, economic, cultural and intellectual developments from the French Revolution to the fall of Bismarck

HST 422 Europe 1890-Present 3 hours.

Offered 1994-95. Europe in the 20th century, with emphasis on the upheavals of the two world wars and the status of the European states today

HST 430 The Vietnam Experience 3 hours.

Offered 1994-95. 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

HST 470 The Reformation Era 3 hours.

Offered 1994-95. 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

HST 475 Field Experience 2-10 hours.

Supervised experiences in museums, historical societies and government agencies. For upper-division history majors only, by permission

HST 481 American Thought and Culture to 1865 3 hours.

Offered 1994-95. Major cultural and intellectual themes from 1607, with particular emphasis on the Puritans, the Enlightenment and revivalism

HST 482 American Thought and Culture Since 1865 3 hours.

Offered 1994-95. Major cultural and intellectual themes in American life since the Civil War, including pragmatism, Protestant liberalism, fundamentalism, political liberalism and conservatism, feminism, and modern evangelicalism

HST 485 Selected Topics 3 hours.

Occasional special courses scheduled to fit the interests of students and faculty and the needs of a shifting society. Topics may include American constitutional development; American foreign relations; particular nations such as Germany; the Middle East; minorities in America or elsewhere; and others, including American presidential elections offered in presidential election years

HST 490 History Seminar 3 hours.

Required of history and social studies teaching majors. 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

HST 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.

HOME ECONOMICS

HEC 120 Apparel Construction 3 hours.

Applies basic construction and fitting techniques to produce high-quality garments, properly fitted and aesthetically pleasing. The principles of fabric selection, the use and altering of commercial patterns, and the use of the sewing machine, serger and other sewing equipment are emphasized. Laboratory class. Open to all students

HEC 211, 212 Foods I, II 3 hours each semester.

Examines the components of foods, including their selection, classification and interactions in food preparation. Laboratory experience included

HEC 220 Fashion Merchandising 3 hours.

An introduction to the merchandising of ready-to-wear fashion. Fashion terminology; the design, production and distribution of a line; apparel sizing and manufacturing; and visual merchandise display technique. By visiting successful fashion-related businesses for a first-hand look at merchandising principles in practice, students discover varied professional career opportunities

HEC 230 Textiles Science 3 hours.

Offered 1995-96. Surveys the sources and properties of natural and man-made polymers; 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

HEC 250 Residential Equipment 2 hours.

Offered 1995-96. A study of the design, construction, use and contemporary technology behind the selection of major and small equipment designed for home use

HEC 260 Retail Apparel Management 2 hours.

Offered 1996-97. Managing fashion merchandise through procurement, promotion, advertising, display, inventory and sales. Emphasis on centralized buying, sales forecasting, inventory control including quick response, vendor analysis, negotiation and pricing. Merchandise math and retail decisions that use analysis and evaluation

HEC 275 Field Experience 1-4 hours.

Supervised experience with an off-campus industry, business or institution where the student is observing and working with a professional home economist. Permission of instructor required

HEC 280 Marriage and the Family 3 hours.

A focus on relationships and issues in marriage and family development covering in Christian perspective such topics as families in cultural context, American family development, the married pair, parenting, the empty nest, widowhood and singleness. (Identical to SOC 280 and HEA 280.)

HEC 285/485 Special Topics 1-4 hours.

Topics reflecting the special interest of students and faculty

HEC 290 Meal Management 2 hours.

Offered 1994-95. 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: HEC 211, 212 Foods I, II, or instructor permission

HEC 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 HEA 300.)

HEC 310 Cultural Foods 3 hours.

The social, economic and religious influences of food patterns are examined from regional perspectives. Two lectures and one laboratory per week

HEC 311 Human Development: Infancy to Adolescence 3 hours.

A study of physical, intellectual, personality, social and moral development from the prenatal period to adolescence. (Identical to PSY 311 and SWK 311.) Prerequisite: PSY 150 General Psychology.

HEC 320 Market Analysis for Fashion Merchandising 3 hours.

Offered 1994-95. Fashion research planning and management within a profitable retail organization. Quantitative analysis of both domestic and international apparel-related industries. Prerequisite: HEC 220 Fashion Merchandising

HEC 330 Residential Architecture 2 hours.

Offered 1995-96. A study of housing trends and the psychological, social and economic needs of various family types. Site selection, planning and construction of housing emphasized. Computer-assisted design will be included

HEC 340 Current Trends in Foods 3 hours.

Offered 1995-96. A study of current American food patterns affecting consumers and industry. Course will investigate the history of American food, along with influences molding contemporary trends and individual perceptions. Two lectures and one laboratory period per week

HEC 350 Resource Management 2 hours.

Offered 1994-95. 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 these principles to the contemporary function in the family and the individual

HEC 351 Interior Design I 3 hours.

Application of the elements of art and principles of design in planning and selecting materials and furnishings for the living environment. Emphasis on developing plans using available resources to fulfill the goals of the family while providing a functional and aesthetically pleasing interior design. Includes a section on historical furniture

HEC 352 Interior Design II 2 hours.

Offered 1994-95. Emphasis on the knowledge and skills needed for a career in interior design merchandising, both private and professional. Requirements will include developing a portfolio for a client and computer-assisted design and drafting (CADD). Prerequisites: HEC 351 Interior Design I, or instructor's permission

HEC 360 Consumer Buying 3 hours.

Offered 1994-95. Analysis of the consumer 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

HEC 370 Pattern Drafting and Apparel Design 3 hours.

Offered 1995-96. Studies flat pattern and draping techniques and variations as they relate to garment design. Each student will produce an original pattern through flat pattern or draping techniques, sew original design in half-scale, construct design in full-scale, and model design in style show. Prerequisite: HEC 120 Apparel Construction

HEC 410 Leadership of Student Organizations 1 hour.

Offered 1995-96. Practical experience in leading a Future Family and Community Leaders (formerly FHA/HERO) chapter within a public school in the area will be the main emphasis. Required for home economics teaching majors. Prerequisite: Permission of the instructor

HEC 430 Nutrition and the Life Cycle 3 hours.

Offered 1995-96. Application of human nutrition to different stages of the life cycle from conception to old age. Emphasis on dietary needs connected with contemporary health issues. Lecture and individualized research. Prerequisite: HEC 300 Nutrition, or permission of the instructor.

HEC 440 Early Childhood Education Practicum 2 hours.

Offered 1994-95. A study of basic principles and techniques applicable to planning curriculum and teaching preschool children. Observation and participation in a preschool center included. Prerequisite: HEC 311 Human Development: Infancy to Adolescence

HEC 475 Field Experience 1-4 hours.

Supervised experience with an off-campus industry, business or institution where the student is observing and working with a professional home economist. Permission of instructor required

HEC 490 Senior Seminar 3 hours.

Offered 1994-95. A capstone course for those anticipating entrance into home economics-related careers. The emphasis will be on careers in home economics; planning and giving demonstrations and an audiovisual presentation; writing behavioral objectives that are measurable; and building resource files. Prerequisites: Junior or senior standing or permission of the instructor

HUMAN PERFORMANCE

Additional courses are listed under Health Education

HPA 100-139 Human Performance Activities 1 hour.

Four hours of credit required for graduation. (Two hours of health education may be applied to the required four hours.) Instruction in fundamental skills, rules and strategy. Personal selection may be made from a variety of sports, recreational and leisure-time activities as they are scheduled each semester.

HPA 125 Adapted Activities 1 hour.

Four hours of credit required for graduation. Offered to those students who are unable to participate in regular physical education activities because of physical limitations. A statement from the student's physician is required.

HPA 145/345 Intercollegiate Athletics 1 hour.

Two credits toward the physical education general education requirement may be earned in athletics, but no more than one hour in any one sport may be counted toward the requirement.

HHP 200 History and Principles of Physical Education 2 hours.

Offered 1994-95. 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.

HHP 221 Basketball/Golf 1 hour.

Offered 1994-95. Intermediate to advanced instruction in skills, teaching techniques, rules and strategy for basketball and golf.

HHP 222 Field Sports 1 hour.

Offered 1994-95. Intermediate to advanced instruction in skills, teaching techniques, rules and strategy. Flag football, soccer, speedball and speed-a-way are emphasized.

HHP 223 Tumbling/Gymnastics 1 hour.

Offered 1995-96. Intermediate to advanced instruction in skills, teaching techniques, spotting and safety factors involved in tumbling and gymnastics.

HHP 224 Softball/Track 1 hour.

Intermediate to advanced instruction in skills, teaching techniques, rules and strategy for softball and track.

HHP 226 Tennis/Volleyball 1 hour.

Offered 1995-96. Intermediate to advanced skills and techniques with emphasis on learning how to teach basic skills and drills. Tournament organization and game administration are included.

HHP 227A Aquatics: Lifeguarding 1 hour.

Advanced skills in water safety, rescue and stroke technique. Red Cross Lifeguarding Certification is offered. Prerequisite: Instructor approval.

HHP 227B Aquatics: Water Safety Instruction 2 hours.

Advanced skills in water safety and stroke instruction techniques. Red Cross Certification is offered. Prerequisites: Current CPR, First Aid, Basic Water Safety, Emergency Water Safety, and instructor's approval.

HHP 228 Conditioning/Body Mechanics and Aerobics 1 hour.

Offered 1995-96. Instruction in concepts related to developing and maintaining physical fitness and movement skills.

HHP 229 Folk and Western Dance 1 hour.

Instruction in basic and intermediate skills in rhythmic activities, international folk dance and western dance.

HHP 231 Developmental Activities, Games and Stunts 1 hour.

Emphasis on teaching and development of mechanics of movement, games of low organization, fundamental sports skills, stunts and tumbling, and self-testing activities.

HHP 232 Recreational Games, Badminton and Archery 1 hour.

Offered 1994-95. Intermediate to advanced instruction in skills, teaching techniques, rules and strategy for archery, badminton and recreational games

HHP 295 Special Study 1-3 hours.

Individual research under the guidance of the faculty. Prerequisite: Consent of the instructor

HHP 300 Coaching Theory and Practice 2 hours.

Offered 1994-95. The development of a philosophy of coaching. Emphasizes the psychological, sociological and technical aspects of athletic participation

HHP 310 Coaching Basketball 2 hours.

Offered 1995-96. 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: Consent of the instructor

HHP 320 Coaching Baseball/Softball 2 hours.

Offered 1994-95. 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: Consent of the instructor

HHP 330 Coaching Soccer 2 hours.

Offered 1995-96. 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: Consent of the instructor

HHP 340 Coaching Track 2 hours.

Offered 1995-96. 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: HHP 224 Softball/Track, varsity experience, and consent of the instructor. USA Track and Field Level I Coaching Certification is available

HHP 350 Coaching Volleyball 2 hours.

Offered 1994-95. 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: Consent of the instructor

HHP 360 Organization and Administration of Health and Physical Education 2 hours.

Offered 1994-95. Instruction in the planning and implementation of health, physical education and athletic programs. Course content will include curriculum design, budget formation, facility design and coordination. Professional conduct and ethics will be stressed

HHP 365 Current Issues in Athletic Training 1 hour.

A seminar designed for athletic training majors. Topics to be discussed include case studies, new technology and topics of interest. Emphasis will be on current research. Prerequisite: HHP 390 Care and Prevention of Athletic Injuries

HHP 370 Camp Programming and Counseling 3 hours.

Offered 1995-96. 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 CHM 370.)

HHP 375 Athletic Training Practicum 1 hour.

Supervised experience in an athletic training environment. Additional study required with an emphasis on a body region. Course to be repeated each semester. Prerequisite: HHP 390 Care and Prevention of Athletic Injuries, consent of the instructor

HHP 380 Recreational Leadership 3 hours.

A study of leadership styles, techniques and methods in the field of recreation. The course also will include practical information on the construction and operation of intramural programs in a variety of settings

HHP 390 Care and Prevention of Athletic Injuries 2 hours.

An introductory survey of athletic training. Emphasis will be on legalities, terminology, injury evaluation, rehabilitation and emergency care procedures. Common taping techniques also will be presented.

HHP 400 Recognition of Athletic Injuries 2 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. Prerequisites: BIO 320 Human Anatomy, HHP 390 Care and Prevention of Athletic Injuries

HHP 410 Therapeutic Exercise and Modalities 3 hours.

Course will examine exercise procedures and modality uses as they apply to the rehabilitation of the injured athlete. Course will incorporate practice time as well as participation in the rehabilitation of athletes in the training room. Prerequisite: HHP 390 Care and Prevention of Athletic Injuries

HHP 430 Exercise Physiology 3 hours.

Offered 1995-96. 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. Prerequisite: BIO 221, 222 Human Anatomy and Physiology

HHP 440 Camp Administration 2 hours.

Offered 1995-96. Designed to develop a basic understanding of programming, business and leadership at an administrative level. A weekend camping trip is required. (Identical to CHM 440.)

HHP 450 Kinesiology 3 hours.

Offered 1994-95. Application of human anatomy and physical laws to the explanation of movement activities. Special emphasis is given to detailed analysis of various sports activities. Prerequisite: BIO 221, 222 Human Anatomy and Physiology

HHP 460 Physical Education for the Exceptional Student 3 hours.

Offered 1994-95. This course considers the nature and etiology of handicapping conditions, as well as the implications for and development of appropriate physical education programs

HHP 470 Motor Development and Motor Skill Learning 2 hours.

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

HHP 475 Fitness Management Field Experience 9 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

HHP 480 Tests and Measurements in Physical Education 2 hours.

Offered 1994-95. Emphasis is given to methods of evaluation in programs of physical education. Testing procedures, standard tests, physical examinations and evaluation activities are discussed. Prerequisite: PSY 340 Statistical Procedures

HHP 485 Selected Topics 2-3 hours.

A seminar dealing with various topics as announced that represent current faculty interests and competencies

HHP 490 Senior Seminar 1 hour.

Discussion of current issues in health, physical education and athletics. Senior thesis is required

HHP 495 Special Study 1-3 hours.

Individual research under the guidance of the faculty. Prerequisite: Consent of the instructor

INTERNATIONAL STUDIES

INS 200 Cultural Geography and Global Relationships 3 hours.

A study of the worlds 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 GEO 200.)

INS 310 Cultural Anthropology 3 hours.

A comparative study of world societies and their ways of life. (Identical to SOC 310.)

INS 330 Introduction to the World Christian Movement 3 hours.

Offered 1994-95. 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 REL 330.)

INS 340 International Relations 3 hours.

Offered 1994-95. Introduction to the principles and study of interstate relations in the contemporary world. Special attention is given to the problem of sovereignty, the United Nations and international law. (Identical to PSC 340.)

INS 350 International Trade and Finance 3 hours.

Offered 1994-95. The theory and practice of international trade, economic cooperation, foreign exchange, and international finance and financial institutions. (Identical to ECO 350.)

Prerequisite: ECO 201 Principles of Economics, or consent of the instructor

INS 440 World Religions 3 hours.

Offered 1994-95. 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 REL 440.)

INS 475 Culture-Oriented Field Work 3-12 hours.

Supervised experiences in a non-American culture. For upper-division international studies majors or minors only, by permission

INS 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

JAPANESE

JPN 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

JPN 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: JPN 102 First-Year Japanese, or two years of high school Japanese, or by testing

LITERATURE

LIT 100 Major Themes: Introduction to Literature 3 hours.

An introductory course familiarizing students with the major genres, themes and elements of literature.

LIT 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.

LIT 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

LIT 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 THE 240.)

LIT 285/485 Selected Literary Topics 3 hours.

A course offered occasionally whereby professors and students may 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

LIT 320 Literature for Children and Adolescents 3 hours.

A survey of selected books for children and young adolescents. Reading and criticism of picture books, traditional and contemporary fantasy, realistic fiction, poetry, and informational literature. Techniques for sharing the love of literature with children and for promoting habits of reading for enjoyment. Primarily for education majors. Does not fulfill general education requirement. By permission of instructor

LIT 331 American Literature to 1900 3 hours.

A selective look at the literature of the United States, from pre-Colonial to 1875. A study of the themes, movements, genres and writers (including minorities) that influenced and were influenced by the growth of the new nation. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor

LIT 332 American Literature, 1900 to Present 3 hours.

A selective look at the literature of the United States, from 1875 to modern times. A study of the themes, movements, genres and writers (including minorities) that influenced and were influenced by the growth of the new nation. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor

LIT 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. The course will explore the interaction of form and content and the relationship of text to context. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor.

LIT 350 Literary Criticism 3 hours.

A course that provides students with background information about schools of literary criticism. Students will practice using different critical approaches to writing about literature. Recommended for sophomores and juniors. Prerequisite: Six hours of literature courses or permission of the instructor. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor.

LIT 360 Values and Myth in Literature 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 non-fiction, 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. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor.

LIT 385 Major Authors 3 hours.

A course that focuses on a major author, changing from year to year according to the professor's expertise. The course considers the different phases of the author's career and the development of the author's art, as well as the appropriate contexts in which the author wrote and the legacy of the author for later writers. May be repeated for different authors. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor

LIT 431 English Literature to 1785 3 hours.

A selective look at the literature of the British Isles from Anglo-Saxon times to 1789. Themes, movements and genres will be discussed. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor

LIT 432 English Literature, 1785 to Present 3 hours.

A selective look at the literature of the British Isles from 1789 through the present. Themes, movements and genres will be discussed. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor

LIT 440 A Study of the Novel 3 hours.

Offered 1995-96. An examination of the novel as a distinct literary form. Discussions of such issues as the relationship between novelistic structure and ideology and of social conventions and the conventions of fiction are combined with the analysis of important world fiction

LIT 495 Individual Research 1-3 hours.

Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of a faculty member

MANAGEMENT OF HUMAN RESOURCES

MHR 401 Dynamics of Group and Organizational Behavior 3 hours.

Course content focuses on group behavior and how group functioning affects organizational effectiveness.

Emphasis is placed on effective decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals

MHR 402 Effective Writing 3 hours.

This course is designed to develop one's writing skills. Clear, concise, well-edited writing is emphasized. Course content includes persuasive, narrative and descriptive writing techniques. Three Life-Learning Essays will be written as part of the course requirements

MHR 403 Organizational Theory and Analysis 3 hours.

The student examines the formal and informal functions of organizations and diagnoses an agency or organization based on a systems model. Organizational problems will be analyzed and solved using a step-by-step method. This analysis may be applied to the student's senior research project.

MHR 404 Organizational Communication 3 hours.

This course investigates communication and relationships in creating a productive work environment. Personal and social relationships are covered through readings and exercises concerning verbal and nonverbal communication. Additional emphasis is placed on effective listening, constructive feedback, assertiveness and gender differences in communication

MHR 405A, 405B SURVEY Research Methods 405A/1 hour.

Students explore purposes for and types of research. Attention is given to planning survey research, including identifying and stating a research problem

405B/3 hours.

Methods for defining, researching, analyzing and evaluating problems are emphasized. Course content includes identifying and measuring objectives, as well as applying statistical procedures associated with data collection and analysis

MHR 406 Principles of Management and Supervision 3 hours.

The student examines motivational theory and its application to individual and group functioning in work, organization and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity

MHR 407 Christian Faith and Thought 3 hours.

The roots and origins of the Christian faith are investigated with specific focus on how it relates to one's personal value system. The course also focuses on the Christian faith and how it relates to managing people

MHR 408 Human Resources Administration 3 hours.

Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices regarding recruitment, selection, training and development, and compensation of employees. Attention is given to current regulatory employment issues

MHR 409 Values and Ethics in the Workplace 3 hours.

Both ethical theory and personal values are discussed. Accountability in government, human rights, and ethics in business are covered in readings and classroom discussions

MHR 485 Saturday Seminars (6) 3 hours.

Contemporary trends and themes of special interest in the field of management of human resources or the liberal arts are discussed. The format for the seminars are varied and informal.

Leadership comes from the George Fox College faculty, business and industry, and public leaders. Themes may include personal growth and fulfillment, advances in science and technology, conflict resolution in a competitive world, community service by persons and corporations, and Christian responses to current issues

MHR 495 Senior Research Project 3 hours.

Throughout the Management of Human Resources Program, students plan, implement and report on a survey research project. The project examines a problem in the student's occupation or environment. Results are published and presented at the conclusion of the program

MATHEMATICS

MTH 110 Basic Concepts of Algebra 3 hours.

An introduction to algebraic concepts for those with a limited background in algebra

MTH 180 College Algebra and Trigonometry 3 hours.

A standard course in the concepts of algebra and trigonometry including such topics as equation solving, algebraic functions, transcendental functions and applications

MTH 190 Calculus for Teachers 3 hours.

A nontheoretical course designed to give an overview of the nature and power of the calculus. An introduction to differential and integral calculus with particular reference to the relationship between secondary math and its use in the calculus. This course fulfills part of the requirements leading to a basic endorsement in mathematics for teaching mathematics through Algebra I

MTH 201, 202, 301 Calculus I, II, III 4 hours each semester for MTH 201, 202; 3 hours for MTH 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: MTH 180 College Algebra and Trigonometry, or equivalent

MTH 211, 212 Innovations in Teaching Basic Mathematics 3 hours.

A study of arithmetic structures of mathematics, statistics, probability, informal geometry and applications of elementary mathematics, with particular focus on how these topics are taught. This sequence is designed only for the mathematics education student and does not apply for the mathematics major. (Identical to EDU 311, 312.)

MTH 220 Introduction to Numerical Computation 3 hours.

Offered 1995-96. An introduction to the programming of scientific and mathematical problems. The programming language FORTRAN is introduced and used. Prerequisites: MTH 202 Calculus II and CIS 201 Introduction to Computer Science I, or consent of instructor. (Identical to CIS 220.)

MTH 240 Statistical Procedures 3 hours.

Statistical procedures for the social sciences. Emphasis on the development of a basic knowledge of the statistical tools available for the analysis of problems and issues in the social sciences. (Identical to PSY 340 and SOC 340.) Prerequisite: High school algebra or equivalent

MTH 290 Mathematical Logic 3 hours.

Offered 1995-96. 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, set theory, etc. Prerequisite: MTH 201 Calculus I

MTH 310 Differential Equations 3 hours.

Offered 1995-96. A study of the theory, methods of solution and applications of ordinary differential equations. Methods include series solutions and LaPlace transforms. Prerequisite: MTH 301 Calculus III

MTH 320 Linear Algebra 3 hours.

Offered 1994-95. A study of matrices and their properties and application, linear transformations and vector spaces. Prerequisite: MTH 301 Calculus III

MTH 330 Probability 3 hours.

Offered 1994-95. A study of sample spaces, combinatory methods, discrete and continuous distributions, moment-generating functions, and the central limit theorem. Prerequisite: MTH 301 Calculus III

MTH 340 Elementary Number Theory 3 hours.

Offered 1994-95. 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. Prerequisite: MTH 202 Calculus II

MTH 350 Modern Geometry 3 hours.

Offered 1994-95. A rigorous study of Euclidean geometry and an introduction to nonEuclidean geometries. Prerequisite: MTH 202 Calculus II

MTH 360 Discrete Mathematics 3 hours.

Offered 1994-95. An introduction to discrete mathematics. Topics covered include sets, functions, math induction, combinatorics, recurrence, graph theory, trees and networks. Prerequisite: MTH 180 College Algebra and Trigonometry or equivalent

MTH 410 Algebraic Structures 3 hours.

Offered 1995-96. A study of groups, rings, integral domains, fields, polynomial rings and algebraic number systems. Prerequisite: MTH 202 Calculus II

MTH 470 Operations Research 3 hours.

Offered 1995-96. An introduction to the mathematical tools useful in the study of optimization with particular emphasis on linear programming. Additional topics include queuing theory, integer programming and simulation. (Identical to CIS 470.) Prerequisites: MTH 180 College Algebra and Trigonometry and CIS 130 Programming the Personal Computer, or equivalent

MTH 485 Special Topics 1-3 hours.

A class with topics in mathematics chosen to fit special needs or interests of students, faculty or visiting professors. Prerequisite: MTH 301 Calculus III

MTH 490 Senior Seminar 2 hours.

Offered 1994-95. 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

MTH 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

MUA 105/305 Applied Voice 1 hour.

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

MUA 105/305 Applied Piano 1 hour.

Technical exercises, scales and arpeggios in various rhythms; etudes 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

MUA 105/305 Applied Organ 1 hour.

Basic study of pedal and manual techniques. Standard works from the Baroque, Classic, Romantic and Modern periods

MUA 105/305 Applied Strings 1 hour.

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

MUA 105/305 Applied Woodwinds 1 hour.

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

MUA 105/305 Applied Brass 1 hour.

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

MUA 105/305 Applied Percussion 1 hour.

Instruction on snare drum, tympani, the mallet instruments and drum set. An in-depth study of all the percussion instruments used in the concert band and orchestra

MUA 105/305 Applied Guitar 1 hour.

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

MUA 115/315 Festival Chorus 1/2 hour.

The chorus is composed of members of the college touring choirs. It also is open to all college students, college 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. Handels *Messiah* is performed every third year

MUA 125/325 Concert Choir 1 or 1/2 hour.

The Concert Choir is committed to excellent choral singing in a wide variety of styles, including standard collegiate repertoire from the Renaissance through the 20th century, as well as 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. The Concert Choir also annually presents "The Olde Royal Feaste," a festive Christmas madrigal dinner with singers in Elizabethan costumes. Rehearsals are held four days a week. Membership is by audition

MUA 125T/325T Music Theatre 1 or 1/2 hour.

Chorus members and leading roles are selected by audition. Membership also 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

MUA 135/335 George Fox Singers 1/2 hour.

This ensemble, composed of talented and versatile singers drawn from the Concert Choir, sings a flexible repertoire ranging from Renaissance madrigals through contemporary vocal jazz settings and Christian contemporary gospel. They participate in "Ye Olde Royal Feaste," Concert Choir tour, and various campus concerts. Membership is by audition

MUA 135D/335D Dayspring 1/2 hour.

This ensemble, composed of talented and versatile singers and instrumentalists, represents the College in churches, high schools, banquets, service clubs and college 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

MUA 135C/335C Chapel Singers 1/2 hour.

Basic techniques of choral singing are learned. Sacred repertoire reflecting both contemporary and traditional styles is sung for chapel, Christmas Vespers, and occasional church and community functions. Secular selections also are sung in the Spring Concert. Membership is by audition

MUA 135H/335H George Fox College Handbell Ringers 1/2 hour.

This musical ensemble shares its music with community agencies, churches and college audiences. Open to all by audition. Limited to 12 ringers

MUA 145/345 Concert Band 1 or 1/2 hour.

The Concert Band is a touring ensemble that plays concerts throughout the Northwest. A fall pops concert features music from the classical pops to current movie themes. 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. Admission is by consent of the instructor

MUA 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 GFC students must be concurrently enrolled in the Concert Band

MUA 155/355 Chehalem Symphony Orchestra 1/2 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 faculty musicians combine with college students to form this ensemble. Performances include fall and spring concerts, as well as accompaniment of the Festival Chorus. Admission is by consent of the instructor

MUA 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

Theory and Literature

The World of Music is offered under GED 110

MUS 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

MUS 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

MUS 111, 112 Introduction to Music Literature 2 hours each semester.

A course to develop music appreciation through extensive listening to standard works. Study of vocal and instrumental forms and styles of the various periods

MUS 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

MUS 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

MUS 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 MUS 121, 122 Theory I, which should be taken concurrently

MUS 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. It is required of all music majors who have not yet met the piano proficiency skill level. 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.

MUS 140 Organ for Pianists 1 hour.

Offered 1994-95. 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.

MUS 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

MUS 180 Introduction to MIDI (Musical Instrument Digital Interface) Lab 2 hours.

This introductory course in digital music processing (electronic sound generation) acquaints students with the main equipment and software, as well as basic techniques used in contemporary studio production

MUS 200 Basic Conducting 1 1/2 hours.

Offered 1994-95. 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

MUS 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

MUS 220 Vocal Techniques 1 hour.

Offered 1995-96. Fundamental instruction in understanding the basic techniques of singing. Required for music education majors and recommended for those who seek to gain a basic understanding of fundamental singing concepts

MUS 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: MUS 121, 122 Theory I

MUS 230 String Techniques 1 hour.

Offered 1995-96. Elementary class instruction in the techniques of playing stringed instruments. Required of music education majors

MUS 250 Folk Guitar Techniques 1 hour.

Offered 1995-96. Elementary class instruction in the techniques of playing folk guitar

MUS 260 Band Techniques 2 hours.

Offered 1994-95. Elementary class instruction in the technique of playing woodwind, brass and percussion instruments to provide adequate teaching knowledge

MUS 285 Selected Topics 1-2 hours.

A seminar lecture class concerned with current faculty interests. Topics such as music literature, keyboard pedagogy, piano technician, etc

MUS 310 Counterpoint 2 hours.

Offered on demand. Principles of 18th-century polyphony. Detailed study of the works of J. S. Bach and his contemporaries. Original composition required

MUS 311, 312 Music History 3 hours each semester.

Offered 1994-95. 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: MUS 121, 122 Theory.I

MUS 320 Form and Analysis 2 hours.

Offered 1995-96. 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: MUS 221, 222 Theory.II

MUS 340 Church Music (History and Administration) 3 hours.

Offered 1994-95. A study of music within the church, viewed historically from the early centuries through the needs of the contemporary church

MUS 380 Keyboard Improvisation and Service Playing 2 hours.

Offered 1994-95. A practical course for pianists and organists seeking to discover creative approaches in programming and leading the congregation in inspirational worship and celebration

MUS 420 Composition 2 hours.

Offered 1994-95. Detailed study of representative works in the contemporary musical idiom and creative writing within the smaller forms. Prerequisites: MUS 221, 222 Theory.II

MUS 430 Instrumentation and Orchestration 2 hours.

Offered 1995-96. 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: MUS 221, 222 Theory.II

MUS 460 Advanced Conducting 2 hours.

Offered 1995-96. 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: MUS 200 Basic Conducting

MUS 475 Field Experience 1-5 hours.

Supervised experience in music apprenticeship as conductor, performer or composer. Prerequisite: Consent of music faculty

MUS 485 Selected Topics 1-3 hours.

A seminar lecture class concerned with current faculty interests and areas of research. Topics available are keyboard pedagogy, piano technician, language orientation for the singer, contemporary literature, MIDI lab, vocal pedagogy, conducting practicum, history of black music, and chamber, symphonic and choral literature

MUS 491, 492 Senior Seminar, Recital/Lecture 1 hour each semester.

Students prepare a project in cooperation with a faculty advisor. The project or recital is presented before an audience and filed permanently in the music department

MUS 495 Special Study 1-3 hours.

Individual research under the guidance of the faculty. Prerequisite: Consent of music faculty

PHILOSOPHY

PHL 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 persons over the centuries.

PHL 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

PHL 260 Sociological Theory 3 hours.

A critical study of some major social philosophers from Comte to the present. (Identical to SOC 260.) Prerequisites: SOC 150 Principles of Sociology, and PHL 210 Introduction to Philosophy, or permission of the instructor

PHL 340 Logic 3 hours.

Offered 1995-96. 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

PHL 380 History of Philosophy 4 hours.

Offered 1994-95. As a study of the philosophical systems in their historical development, particularly in the civilization of the West, this course encompasses the ongoing dialogue between religious and secular pursuits of truth. Prerequisite: PHL 210 Introduction to Philosophy

PHL 485 Selected Topics 2 hours.

A seminar on a topic chosen by the professor. Open to upper-division majors and others by permission.

PHL 495 Special Study 1-3 hours.

Individual research. Open to qualified students upon application

PHYSICS

PHY 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 non-science majors. Two lectures and one laboratory period per week

PHY 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

PHY 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. Prerequisite: MTH 201 Calculus I

PHY 260 Circuit Analysis 4 hours.

Offered 1995-96. Basic concepts of DC and AC electrical circuits. Voltage-current relationships for circuit elements, Kirchhoffs laws, Thevenin and Norton theorems, basic transient and sinusoidal steady-state analysis, and measurement concepts. Three lectures and one laboratory per week. Prerequisite: MTH 202 Calculus II

POLITICAL SCIENCE

PSC 210 American Government 3 hours.

Offered 1994-95. The theory and practice of the federal government

PSC 220/420 War and Conscience in the United States 3 hours.

Offered 1995-96. 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 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 HST 220/420.)

PSC 240 State and Local Government 3 hours.

Offered 1994-95. 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

PSC 250 International Conflict and Peace 3 hours.

Offered 1994-95. An introduction to the insights, the vocabulary, the research methods and the applications of the field of peace studies. Useful both as a foundation for other peace studies courses and as a single course to fit in with other majors. (Identical to SOC 250.)

PSC 260 Introduction to Law 3 hours.

Offered 1995-96. 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 interaction with it

PSC 285/485 Selected Topics 1-3 hours.

A seminar dealing with various topics as announced that represent current faculty interests and competencies

PSC 310 Conflict Resolution 3 hours.

Offered 1995-96. 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 interpersonal, national and international settings. (Identical to COM 310.)

PSC 340 International Relations 3 hours.

Offered 1994-95. Introduction to the principles and study of interstate relations in the contemporary world. Special attention is given to the problem of sovereignty, the United Nations, and international law. (Identical to INS 340.)

PSC 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 HST 390.)

PSC 410 Community Mediation 3 hours.

Offered 1995-96. 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

PSC 475 Field Experience 2-12 hours.

Supervised experiences in varied government agencies. For upper-division students only, by permission.

PSYCHOLOGY

PSY 150 General Psychology 3 hours.

An introduction to the scientific study of human behavior. Major topics include biological bases of behavior, sensation, perception, thinking, learning, memory, emotion, motivation, personality, social interaction and abnormal behavior. Prerequisite to all other psychology courses

PSY 275 Exploratory Field Experience 2-3 hours.

An opportunity to observe professionals in the helping environment

PSY 300 Group Dynamics 3 hours.

A study and application of principles and techniques involved in interaction of individuals within various groups. (Identical to SOC 300.) Prerequisite: PSY 150 General Psychology

PSY 311 Human Development: Infancy to Adolescence 3 hours.

A study of physical, intellectual, personality, social and moral development from the prenatal period to adolescence. (Identical to HEC 311, SWK 311.) Prerequisite: PSY 150 General Psychology

PSY 312 Human Development: Young Adulthood To Old Age 3 hours.

Offered 1995-96. A study of physical, intellectual, personality, social and moral development from young adulthood to old age. This course continues the discussion begun in PSY 311 Human Development: Infancy to Adolescence. Prerequisite: PSY 150 General Psychology

PSY 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 be taken involving synthesis of important elements of each theory. Prerequisite: PSY 150 General Psychology.

PSY 340 Statistical Procedures 3 hours.

Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making. (Identical to MTH 240 and SOC 340.) Prerequisites: PSY 150 General Psychology, and high school algebra or equivalent

PSY 350 Social Psychology 3 hours.

Offered 1995-96. 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 SOC 350.) Prerequisite: PSY 150 General Psychology

PSY 360 Learning 4 hours.

Offered 1995-96. 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. Students will replicate classic experiments that highlight the differences between Operant and Classical conditioning, and explore shaping, blocking, higher-order conditioning and transfer of learning. Current approaches to learning, and the impact of computer models on learning theory, also will be explored. Three lectures and one two-hour laboratory per week. Prerequisite: PSY 150 General Psychology. Recommended: PSY 340 Statistical Procedures.

PSY 370 Cognition 4 hours.

Offered 1994-95. Traditional areas of study in cognitive psychology will be discussed. These areas include perception, attention, memory (sensory, STM and LTM), reasoning, problem solving and language. The "classic" studies that helped shape the field will be presented along with current trends. Three lectures and one two-hour laboratory per week. Prerequisite: PSY 150 General Psychology. Recommended: PSY 340 Statistical Procedures

PSY 381 Counseling 3 hours.

A study of theory and technique of counseling and psychotherapy. The course is designed to teach theoretical postulates and to introduce effective techniques to those

anticipating future work in Christian ministries, teaching or mental health settings. Open to sophomores and above. (Identical to CHM 381 and SWK 381.) Prerequisite: PSY 150 General Psychology.

PSY 382 Advanced Counseling 1 hour.

In this course, students will practice basic listening and therapeutic skills (including empathy, confrontation, connecting, etc.), and various therapeutic stances such as the Rogerian, Cognitive-Behavioral and Analytic. Prerequisite: PSY 381 Counseling

PSY 390 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: PSY 150 General Psychology, PSY 340 Statistical Procedures. Recommended: PSY 400 Tests and Measurements

PSY 400 Psychometrics 3 hours.

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: PSY 340 Statistical Procedures and PSY 390 Research Methods

PSY 410 Sensation and Perception 4 hours.

Offered 1995-96. Using psychophysical techniques, students will study sensory systems, including vision, audition, olfaction, taste, touch and kinesthesia. Students will measure sensory thresholds, as well as study perceptual phenomena such as illusions and the impact of experience and values on perception. Classic and current theories of perception and sensation will be discussed. Three lectures and one two-hour laboratory per week. Prerequisite: PSY 150 General Psychology. Recommended: PSY 340 Statistical Procedures

PSY 420 Abnormal Psychology 3 hours.

Offered 1994-95. A study of the nature, causation and treatment of the major psychiatric and behavioral disorders. Prerequisite: PSY 150 General Psychology

PSY 440 Psychology of Religion 3 hours.

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: PSY 150 General Psychology

PSY 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: PSY 150 General Psychology

PSY 460 Physiological Psychology 3 hours.

Offered 1995-96. 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: PSY 150 General Psychology.

PSY 475 Field Experience 2-10 hours.

Supervised experiences in helping activities in mental health agencies and institutions. A maximum of three hours may be applied toward a psychology major. For upper-division majors only, by permission

PSY 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 advanced counseling, biological psychology, psychology of religion and psychology of gender. Prerequisite: PSY 150 General Psychology

PSY 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

PSY 495 Special Study/Research 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

REL 250 Great Moments, Key Persons in Christianity 2 hours.

An introduction to the major events and personalities, Western and non-Western, that have shaped the development of Christianity from the time of Jesus to the present. The thought and contributions of individual men and women will be explored in historical context. Significant doctrines will be examined in relation to persons and events

REL 260 History and Doctrine of Friends 2 hours.

This course explores the rich heritage of the Quakemovement 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

REL 270 History and Doctrine of (Selected Churches) 2 hours.

Offered upon sufficient demand by denominational leaders, who supply the appropriate course descriptions

REL 330 Introduction to the World Christian Movement 3 hours.

Offered 1994-95. 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 INS 330.)

REL 360 Cross-Cultural Christian Outreach 3 hours.

Offered 1995-96. 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

REL 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

REL 401 Christianity in History 3 hours.

Offered 1995-96. 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 HST 401.)

REL 402 Christianity in History 3 hours.

Offered 1995-96. 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 HST 402.)

REL 440 World Religions 3 hours.

Offered 1994-95. 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 INS 440.)

REL 460 Issues in Contemporary Missions 3 hours.

Offered 1995-96. 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

REL 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

REL 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

REL 485 Selected Topics 2 hours.

A seminar on a topic chosen by the professor. Open to upper-division majors and others by permission.

REL 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

REL 495 Special Study 1-3 HOURS.

Individual research. Open to qualified students upon application

SIGN LANGUAGE

ASL 101, 102 American Sign Language 2 hours each semester.

Offered 1995-96. An introduction to American Sign Language, the native 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.

SOCIAL WORK

SWK 180 Social Work Introduction 3 hours.

An introduction to the historical development and current practices of the social work profession. The course will include visits to some social agencies as a means of exploring social work career possibilities.

SWK 275 Exploratory Agency Experience 3 hours.

An opportunity to engage in a variety of activities within a social agency for the purpose of testing interest and aptitude. By permission

SWK 285 Selected Topics 1-3 hours.

A special-interest class offered on a one-time basis addressing a subject in the field that is of general interest to the college community

SWK 311 Human Development: Infancy to Adolescence 3 hours.

A study of physical, intellectual, personality, social and moral development from the prenatal period to adolescence. (Identical to PSY 311 and HEC 311.) Prerequisite: PSY 150 General Psychology.

SWK 320 Child Abuse and Family Violence 3 hours.

Offered 1994-95. A multidisciplinary approach that considers causation, incidence and treatment of families and children experiencing physical and emotional violence in the family

SWK 360 SOCIAL POLICY 3 hours.

Offered 1994-95. The policies of contemporary social programs are considered from a national, state and local perspective. Policy development and analysis are emphasized. Prerequisites: SWK 180 Social Work Introduction, and SOC 200 Social Problems

SWK 381 Counseling 3 hours.

A study of theory and technique of counseling and psychotherapy. The course is designed to teach theoretical postulates and to introduce effective techniques to those anticipating future work in counseling, teaching or social service settings. Open to sophomores and above. (Identical to CHM 381 and PSY 381.) Prerequisites: SOC 150 Principles of Sociology, SWK 181 Social Work Introduction.

SWK 391 Social Work Methods I 3 hours.

A thorough consideration of principles underlying the social work profession and social welfare institutions in the U.S. Principles, policies and settings of both public and private agencies will be considered. Prerequisites: SOC 200 Social Problems, SWK 180 Social Work Introduction and junior standing, or permission of the instructor

SWK 392 Social Work Methods II 3 hours.

An overview of methods of practicing social work with individuals, groups and communities, with particular emphasis on expectations, goals and strategies. Appropriate simulated and actual experiential learning will be used. Prerequisite: SWK 391 Social Work Methods I and junior standing, or permission of the instructor

SWK 400 Child Welfare Services 2 hours.

Offered 1995-96. Services available for families and children needing support, supplementation or substitution will be considered. Prerequisites: SOC 200 Social Problems, SWK 180 Social Work Introduction.

SWK 475 Field Experience 9-12 hours.

Supervised experiences in a social agency for upper-division majors only. A minimum of nine semester hours of SWK 475 Field Experience is required in the major. By permission

SWK 485 Selected Topics 1-3 hours.

A special-interest class that addresses a subject of currency in the field of social work, limited to upper-division majors. Prerequisites: SOC 200 Social Problems and SWK 180 Social Work Introduction.

SWK 490 Senior Seminar 3 hours.

A required course for majors to be taken during the spring semester of the senior year that will focus on social policy and contemporary issues, integration of sociology and social work, faith and learning, and career opportunities. Prerequisite: SWK 391 Social Work Methods I

SWK 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.

SOCIOLOGY

SOC 150 Principles of Sociology 3 hours.

An introduction to the effort to understand the shared relationships that create social organization and social processes of society

SOC 200 Social Problems 3 hours.

A study of current social problems of society with an analysis to understand efforts toward resolution, including Christian response

SOC 250 International Conflict and Peace 3 hours.

Offered 1994-95. An introduction to the insights, the vocabulary, the research methods and the applications of the field of peace studies. Useful both as a foundation for other peace studies course and as a single course to fit in with other majors. (Identical to PSC 250.) Prerequisite:

SOC 150 Principles of Sociology .**SOC 260 Social Theory 3 hours.**

A critical study of some major social philosophers from Comte to the present. (Identical to PHL 260.) Prerequisites: SOC 150 Principles of Sociology and PHL 210 Introduction to Philosophy, or permission of the instructor

SOC 275 Exploratory Agency Experience 3 hours.

An opportunity to participate in a variety of activities within a social service agency for the purpose of testing interests and talents. By permission

SOC 280 Marriage and the Family 3 hours.

A focus on relationships and issues in marriage and family development, covering in Christian perspective such topics as families in cultural context, American family development, the married pair, parenting, the empty nest, widowhood and singleness. (Identical to HEA 280 and HEC 280.)

SOC 285 Selected Topics 1-3 hours.

A seminar dealing with topics of special interest to students and current faculty

SOC 300 Group Dynamics 3 hours.

A study and application of principles and techniques involved in interaction of individuals within various groups. (Identical to PSY 300.) Prerequisite: SOC 150 Principles of Sociology

SOC 310 Cultural Anthropology 3 hours.

A comparative study of world societies and their ways of life. (Identical to INS 310.)

SOC 330 Urban Problems 3 hours.

Offered 1995-96. A survey study of the nature, scope, causes, effects and alleviation of social, political and economic problems in the urban setting. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

SOC 340 Statistical Procedures 3 hours.

Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making. A required course for majors recommended for fall semester of junior year. (Identical to PSY 340 and MTH 240.) Prerequisites: SOC 150 Principles of Sociology, and high school algebra

SOC 350 Social Psychology 3 hours.

Offered 1994-95. 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 PSY 350.) Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

SOC 360 PRISONS, PROBATION AND PAROLE SERVICES 3 hours.

Offered 1994-95. A multidisciplinary approach that considers correctional services provided for violators, including services for inmates and those in the community, and possible alternative services.

SOC 380 Ethnic Groups and Social Minorities 3 hours.

Offered 1995-96. An interdisciplinary study of racial-ethnic attitudes, their origins, and an examination of contemporary racial problems and solutions. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

SOC 410 Juvenile Delinquency 3 hours.

Offered 1994-95. A study of the causes and nature of juvenile delinquency, the development of the juvenile court, probation and other rehabilitative programs. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

SOC 450 Gerontology 3 hours.

A study of the aging process in its diverse social, psychological and physiological dimensions. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

SOC 475 Field Experience 9-12 hours.

Supervised experiences in private and public social agencies for upper-division majors only. A minimum of six semester hours of SOC 475 Field Experience is required of majors. By permission.

SOC 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. Limited to upper-division majors. 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. Prerequisite: SOC 150 Principles of Sociology.

SOC 490 Senior Research Seminar 3 hours.

Emphasis is given to the development of research skills applied in the experimental, community survey, and program evaluation research design. Students will complete a research project. Prerequisites: SOC 150 Principles of Sociology, SOC 260 Sociological Theory, SOC 340 Statistical Procedures. For majors with senior standing

SOC 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

SPN 101, 102 First-Year Spanish 3 hours each semester.

A study of the structure of the Spanish language with practice in listening, speaking, reading and writing. Aspects of the cultures of Spain and Latin America are presented as integral parts of learning the language. Language lab listening and interaction required

SPN 201, 202 Second-Year Spanish 3 hours each semester.

A thorough review of Spanish language structures, with extensive practice in speaking and writing. Students read short stories and articles and present oral and written reports. Language lab listening and interaction required. Prerequisite: SPN 102 First-Year Spanish, or two years of high school Spanish, or by testing

SPN 275/475 Field Experience 1-10 hours.

Supervised experience in a situation demanding extensive use of Spanish. Admission and credit hours determined by instructor

SPN 285/485 Selected Topics 2-4 hours.

Occasional special courses chosen to fit the needs and interests of students and faculty

SPN 301, 302 Spanish Composition and Conversation 3 hours each semester.

Systematic review of Spanish grammar and development of proficiency in conversation and composition. Interaction is required. Prerequisite: SPN 202 Second-Year Spanish, or three or four years of high school Spanish, or by testing

SPN 311, 312 Spanish and Latin American Survey of Literature 3 hours each semester.

Offered 1996-97. Study of representative works from the Middle Ages to the present. Introduction to the major themes and forms of Spanish literature to our modern times, as well as to the basic currents and movements in the Spanish-American novel, poetry and short story. Taught in the Spanish language. One semester to focus on Spain, the other on Latin America

SPN 351, 352 Spanish and Latin American Culture and Civilization 3 hours each semester.

Offered 1995-96. An introduction for the student who wants to develop an appreciation and better understanding of the culture and civilization of the Spanish-speaking peoples. This course should help the student as an excellent preparation for travel, study and/or mission work in any Spanish-speaking country of the world. One semester to focus on Spain, the other on Latin America

SPN 495 Individual Research or Field Work 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

THEATRE

THE 120 Introduction to Acting 3 hours.

Study of basic principles of acting, including survey of acting theories, performance of scenes and critical observation and analysis of productions

THE 125/325A,B,C Theatre Laboratory 1-2 hours.

The practical application of theatre techniques in connection with dramatic productions. Open to any student taking part in a production. "A" denotes acting, "B" directing, and "C" technical options. May be repeated for a maximum of eight hours total

THE 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

THE 165/365 George Fox College Players: Drama Touring Troupe 1 hour each semester.

Participation in theatre's traveling ensemble. Entrance to the course by audition and invitation. Students must remain with the troupe the entire year. May be repeated to a maximum of four hours credit

THE 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

THE 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 LIT 240.)

THE 255/455 Technical Theatre 3 hours.

Offered 1995-96. A study of major areas of technical theatre with emphasis on set design and construction, lighting design and sound as applicable to educational, professional and church drama.

THE 275/475 Field Experience 1-10 hours.

Offered summers only. Supervised experience with off-campus professional, community, church, camp, etc., theatre productions or drama programs. The experience may include acting, directing, technical production, publicity, management, therapy, or any combination thereof. Enrollment by permission of the professor

THE 285/485 Special Topics 3 hours.

Special courses offered occasionally to meet the needs and interests of students, professors and visiting professors, specifically including technical theatre. Characteristically offered as part of May Term.

THE 320 Advanced Approaches to Acting 3 hours.

Offered 1994-95. Problems of characterization, styles and characteristics of acting in various dramatic media; emphasis on improvisations, instruction in movement and timing, and presentation of scenes of various types. The course requires additional outside-of-class time for rehearsal and performance of selected plays. Prerequisite: Permission of the instructor

THE 340 Theatre as Ministry 3 hours.

Offered 1994-95. 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

THE 495 Individual Research in the Theatre 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

WRI 095 English Skills 1-3 hours.

Offered fall semester as a regular class and other times as individualized study. Focuses on spelling, reading, composition and research skills necessary for effective college learning

WRI 110 FRESHMAN COMPOSITION 3 hours.

A course concentrating on expository writing, with an introduction to basic research methods. Technical and argumentative writing also are introduced

WRI 200 Interpreting Literature 3 hours.

Offered 1994-95. An approach to writing as a tool for discovering aspects of meaning in fictional, nonfictional, dramatic and poetic texts. Emphasis will be on careful interpretation and development of an effective writing style. Prerequisite: WRI 110 Freshman Composition, or equivalent, or SAT score of 600.

WRI 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: WRI 110 Freshman Composition, or equivalent, or SAT score of 600.

WRI 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: WRI 110 Freshman Composition, or equivalent, or SAT score of 600

WRI 285/485 Special Topics 3 hours.

Occasional special courses chosen to fit the needs and interests of faculty, visiting professors and students.

WRI 330 Writing for Publication 3 hours.

A workshop approach to the writing of nonfiction articles and other shorter 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: WRI 110 Freshman Composition, or instructor's permission

WRI 350 Creative Writing 3 hours.

A workshop approach to the writing of imaginative literature including poetry, fiction and drama. Students will write and prepare for publication original works in two areas. Prerequisite: WRI 110 Freshman Composition, or instructor's permission

WRI 370 Desktop Publishing 3 hours.

Offered 1995-96. This course will include all phases of the publishing process, including copy selection, editing, art selection, computer layout and design, marketing, and printing using the Macintosh and appropriate software. Prerequisite: WRI 110 Freshman Composition, or instructor's permission

WRI 475 Field Experience 1-10 hours.

An opportunity for writing students to apply their skills in a practical arena for businesses, organizations and groups. Special attention given to preparing a portfolio and resume. By permission of the writing faculty

WRI 495 Individual Research 1-3 hours.

Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of the faculty

GRADUATE PROGRAMS

George Fox College offers graduate programs in four different fields. Advanced degrees are offered in the field of education (Master of Arts in Teaching and Master of Education), psychology (Master of Arts and Doctor of Psychology in clinical psychology), business (Master of Business Administration in management), and religion (Master of Arts in Christian Studies). The M.A.T. and M.Ed. programs are both designed to prepare students for the teaching profession. The M.B.A. is a two-year, nontraditional program designed for the professional working adult. The M.A. and Psy.D. program in clinical psychology, a five-year program, prepares students as clinical practitioners. The M.A. in Christian Studies is a 10-month, full-time program intended to prepare professional and lay persons for leadership in the church. Currently all graduate programs enjoy formal regional accreditation.

BUSINESS

See "Management (M.B.A. Degree)."

CHRISTIAN STUDIES

(M.A. Degree)

Program Description

Designed as a one-year, 36-semester-hour program, the Master of Arts in Christian Studies provides a strong foundation in biblical and theological studies, as well as opportunity for individual specialization and practical application. The curriculum offers a foundation for deeper understanding of the Christian faith and for continuing reflection and imaginative application. More specifically, the curriculum focuses on the following objectives:

- Introducing the student to the foundational documents and primary source materials for Christian understanding and reflection: the Old and New Testaments of the Christian Bible
- Developing the students understanding of the history and methodology of biblical interpretation through the study of exegesis and interpretation
- Enabling the student to develop a personally satisfying theological approach to Christian faith through the study and application of biblically based theological systems
- Increasing the students awareness of the diverse cultural experiences and expressions of modern humanity and how Christianity relates to this diversity
- Expanding the students knowledge of historical perspectives of Christianity and how these can aid current critical reflection on and evaluation of contemporary forms of Christianity
- Developing the students knowledge of contemporary moral and ethical issues and how the Christian faith addresses these
- Enabling the student to integrate Christian faith and practical application in personally designed integration projects

ADMISSIONS

The following are required of all students as a basis for admission: baccalaureate degree from an accredited college or university; minimum grade point average (GPA) of 3.0 for the last two years of baccalaureate program; application essay of 500 words (to assess verbal skills); and three letters of recommendation (academic, character, pastoral). An interview may be requested. It is departmental policy to consider applicants who show significant promise even though they may not meet these criteria

Degree Requirements

The M.A. in Christian Studies requires the completion of 36 semester hours composed of nine hours in Individual Specialization and 27 hours of course work (nine hours in Bible and students choose two courses from BIB 510, 520 and 530; all take BIB 550 and 18 hours in religion). REL

560 Foundational Seminar and REL 585 Individual Specialization (9 hours) are required of all students. Students must maintain a minimum GPA of 3.0

COURSE OFFERINGS

Graduate Biblical Studies Courses

BIB 510 Old Testament Studies 3 hours.

An investigation of the books of the Old Testament emphasizing thematic and structural elements that enhance the students ability to perceive unity within diversity and that provide a basis for continued theological and integrative studies

BIB 520 New Testament Studies 3 hours.

Introduction to the New Testament literature employing the same thematic and structural approach initiated in BIB 510 Old Testament Studies

BIB 530 Biblical Theology 3 hours.

The diversity of Old and New Testament theological expression is studied, with attention to unifying elements and the distinction between descriptive and prescriptive theological motifs. Various contemporary reflections on the nature and purpose of biblical theology are discussed. Prerequisite: BIB 510 Old Testament Studies, or permission of the instructor

BIB 550 Biblical Exegesis and Interpretation 3 hours.

Issues and methods of biblical (Old Testament and New Testament) exegesis and interpretation are encountered in the investigation of specific biblical texts

Graduate Religion Courses

REL 510 Christian Theology 3 hours.

A study of classical and contemporary models for developing a consistent, logical and systematic approach to Christian theology based on an authoritative view of Scripture

REL 520 Spiritual Formation 3 hours.

This course is designed to facilitate the student's understanding of the ways God works in human lives effecting redemptive change and spiritual transformation. A theoretical basis for reflection will include study of recent cognitive models of faith development and selected readings from the devotional classics. Experiential components will include individual and corporate approaches to the life of prayer, exercises in spiritual direction, and journaling

REL 530 Contemporary Religious WorldViews 3 hours.

The development and teachings of the major non-Christian religions of the world (East and West) will be studied, with special attention to those elements that shape their understanding of the nature of God, humanity, the world and the purpose/goal of life. Other important Western religious traditions will also be considered

REL 540 Christian Ethics 3 hours.

Basic issues and methodologies for the construction of a consistent, biblically based, Christian life ethic are presented and discussed to provide the basis for continued, integrative reflection and decision making in a variety of life settings

REL 550 Historical Perspectives on Christianity 3 hours.

The course offers a survey in brief of significant events, persons and developments in Christian history from the time of Christ until the present. The purpose is to provide a panoramic rather than exhaustive view as a foundation for continued reflection on the place of the Christian and Christianity in the world

REL 560 Foundational Seminar 3 hours.

Required of all M.A.C.S. program participants, this course will set the practical, integrative tone that characterizes the course of study. Styles and philosophies of Christian leadership appropriate to a broad range of Christian service possibilities will be considered. Participants will define the nature of their Individual Specialization Plan in this course

REL 585 Individual Specialization 9 hours.

Individual study under the supervision of faculty and in support of the participant's Individual Specialization Plan prepared in REL 560 Foundational Seminar

CLINICAL PSYCHOLOGY

(M.A. and Psy.D. Degrees)

Program Description

The Doctor of Psychology (Psy.D.) program follows a professional (practitioner) model and is designed to prepare qualified, professional psychologists. The professional model is distinguished from the more traditional scientist-practitioner model leading to the Ph.D. by its greater emphasis upon the development of clinical skills. It provides training in the scientific foundations of psychology and in research methods and statistics, but places primary emphasis on the development of clinical skills. Since the initial endorsement of the Doctor of Psychology degree by the American Psychological Association in 1979, the professional model has been incorporated into the training programs of a growing number of universities and professional schools

The curriculum of the Graduate School of Clinical Psychology is designed as an integral five-year program. The first two years emphasize study in the scientific foundations of psychology, biblical and theological studies, and an introduction to clinical theory and practice. As the student advances in the program, the emphasis shifts toward application of basic knowledge through integrative study of the relationships among these disciplines and by their application in clinical practice through the assessment and practice sequence. Professional training in assessment and psychotherapy begins in the first semester with Prepracticum, and continues throughout the program, culminating in the clinical internship

A Master of Arts degree is conferred following successful completion of the first two years of the program. The M.A. degree is not designed or intended as a terminal degree; consequently, only students intending to complete doctoral study are admitted

The goal of the Graduate School of Clinical Psychology is to prepare professional psychologists who are competent to engage in a wide variety of clinical specialties, who are knowledgeable in the critical evaluation and application of psychological research, and who are committed to the highest standards of professional ethics. The central distinctive of the program is the integration of Christian principles and the science of psychology at philosophical, practical and personal levels. Graduates are trained as specialists in meeting the unique psychological needs of the Christian community within the context of a Christian worldview

Graduates are prepared for licensure as clinical psychologists. Alumni of the GSCP are licensed psychologists in states throughout the U.S. They engage in practice in a variety of settings, including independent and group practice, hospital, community and public health agencies, church and para-church organizations, and mission agencies. Graduates also teach in a variety of settings, including colleges and seminaries

RESEARCH SEQUENCE

The research sequence introduces the student to statistical

CHRISTIAN STUDIES (M.A. DEGREE)

methods and research design while cultivating the foundational skills necessary for the critical evaluation of scientific research. In addition, students are given broad exposure to the research literature in clinical psychology and the psychology of religion. These experiences culminate for the student in the completion of a doctoral dissertation. The dissertation, which may be empirical, theoretical or applied, is normally completed during the fourth or fifth year of the program. The goal of the research sequence is to equip graduates with the knowledge and skills necessary for the effective use of the evolving body of knowledge in the science of psychology, and in so doing, to lay a foundation for continued professional growth throughout their careers

PROFESSIONAL TRAINING

Professional training is an important and integral part of the Psy.D. curriculum. Although it is a distinct part of the curriculum, it is also integrated with the academic course work throughout the program. The professional training process normally begins at the beginning of the first year and continues throughout the program, ultimately preparing the student for postdoctoral residency training and licensure as a psychologist

The initial step involves prepracticum training, a laboratory course designed to introduce basic legal, ethical and professional issues and to prepare the student for direct client contact. The course consists of readings, lectures, team meetings and systematic training in human relations skills, the latter accomplished through supervised group process experiences and interactional dyads. Audio and video recordings of the interaction process are used to provide effective feedback for the student

Following the completion of prepracticum training, the student enrolls in practicum, which generally lasts throughout the second year. The practicum sequence provides the student with ongoing, supervised experience in the application of psychological principles in assessment and psychotherapy in a variety of clinical settings and with a range of problems and clientele. In addition to supervised clinical experience at the training site, the practicum student is involved in weekly training at GFC, including team meetings with peers and faculty members, oversight groups and didactic training

The preinternship sequence of training follows completion of practicum, and generally lasts throughout the third year. The preinternship sequence enables students to further develop their clinical skills and to gain the experience necessary to prepare for internship. During the preinternship sequence, students continue to receive ongoing, supervised experience in assessment and psychotherapy in a variety of clinical settings. Preinternship training also involves supervision of practicum and prepracticum students, weekly team meetings and oversight groups with faculty members, and presentations of advanced topics in a seminar format. The preintern student is encouraged to develop a broad range of clinical skills with diverse clinical populations rather than specialize prematurely. Although specialization is often desirable, it is best done during the internship, or during postdoctoral residency and continued professional training

The final phase of predoctoral clinical training involves a one-year, full-time internship (50 weeks; 2,000 hours). Interns are placed in a variety of supervised clinical settings throughout the U.S. The internship is normally begun in the fifth year and usually consists of a one-year, full-time placement in a single setting, but may be begun in the fourth year and consist of a two-year, half-time placement in one or two settings

A clinical training file is maintained on each student as he or she progresses through the professional training sequence. This file contains evaluations, work samples, and clinical competency ratings on each student. Advancement through the professional training sequence requires approval of the clinical training committee, and all internship placements should be arranged through the Director of Clinical Training

RESEARCH AND TRAINING FACILITIES

The psychology research lab is located in the Murdock Learning Resource Center. High-speed microcomputers, laser printers, and complete statistical (SPSS PC+) and graphics software are provided. In addition to its use for instructional purposes, the lab supports student research projects and dissertations, plus faculty research

The Murdock Learning Resource Center provides library support for the psychology program. The library has an excellent collection of materials addressing the integration of psychology and the Christian faith and a good collection of contemporary work in most areas of psychology. In addition, the library receives more than 200 periodicals in psychology and related disciplines. Students also have on-line access to major computerized databases through library services, including Psych Info, Psych Books, DIALOG, ERIC, and many others. George Fox College maintains cooperative arrangements with other local educational institutions, providing psychology students with a full range of user services, including interlibrary loans and direct borrowing privileges.

FACULTY

Members of the George Fox College faculty bring a wealth of professional experience and a diversity of theoretical backgrounds to the classroom. Among the psychology faculty are 10 psychologists and one psychiatrist; seven clinical faculty who represent varied specialty areas and research interests; and four basic science faculty who are specialists in research design, statistical methods, psychological scale construction, and developmental psychology

Theoretical orientations represented by the faculty include psychodynamic, behavioral, cognitive-behavioral, object relational, and psychobiological. Despite their diversity in theoretical orientation, the faculty are united by a common commitment to a Christian worldview, to providing high quality professional training, and to upholding the highest standards of scholarship and clinical expertise among their students

PROFESSIONAL STANDARDS

Standards for graduate education in psychology, as well as for practice of psychology, are set by the policies of the American Psychological Association (APA) and those of the relevant state laws and administrative rules. In Oregon these include the Oregon Revised Statutes and Oregon Administrative Rules of the Oregon State Board of Psychologist Examiners. The design, structure and process of graduate education at George Fox College are guided by these statutes and policies. Consequently, in addition to the policies of the College's graduate program, students in the psychology program are expected to know and abide by the professional policies established by these two regulatory agencies

ADMISSION

Admission to the psychology program requires a baccalaureate degree from a regionally accredited college or university. A grade point average (GPA) of 3.0 or above and at least 18 semester hours of psychology or other related social science credits are generally required. In addition, applicants must submit scores on the Graduate Record Examination Aptitude Scales and the Psychology Subject Test and complete the general application requirements of George Fox College. Students with graduate credit and those who hold an advanced psychology or theology degree will be considered for admission with advanced standing subject to space availability in the appropriate class

During the past two years, the median grade point average of admitted students was 3.45 and 3.67, respectively, and median GRE scores (combined Verbal and Quantitative Aptitude scores) were 1095 and 1175. Applicants will generally be required to have a grade point average of 3.3 or better and GRE scores greater than 1050; however, applicants who show significant promise may occasionally be admitted although they do not meet these criteria

GENERAL ACADEMIC INFORMATION

Length of Program

The Doctor of Psychology program is designed to be completed in five years of full-time study, with a maximum of seven years from the date of initial enrollment. The student who is not able to complete the program within seven years must file a letter of appeal for extension with the chairperson of the Graduate School of Clinical Psychology, outlining plans for completion and providing an explanation of the circumstances that necessitate projecting the course of study beyond the seven-year period

Continuous Enrollment

Students are expected to maintain continuous enrollment throughout the program (minimum of three hours per semester). Failure to enroll for a minimum of three hours in a given semester (summer term is excepted) will result in suspension from the program. Reenrollment will require application for readmission

Leave of Absence

Students who must temporarily discontinue graduate study for medical or other reasons may arrange a leave of absence of up to one academic year with the approval of their advisor and the chair of the Graduate School of Clinical Psychology. Students who wish to discontinue for longer than one year will normally be required to apply for readmission into the program

Grading Policy, Scholarship, Probation and Dismissal

A minimum grade point average of 3.0 is expected in all course work in the Graduate School of Clinical Psychology. Students whose work does not meet this requirement will be placed on probation and will be expected to raise their GPA to the 3.0 level in the following semester. Failure to do so will normally result in academic dismissal

The following also are grounds for academic dismissal:

- A grade of "C" in three or more courses;

- A grade of "D" or "F" in any course;
- A GPA below 3.0 for two semesters

The *Student Handbook* contains additional information concerning grading practices

Student Evaluation

In addition to course grades, an evaluation of each student's academic progress, interpersonal relationships, legal and ethical conduct, and professional skills is performed annually by the Clinical Training Committee and practicum supervisors. Students failing to act in an ethical or professional manner, receiving unsatisfactory evaluation by practicum or internship supervisors, failing to comply with George Fox College standards of conduct, or showing other evidence of deficiency in professional development may be dismissed from the psychology program

Transfer Credit

In some cases, a student may wish to transfer graduate-level course work previously earned at another accredited college, university or seminary. Guidelines covering transfer credit are stated in the *Student Handbook* of the Graduate School of Clinical Psychology and are in addition to general college policies outlined in this catalog

Psy.D. Degree Requirements

The Doctor of Psychology (Psy.D.) degree requires the satisfactory completion of the following:

- All course work at the Psy.D. level, including 100 semester hours in psychology (86 hours of psychology courses, four hours of prepracticum, plus five hours each of practicum and preinternship) and 27 hours of Bible/religion;
- Comprehensive Examination: The Subject Test in Psychology of the Graduate Record Examination (GRE) comprises the M.A. comprehensive examination. Students must achieve a score at or above the 75th percentile on the senior undergraduate norm. Should a student score lower than this minimum level, he or she may retake the examination at the next scheduled administration. Such students may continue to enroll but will not be admitted to doctoral standing until a satisfactory score on the examination is earned. Failure to do so by the end of the third year may result in dismissal from the program. (See *Student Handbook* for additional information.)
- Full-time Internship: the equivalent of a one-year full-time internship (50 weeks and 2,000 clock hours);
- Doctoral dissertation (minimum of 12 hours)

Academic CLASS STANDING

For purposes of academic standing by class, the following guidelines are established:

First Year:	Less than 30 hours
Second Year:	30+ hours to M.A. Conferral
Third Year:	Doctoral Standing
Fourth Year:	Doctoral Standing plus more than 100 hours
Fifth Year:	Doctoral Standing plus more than 100 hours plus Internship, or Doctoral Standing plus more than 120 hours plus half Internship, or Doctoral Standing plus 139 hours (coursework completed)

M.A. CONFERRAL

The M.A. is conferred as a transitional degree en route to the Psy.D. rather than as a terminal degree. It is conferred following completion of 60 semester hours of course work, including 48 hours of psychology and 12 hours of Bible and religion courses. Psychology course requirements include Prepracticum, 4 hours of Practicum, and 40 additional hours of psychology. Specific requirements are listed in the *Student Handbook* of the Graduate School of Clinical Psychology, and are marked on the Recommended Sequence which follows. In addition, the student must successfully complete the Comprehensive Examination (see *Student Handbook*). A graduation application must be filed with the Registrar's Office two semesters prior to the anticipated completion of the requirements for the M.A. degree

REQUIRED COURSES/RECOMMENDED SEQUENCE

First Year

Fall

PSY 530 Prepracticum 1	(2)
PSY 512 Personality Theory 1	(3)
PSY 513 Childhood Development 1	(3)
BIB 510 Old Testament Studies 1	(3)
BIB 550 Biblical Exegesis and Interpretation 1	(3)
Total:	14 hours

Spring

PSY 531 Prepracticum 1	(2)
PSY 514 Adolescence, Adulthood, and Aging 1	(3)
PSY 525 Personality Assessment 1	(3)
PSY 542 Systems of Psychotherapy 1	(2)
BIB 520 New Testament Studies 1	(3)
BIB 530 Biblical Theology 1	(3)
Total:	16 hours

Summer

PSY 519 Legal, Ethical/Professional Issues 1	(2)
PSY 517 Social Psychology 1 (2)	
PSY 551 Community Mental Health 1	(2)
Total:	6 hours

Second Year

Fall

PSY 532 Practicum 1	(2)
PSY 521 Abnormal Psychology 1 (4)	
PSY 522 History and Systems of Psychology 1	(3)
PSY 526 Intellectual and Cognitive Assessment 1 (4)	
PSY 553 Christian Views and Systems 1	(2)
PSY 543 Psychodynamic Psychotherapy 1	(2)
Total:	17 hours

Spring

PSY 533 Practicum 1	(2)
PSY 515 Learning (3)	
PSY 524 Statistical Methods (3)	
PSY 544 Cognitive-Behavioral Psychotherapy 1	(2)
PSY 545 Principles of Group Dynamics 1	(3)
REL 520 Spiritual Formation (3)	
Total:	16 hours

Summer

PSY 534 Practicum (1)	
PSY 546 Family Therapy	(2)
PSY 547 Sexual Dysfunction (2)	
PSY 549 Cross-Cultural Psychotherapy	(2)
Total:	7 hours

Third Year

Fall

PSY 536 Preinternship	(2)
PSY 540 Research Design	(3)
PSY 562 Projective Assessment	(3)
PSY 571 Psychopharmacology/Psychoneurology (4)	
REL 550 Historical Perspectives on Christianity	(3)
Total:	15 hours

Spring

PSY 537 Preinternship	(2)
PSY 548 Experiential Psychotherapy	(2)
PSY 550 Women's Issues in Psychotherapy	(2)
PSY 555 Research in Belief and Behavior	(2)
PSY 556 Research Seminar	(2)
PSY 573 Neuropsychological Assessment	(2)
REL 510 Christian Theology	(3)
Total:	15 hours

Summer

PSY 538 Preinternship (1)	
PSY Elective (2)	
PSY 600 Dissertation (4)	
Total:	7 hours

Fourth Year

Fall

PSY 554 Psychology of Emotions (2)	
PSY 572 Religious Issues in Psychotherapy (2)	
PSY Elective (2)	
PSY 601 Dissertation (4)	
REL 530 Contemporary Religious Worldviews (3)	
Total:	13 hours

Spring

PSY 570 Professional Issues	(2)
PSY 581 Program Evaluation (2)	
PSY Elective	(2)

PSY 602 Dissertation**(4)****REL 540 Christian Ethics (3)**

Total:

13 hours

Fifth Year**PSY 610-615 Clinical Internship**

Program Total: 139

*1M.A. degree requirements.***COURSE OFFERINGS****SCIENTIFIC FOUNDATIONS***Individual Behavior***PSY 512 Personality Theory 3 hours.**

Focuses on the major theories of personality and their authors. Seeks to provide an understanding of the basic principles of personality development, structure, dynamics and process. Major research on personality will be reviewed

PSY 513 Childhood Development 3 hours.

The first of two courses on human development. It provides an overview of research and theory of human psychological development from conception through 12 years of age, including personality, social, intellectual and moral development

PSY 514 Adolescence, Adulthood and Aging 3 hours.

The second of two courses on human development, this course focuses on theory and research in the periods of adolescence, adulthood and aging. Major psychological issues of these periods will be addressed, including physical maturation, aging, and emotional, intellectual and social development

Cognitive/Affective Bases of Behavior**PSY 515 Learning 3 hours.**

Designed to provide an overview and critical analysis of the major theories of learning and the resultant research techniques and issues that serve as a basis for environmental shaping and behavior modification

PSY 554 Psychology of Emotions 2 hours.

Presents an overview of the major psychological and physiological theories of emotions. An evaluation of the emotional processes involved in psychotherapy is presented. Prerequisites: PSY 512 Personality Theory, PSY 521 Abnormal Psychology, and PSY 542 Systems of Psychotherapy

Social Bases of Behavior**PSY 517 Social Psychology 2 hours.**

An overview of some of the major theories, concepts and research topics in social psychology. The social aspects of the individual's behavior are studied, with special reference to the social agencies involved in shaping behavior

PSY 555 Research in Belief and Behavior 2 hours.

An introduction to research on belief and behavior, emphasizing empirical psychology of religion. Methods of research evaluation and critique are presented and practiced. Practical experience is provided through a class research project. Prerequisite: PSY 553 Christian Views and Systems

Biological Bases of Behavior**PSY 571 Psychopharmacology/Psychoneurology 4 hours.**

An overview of human neuroscience, with emphasis on those areas of clinical importance to the psychologist. The foundations and principles of clinical psychopharmacology and the interrelationship of the psychologist in clinical settings also will be examined

RESEARCH DESIGN/METHODS

PSY 540 Research Design 3 hours.

Examines the principles of measurement and research design applied to the planning, execution and evaluation of psychological research. Prerequisite: PSY 524 Statistical Methods

PSY 541 Individualized Research 1-6 hours.

Individualized research on a selected topic under direction of faculty supervisor. Registration by petition only. Requires submission of an approved syllabus with instructor signature. Prerequisite: PSY 540 Research Design, or PSY 555 Research in Belief and Behavior

PSY 556 Research Seminar 2 hours.

Builds on the experience in PSY 555 Research in Belief and Behavior. Students may choose to conduct research or develop theoretical papers. Prerequisites: PSY 553 Christian Views and Systems, PSY 555 Research in Belief and Behavior

STATISTICS AND PSYCHOMETRICS**PSY 524 Statistical Methods 3 hours.**

Introduction to the standard parametric and nonparametric statistical methods used in conducting psychological research, including tests of association, correlation and regression, and mean comparisons.

PSY 565 Psychological Scale Construction 3 hours.

Provides an introduction to the basic methodology involved in psychological scale construction, including rationale, item development, item selection, and establishing reliability and validity. Class exercises will include practice in various parts of the scale development process. Prerequisites: PSY 524 Statistical Methods, PSY 525 Personality Assessment, PSY 526 Intellectual and Cognitive Assessment

HISTORY AND SYSTEMS OF PSYCHOLOGY**PSY 522 History and Systems of Psychology 3 hours.**

An overview of the development of psychology via prominent historical figures and systems from the early Greek philosophers through the 20th century. Current developments from these systems will be critically evaluated

PSY 542 Systems of Psychotherapy 2 hours.

An introduction to the major approaches to psychotherapy. Critically appraises theories, techniques and models of health and psychopathology. Prerequisites: PSY 512 Personality Theory, PSY 521 Abnormal Psychology

PSY 553 Christian Views and Systems 2 hours.

Basic approaches to relating biblical and theological principles to the systems of psychology. Special attention will be given to the philosophical and practical issues involved in the process of relating psychology to Christian perspectives

SCIENTIFIC AND PROFESSIONAL ETHICS AND STANDARDS**PSY 519 Legal, Ethical and Professional Issues 2 hours.**

Examination of the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct," state laws regarding the practice of psychology, the related ethical and practical considerations involved in qualifying for licensure, and establishing and conducting a professional practice.

PSY 570 Professional Issues 2 hours.

Roles of the various professional groups involved in providing comprehensive health care are examined; guidelines and procedures for referral and interprofessional collaboration are reviewed; and legal, ethical and professional issues involved in working in a multidisciplinary managed care context are discussed. Establishing a professional practice and the professional and personal life of the therapist also will be addressed. Students will be expected to bring examples of consultations, reports and management problems and issues from their current practice settings to explore their personal implications. Prerequisite: Fourth-year standing or completion of Preinternship.

Clinical THEORY**PSY 521 Abnormal Psychology 4 hours.**

Focuses on understanding the basic processes and distinguishing features among the major categories of mental disorders, and becoming familiar with standard diagnostic categories and systems. Assessment and case reports using DSM criteria are emphasized

PSY 545 Principles of Group Dynamic and Group Counseling/Lab 3 hours.

Theory and application of small group processes in guidance and counseling; laboratory practice in selection of participants, leadership, and interaction methods; and problem solving and evaluation

PSY 547 Sexual Dysfunction 2 hours.

Provides an overview of physiological, sociological and psychological aspects of sexuality and sexual dysfunctions. Approaches to evaluation and treatment of dysfunctions and consideration of the influences of beliefs upon the causes and remediations of problems are included.

Prerequisites: PSY 530-531 Prepracticum, PSY 532-533 Practicum

PSY 551 Community Mental Health 2 hours.

Concepts and methods of community mental health are introduced, with special reference to the church as a major community structure that can have a significant impact in the prevention and amelioration of mental health problems

PSY 567 The Psychoses 2 hours.

Assessment, intervention, case management and prognostic issues involved in dealing with psychotic disorders. Prerequisites: PSY 512 Personality Theory, PSY 521 Abnormal Psychology, PSY 525 Personality Assessment. Recommended: PSY 542 Systems of Psychotherapy (or concurrent registration)

Clinical Practice**PSY 530-531 Prepracticum 2+2 hours.**

This two-semester sequence prepares the student for the beginning practicum. It involves a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. Students are expected to participate in team meetings, oversight groups, and didactics to introduce them to the legal and ethical issues of practice, the administrative structure and functioning of clinical settings, and the practical issues of assessment, psychotherapy, case management and record keeping

PSY 532-535 Practicum 2+2+1 hours.

This is a sequence of at least three semesters which builds on PSY 530-531 Prepracticum and emphasizes practical training in assessment, diagnosis, psychotherapy and case management through supervised practice in a variety of clinical settings. Students also participate in team meetings, didactics, and oversight training groups. Prerequisites: PSY 519 Legal, Ethical and Professional Issues; PSY 530-531 Prepracticum

PSY 536-539 Preinternship 2+2+1 hours.

This is sequence of at least three semesters that builds on PSY 532-534 Practicum and emphasizes development of more advanced skills in assessment, diagnosis, psychotherapy and case management through supervised practice in a variety of field settings. This sequence seeks to develop skills in supervising others and to prepare students for internship. Students continue to participate in team meetings, oversight training groups and didactics in a seminar format.

Prerequisite: PSY 532-534 Practicum

PSY 543 Psychodynamic Psychotherapy 2 hours.

Building on the foundation established in PSY 542 Systems of Psychotherapy, this class explores the theory and practice of psychodynamic psychotherapy, including analytic, object relations and self psychologies. Major theorists and assessment techniques are critically appraised, and process and outcome research related to these approaches is examined. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from a psychodynamic perspective. Prerequisite: PSY 542 Systems of Psychotherapy

PSY 544 Cognitive-Behavioral Psychotherapy 2 hours.

Building on the foundation established in PSY 542 Systems of Psychotherapy, this class explores the application of cognitive-behavioral psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients whom the student treats in his or her practice setting, examining them from a cognitive-behavioral perspective. Prerequisite: PSY 542 Systems of Psychotherapy

PSY 546 Family Therapy 2 hours.

Building on the foundation established in PSY 542 Systems of Psychotherapy, this class explores the theory and practice of family therapy. Major theorists, assessment techniques and family therapy strategies are critically appraised, and process and outcome research related to these approaches is examined. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from a family therapy perspective. Prerequisite: PSY 513 Child Development; PSY 514 Adolescence, Adulthood and Aging; PSY 542 Systems of Psychotherapy.

PSY 548 Experiential Psychotherapy 2 hours.

Building on the foundation established in PSY 542 Systems of Psychotherapy, this class explores the application of experiential psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients whom the student treats in his or her practice setting, examining them from an experiential perspective. Prerequisite: PSY 542 Systems of Psychotherapy.

PSY 549 Cross-Cultural Psychotherapy 2 hours.

Introduction to the literature and issues involved in clinical work with persons of various cultural, racial and ethnic backgrounds. The role of culture and ethnicity in conceptualizations of mental health and pathology, help seeking, and response to treatment will be emphasized

PSY 550 Women's Issues in Psychotherapy 2 hours.

The literature and issues related to gender in psychotherapy will be examined, with special emphasis on the problems of diagnosis, interpersonal issues and paradigms for understanding female clients. Case studies will be used for illustration and application

PSY 568 Object Relations 2 hours.

An introduction to object-relational theory and psychotherapeutic techniques that grow out of that perspective. Though not a practicum course, ideally the student should be involved in working in a counseling setting in which applications of this psychodynamic approach may be tested in practice. Prerequisites: PSY 521 Abnormal Psychology, PSY 542 Systems of Psychotherapy

PSY 569 Substance Abuse 2 hours.

A survey of the literature on substance abuse and chemical dependency. Emphasis is placed on psychological assessment and intervention for persons with substance abuse disorders. Required for licensure in California

PSY 572 Religious Issues in Psychotherapy 2 hours.

An advanced clinical seminar, this course addresses the role of religiously based values and interventions, and develops skill in addressing religious issues in psychotherapy. Special ethical issues related to religiously based approaches to psychotherapy also are addressed

PSY 574 Behavioral Medicine 2 hours.

A survey of the application and integration of biobehavioral knowledge and techniques relevant to physical health and illness, including such issues as psychophysiological disorders, biofeedback, hypnosis, stress management, and preventive medicine. Prerequisite: PSY 571 Psychopharmacology/Psychoneurology

PSY 581 Program Evaluation 2 hours.

Introduction to the principles and techniques for evaluating mental health care and mental health service delivery systems. Emphasis will be given to models, methods and strategies for evaluating program inputs, processes and outcomes, and to effectively communicating results to the various communities interested in the effectiveness of treatment

PSY 585/685 Selected Topics 1-3 hours.

A seminar dealing with topics of special interest to students and faculty

ASSESSMENT**PSY 525 Personality Assessment 3 hours.**

Introduces the basic statistical concepts of measurement, and objective and projective personality assessment. Administration, scoring and interpretation of objective personality measures; preparing written reports of test results

PSY 526 Intellectual and Cognitive Assessment 4 hours.

An introduction to individualized assessment of intellectual and cognitive aptitudes and abilities, and preliminary screening for neurological dysfunction. Prerequisite: PSY 525 Personality Assessment

PSY 558 Forensic Psychology 2 hours.

Introduces legal, psychological, ethical and practical issues involved in the practice of forensic psychology. Assessment strategies and legal issues involved in child custody and abuse, law enforcement evaluation of fitness for duty, competency to stand trial, criminal responsibility (sanity), and presentencing evaluations, personal injury and work~~er~~ compensation are addressed. Prerequisites: PSY 525 Personality Assessment, PSY 526 Intellectual and Cognitive Assessment, and PSY 532-535 Practicum

PSY 561 Assessment and Treatment of Learning and Behavior Disorders of Children 3 hours.

Examines strategies for assessing and designing prescriptive interventions for children with learning and behavioral handicaps. Prerequisites: PSY 525 Personality Assessment, and PSY 526 Intellectual and Cognitive Assessment. Recommended: PSY 571 Psychopharmacology/Psychoneurology

PSY 562 Projective Assessment 3 hours.

This class introduces the basic concepts of projective assessment and the administration, interpretation and report writing for a variety of projective techniques, such as the House-Tree-Person, Draw-A-Person, Thematic Apperception Test, Roberts Apperception Test, Senler Apperception Test, Holtzman Inkblot Test, Bender Gestalt Test, and Word Association Test. The Rorschach Inkblot Test and the Comprehensive System of John E. Exner (revised) will be emphasized. Prerequisite: PSY 526 Intellectual and Cognitive Assessment

PSY 573 Neuropsychological Assessment 3 hours.

Development of a deeper understanding of the brain-behavior relationships begun in neuropsychology and on the assessment of neuropsychological functioning through use of such instruments as the Luria-Nebraska Neuropsychological Battery. Prerequisites: PSY 525 Personality Assessment, PSY 526 Intellectual and Cognitive Assessment, PSY 571 Psychopharmacology/Psychoneurology

DISSERTATION**PSY 600-609 Dissertation Research 12 hours minimum.**

The student will do guided research under an appointed research committee. Prerequisites: PSY 540 Research Design, PSY 556 Research Seminar, formation of doctoral committee

INTERNSHIP**PSY 610-619 Clinical Internship**

A full-time internship comprising 50 weeks and 2,000 hours is required as part of the Psy.D. program. The internship may be scheduled as a half-time placement for two calendar years or a full-time placement for a single year. Prerequisite: Completion of M.A. degree and practicum requirements. Special fee assessed

EDUCATION

(M.Ed. Degree)

Also see "Teaching (M.A.T. Degree)."

Program Description

The Master of Education (M.Ed.) program is designed to meet the Oregon requirements for the Standard Teaching License. The Master of Education degree will require 36 semester hours of credit. Students may receive institutional recommendation for the Standard License

Students in the M.Ed. program may include

- Teachers holding Basic Licenses who wish to obtain Standard Licenses,
- Teachers who hold expired or out-of-state licenses,
- Licensed teachers who desire additional course work at the graduate level

Program Requirements and Options:

Requirements for the Standard License include the following 30 semester hours:

- 10 hours of core courses
- 10 hours of content area courses
- 10 hours of elective courses

The Master of Education degree requires six additional hours in applied research and methods courses.

Students may transfer a maximum of 10 semester hours from accredited institutions

The structure of the program will be characterized by

- **Theory-into-Practice Links.** Experiences at the teachers school site will be a major component of the program and will provide the practical application for the course work
- **Action Research.** Personal research will be an integral part of the program
- **Thematic Strands.** Major strands, such as multicultural awareness, values, leadership, action research, decision making, trends in education and professional development will be incorporated throughout the professional courses
- **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussion, in journal entries, in papers, and in conferences with college supervisors

ADMISSIONS

1. Passing scores on appropriate section of the NTE if changing endorsements or changing license from basic to standard

Elementary: Core Battery including Professional Knowledge

Secondary: NTE specialty test in endorsement area(s) and the Professional Knowledge test of the Core Battery.

2. A minimum 3.0 cumulative grade point average on the last 60 semester hours (90 terms hours) or a written explanation of GPA below 3.0
3. A Basic Teaching License
4. Three letters of recommendation: two professional and one character
5. A cover letter stating the applicant's goals and reason for pursuing the license or degree
6. Evidence that the applicant has complied with and satisfied the TSPC background check requirements
7. Other items consistent with admission requirements at GFC

Degree Requirements

The Master of Education requires the student to earn a minimum of 36 semester hours, depending on the student's professional agenda. A cumulative grade point average of 3.0, with no grade lower than a "C" is to be maintained for successful completion of the program

COURSE OFFERINGS
CORE COURSES**EDU 504 Trends and Issues in Education 3 credit hours.**

This course addresses a variety of trends and issues affecting educators that are based on psychological and sociological research. Topics to be covered include school reform, assessment, classroom management, curriculum innovations, technology in education, and topics selected by the students.

EDU 523 Principles and Practices in Educational Research 2 credit hours.

This course teaches the graduate student to read and interpret published research, both qualitative and quantitative. The focus of readings will be on current issues related to professionalism, including cultural diversity, values and school reform

EDU 570 Leadership in Education 3 credit hours.

This survey course of study will involve the students in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education

EDU 573 Ethical Foundations of Education 2 credit hours.

This course is designed to provide a perspective on human relations in education, which includes issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections

ELECTIVE COURSES**EDU 511 Advanced Developmental Psychology 2 credit hours.**

Principles of human development-infancy through adolescence-will be discussed in relation to classroom application, with a focus on practice that is appropriate for the developmental level of the student

EDU 512 Classroom Assessment 2 credit hours.

This course will acquaint classroom teachers with a wide variety of methods for assessing student progress at the classroom and individual level. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of assessment, including portfolios, rubrics and other forms of authentic assessment, will be covered

EDU 513 Classroom Guidance 3 credit hours.

This class will explore the guidance methods used by the classroom teachers. The coordination of the work of agencies outside the school with that of the support programs in the school will be covered. Interactions with parents and parent groups will be emphasized. Classroom teachers will also explore the roles of all student services programs within the school setting, including those programs that deal with exceptionality. Ethics and confidentiality of the teacher-student relationships will be covered

EDU 524 Action Research Seminar 1 credit hour.

This seminar experience will provide group support and faculty assistance to teachers conducting an action research project in their classroom/school. May be repeated

EDU 525 Applied Research I 2 credit hours (6 hours maximum in program).

These hours must be taken concurrently with the action research seminar. Students will apply action research techniques to an approved project in their work setting. Coordination with site-based management teams will be encouraged

EDU 526 Testing and Measurement 2 credit hours.

This is a foundation course in which students will review the principles of educational testing. Standardized testing instruments including individual and group tests will be explored. Students will also learn and apply basic statistical procedures and software used in educational testing. Required for students who have chosen the thesis option

EDU 527 Advanced Methods: Research in Effective Teaching 3 credit hours.

Analysis and investigation of current research in effective teaching methods as related to specific subject areas. Specific methods relating to subject matter, learning styles and current school

reforms will be studied and applied. May be repeated (i.e. EDU 550 Research in Effective Teaching: Advanced Methods in Language Arts/Reading; EDU 550 Research in Effective Teaching: Advanced Methods in Math; EDU 550 Research in Effective Teaching: Advanced Methods in Children and Adolescent Literature)

EDU 528 Thesis Seminar 1 credit hour.

This seminar experience will provide group support and faculty assistance to teachers conducting thesis projects. May be repeated

EDU 529 Thesis 1 to 6 credit hours.

The student will do guided research under an appointed research committee. Prerequisites: EDU 523 Principles and Practices in Educational Research, and EDU 526 Testing and Measurement

EDU 531 The Exceptional Learner 3 credit hours.

This course investigates the issues involved in educating the exceptional learner in the classroom. These learners include ESL, TAG, various handicapping conditions, and other at-risk children. Background information on student needs, legislation and instructional strategies will be explored

EDU 540 Technology in the Classroom I 2 credit hours.

This is an introductory course designed to introduce the student to the use of basic computer hardware and software that may be encountered in the classroom. The classroom teacher will learn to use appropriate integrated software programs. In addition, the teacher will be able to use software for record keeping and basic desktop publishing

EDU 541 Technology in the Classroom II 1 credit hour.

This course will focus on learning and applying advanced educational technology in the classroom, including Hyper Card, CD rom and/or laser disk interactive programs, and video productions. May be repeated

EDU 551 Curriculum Development/Advanced Planning/Implementation: Subject Area(s) 2-3 credit hours.

These courses are designed to allow teachers to apply curriculum development and planning procedures as they create curriculum for their own classroom/school settings and subject areas. May be repeated

EDU 552 Selected Topics in Content- Specific Areas 2-3 credit hours.

These courses are developed to provide the teacher with in-depth knowledge in the content of subject matter taught; for example, the secondary language arts teacher could take a course in advanced American literature. May be repeated

EDU 553 Curriculum Issues and Methods and the Christian Teacher 2 credit hours.

This course will focus on the curriculum needs and issues of teachers in Christian school settings. An emphasis on the integration of faith and learning will be made. This course will also deal with issues related to Christian teachers in the public school setting

EDU 571 Supervision and Mentoring Leadership in the School 3 credit hours.

This course will emphasize application of methods covered in the following areas: supervision techniques, leadership in site-based management, action research management, and methods for mentoring new teachers, student teachers and peers. Prerequisite: EDU 570 Leadership in Education.

EDU 572 Mentoring Seminar 1 credit hour.

This seminar experience will provide group support and faculty assistance to teachers focusing on mentoring student teachers, new teachers or other peers. May be repeated

EDU 580 Classroom Management 3 credit hours.

This course is designed to provide classroom teachers with innovations in classroom organization and management and to encourage application of classroom management methods in the classroom setting

MANAGEMENT

(M.B.A. Degree)

Program Description

A two-year program offered one night a week plus some Saturdays, the George Fox College Master of Business Administration degree is intended for students who want to improve their management and leadership ability through intellectual, moral and creative growth. The program is situated squarely within the College's mission, for the College believes that its Christian values, concern for integration, and commitment to quality speak to managers who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values, ethics, service and other spiritually significant elements that are part and parcel of George Fox College programs

The management M.B.A. is intended to prepare practitioners in a variety of fields in both the profit and not-for-profit sectors. Some of the areas it is designed to cover include the following:

- Integration of knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Creativity, innovation and change
- Leadership and interpersonal skills
- Capacity to communicate in the functional areas of business
- Practice of the human virtues such as integrity, humility, compassion and perseverance in organizational settings
- Capacity for conceptualization, strategic thinking and problem solving
- The propensity to act on one's values and ethics as foundational to good management
- Management in a chaotic world of demographic, cultural, global and technological change

The program is structured on a cohort model in which a group of students follows an integrated sequence of courses from beginning to end. Cohorts begin each fall. Courses are taught evenings and weekends, typically one night a week with an occasional Saturday seminar

admissions

Admission to the M.B.A. program requires a baccalaureate degree from a regionally accredited college or university; a grade point average (GPA) of 3.0 or better in the last two years of study; two years of relevant job experience; three letters of recommendation; a writing sample; and an interview with faculty members. Students are not required to submit scores from any standardized tests prior to admission, but will be required to do so prior to the end of the first year of class. Students whose grade point averages from the last two years of course work do not reflect their aptitude for graduate work may want to submit standardized test scores for consideration in the admission process. The department may consider applicants who show significant promise but do not meet all of these criteria. The application procedure is detailed in the M.B.A. Application Packet, which may be requested from the Office of Graduate Admissions

Degree Requirements

Students will be admitted without regard to their undergraduate major, but those with little or no background in the areas of accounting, finance, economics or marketing will be expected to address their weaknesses

Students are expected to maintain continuous enrollment in the program, thus remaining with their cohort throughout, so personal and work commitments should be planned accordingly. A student who drops out must be readmitted. The degree requires the completion of all 39 graduate credit hours at George Fox College

COURSE OFFERINGS

BUS 500 Foundations: People at Work 3 hours.

A foundational look at the meaning of human nature for work relationships. Emphasizes self-understanding and understanding others with the objective of improving effectiveness and harmony in work relationships

BUS 504 Functional Competencies I: Speaking the Language 3 hours.

An introduction to the concepts and language of economics, marketing, accounting and finance. The contribution of each of these areas to management decision making will be analyzed in an integrative fashion. Students will be given the opportunity to work on the areas in which they most need improvement

BUS 521 Effective Communication 3 hours.

Investigation and practice of ways to present one's self and ideas to individuals and groups. The course may include practice in the uses of rhetoric, persuasion, argumentation, nonverbal communication, writing, and listening skills

BUS 525 Global Awareness and Opportunities 3 hours.

Designed to increase awareness of the world around us and to gain sensitivity to the meaning of other cultures, worldviews and changing demographics. Includes investigation of global economic, production, marketing, financial and managerial networks

BUS 530 Creativity, Innovation and Entrepreneurship 3 hours.

An exploration of the ways in which we can all learn to think and act more creatively. The course seeks to expand the ways in which we perceive opportunities and challenges, cope with and advance change, take initiative, and spur innovation

BUS 534 Ethical, Legal, Social and Environmental Issues 3 hours.

This course investigates how individuals and organizations are affected by and in turn affect these natural and cultural contexts. Emphasis is placed on responsible moral and legal decision making

BUS 540 Functional Competencies II: Core Capacities 3 hours.

The second of two competencies courses seeks deeper insight into economics, marketing, accounting and finance, with greater emphasis on their utilization in decisions made by individuals, organizations and society

BUS 544 Managing and Organizing 3 hours.

Changing internal and external environments have changed the nature of management and organization. Processes, structures and relationships will be explored in a problem-solving context. Models of managing and organizing and their application will be emphasized

BUS 551 Decision Making and Management of Information 3 hours.

This course combines theory and practice of various modes of decision making with practical approaches to the definition and retrieval of the information that these decisions require

BUS 555 Leadership and the Human Side of Enterprise 3 hours.

Changes in worldviews, values, organizational structures, management systems and working relationships will be examined in the light of implications for leadership. Leadership, followership, motivation and team building will be explored in light of insights into human nature that have been built up across the curriculum

BUS 560 Strategic Thinking 3 hours.

This course increases sensitivity to and ability for perception, conceptualization, analysis and implementation of ways in which individual and organizational values and missions can be realized within practical constraints

BUS 599 Shaping a Better World 3 hours.

The final course in the curriculum is forward looking a visionary search, individually and collectively, for practical paths to making a difference in the world. The application of Christian values presents a path to narrowing the gap between the ideal and the real

BUS 590 Directed Study/Project 3 hours.

The student, in consultation with a faculty member, elects and develops an approach to a topic that represents his or her own greatest reward in terms of personal and professional development. The course topic is to be selected during the first year of the program and must be completed prior to the final summer semester

PSYCHOLOGY

See "Clinical Psychology (*M.A. and Psy.D. Degrees*)."

TEACHING

(*M.A.T. Degree*)

Also see "Education (*M.Ed. Degree*)."

Program Description

The Master of Arts in Teaching (M.A.T.) is a fifth-year program to be completed in 11 months by individuals who have completed an undergraduate B.A. or B.S. degree in a field other than education. The fifth-year program allows students, upon completion of the program and passing scores on the appropriate standardized measures (National Teacher Exams and the California Basic Educational Skills Test), to receive an Oregon Basic Teaching License. After three years of successful teaching but no required additional course work, they will qualify to receive the Standard Teaching License. The Basic and Standard teaching licenses will bear endorsements in the following areas: advanced mathematics, biology, chemistry, elementary education, health education, home economics, language arts, music, physical education and social studies. Additional endorsements, except elementary education, can be added by testing

The 11-month proposed curriculum includes professional education courses and practica. Students build on their knowledge of subject matter as they develop pedagogical skills and research methodologies; gain knowledge about the psychological, sociological, historical and philosophical foundations of education; and apply these understandings in elementary and secondary classrooms

The goal of the curriculum is to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as decision making, values, curriculum, classroom management, multicultural awareness, research and technology are integrated throughout the curriculum. The themes add qualities to the program that are not reflected in single courses but are interwoven throughout the curriculum

The teacher education program at George Fox College has been structured to provide academic and practical experiences that will prepare effective teachers who can successfully meet the challenges of classroom teaching. The form of the teacher education program includes a purposeful use of current research findings on the education of teachers as translated into practical experiences and methodologies. The structure will be characterized by

- **Cohort Model.** Initially, students will work in two cohorts of 15 to 20 students each. One cohort will be secondary and one elementary, with middle school experiences available to both. Although they are separate cohorts, they will be blended together for certain experiences
- **Theory-into-Practice Links.** Practicum experiences will be a large component of the program, beginning in the summer with an enrichment program planned and implemented by the students. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from course work. College faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between course work and application in classrooms
- **Action Research.** A research strand will be woven throughout the program. Students and cooperative teachers will design an action research project that will be shared at an action research symposium at the completion of the program
- **Thematic Strands.** Major strands, such as multicultural awareness, values, action research and decision making, will be incorporated throughout the professional courses. Other topics such as classroom management and technology will also be integrated in several of the professional courses.
- **Study of the Subject Matter Knowledge and Structure.** Students will research and discuss the nature and structure of the subject areas while concentrating on their major subject. They will engage in interdisciplinary discussions that will allow them to discern relationships between the subject areas
- **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussions, in journal entries, in papers, and in conferences with supervisors and cooperating teachers

admissions

1. Completion of a four-year degree program from an accredited college or university with a minimum GPA of 3.0

2. Two official transcripts from every college/university attended
3. Passing scores on TSPC-adopted test(s)
4. Completion of the character reference statement required by TSPC
5. Recommendations by two supervisory personnel who are acquainted with the candidate's ability and potential for working with students
6. An interview at the GFC campus. Emphasis of interview will be on problem solving and decision making
7. Completion of the Application for Admission to the Master of Arts in Teaching program

Degree Requirements

The Master of Arts in Teaching requires the student to earn a minimum of 36 semester hours, including 15 semester hours of practicum. A cumulative grade point average of 3.0 is to be maintained for successful completion of the program. Students will be encouraged to take the NTE Test of Professional Knowledge prior to graduation from the program. Students may graduate from the program prior to passing the NTE but can not be recommended for licensure until the NTE Test of Professional Knowledge is passed

Program Overview

Summer Semester: June 13 - August 11, 1994

EDU 501	The Professional Educator	(1)
EDU 502	Special Topics for the Professional Educator	(2)
EDU 510	Human Development	(2)
EDU 520	Research Methods I: Readings and Methods	(1)
EDU 560	Language and Literacy	(2)
EDU 575	Practicum I: Enrichment Program	(2)
Total:	10 hours	

FALL SEMESTER

EDU 503	Special Topics for the Professional Educator	(2)
EDU 521	Research Methods II: Assessment and Measurement	(1)
EDU 530	Learning Theory/Instructional Design	(2)
EDU 550	Curriculum and Instruction	(5)
EDU 576	Practicum II: Classroom Organization in Practice	(3)
Total:	13 hours	

Spring Semester

EDU 522	Research Methods III: Evaluation of Teaching	(1)
EDU 577	Practicum III: Classroom Teaching	(10)
EDU 590	Graduate Seminar	(2)
Total:		13 hours
Total Semester Hours:		36

COURSE OFFERINGS

EDU 501 The Professional Educator 1 hour.

Summer. An introduction to the characteristics and role of the professional educator in today's society.

EDU 502 Special Topics for the Professional Educator I 2 hours.

Summer. Special topics include guidance and counseling, instructional strategies, the parent/school partnership, special education, school law, and student diversity. In addition, topics will include those requested by students or recommended by school teachers and/or administrators

EDU 503 Special Topics for the Professional Educator II 2 hours.

Fall. Special topics include innovations in methods and materials in all subject areas. Classroom teachers, school administrators and college faculty will describe and demonstrate methods, materials and programs. There will also be a continuation of topics from EDU 502, such as working with school specialists

EDU 510 Human Development 2 hours.

Summer. The theoretical and practical aspects of human development from birth through adolescence

EDU 520 Research Methods I: Readings and Methods 1 hour.

Summer. Readings and interpretation of published research, both qualitative and quantitative. Focus on issues related to classroom organization, diversity, values, school law, and other educational issues

EDU 521 Research Methods II: Assessment and Measurement 1 hour.

Fall. Methods of assessment and evaluation designed to provide the preservice teacher with a variety of techniques to assess the abilities and needs of diverse learners. Strategies for evaluation will provide means for assessing student learning and the effectiveness of classroom practices. Qualitative and quantitative methods will be explored

EDU 522 Research Methods III: Evaluation of Teaching 1 hour.

Spring. Proposal of an action research project related to the classroom. Students will present their project in an action research symposium

EDU 530 Learning Theory/Instructional Design 2 hours.

Fall. Theories of learning and associated teaching applications. Methods for unit and lesson planning will be demonstrated

EDU 550 Curriculum and Instruction 5 hours.

Fall. A study of instructional strategies and the design, implementation and evaluation of curriculum. Also included will be the development of Worksample I. The pattern for course topics presented is the following: nature of knowledge, general methods, subject-specific methods, integrated methods

EDU 560 Language and Literacy 2 hours.

Summer. Discussion of language/reading, writing, communication and computer literacy, and how they are applied across the disciplines

EDU 575 Practicum I: Enrichment Program 2 hours.

Summer. Planning, teaching and evaluating a week-long enrichment program for students in third through eighth grades

EDU 576 Practicum II: Classroom Organization in Practice 3 hours.

Fall. Observation and teaching in an elementary or secondary classroom. An opportunity to plan, implement and evaluate the first Worksample

EDU 577 Practicum III: Classroom Teaching 10 hours.

Spring. Full-time supervised student teaching. Preservice teachers teach and evaluate lessons, assess student achievement, and evaluate themselves. The second Worksample will be implemented and evaluated

EDU 590 Graduate Seminar 2 hours.

Spring. A seminar focusing on issues related to current trends and questions in education, classroom organization and management, and ethics/values in teaching. Classroom observations

in minority, cross-cultural, and alternative-school settings. Professional transition topics will include resume writing, job search strategies, placement services, and interviewing skills

EDU 595 SPECIAL STUDY 1-3 hours.

Directed independent study open to graduate students. Prerequisite: Consent of instructor

GENERAL ADMISSIONS, FINANCIAL & ACADEMIC INFORMATION

ACADEMIC REGULATIONS

The following information applies to both graduate and undergraduate students unless otherwise noted. If a policy is specific to a graduate student, it will be noted as graduate, and if specific to an undergraduate student, it will be noted as undergraduate. Each graduate program of George Fox College has its own policies related to enrollment and academic requirements. Graduate students should consult their own program directors with regard to specific policies

Academic Sessions and Credits

The college year at George Fox College is divided into two semesters of 15 weeks, including a four-day examination period, plus orientation and registration. In addition, George Fox sponsors a May Term, a limited summer program for undergraduates, summer graduate courses in teacher education, business administration and psychology, occasional short courses, and overseas study experiences.

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

Guarantees and Reservations

George Fox College guarantees that the student may graduate under the general education requirements stated in the catalog at the time of matriculation, provided attendance is continuous and full time. Likewise, a student may graduate under the major requirements in force at the time of admission to a major field, provided attendance is continuous and full time

Two exceptions may be noted: (1) In the event of a change in requirements in general education or in a major field, the student may elect to fulfill the requirements of a revised program, provided attendance has been continuous and full time; (2) The College may face a situation beyond control and foresight that may necessitate a revision in available courses. In such situations, the interests of the student will be protected

The College reserves the right to withdraw courses with insufficient enrollment, add courses for which there is demand, upgrade programs, revise teaching and time assignments, regulate class size, adjust administrative procedures, and determine levels of competence of students and prerequisites for admission to classes and programs

UNDERGRADUATE Attendance

The responsibility rests with the student to maintain good standards involving satisfactory scholarship. Regular class attendance is expected of each student in all courses. Class work missed because of absence may be made up only in the case of prolonged or confining illness, death of relatives or similar emergencies. Such excuses are obtained from the Student Life Office, the Wellness Resource Center, or the graduate program director. Permission for absences from class for participation in cocurricular college activities must be granted by the Academic Affairs Office. Other absence arrangements are between the student and the instructor

The college calendar provides the contractual instructional dates for teachers and students. Students are expected to attend classes through the last day of each semester, unless illness or an emergency situation exists. Advance permission for early departure must be requested by the end of the 10th week of classes. Forms may be obtained from the Registrar, and the final decision will be made by the Academic Affairs Office

Classification of Students

GRADUATE Students

Graduate students are defined by requirements set forth by the various graduate programs. Normally a graduate student is one with a B.A. or B.S. degree from a regionally accredited college or university who has successfully met the entrance requirements for graduate study

UNDERGRADUATE 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 and eight hours for the graduate program. Only full-time students may represent the College in an official capacity, may hold a major office in an organization, or may live in college 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 8 semester hours
Sophomores:	Students who have completed 8-15 semester hours
Juniors:	Students who have completed 16-23 semester hours
Seniors:	Students who have completed 24 or more semester hours

SPECIAL STUDENTS

This classification includes degree and nondegree students generally enrolled for less than 12 semester hours. Any special student wishing to enter a degree program must fulfill regular admissions requirements

PROBATION AND PROVISIONAL STUDENTS

A student whose cumulative grade point average falls below the level established for academic progress (See "Academic Progress and Eligibility," page 109) will be classified as a probation student. A student placed on probation status may continue to receive financial aid. An applicant who does not meet the total expectations for admission may be admitted as a provisional student. All provisional students are required to participate in the George Fox College Academic Success Program (see page 20)

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 WRI 095 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

Auditors

Subject to instructor approval, any regular or special student may audit courses from which he or she wishes to derive benefit without fulfilling credit requirements. This must be established with the Registrar at time of registration. Class attendance standards are to be met

Registration

All students are expected to register on the days designated on the college calendar and to begin classes on the first day. The Registrar annually publishes a class schedule booklet with specifics for registration. In addition, each student should be aware of the regulations that appear under the title "Course Numbering System" on page 27.

GRADUATE ADVISING AND LOAD

A typical graduate student load is 12 hours in a given semester. Eight hours is required for full-time status. Normally the student's load is determined by graduate program requirements and in consultation with the student's advisor. Advisors are assigned early in the student's program.

UNDERGRADUATE 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 Experience Program. This advisor will serve as the academic advisor for the freshman year and also will teach a section of the Freshman Experience Seminar course. Freshmen will select or be assigned a faculty advisor in their area of interest prior to preregistration for the following 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 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 be no 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

UNDERGRADUATE Academic Load

The student's load will be determined in conference with the student's advisor. Sixteen hours per semester is a normal college 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:

<i>Work</i>	<i>Academic Load</i>
Not more than 18 hours	15-17 semester hours
Not more than 24 hours	12-14 semester hours
Not more than 30 hours	10-12 semester hours

FRESHMEN: All freshmen are expected to register for WRI 110 Freshman Composition, in the first year. In addition, all freshmen are expected to register for GED 101, 102 Literature of the Bible, physical education, and a general education sequence in the first year

A common "rule of thumb" is to anticipate two hours of study for each hour of class. Classes that meet more frequently per week than the credit given will demand less outside study

Course Additions

- After classes begin, a later admission to class must have the approval of the Registrar and consent of the instructor involved on a form available in the Registrar's Office.
- The last day to add courses or to exercise a pass/no pass option is established in the calendar in this catalog

Course Withdrawals

- A student wanting to drop or withdraw from a class or from the College must secure the proper form from the Registrar's Office. Without the form, an "F" is recorded for all courses involved. There is a fee of \$10 for a course withdrawal, though not for complete withdrawal from the College
- Withdrawal 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. See calendar in this catalog

The Grading System

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:

<i>Letter Grade</i>	<i>Meaning</i>	<i>Points Per Semester Hour</i>
A	Superior	4
B	Good	3
C	Average	2
D	Passing but inferior	1

F	Failing	0
I	Incomplete	0
W	Official withdrawal	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. However, points per semester hour will be calculated in whole numbers

The grade “I” is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for a “I” grade is initiated with—and approved by—the Registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the Registrar. An “I” not completed in one year becomes permanent, and the course must be repeated if credit is desired

An “L” grade (longterm 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 Office.

A student may repeat a course in which the grade of “D,” “F,” “W” or “I” is received, but the first grade also remains on the record. The cumulative grade point average is computed on the last grade achieved

The 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 (Undergraduates Only)

A student with a cumulative GPA of 2.00 or better and who has completed 62 semester hours may elect one course per semester from an elective or general education course on a pass/no pass basis. 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 “C” or above into “pass.” A grade below “C” becomes a “no pass” and the course must be repeated on a satisfactory level to receive credit

Courses offered only on a pass/no pass basis are field experience (e.g., 275/475); WRI 095 English Skills; THE 165/365 George Fox College Players; EDU 375/475 Student Teaching I, II; and Juniors Abroad

Field experience and Honors Colloquium (GED 271, 272, 371, 372) may be pass/no pass at department option, or in absence of department policy, at the student’s option. All other courses in the College receive grades

Academic Progress and Eligibility

GRADUATE Students

Graduate students are expected to be aware of the policies related to satisfactory academic progress within their own graduate program. Students are expected to maintain satisfactory academic progress as defined by their degree program

The student’s semester grades with a semester GPA and a new cumulative GPA are posted on the grade report given to the student within two weeks following the close of each semester. The GPA is based on George Fox College credits only

A student not achieving satisfactory academic progress (as defined by the graduate program in each school) may be academically suspended or dismissed. Students may appeal an academic suspension or dismissal through the Academic Standing Review Committee. All appeals must be made in writing and directed to the College Registrar. Students may be asked to appear before the committee.

UNDERGRADUATE Students

A student on regular, probation or provisional status is considered to be making reasonable academic progress. The student's semester grades with a semester GPA and a new cumulative GPA are posted on the grade report given to the student within two weeks following the close of each semester. The GPA is based on George Fox College credits only.

To be eligible for student government positions, a student must maintain a GPA of 2.25 or better. To be eligible for intercollegiate athletics, the standards of the National Association of Intercollegiate Athletics must be met.

Whenever the GPA for a given semester is below 2.00, a student receives a warning and is encouraged to contact the academic advisor, who will assist in the development of improved study plans and encourage better use of reading and library skills.

A student is on probation when his or her cumulative grade point average falls below the following standards: 1-15 hours, 1.7; 16-31 hours, 1.8; 32-47 hours, 1.9; 48-62 hours, 2.0. The student is given one semester of probation to achieve the above standard. Beginning freshmen not admitted provisionally are allowed two or three semesters of academic experience before suspension is administered.

In addition to satisfactory grades, for financial aid purposes the student must also show that a degree program will be completed in six years or less given full-time attendance. This means that in addition to enrolling for at least 12 credits each semester, the student must also successfully complete a minimum number of credits each semester.

A student not achieving reasonable progress, as determined by the Academic Standing Review Committee, may be given academic suspension. After one or more semesters have elapsed, the student may apply for readmission, and if admitted, reenter provisionally. The Academic Standing Review Committee also may recommend academic dismissal. Students who are dismissed may not apply for readmission at George Fox College.

The College may suspend or dismiss any student who fails to earn a GPA of at least 1.00 during a semester, regardless of classification or number of hours completed, or any students who become so indifferent that they no longer benefit themselves or the college community.

ACADEMIC APPEALS

Academic actions can be appealed to appropriate college authorities and an Academic Appeals Board. Appeals are taken to be good faith actions that request re-examination of academic decisions. All appeals must be made within limited time frames depending upon the action being appealed. Additional information is available in the Academic Affairs Office.

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 grade point average of 2.00. The GPA is computed on work taken at George Fox College only;
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 "C" in upper-division courses;
5. Complete at least 30 semester hours in residency (20 hours must be in senior year);

6. Complete at least 10 hours of one's major in residency;
7. File a Student Credit Evaluation form two semesters or 30 hours before anticipated graduation;
8. File an Application for Degree form not later than completion of 100 semester hours toward graduation (normally the semester before expected graduation); and
9. Pay in full all accounts at the Business Office

In order to participate in commencement and baccalaureate ceremonies, a student must have completed all degree requirements. Exceptions include a student registered for a post-commencement 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 College 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 major and general education requirements for each degree;
3. Be in attendance the last two semesters or 30 hours preceding the awarding of the "second" degree; and
4. Pay an additional \$20 graduation fee if participating in one ceremony; otherwise, pay an additional \$50 graduation fee for the "second" degree.

Graduation Honors

Summa cum laude is awarded to students with a cumulative grade point average of 3.90, *magna cum laude* to those with a 3.70 GPA, and *cum laude* to those with a 3.50 GPA. Transfer students must have completed at least 60 hours at George Fox College 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 College. Rank in class is determined on all grades earned at George Fox College and on any accepted in transfer

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 printed in the class schedule each year. The entire last week of each semester will be kept free of institutionally sanctioned extracurricular activities, with the exception of prescheduled intercollegiate athletic events.

Academic Honesty

It is assumed that students at George Fox College 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 athletic activities, and suspension

ADMISSIONS

Basis of UNDERGRADUATE Admission

The College admits applicants who evidence academic interests and ability, moral character and social concern, and who would most likely profit from the curriculum and Christian philosophy of George Fox College. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, interview reports, and participation in extracurricular activities.

Admission is possible for the opening of any semester

George Fox College reserves the right of admission or readmission of any student at its discretion

The College does not discriminate on the basis of age, sex, race, color, national origin or handicap in its educational programs or activities

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 85 percent of the freshman class come with a "A" or "B" high school grade average. The Admissions Committee may offer provisional admission to students with low high school grades and low entrance examination scores

Procedures

1. Write to the Director of Admissions, George Fox College, 414 N. Meridian, Newberg, Oregon 97132, for information and admissions forms
2. Complete the Application for Admission and return it to the Admissions Office. Include a nonrefundable application fee of \$30
3. Request a transcript of academic credit from the secondary school last attended
4. Have two recommendation forms completed and sent to the Admissions Office: one by a high school principal or counselor and one by a pastor
5. Submit entrance examination scores. The Scholastic Aptitude Test (SAT) or American College Test (ACT) will be accepted. Tests should be taken early in your senior year. Contact your high school principal or counselor for information concerning these tests

As soon as an admissions file is completed, the applicant is notified of the Admissions Committee's decision.

6. By June 15, 1995, a tuition deposit of \$150 must be submitted by each new full-time student. This deposit reserves housing and a place in the registration sequence. Until May 1, \$130 is refundable. Students admitted after May 1 are allowed three weeks to make this deposit. The spring semester tuition deposit deadline is December 15. Partial refund will be granted until December 1.

7. 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

8. If applying for financial aid, it is recommended that a Free Application for Federal Student Aid (FAFSA) be submitted to the appropriate financial aid service as soon after January 1 as possible. Forms may be obtained from high school counseling offices or by writing to the Financial Aid Office

at George Fox College. 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.

Admission Procedures and Policies for Transfer Students

Procedures

1. Write to the Director of Admissions, George Fox College, 414 N. Meridian, Newberg, Oregon 97132, for information and admissions forms
2. Complete the Application for Admission and return it to the Admissions Office. Include a nonrefundable application fee of \$30
3. Request an official transcript from each college where previously registered. An applicant may also be asked to furnish a high school transcript
4. Have two recommendation forms completed and sent to the Admissions Office: one by a college instructor or counselor and one by a pastor

As soon as an admissions file is completed, the applicant is notified of the Admissions Committee's decision.

5. 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
6. By June 15, 1995, a tuition deposit of \$150 must be submitted by each new full-time student. This deposit reserves housing and a place in the registration sequence. Until May 1, \$130 is refundable. Students admitted after May 1 are allowed three weeks to make this deposit. The spring semester tuition deposit deadline is December 15. Until December 1, \$130 is refundable
7. 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
8. Have the financial aid office at each college previously attended complete a Financial Aid Transcript and return it to the Financial Aid Office at George Fox. The Financial Aid Transcript must be completed whether or not aid was received at these institutions
9. If applying for financial aid, it is recommended that a Free Application for Federal Student Aid (FAFSA) be submitted to the appropriate financial aid service as soon after January 1 as possible. Forms may be obtained from your college financial aid office or by writing to the Financial Aid Office at George Fox College. 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.

A student must be free from academic or behavioral probation or suspension at all colleges attended previously to be eligible for admission to George Fox College

Policies

Students who have completed work at other educational institutions may be entitled to advanced standing by presenting official transcripts. George Fox College applies the accepted credits toward the general education requirements 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 grade point average does not transfer. A student's GPA is computed on work at George Fox College only.)
2. A maximum of 64 semester hours may be transferred from community colleges. Each course from community college programs, except for courses completed for the Oregon Transfer

Associate of Arts (OTAA) degree, is evaluated by the Registrar for application to George Fox College requirements

3. The Oregon Transfer Associate of Arts degree will satisfy all general education requirements except Bible and religion provided students complete 93 quarter hours (62 semester hours) of transferable credit graded "C" or better. The OTAA 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 one semester of no less than 12 hours

Each student must complete a minimum of 30 semester hours in residence for the bachelor degree. Twenty hours must be in the senior year

GRADUATE ADMISSIONS

George Fox College offers five graduate programs: a doctoral program in clinical psychology (Psy.D.) and four masters level programs in business administration (M.B.A.), education (M.Ed.), teaching (M.A.T.), and Christian studies (M.A.C.S.). To be considered for admission, applicants are normally required to have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 grade point average in their last two years of academic work

Individual graduate programs have unique admission requirements and procedures established by the College. Application information for graduate study is available upon request. Write to the Graduate Admissions Office, George Fox College, 414 N. Meridian St. #6039, Newberg, OR 97132-2697; or request an application by calling (800) 631-0921

Meeting minimum entrance requirements of a given program does not guarantee admission. Admission may be granted to applicants who do not meet all admission requirements at the minimal level if other indicators suggest probable success in the program

Standardized admissions examination requirements vary according to program. The Graduate Record Examination (GRE), National Teacher Examination (NTE), and/or the California Basic Educational Skills Test (CBEST) may be required. Information about required tests and testing dates and sites may be obtained from the Graduate Admissions Office at George Fox College

ADMISSION PROCEDURES FOR GRADUATE STUDENTS

Applicants to graduate programs at George Fox College must submit the following materials to the Graduate Admissions Office:

1. Application for admission to the appropriate program for which admission is sought. (A second application to George Fox College is not required.)
2. \$25 application fee
3. If applicable, a passing score on the program-required entrance examination (GRE, CBEST and/or NTE). Scores normally must be less than five years old to be acceptable
4. Official transcripts from post-secondary institutions attended (two official copies are required for the Master of Arts in Teaching program)
5. Three or four recommendations, depending on the program for which admission is sought (forms are included in the application packet)
6. Admission Statement or Writing Sample, as required by the program

7. An interview is part of the admission process for all graduate programs. Applicants will be contacted by the College if selected for advancement to the interview stage

8. If applying for financial aid, complete a Free Application for Federal Student Aid and submit it to the processing agency as soon after January 1 as possible. Forms may be obtained by writing to the Financial Aid Office or Graduate Admissions Office at George Fox College. Students are considered for financial assistance after they have been accepted for admission. To permit maximum consideration for financial aid, it is recommended that the application process be completed by May 1.

Refer to application packets or catalog descriptions of individual degree programs for the specific admission requirements

George Fox College reserves the right to select students on the basis of academic performance and personal qualifications. George Fox College does not discriminate on the basis of age, race, sex, handicap or national or ethnic origin in its educational programs or activities.

Services to Physically Challenged Students

A caring campus community—students, staff and faculty—reaches out helpfully and appreciatively to the disadvantaged. Physically challenged students are welcomed, respected and assisted to grow.

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

Instructional assistance for visually challenged students is available through the learning laboratory and assistance from readers. Where necessary, course requirements are adjusted to extend but not exceed the capability of the student

As most needs of physically challenged students are very special, the Registrar and Student Life Office need to be informed well in advance of attendance so that specific attention can be made to assist in providing living arrangements and learning materials

International Students

George Fox College is authorized under federal law to enroll nonimmigrant alien students. Prospective students who are not United States citizens are encouraged to apply early. To be considered for admission, an international student must complete all general admissions 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 Test of English as a Foreign Language (TOEFL) of at least 550. Two exceptions, however, apply: (1) international applicants who have graduated from selected language schools, and (2) international applicants who have successfully attended American colleges or universities. These applicants may show their English proficiency with a 525 TOEFL score supported by an adequate demonstration of English skill. Adequate spoken English may be demonstrated in an interview with George Fox College personnel or a TSE spoken test given at the time of the TOEFL testing. Adequate written English may be demonstrated by a college-administered, written examination or a TWE written test given at the time of TOEFL testing. Students not showing proficiency at the above described levels may apply for admission to the George Fox College English Language Institute (see page 34)

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 Admissions Office. If two or more years have elapsed, he or she must meet any new or revised graduation requirements and may be asked to go through regular admission procedures

By June 15, 1995, a \$150 tuition deposit must be submitted by each readmitted student. Until May 1, \$130 is refundable. The spring semester tuition deposit deadline is December 15. Until December 1, a partial refund will be granted

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 Office. Applicants are required to pay the nonrefundable \$30 application fee, and tuition is based on the current per-credit-hour rate

Home School Students

Students who attended home school during their high school years may be admitted to the College by following the admissions procedures for freshmen. At the discretion of the Director of Admissions, a General Education Development (GED) Test will be required if a transcript is not available or is in question. Home school students are considered for performance grants and scholarships

High School Nongraduates

An adult whose high school preparation is incomplete may be admitted on the basis of the General Education Development 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 details

Auditors

By permission of the Director of Admissions and the Registrar Office, it is possible to audit classes. Auditors pay a reduced tuition fee. 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. A small charge may be necessary for continuing education courses in which the primary enrollment is older adults. Unless limited by space, equipment or essential background, all courses are open. Application is through the Registrar Office. Counseling in regard to courses is available in the Registrar Office. This privilege does not apply to enrollment in the management of human resources program, nor in graduate courses

Early Admission of High School Students

An early admissions program is available to qualified high school students. This permits study at George Fox College while a student completes a high school program

Eligibility Requirements

- An applicant must have completed the junior 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 Admissions Office for admissions forms
2. Complete the Application for Admission and return it to the Admissions Office with the \$30 application fee and indicate your choice of courses
3. Request a transcript of academic credit from the secondary school attending
4. Have two recommendation forms completed and sent to the Admissions Office, one by a high school principal or counselor and one by a pastor

5. Upon completion of the application, an applicant will be notified concerning admission and registration.
6. Early-admission students must provide proof of insurance
7. Only one course of no more than four hours may be taken during any regular semester, unless a lightened high school load is possible
8. Early admission students in good standing are automatically admitted to the College upon graduation from high school. All additional credentials must be received before college enrollment

Cost and Credit

- Early admission students may take a maximum of 12 semester hours work with a tuition charge of \$35 per credit hour
- Credit during early admission may be applied to degree programs at George Fox College 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 College, a student may transfer the hours taken during early admission without an additional payment

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 college requirements. See "Exemptions and Waivers," page 25; "Course Challenge Programs," page 15; and "Intensified Studies Program," page 21.

Campus Visitation

Students interested in enrolling at George Fox College 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 college personnel an opportunity to get to know the student better. When possible, visits should be arranged five days in advance through the Admissions Office, which is open on weekdays, 8:00 a.m. to 5:00 p.m.

Prospective graduate students may arrange campus visits by contacting the Graduate Admissions Office at (800) 631-0921

Spouse Enrollment Program

Spouses of full-time undergraduate and graduate George Fox College students may take courses, without credit, at a reduced rate. After completing a part-time application form and paying a \$20 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 College maintains high educational standards at the lowest possible cost. The individual student pays about 74 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 college 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

Costs

Estimated Cash Outlay for Typical Entering Undergraduate Student, 1994-95 (two semesters)

	<i>Fall</i> <i>Semester</i>	<i>Spring</i> <i>Semester</i>	<i>Total</i>
Tuition (12 to 17 1/2 hours)	\$6,250	\$6,250	\$12,500
Student Body Fee	62	62	124
Activities Fee	8	8	16
Health Fee	25	25	50
Continuing Deposit	100	--	100
Total	\$6,445	\$6,345	\$12,790

Board and Room

(Complete food service and residence hall room, double occupancy)

	<u>\$2,065</u>	<u>\$2,065</u>	<u>\$4,130</u>
Total, resident students	\$8,510	\$8,410	\$16,920

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 (1994-95)

Tuition - Undergraduate

1 to 11 1/2 credit hours per semester	\$390 per hour
12 to 17 1/2 credit hours per semester	\$6,250 per semester
More than 17 1/2 credit hours per semester, for each additional hour	\$345
May Term, per credit hour	\$195
Early admission	\$35 per credit hour
Older adults (62 and older)	\$20 service fee per semester
ESL students (20 hr. maximum)	\$4,300 per semester

Tuition - Graduate

Master of Education	\$290 per hour
Master of Arts in Teaching	\$360 per hour
Master of Arts in Christian Studies	\$390 per hour
Master of Business Administration (includes tuition, books and fees)	\$17,900 per program
Doctor of Psychology	\$390 per hour
Internship: full time per semester	\$2,150
part time per semester	\$1,075

Both undergraduate and graduate courses may be audited for half the applicable regular charge.

Student Body Membership

Students registered for 12 hours or more	each semester
(Graduate students- 8 hours or more)	\$62 per semester

Students registered for 5-11 hours each semester
(Graduate students- 4-7 hours) \$31 per semester

The full membership covers student activities, class dues, social events, the Student Union Building, and subscriptions to ASCGFC publications

Activities Fee

All students registered for 5 hours or more each semester (Graduate students 4 hours or more) \$8 per semester
Entitles students to attend basketball games and some drama/music theatre events free of charge

Deposits and Admission Fees for 1994-95

Application Fee (nonrefundable, submitted with application for admission) \$30

Tuition Deposit (required of all new full-time students, this deposit insures housing priority and registration privileges based on date of receipt; used as credit on first-semester bill) \$150

Continuing Deposit (required of all full-time students; charged on first-semester bill and held on deposit until departure) \$100

Registration, Records and Graduation Fees

Late Registration Fee (applicable if registration is not made prior to the first day of classes each semester) \$25
Change of Registration Fee, per change after second week of semester \$10
Examination Fee, for credit by examination challenge, or exemption from specific requirement \$38 per course

Graduation Fee:
Undergraduate \$100
Master's degree \$130
Doctor of Psychology degree \$160
Thesis processing:
Psy.D. dissertation \$184.50
Personal copy, per bound copy \$29
Copyright fee (optional) \$35
Transcripts, per copy \$3
Placement File Setup Fee \$10
Placement File, per set \$7
Additional sets with same order \$3

Departmental Fees

Chemistry Fee \$10-30
Data processing courses (initial fee) \$10-15
Communication/video production courses \$10-50
Off-campus physical education activity per semester* \$20-300
Private music lessons, per semester (includes one half-hour lesson per week and use of practice room) \$175
Other: Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from \$10 to \$50 per class, although some specific courses may be higher

**Students pay a fee of \$20-\$300 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.*

Business Office Fees

Account Service Charge: Open accounts (other than installment plans) are subject to a one-percent-per-month service charge on the unpaid balance

Returned check fee, per check \$10

HEALTH FEE AND INSURANCE

Health fee per semester \$25
 This fee provides access to the Wellness Resource Center and Center for Personal Counseling and Development

Evidence of acceptable medical insurance for accidents, sickness and prolonged illness is required of all full-time students. Students are required to enroll in the college-approved student medical insurance plan unless an insurance waiver form is submitted at the time of registration indicating comparable coverage elsewhere. A new waiver form must be submitted each academic year

The fee is subject to change each year by the underwriter but is approximately \$500 for 12 months coverage, payable on the first-semester billing

Room and Board

Room and board is furnished to resident students as indicated below. Residence hall rooms are double occupancy; two-room suites are occupied by four students; houses and apartments (for upperclassmen) house from two to 12 persons. There are four single-occupancy residence hall rooms (two for men, two for women). An additional charge of \$150 per semester will be charged for those rooms

All students living in residence halls, plus non-seniors living in other campus housing, are required to be on the meal plan (unlimited open dining in the Klages Dining Room from 7:15 a.m. to 7:15 p.m. weekdays, 10 a.m. to 2 p.m. and 4 to 6 p.m. weekends)

Breakdown of Costs: Room and Board

	<i>Semester</i>	<i>Year</i>
Room:		
Residence hall*	\$1,040	\$2,080
Suites*	1,065	2,130
Apartments and houses	1,075	2,150
Board: Continuous dining		
7:15 a.m. to 7:15 p.m	\$1,025	\$2,050
weekdays, 10 a.m. to 2 p.m. and 4 to 6 p.m. weekends		

A limited amount of housing is available for married students. Information may be obtained from the Student Life Office

* Telephone charge included

Schedule of Required Deposits

New full-time students are required to pay a \$150 tuition deposit by June 15, or within three weeks after acceptance, whichever is later. This deposit will be applied against the first-semester tuition

All new full-time students are required to pay a continuing deposit of \$100 at registration. This deposit is designed to cover student-caused damage, fines, etc., and will be permanently maintained at that balance so long as the student is enrolled. Upon withdrawal, any remaining balance will be refunded to the student as explained under "Refund Policy" on page 120.

HOUSING DEPOSIT FOR RETURNING STUDENTS

1. All students, except graduating seniors, who will live in College-owned housing during the upcoming year will be required to pay a \$100 housing deposit to secure their housing assignment
2. This deposit will be payable to the Student Accounts Office no later than June 1
3. The deposit will not be refundable after June 1. In the case that a student returns to GFC in the fall and occupies College-owned housing, the deposit will be credited toward his or her account for the fall semester. In the case that a student does not return to GFC and/or does not occupy College-owned housing, the deposit will be forfeited
4. If a student signs up for housing but fails to pay the deposit by June 1, that student will lose his or her housing with no further notice from the College after that date

Along with this housing deposit, students will still need to be current on their existing accounts to be eligible to participate in housing sign-ups for the following year. Please see the Student Accounts Office if you have questions about your account

Financial Arrangements

All charges made by the College are due at the beginning of each semester or may be made on an installment basis by either annual or semester plans. Students receiving scholarships, grants or loans must complete all necessary arrangements well in advance of registration. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that may still be pending at the time of registration must have a letter of commitment from the lender acceptable to the College. Service charges will be made on unpaid accounts even though a loan is pending, so the loan application process should be started early

Earnings from work-study jobs are given directly to the student. These jobs are not guaranteed, therefore the earnings cannot be credited to a student account in advance. Interest will be charged on accounts being paid from work-study earnings

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 appropriate arrangements have not been made at the beginning of the semester or if the student becomes delinquent on installment payments

Restrictions

The College will withhold transcript of records and diploma until all college bills have been paid. Students will not be permitted to register for a new semester, including May Term, Juniors Abroad and summer field experience, until all bills are paid for the previous session

Refund Procedure

Students entitled to refunds for withdrawal from a class or withdrawal from the College must complete the appropriate form, available from the Registrar's Office.

Upon *completion* of the form, it should be taken to the Student Accounts Office, where the refund, if any, will be determined according to the following refund policy

Refund Policy

Refunds on applicable charges will be made at withdrawal within a semester from a course or the College, based on the following refund schedule. *The date on which the student completes the official withdrawal process will determine the amount of the refund.* In the case of complete withdrawal from the College during a semester, a minimum of \$100 will be retained by the College to cover the costs of registration and processing

In the case of cancellation of preregistration for fall semester, a minimum of \$100 will be charged by the College to cover the costs of registration and processing if the Registrar's Office is not notified by July 15; for spring semester, notification must be made before the first day of the semester to avoid the minimum charge. In order to receive a refund of the \$100 continuing deposit, notification must be made by July 15 for fall semester or, for spring semester, before the first day of classes. The deposit may be held up to 30 days past the end of the semester in which the student graduates or withdraws, pending receipt by the Student Accounts Office of any fines, penalties or other charges. If there is an outstanding balance on the student's account, the refund will be applied to that balance

If the minimum \$100 charge applies, that part of the \$100 continuing deposit not used for housing fines or other outstanding charges may be applied against the \$100 charge

Refunds for tuition and board charges after the start of a semester will be made according to the following schedule:

First week of classes (Less \$100 minimum charge)	100%
Second week	90%
Third week	80%

Fourth week	60%
Fifth week	40%
Sixth week	20%
Seventh and following weeks	0%

- No refund of room charges will be made after the first week of classes
- No refund of tuition and room will be made to students who have been dismissed. Board refund will follow the schedule above
- Refunds for student body membership fees will be made by the Student Government
- Refunds for departmental fees will be made according to the amount of the fee still unused. If none of the fee has been used, all of it will be refunded
- Refunds for tuition deposits will not be given after July 1 for fall semester or after December 1 for spring semester.
- Refunds for school insurance fees will be made only if the withdrawal takes place prior to the sending in of the insurance premium. Thereafter, no refund will be given
- Financial aid awarded will be adjusted according to federal guidelines for students who withdraw or reduce their course load to less than full time

Financial Aid

Basis of Student Aid

Each family should expect to make every reasonable financial adjustment to provide as much support as possible for college expenses. Financial aid to supplement the family efforts will be offered under two basic conditions: (1) in consideration of the student's family's financial need as demonstrated by a uniform method of analysis; and (2) in consideration of a student's academic potential, personal interests and abilities, and promise for future leadership

With few exceptions, students must be enrolled full time (at least 12 credits per semester graduate students, eight credits per semester) to receive financial aid. They must also meet eligibility requirements of the programs from which they receive assistance. Such requirements include maintaining satisfactory academic progress toward a degree, maintaining a minimum grade point average, having financial need and other specific conditions of federal, state or college regulations.

Awards Based Upon Financial Need

Financial need is determined by a uniform method of analysis of information the family provides on the Free Application for Federal Student Aid. The need analysis helps the College determine the contribution the family is expected to make. The difference between this family expectation and the cost of attendance at the College is the "need" that financial aid attempts to fill

Financial assistance awarded by George Fox College takes the form of grants, loans and employment. "Need-based" financial assistance comes from the state or federal government and from the College. Students awarded federal and state aid are subject to the laws regulating those programs. For instance, all federal and state assistance requires signed statements from the recipient attesting that the funds will be used only for educational purposes, that the student is not in default on any government loan nor owing a refund on any government grant, and that the student has registered with the Selective Service or that he or she is not required to do so

The total financial aid package-including all grants, scholarships and loans-may not exceed the amount of need when federal program funds are included

Virtually every student in the College who can demonstrate need is awarded funds (grants, loans and/or employment) to assist in meeting the cost of attendance

Awards Based on Academic Potential, Personal Interests and Qualities, and Promise of Future Leadership

Many awards for potential academic and other performance abilities, and for personal qualities and affiliations, may be given without considering the financial need of recipients. Many scholarships and grants are available to students who have proven ability in college. Others, such as the honors scholarships, are awarded to both new and returning students

Scholarships, Grants, Loans and Student Employment

Federal and State Grant Programs

The Federal Pell Grant and the Oregon State Need Grant programs award funds to students on the basis of eligibility standards set by federal and state regulations. The Federal Supplemental Educational Opportunity Grant is funded by the federal government and awarded to students according to eligibility standards set by both the government and the College. Funds from these programs are available only to students who can demonstrate relatively high need

College Grants

The College awards funds to needy students to supplement funds provided by the federal and state programs. If eligible on the basis of financial need, a student with insufficient state or federal funds who has a predicted or cumulative college GPA of 3.0 or higher may receive a President Council Award. Those whose GPA is between 2.75 and 3.0 may receive an Alumni Award, or with less than a 2.75 GPA, a GFC Incentive Award

Honors Program

Honors scholarships are granted each academic year to a limited number of qualified students. Financial need is *not* a criterion for any of the honors scholarships

The **Presidential Scholarship** is a \$7,000 renewable scholarship awarded to National Merit semifinalists. Continuation of the award requires the student to meet criteria for the Benson Scholarship.

The **Benson Scholarship** is a \$3,200 renewable scholarship first provided in 1973 through a trust from Mr. and Mrs. Thomas Benson. New recipients must have a predicted college GPA of 3.75 based upon high school GPA and Scholastic Aptitude Test (SAT) or American College Testing (ACT) Program test scores. They must also meet high standards of personal, social and extracurricular achievement. Candidates are recommended by the Director of Admissions. Continuation in the program requires a cumulative GPA of 3.75 and successful completion of an annual review by the Scholarship Committee

The **George Fox College Science Scholarship** is a \$2,750 renewable scholarship for science majors who have a predicted GPA of 3.5 out of high school. Candidates are recommended by the Admissions Office and approved by the science department. Students apply by March 15. The application process includes SAT scores, seven-semester transcript, and a letter of recommendation from a high school science teacher. Continuation requires a 3.5 GPA

The **Duke Scholarship** is awarded to academically talented students who also have outstanding leadership capabilities. The stipend of \$2,100 is given to students with a predicted GPA of at least 3.70 based upon high school GPA and SAT or ACT scores

The **Elizabeth Carey Minas Scholarship** is awarded to academically talented students who have a predicted college GPA of 3.65 based upon high school GPA and SAT or ACT scores. The scholarship carries an annual stipend of \$1,900, and continuation requires a cumulative GPA of 3.65.

Honors on Entrance Scholarships, which carry a stipend of \$1,400, are awarded to students who have a predicted college GPA of 3.5 based upon high school GPA and SAT or ACT scores. Continuation requires a cumulative GPA of 3.5

The **Academic Achievement Award** is granted to students who have demonstrated outstanding academic achievement as their high school valedictorian or salutatorian. It is also awarded to a limited number of students whose predicted GPA falls just below the criteria for an Honors on Entrance Scholarship. This award, ranging from \$650 to \$1,300, is not renewable, but students

who achieve a cumulative GPA of 3.5 automatically become eligible for one of the other honors scholarships.

Students already enrolled may become eligible for the **College Honors** or **Elizabeth Carey Minas Scholarships** if they meet the minimum criteria and are recommended by the faculty and if funds are available. Students are eligible for only one honors scholarship at a time. However, a small number of the highest-ranking students are selected to enter the Intensified Studies Program, which carries a small stipend to help highly qualified students pursue independent study.

Athletic, Drama and Music Scholarships

A limited number of awards are made each year to talented students who show promise of achievement in athletics, drama and music. To be eligible, applicants must have satisfactory academic records and unusual proficiency in one or more of the above fields. Auditions or personal interviews usually are required of applicants.

Minority Grants

African-American Student Awards and **Hispanic-American Student Awards** of \$2,500 are offered to students who meet academic qualifications. Applicants of other selected minority groups (as well as blacks and Hispanics who do not receive the above awards) may receive the \$1,000 **Minority Student Award**.

Special Grants

A limited number of grants are offered to encourage and enable special groups of students to attend George Fox College. Grants of \$1,500 each are awarded to dependents of active ministers and missionaries. Any entering freshman student from California with a high school GPA of at least 3.0 may receive a grant of \$1,250. Any Friends student with a high school GPA of 3.0 or a combined SAT score above 1000 may receive a grant of \$1,250. A student from the Evangelical Church of North America with at least a 3.0 high school GPA or combined SAT above 1000 may receive a grant of \$1,250. These grants are not based upon financial need. Stipends may be reduced somewhat for students who are eligible for more than one of these grants. Continuation of the **California Student Grant** or the **Friends Student Grant** requires a cumulative college GPA of at least 3.0.

CHURCH/COLLEGE FELLOWSHIP AWARDS

The College has established **Church/College Fellowship Awards** to assist churches in encouraging their young people to attend George Fox College. The church may make a gift of any amount to the College for credit to a specific student's account. The College will then match up to \$500 of the gift for any such students, and up to \$500 for juniors and seniors who are preparing for Christian service. Gifts may be made for any number of students from a church. The gifts must be an official act of the church rather than from individual church members. In order for a student to receive the full matching amount from the College, a church must file an application in the Financial Aid Office no later than March 15. Applications will be supplied upon request.

TRAVEL GRANTS AND FAMILY DISCOUNTS

Any student whose home is over 500 miles from the campus may be eligible for a travel grant. The amount of the grant is \$200 and is credited to a student's spring semester account.

Tuition discounts equal to approximately five percent of tuition will be granted to second and additional family members when more than one member of the same family is enrolled at the College at the same time.

OTHER SCHOLARSHIPS AND GRANTS

A portion of the College's endowment fund is designated for the scholarship program. The scholarships and grants listed below are funded by endowments provided by friends of the College. Except as noted, most of these scholarships are awarded to returning students only. Amounts may vary from year to year.

The **J. Caroline Ankeny Memorial Scholarships** totaling \$2,700 are awarded annually to international students from India, Africa, Bolivia or Peru.

The **Ethel D. Ankeny Memorial Drama Scholarship** of \$300 is awarded to a student active in drama with above-average grades at GFC. Financial need is not required

The **Barbara Armstrong Memorial Music Scholarship** provides \$400 for an upper-division female vocal music major

The **Austin Scholarship** is intended for academically superior students from Newberg. The \$1,200 stipend is renewable if the student is active in college programs and leadership and maintains a 3.0 GPA. Financial need is not required

The **Leona and J.D. Baker Student Scholarship** provides \$500 to a sophomore, junior or senior who has a 3.0 or higher GPA and financial need

The **Robert Barclay Tuition Scholarship** of \$1,200 is funded by Arthur and Fern Roberts. Applicants must be upper-division Quaker students majoring in religion or philosophy. The student's home church must provide a supporting statement. Financial need is required

The **Viola D. Barkman Memorial Educational Scholarship** is a two-year \$2,500 scholarship for elementary education majors. The recipients must be residents of Oregon, juniors, and have financial need. Applications for the scholarship will be made in the spring semester of the sophomore year to the Director of Teacher Education, with the final approval granted by the Scholarship Committee

The **Beatty Business/Economics Scholarship** of \$900 is named in honor of Mr. and Mrs. Joseph L. Beatty and contributed by Dr. Howard Kershner. The recipient must be a senior student with a cumulative grade point average of 3.5 and a major in business/economics. Financial need is not required

The **Richard H. Beebe Memorial Scholarship** provides \$600 for a graduate of Crow High School (Eugene, Oregon). Students from Eugene Friends Church also may be considered. Recipients must have a 2.5 GPA. Financial need is considered

The **John and Esther Brougher Memorial Premedical Scholarship** of \$600 is provided to a student majoring in a premedical professional program. Financial need is not required

The **Florence A. Butler Memorial Scholarship** of \$400 is awarded annually to a junior or senior student majoring in business/economics. Financial need may be considered

The **J. Stewart Carrick Memorial Scholarship** is an award of \$550 to a student majoring in music.

The **Ira and Frieda Compton Business Scholarship** of \$800 is awarded annually to a sophomore, junior or senior majoring in business/economics. Financial need is not required

The **Ethel Cowgill Memorial Scholarship** of \$650 is awarded annually to a financially needy dependent of a pastor of one of the Northwest Yearly Meeting of Friends churches

The **Stephen Crisp Communication Arts Scholarship** of \$500 is awarded annually to a student of at least sophomore standing majoring in communication arts. Financial need may be considered

The **Diane Walter Davis Memorial Scholarship** of \$400 is awarded annually to a female student participating in intercollegiate athletics

The **Bill and Jim DeLapp Scholarship** of \$1,100 is awarded annually to a student who resides in one of the 13 western states. Financial need is required

The **Alfred and Pauline Dixon Memorial Music Scholarships** of \$300 to \$1,000 assist students majoring in music. Financial need is not required

The **David P. Earhart Memorial Scholarships** range from \$100 to \$300. Students must be members of, or regularly attend, a Friends church or hold pacifist beliefs similar to the Quakers. Financial need is required

The **Gerald Edwards Computer Science Scholarship** of \$200 is awarded to a deserving student majoring in computer information science

The **M. Lowell and Margaret W. Edwards Health Science Scholarships** ranging from \$500 to \$2,000 are awarded annually to students majoring in science. Preference will be given to students who are preparing for health-related professions. Financial need may be considered

The **George Fox College Engineering Scholarship** is offered to a junior or senior engineering major with at least a 3.0 GPA. The stipend is for \$600

The **Farmer Family Business/Marketing Scholarship** of \$400 is offered to a business/marketing major. Financial need is considered

The **Roy and Fern Gage Scholarship** of \$600 is awarded annually to assist a student with need

The **Russel and Olivia Gainer Christian Ministry Scholarship** of \$900 is awarded to a Christian ministries major, with financial need preferred

The **Allen Hadley Memorial Scholarship** of \$250 is awarded annually to a junior or senior Quaker student from Northwest Yearly Meeting of Friends who plans to major in music or social services. Financial need is required

The **Mona Hadley Teaching Scholarship** of \$150 is offered to an education major with a GPA of at least 3.0

The **Haisch Family Scholarships** totaling \$1,200 are awarded annually to seniors who are members of the Friends Church. One award is designated for a student preparing for the Christian ministry. Another award is designated for a student majoring in one of the natural sciences. Financial need is not required

The **Lynn Hampton Memorial Education Scholarship** of \$300 is awarded annually to aid a student majoring in elementary education with a minimum GPA of 3.25. Financial need is considered but not required

The **Laura Smith Haviland Social Studies Teaching Scholarship** of \$1,400 is awarded annually to a student majoring in social studies teaching. Financial need is required

The **Erma Martin Hockett Memorial Scholarship** of \$200 is awarded annually from funds contributed by the Richard Johnson family. The recipient must be a junior or senior student majoring in music education or preparing for a career in church music ministry. Financial need is not required

The **Hal Hockett Memorial Premedical Scholarship** of \$200 is awarded annually from funds contributed by the Richard Johnson family. The recipient must be a senior student living in one of the Northwest states, including Alaska. The recipient must be preparing for a health-related profession. Financial need is required

The **John Dee Hodgdon, Sr., Memorial Scholarship** of \$1,000 is awarded annually to Friends students to help meet their educational costs

The **Herbert Hoover Scholarship in History** of \$500 is awarded annually to a student majoring in history. Financial need is required

The **Clarence and Sue Johnson Scholarship** of \$900 is awarded to a student who has financial need

The **Howard E. Kershner Business and Economics Scholarship** of \$1,350 is awarded annually to students majoring in business and economics. Financial need is not a consideration

The **Ed Kidd Memorial Scholarship** of \$600 is awarded to a student, sophomore or above, with an interest in writing or ministry. Financial need is required

The **Esther M. Klages Scholarships** provide funds to deserving students, with preference to international students who intend to return to their native countries to serve in Christian ministries

The **Language Arts Teaching Scholarship** of \$1,400 is awarded annually to a student majoring in language arts teaching. Financial need is required

The **Debbie Larson Memorial Athletic Grant** of \$200 is awarded annually to a student athlete competing at the intercollegiate level. Financial need may be considered

The **Alida Macy Memorial Education Scholarship** of \$1,400 is awarded annually to a student of sophomore standing or above majoring in elementary education with a minimum GPA of 3.0. Financial need is required

The **L. B. and Thelma Martin Business/Economics Scholarship** of \$600 is awarded annually to a junior or senior majoring in business/economics. The student must also be involved in the college athletic program. Financial need is not required

The **McPhee Memorial Grant** of \$1,000 is awarded annually to a dependent of missionaries actively serving the church in a country other than the United States. Financial need is required

The **Miller Athletic Grants** are awarded to athletes who demonstrate the highest levels of ability in their sports

The **Mills Family Christian Service Scholarship** honors the family of Paul Mills, who was an instructor in the Department of Religious Studies at George Fox College for 25 years. The stipend of \$2,700 is given to students who are preparing for full-time Christian service

The **David O. Moberg Scholarship** of \$1,400 is awarded annually to a student majoring in psychology or sociology. Financial need is required

The **Mock Family Scholarship** of \$600 is awarded annually to a student from Banks School District #13. Financial need may be considered

The **George H. Moore Memorial Scholarship** of \$500 is awarded annually to a student majoring in psychology. Financial need is required

The **Edward L. and Ella M. Morse Memorial Scholarship** of \$200 is awarded to a deserving student who has financial need

The **Henry A. Nagl and Eddie Daniel Memorial Scholarship Fund** of \$1,100 is awarded annually to help deserving students meet college costs. Financial need must be considered

The **Fred C. Neumann Memorial Scholarship** of \$800 is awarded annually to a Quaker student who lives in Colorado. First preference will be given to a student from Denver. Financial need is not required

The **Osburn Grant** provides funds for students who would otherwise be eligible for the Oregon State Need Grant but disqualify because they are Christian ministries majors

The **Paul G. and Ruth R. Palmer Scholarship** of \$200 is awarded to a junior or senior majoring in the sciences

The **William Penn Writing Scholarship** of \$500 is awarded annually to an upper-division student majoring in writing/ literature or communication arts. Financial need may be considered

The **Levi T. Pennington Memorial Scholarship** of \$350 is awarded annually to a financially needy student majoring in sociology/social service who maintains a 3.0 GPA

The **Joe and Pearl Reece Memorial Scholarship** provides \$150 to assist a freshman Friends student studying vocal music

The **Delbert E. Replogle Telecommunications Scholarship** of \$700 is awarded annually to an upper-division student majoring in communications/video production

The **J. Vernon Rice and Maude R. Rice Scholarships** of \$200 to \$600 are awarded to a limited number of students with financial need. Primary consideration is given to Idaho students who attend Idaho Friends churches participating in the Church/College Fellowship Program

The **Glen Rinard Memorial Scholarship** of \$600 is awarded annually to a Friends student majoring in Christian ministries or religion. The recipient must be preparing for Friends pastoral ministry. Financial need is not required

The **Alvin Roberts Memorial Scholarship** of \$900 is awarded to a Friends student with above-average academic achievement. Preference is given to premed or science majors. Financial need is not required

The **Robertson Family Missionary Scholarship** of \$250 is awarded annually to a son or daughter of an active missionary family. Financial need is not required

The **Alice and Milo Ross Scholarship in Leadership** is awarded annually to a Quaker student who has been active in church leadership positions. The recipient must be a junior or senior with at least a B average. The amount of the award is \$650. Financial need is not required

The **Winifred Woodward Sandoz Memorial Scholarship** of \$350 assists education majors who have achieved junior or senior standing with a GPA of 2.5 or higher. Financial need is considered

The **Science Scholar Award** will provide an annual award of \$1,000 to students majoring in the sciences, preferably in premed. The recipient must be a junior or senior with at least a 3.0 GPA

The **Isaac and Esther Smith Memorial Scholarship** of \$2,200 is awarded to a student with financial need

The **Hazel Steinfeldt Peace Studies Scholarship** is awarded to students who have demonstrated a commitment to a vocation of peacemaking or benefitted from the peacemaking education opportunities available at GFC. Student must have a 3.0 GPA. The total amount awarded is \$6,700

The **Joanne Brougher Summers Memorial Scholarship** of \$850 is awarded annually to an international student or Alaskan Eskimo who has ability to succeed in college. Financial need is required.

The **Mary C. Sutton Memorial Scholarship** of \$200 is awarded annually to a financially needy Quaker student majoring in Christian education or biology. Financial need is required

The **George and Dorothy Thomas Language Study Scholarship** provides \$350 to a freshman or sophomore with at least two years of high school foreign language study with a 3.0 average. Preference is given to students who intend to pursue language study at GFC

The **Richard Tippin Memorial Music Scholarship** of \$200 is awarded annually to a member of the Friends Church (preferably of the East Whittier Friends Meeting) pursuing a degree in music. Financial need is not a consideration

The **Valerie Tursa Memorial Scholarship** of \$900 is awarded to a junior or senior majoring in social work and/or sociology who maintains a 3.0 GPA. Financial need is required

The **Elver Voth Scholarship** provides \$500 annually to a junior or senior majoring in biology or life sciences. Preference is given to a student with a GPA of 3.5 or better, but 3.0 is minimum. Students planning to teach biology or life sciences also may be considered

The **Jack L. Willcuts Memorial Scholarship** offers \$850 to a student preparing for ministry in the Friends Church or Christian journalism. Preference is given to students from Northwest Yearly Meeting of Friends Church. The student must have achieved at least sophomore standing. Financial need may be considered

The **Arthur and Gwen Winters Scholarship** of \$750 is awarded annually to a Quaker student from Northwest Yearly Meeting of Friends Church. Financial need is required

The **Ezra and Amanda Woodward Scholarship** provides \$750 for an elementary education major with special needs. Financial need is considered

The **John Woolman Social Issues and Research Scholarship** of \$500 is awarded annually to a student majoring in sociology/social service or psychology. The recipient must read *The Journal of John Woolman* and write a reflective paper. Financial need is not required

The **Glenn Zurcher Scholarship Fund** provides tuition assistance to a financially disadvantaged student with a high degree of scholastic aptitude and achievement. The total amount awarded is \$6,000.

Friends of the College give generously to provide additional scholarships. The following scholarships and grants are funded in this manner. Except as noted, these scholarships are awarded to returning students only. The amounts of the awards may vary according to the annual gifts of the donors

The **Scott Ball Track Scholarship** of \$200 is awarded annually to a freshman or sophomore participating in cross country and/or track, with a minimum high school GPA of 3.25

The **Mark H. Bowman Memorial Scholarship in Choral Music** is designed to strengthen the Concert Choir by attracting a quality accompanist or choral rehearsal assistant. The stipend of \$1,000 is given to a student with a 3.0 GPA or above. A music major is preferred

The **Chevron Merit Award** is a \$8,000 scholarship distributed equally over four years. Academic achievement, leadership potential, and school or community involvement are factors taken into consideration in awarding the scholarship. A student must plan to major in business or the sciences to be eligible. A statement of educational purpose, three references, and a history of the student's employment become part of the application. Only high school seniors are eligible to apply. Applications are available through high schools. Financial need is not required. Available every other year (next new applicants: 1995-96)

The **Crecelius Family Christian Ministry Scholarship** of \$500 is awarded annually to a student majoring in Christian ministry and planning to prepare for full-time Christian service. Financial need is required

The **Crisman Brothers Grant** of \$300 is awarded annually to a financially needy student

The **Kristine Dicus Memorial Scholarship** of \$500 is awarded to an outstanding freshman student who plans to major in music. Financial need is required

Education Assistance Limited Scholarships are given to students who face special obstacles to completing their education. Financial need is required

The **Farmers' Insurance Group Scholarships** are awarded annually to upper-division students preparing for careers in insurance, mathematics, business, personnel or computer science. Financial need may be considered

The **Gordon-Ball Sociology Scholarship** of \$200 is awarded to a sophomore sociology/social work major who has a GPA of at least 3.0. Financial need may be considered

The **Hanson Quaker Leadership Scholarship** was established to assist a junior or senior Quaker student who sees the Friends Church as an avenue for future ministry. The stipend of \$1,000 is not limited to future pastors

The **Orpha Puckett Larrance Memorial Scholarship** of \$500 is awarded annually to a student of sophomore, junior or senior standing majoring in home economics or elementary education. Financial need may be considered

The **Minthorne Family Grant** of \$500 is awarded to a freshman son or daughter of a Friends pastor or missionary. Financial need may be considered

The **Physical Education Grant** of \$600 is awarded annually to an upper-division student planning to teach physical education or serve in the recreation field. A 3.0 minimum GPA is required. Financial need may be considered

The **PGE Merit Award** of \$2,250, renewable annually, is awarded to an Oregon high school senior with high academic achievements and community involvement. Applications are available through high schools. Application must be made by March 30

The **Arthur and Fern Roberts Tuition Grant** of \$1,200 is awarded annually to a freshman or sophomore Quaker student. Financial need is required

The **Frank D. Roberts Family Scholarship** of \$200 is awarded annually to the valedictorian of the senior class of Greenleaf Academy, located in Greenleaf, Idaho. Financial need is not required.

The **Mr. and Mrs. Fordice W. Stebbins Scholarship** of \$500 is awarded annually to a son or daughter of missionaries who is planning to pursue a career in Christian service. Financial need may be considered

The **West Linn High School Scholarship** of \$500, funded by Dea and Lois Cox, is awarded to a graduating senior from West Linn High School to aid in attending George Fox College

The **Wilhite Music Scholarship** of \$500 is to assist a student majoring in music. It is the hope of the College that recipients of these funds will someday desire to add to the scholarship endowment fund and designate gifts for this purpose

LOANS

The Federal Perkins Loan (previously the National Direct Student Loan) is awarded to students who demonstrate high need. Application is made directly to the College

The Federal Stafford Loan, subsidized and unsubsidized, is available to students who apply. The unsubsidized Stafford is available to all students regardless of need. Parents may borrow under the Federal Parents Loan for Undergraduate Students (PLUS) loan program. Applications for the Stafford and PLUS are obtained from the College or from local banks and should be returned to the College when completed

When other funds are not available, loans place the responsibility for financing higher education on the student or parent. Families are encouraged to be cautious when applying for loans but to consider the value of receiving financial assistance when needed and of paying some of the cost of education later when they are better able to do so. The College expects loans to be a significant part of the usual financial aid award, but the family must decide whether the loans are necessary based upon their financial situation

EMPLOYMENT

On-campus employment constitutes a significant resource for students who have documented financial need. A need analysis form must be on file to determine eligibility for employment. Most student employment is subsidized through the Federal College Work-Study Program. A limited number of employment positions are given to students who do not qualify for the federal work funds.

GOVERNMENTAL FUNDS AND PROVISIONS

Prospective and enrolled students may request and receive information from the Director of Financial Aid and the financial aid staff concerning available financial assistance and student consumer information

Financial resources are supplied by the federal government through Title IV of the Higher Education Act of 1965 as amended. This aid includes the Pell Grants, Supplementary Educational Opportunity Grants, the Perkins Loan/Direct Loan Program, the Guaranteed Student Loan Program, Parents Loan for Undergraduate Students, and the Federal Work-Study Program. Other grants are contributed by the state of Oregon for eligible residents and by the College through its general fund and private donors. Students may inquire about eligibility for aid, criteria for selection, award amounts, and rights and responsibilities

Compliance with Federal Laws and Regulations

The College does not discriminate on the basis of age, sex, race, color, national origin or handicap in its educational programs or activities, including employment, and is required by federal law not to discriminate in such areas. The College also is in compliance with the Family Education and Privacy Act of 1974

The following offices may be contacted for information regarding compliance with legislation:

Director of Admissions: 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 Financial Aid: 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

Pursuant to the provisions of the Family Rights and Privacy Act of 1974, students are advised that the College construes the following information to be directory information: the student's name, campus and home address, classification, telephone listing, date and place of birth, major field of study, class schedule, honor roll listing, participation in college activities and sports, degrees and awards/honors received, previous schools attended, dates of attendance, denominational or religious preference, parent's names and addresses, and, for members of athletic teams, height, weight and positions played

The designation of the above information as "directory information" means that it may be released to third parties, such as in news releases. Such "directory information" is contained specifically on College Relations Student Information cards, on athletic team biographical forms, and on other college forms. Photographs also are considered by the College to be "directory information." As such, release of photographs also is provided

Students may request that "directory information" not be released to third parties. To make such a request, please advise the Registrar in writing in a signed and dated statement. Otherwise, all photographs and information listed above will be 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

DISCLOSURE OF USES FOR SOCIAL SECURITY NUMBERS

Providing one's social security number is voluntary. If a student provides it, the College will use his or her social security number for keeping records, doing research and reporting

The College will not use the number to make any decision directly affecting the student or any other person. A student's social security number will not be given to the general public. Students who choose not to provide their social security numbers will not be denied any rights as a student. A statement in the class schedule describes how social security numbers will be used. Providing one's social security number means that the student consents to use of the number in the manner described.

DIRECTORIES

FACULTY, 1994-95

This register includes those teaching half time or more under regular faculty contracts, as well as certain administrative officers with faculty designation. Listed are those contracted at the time of printing.

FLORA T. ALLEN, Associate Professor of Home Economics, Chairperson of the Department of Home Economics. B.S., Seattle Pacific University; M.A., Linfield College. George Fox College 1969-73; 1979

MICHAEL A. ALLEN, Professor of Sociology, Chairperson of the Department of Sociology/Social Work. B.S., M.S., Illinois State University. George Fox College 1976

RICHARD E. ALLEN, Associate Professor of Management of Human Resources and Health and Human Performance, Associate Director of Continuing Studies. B.S., Seattle Pacific University; M.S., University of Oregon. George Fox College 1969

PAUL N. ANDERSON, Associate Professor of Biblical and Quaker Studies. B.A., Malone College; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox College 1989

MARK E. ANKENY, Assistant Professor of Management of Human Resources. B.A., George Fox College; M.S., Portland State University. George Fox College 1991

REBECCA THOMAS ANKENY, Dean of the School of Humanities, Associate Professor of English. B.A., George Fox College; M.A., Ph.D., University of Oregon. George Fox College 1988

DIRK E. BARRAM, Vice President for Academic Affairs, Associate Professor of Management of Human Resources. B.A., Gordon College; M.A., Kent State University; Ph.D., Michigan State University. George Fox College 1986

W. JAY BEAMON, Associate Professor of Sociology. B.A., Northwest College; M.A., North American Baptist Seminary; Ph.D., Iowa State University. George Fox College 1994

RALPH K. BEEBE, Professor of History. B.A., George Fox College; M.Ed., Linfield College; M.A., Ph.D., University of Oregon. George Fox College 1955-57; 1974

TERESA L. BOEHR, Assistant Professor of Home Economics. B.S., Oregon State University; M.A., Linfield College. George Fox College 1985

JOHN D. BOWMAN, Professor of Music. B.M., Houghton College; D.M.A., University of Cincinnati. George Fox College 1980

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 College 1993

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 College 1990

RODGER K. BUFFORD, Professor of Psychology, Chairperson of the Graduate School of Clinical Psychology. B.A., The Kings College; M.A., Ph.D., University of Illinois. George Fox College 1990

CLARK D. CAMPBELL, Assistant Professor of Psychology, Co-director of Clinical Training, Graduate School of Clinical Psychology. B.A., Wheaton College; M.A., Ph.D., Western Conservative Baptist Seminary. George Fox College 1991

DOUGLAS G. CAMPBELL, Associate Professor of Art. B.A., Florida State University; M.F.A., Pratt Institute; Ph.D., Ohio University. George Fox College 1990

KAREN R. CARMAN, Instructor of Health and Human Performance. B.S., Willamette University; M.A., Indiana State University. George Fox College 1993

PAUL H. CHAMBERLAIN, Professor of Chemistry, Chair-person of the Department of Biology and Chemistry. B.A., Point Loma College; Ph.D., University of Nevada, Reno. George Fox College 1977

R. CARLISLE CHAMBERS, Assistant Professor of Chemistry. B.S., Milligan College; M.A., Ph.D., Emory University. George Fox College 1994

CHARLES K. CHURCH, Reference Librarian. B.S., Southern Oregon State College; M.L.S., University of Oregon. George Fox College 1993

MELINDA C. COGLAR, Assistant Professor of Home Economics. B.A., Seattle Pacific University; M.S., Oregon State University. George Fox College 1994

WAYNE E. COLWELL, Professor of Psychology; Co-director of Clinical Training, Graduate School of Clinical Psychology. B.S., John Brown University; M.Div., Grace Theological Seminary; M.Ed., University of Arkansas; Ph.D., Arizona State University. George Fox College 1990

ANDREA P. COOK, Vice President for Enrollment Services. B.A., Northwest Nazarene College; M.S., University of Oregon. George Fox College 1987

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 College 1987

STEVEN M. CURTIS, Instructor of Health and Human Performance. B.S., George Fox College; M.S.T., Portland State University. George Fox College 1987

VICTORIA L. DEFFERDING, Instructor of Spanish. B.A., University of Oregon. George Fox College 1989

SUSAN H. DELESSERT, Assistant Professor of Spanish and French. B.A., M.A., Portland State University; M.A., Ph.D., University of Oregon. George Fox College 1983

JOE DEVOL, Assistant Professor of Human Resources Management. B.S., California State University, Los Angeles; M.S., University of California, Riverside. George Fox College 1992

EUGENE R. DYKEMA, Professor of Business, Director of the Graduate Business Program. B.S., University of Illinois; M.B.A., University of Chicago; Ph.D., University of Notre Dame. George Fox College 1991

MICHELLE L. DYKSTRA, Assistant Professor of Psychology. B.A., Hope College; M.A., M.A., Ph.D., Fuller Theological Seminary. George Fox College 1991

KATHRYN V. ECKLUND, Assistant Professor of Psychology. B.A., M.A., Biola University; Ph.D., Rosemead School of Theology. George Fox College 1994

RICHARD A. ENGNELL, Associate Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox College 1978

GARY K. FAWVER, Associate Professor of Outdoor Ministries. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary. George Fox College 1974

JAMES D. FOSTER, Dean of the School of Natural and Behavioral Sciences, Professor of Psychology. B.S., Seattle Pacific University; M.A., Ph.D., Ohio State University. George Fox College 1980

ROBERT D. GILMORE, Associate Professor of Spanish, Director of Instructional Media. B.A., Azusa Pacific University; M.Div., American Baptist Seminary of the West; M.S.Ed., University of Southern California. George Fox College 1964

RAYMOND P. GLEASON, Assistant Professor of Business. B.A., M.A., California State University, Los Angeles. George Fox College 1989

STEVEN C. GRANT, Assistant Professor of Health and Human Performance. B.A., Biola College; M.Ed., Linfield College. George Fox College 1982

DENNIS B. HAGEN, Professor of Music and Education. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox College 1964

STEVEN E. HANNUM, Associate Professor of Chemistry. B.S., Wheaton College, Ph.D., University of Kentucky. George Fox College 1985

ROBERT F. HARDER, Associate Professor of Engineering. B.S.M.E., M.S.M.E., Michigan Technological University. George Fox College 1988

THOMAS F. HEAD, Associate Professor of Economics and Business, Chairperson of the Department of Business and Economics. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox College 1971-74; 1976-79; 1983

HENRY C. HELSABECK, Professor of Mathematics and Computer Science, Chairperson of the Department of Mathematics, Computer and Engineering. B.A., Culver Stockton College; M.A., M.A., Ph.D., University of Missouri. George Fox College 1978

EDWARD F. HIGGINS, Professor of English, Chairperson of the Department of Writing/Literature. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox College 1971

DAVID J. HOWARD, Associate Professor of Music. B.A., Simpson Bible College; B.A., M.A., San Francisco State College; D.M.A., Southern Baptist Theological Seminary. George Fox College 1968-85; 1988

MARTHA A. IANCU, Assistant Professor of English as a Second Language, Chairperson of the Department of English as a Second Language. B.A., M.A., University of Oregon. George Fox College 1989

W. BRAD JOHNSON, Assistant Professor of Psychology. B.A., Whitworth College; M.A., Ph.D., Fuller Theological Seminary. George Fox College 1994

CRAIG E. JOHNSON, Associate Professor of Communication Arts, Chairperson of the Department of Communication Arts. B.A., Luther College; M.A., Wheaton College; Ph.D., University of Denver. George Fox College 1988

JOHN M. JOHNSON, Associate Professor of Mathematics and Computer Science. B.S., Northwest Nazarene College; M.S., Kansas State University. George Fox College 1984

MERRILL L. JOHNSON, Director of Learning Resources, Associate Professor. B.A., Seattle Pacific University; M.L.S., University of Oregon. George Fox College 1980

WILLIAM G. JOLLIFF, Associate Professor of English. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., Ohio State University. George Fox College 1994

GARY M. KILBURG, Associate Professor of Education, Director of the Graduate Teacher Education Programs. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox College 1992

KATHLEEN A. KLEINER, Assistant Professor of Psychology. A.B., Franklin & Marshall College; M.A., Ph.D., Case Western Reserve University. George Fox College 1993

CHRISTOPHER J. KOCH, Assistant Professor of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox College 1993

WARREN G. KOCH, Assistant Professor of Communication/Video Production. B.A., George Fox College; M.S., Boston University; Ph.D., Regent University. George Fox College 1982

DEBRA D. LACEY, Vice President for Student Life, Dean of Students. B.A., Northwestern College; M.A., Azusa Pacific University; M.Div., Western Evangelical Seminary. George Fox College 1982

BETH A. LAFORCE, Associate Professor of Education, Co-Director of Intensified Studies. B.S., Malone College; M.A., Western Michigan University; Ph.D., Michigan State University. George Fox College 1987

GREGG T. LAMM, Campus Pastor. B.A., George Fox College; M.Div., Western Evangelical Seminary. George Fox College 1991

PATRICIA A. LANDIS, Associate Professor of Education, Director of Undergraduate Teacher Education. B.A., Seattle Pacific University; M.A., University of Washington. George Fox College 1984

ROBERT E. LAUINGER, Associate Professor of Music. B.S., Portland State University; M.M., Indiana University; D.M.A., University of Arizona. George Fox College 1967-70; 1971

LAUREL LEE, Assistant Professor of Writing, Writer-in-Residence. B.A., University of California, Berkeley. George Fox College 1990

JO H. LEWIS, Associate Professor of Drama. A.B., Asbury College; M.A., Glassboro State University; Ed.D., Temple University. George Fox College 1960-62; 1967-69; 1990

CARLTON H. LLOYD, Assistant Professor of Social Work. B.A., Columbia Christian College; M.A., Eastern New Mexico State University; Ph.D., University of Texas. George Fox College 1994

BRUCE G. LONGSTROTH, Assistant Professor of Management of Human Resources. B.A., George Fox College; M.S.W., University of Utah. George Fox College 1974

HOWARD R. MACY, Professor of Religion and Biblical Studies, Director of the Graduate Christian Studies Program. B.A., George Fox College; M.A., Earlham School of Religion; Ph.D., Harvard University. George Fox College 1990

MARGARET L. MACY, Assistant Professor of Education. B.A., George Fox College; M.Ed., Wichita State University. George Fox College 1991

MARVIN E. MARDOCK, Director of International Student Services, Professor. A.B., Cascade College; M.S., Fort Hays State University; M.A., California State University, Fullerton; Ed.D., University of Northern Colorado. George Fox College 1992

C. LESLIE MARTIN, Professor of Education, Chairperson of the Department of Teacher Education. B.A., Northwest Nazarene College; M.Ed., Ed.D., Oregon State University. George Fox College 1992

JANET L. MELNYK, Assistant Professor of Religion. B.A., Barclay College; M.A., Chandler School of Theology. George Fox College 1994

DONALD J. MILLAGE, Vice President for Financial Affairs. B.S., University of Oregon; CPA, Oregon. George Fox College 1972

RONALD L. MOCK, Director of the Center for Peace Learning, Assistant Professor of Peace Studies and Political Science, Co-Director of Intensified Studies. B.A., George Fox College; M.P.A., Drake University; J.D., University of Michigan. George Fox College 1985

WILLIAM W. MONTGOMERY, Assistant Professor of Social Work. B.S., Taylor University; M.S.W., St. Louis University. George Fox College 1990

GLENN T. MORAN, Dean of the School of Professional Studies, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox College 1979-86; 1991

LEE NASH, Herbert Hoover Professor of History. A.B., Cascade College; M.A., University of Washington; Ph.D., University of Oregon. George Fox College 1975

K. LOUISE NEWSWANGER, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox College 1992

G. DALE ORKNEY, Professor of Biology. B.A., Northwest Nazarene College; M.S., Ph.D., University of Idaho. George Fox College 1963-64; 1965

RONALD W. PARRISH, Assistant Professor of English as a Second Language. B.Th., Northwest Christian College; B.A., Lewis and Clark College; M.A., University of Hawaii. George Fox College 1989

ALEX PIA, Assistant Professor of English as a Second Language. B.A., California State University, Chico; M.A., Portland State University. George Fox College 1990

RICHARD B. POLLEY, Professor of Business. B.S., Michigan State University; A.M., Ph.D., Harvard University. George Fox College 1993

DONALD R. POWERS, Associate Professor of Biology. B.S., Biola University; M.S., San Diego State University; Ph.D., University of California, Davis. George Fox College 1989

COLLEEN D. RICHMOND, Instructor of Writing and Literature. B.A., Oregon State University; M.A., Portland State University. George Fox College 1992

ARTHUR O. ROBERTS, Professor-at-Large. B.A., George Fox College; B.D., Nazarene Theological Seminary; Ph.D., Boston University. George Fox College 1953

GALE H. ROID, Associate Professor of Psychology. B.A., M.A., University of Oregon; Ph.D., Harvard University. George Fox College 1993

MEL L. SCHROEDER, Associate Professor of Drama. B.A., Northwest Nazarene College; M.A., San Jose State University. George Fox College 1978-83; 1987

MARK A. SELID, Assistant Professor of Business. B.A., Pacific Lutheran University; M.T., Portland State University, CPA. George Fox College 1993

SUSAN M. SHAW, Associate Professor of Christian Ministries. B.A., Berry College; M.A., Ed.D., Southern Baptist Theological Seminary. George Fox College 1991

BYRON S. SHENK, Associate Professor of Health and Human Performance, Chairperson of the Department of Health and Human Performance. B.A., Goshen College; M.A., University of Oregon; Ed.D., University of Virginia. George Fox College 1990

SHERIE L. SHERRILL, Instructor of English. B.A., Seattle Pacific University. George Fox College 1976
CHOSHIO SHIKINA, Assistant Professor of Japanese. B.A., University of Okinawa; B.A., Portland State University. George Fox College 1991

PHILIP D. SMITH, Assistant Professor of Philosophy. B.A., George Fox College; M.A., Fuller Theological Seminary; Ph.D., University of Oregon. George Fox College 1982

RONALD G. STANSELL, Associate Professor of Religion, Chairperson of the Department of Religious Studies. B.A., George Fox College; M.Div., Western Evangelical Seminary; D.Miss., Trinity Evangelical Divinity School. George Fox College 1985

EDWARD F. STEVENS, President, Professor of Business. B.A., Nebraska Wesleyan University; M.A., University of Nebraska; Ph.D., University of Minnesota. George Fox College 1983

KAREN A. SWENSON, Assistant Professor of Mathematics Education. B.S., Colorado State University; M.S., Oregon State University. George Fox College 1988

CRAIG TAYLOR, Associate Professor of Health and Human Performance, Director of Athletics. B.A., George Fox College; M.Ed., Linfield College. George Fox College 1976-78; 1981

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 College 1988

TIMOTHEOS TSOHANTARIDIS, Assistant Professor of Religion. B.A., Barrington College; M.A., Ashland Theological Seminary. George Fox College 1985-1990; 1993

MARK S. VERNON, Assistant Professor of Health and Human Performance. B.S., George Fox College; M.S., Linfield College. George Fox College 1982

K. MARK WEINERT, Associate Professor of History, Chairperson of the Department of History and Political Science, Director of Overseas Study. B.A., Anderson College; M.Div., Western Evangelical Seminary; M.A., University of Portland; Ph.D., Vanderbilt University. George Fox College 1982

DAVID J. WIEBE, Assistant Professor of Management of Human Resources. B.S., Ball State Teachers College; M.A., Ball State University; Ed.D., U.S. International University. George Fox College 1993

KENNETH F. WILLSON, Assistant Professor of Music. B.A., George Fox College; M.Mus., University of Portland. George Fox College 1987-90; 1992

BRENT D. WILSON, Assistant Professor of Math and Computers. B.A., Western Oregon State University; M.A.T., Oregon State University. George Fox College 1994

JOHN R. WISH, Professor of Business. B.S., M.B.A., Ohio State University; Ph.D., Michigan State University. George Fox College 1992

DEBRA D. WORDEN, Assistant Professor of Business. B.A., Westminster College; M.S., Ph.D., Purdue University. George Fox College 1994

FACULTY EMERITI

HARVEY J. CAMPBELL, Registrar. B.A., George Fox College; M.A., Colorado State College of Education. George Fox College 1958-77

RONALD S. CRECELIUS, Chaplain. A.B., Th.B., George Fox College; M.A., Pasadena College; M.R.E., D.D., Western Evangelical Seminary. George Fox College 1967-87

MYRON D. GOLDSMITH, Professor of Religion and Greek. B.A., Friends University; B.D., Asbury Theological Seminary; Ph.D., Boston University. George Fox College 1961-74; 1975-86

MARY S. GREEN, Associate Professor of Mathematics. B.A., Houghton College; M.N., Case Western Reserve University. George Fox College 1973-89

WILLIAM D. GREEN, Vice President for Academic Affairs, 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 College. George Fox College 1972-89

MACKEY W. HILL, Professor of History. B.A., University of California, Los Angeles; M.A., University of the Pacific. George Fox College 1949-74

JULIA H. HOBBS, Professor of Christian Educational Ministries. B.A., Hope College; B.D., M.Th., Winona Lake School of Theology; Ph.D., University of Pittsburgh. George Fox College 1975-91

HECTOR J. MUNN, Professor of Chemistry. B.S., Seattle Pacific University; M.S., Ph.D., Oregon State University. George Fox College 1958-62; 1966-1994

MARJORIE L. WEESNER, Professor of Physical Education. B.S., George Fox College; M.Ed., Linfield College; Ed.D., University of Oregon. George Fox College 1953-54; 1963-1993

PART-TIME FACULTY, 1995-96

This register is composed of adjunct faculty for the 1995-96 academic year. Listed are those contracted at the time of printing

DAVID B. ARNOLD, Management of Human Resources, Psychology. B.S., Seattle Pacific University; M.Ed., Oregon State University; M.A., Western Evangelical Seminary. George Fox College 1989

JOHN A. BERNBAUM, Political Science, American Studies Program, Washington, D.C. B.A., Calvin College; M.A., Ph.D., University of Maryland. George Fox College 1977

GARY A. BERTRAND, Geography. B.S., University of Oregon; M.A.T., Lewis and Clark College. George Fox College 1986

SHARI K. BOWMAN, Freshman Experience. B.S., B.Mus., M.A., Ohio State University. George Fox College 1990

RANDALL E. BROWN, Biology. B.A., Friends University; M.A., University of Kansas; Ph.D., Oregon State University. George Fox College 1992

AUDREY B. BURTON, Management of Human Resources. B.S., University of Oregon; M.L.S., University of Portland; M.A., Portland State University. George Fox College 1974

GEORGE J. BYRTEK, Management of Human Resources. B.S., University of Wisconsin, Stevens Point; M.S., National College of Education. George Fox College 1991

PAT CASEY, Health and Human Performance. B.A., George Fox College. George Fox College 1987
CHRIS DEARNLEY, Latin American Studies Program, San Jose, Costa Rica. B.A., Wheaton College; M.B.A., Harvard University. George Fox College 1989

DAVID DEVIDAL, Clinical Psychology. B.A., Cascade College; M.S., University of Oregon; M.A., Ph.D., Fuller Graduate School of Psychology. George Fox College 1990

PEGGY S. DOUGHERTY, Music. B.A., Warner Pacific College; M.Mus., University of Portland. George Fox College 1972-78; 1990

NANCY R. EMRICK, Music. B.S., Western Oregon State College; M.Mus., The Juilliard School. George Fox College 1991

PATSY A. ENGLE, Instructor of English and Education. B.A., Marion College; M.A., Ball State University. George Fox College 1988

KURT E. FREE, Clinical Psychology. B.A., Wheaton College; M.A., Ph.D., Rosemead Graduate School, Biola University. George Fox College 1990

JO R. HELSABECK, Management of Human Resources. B.A., Culver Stockton College; M.A., University of Missouri. George Fox College 1987

KERRY E. IRISH, History. B.A., George Fox College; M.A., University of Washington. George Fox College 1993

BONNIE J. JERKE, Career Development. B.S., Montana State University; M.A., Western Evangelical Seminary. George Fox College 1984

LINDA M. JUDD, English as a Second Language. B.S., Abilene Christian College. George Fox College 1990

DEAN R. LONGFELLOW, Clinical Psychology. B.A., Portland State University; M.A., Psy.D., Western Conservative Baptist Seminary. George Fox College 1990

M. MAURICE MACY, Music. B.S., George Fox College; M.Mus., University of Colorado. George Fox College 1980

JAMES P. MCMASTER, Aquatics. B.A., California State University, Chico. George Fox College 1983

STEPHEN S. MEHARG, Clinical Psychology. B.S., Washington State University; M.A., Ph.D., Fuller Graduate School of Psychology. George Fox College 1992

RUTH E. MILLER, Education. B.S., M.S., Portland State University. George Fox College 1989

RAWLEN D. SMITH, Communication/Video Production. B.S., B.S., George Fox College. George Fox College 1979

DAVID L. VOTAW, Computer Information Science. B.A., George Fox College. George Fox College 1990

GERALDINE M. WAGER, Education. B.A., M.S., San Francisco College for Women. George Fox College 1993

DAVID C. WALLER, Clinical Psychology. B.S., Oregon State University; M.A., Ph.D., Western Conservative Baptist Seminary. George Fox College 1990

MARK R. WILLIAMS, Music Education. B.A., George Fox College. George Fox College 1991

COLLEGE ADMINISTRATION, 1994-95

ADMINISTRATIVE CABINET

DAVE L. ADRIAN, B.A., Vice President for Development

DIRK E. BARRAM, Ph.D., Vice President for Academic Affairs

ANDREA P. COOK, M.S., Vice President for Enrollment Services

BARRY A. HUBBELL, B.A., Executive Assistant to the President, Director of College Relations

DEBRA D. LACEY, M.A., M.Div., Vice President for Student Life, Dean of Students

DONALD J. MILLAGE, CPA, B.S., Vice President for Financial Affairs

EDWARD F. STEVENS, Ph.D., President

ACADEMIC ADMINISTRATION

REBECCA T. ANKENY, Ph.D., Dean of the School of Humanities

DIRK E. BARRAM, Ph.D., Vice President for Academic Affairs

ANDREA P. COOK, M.S., Vice President for Enrollment Services

JAMES D. FOSTER, Ph.D., Dean of the School of Behavioral and Natural Sciences

ROBERT D. GILMORE, M.S.Ed., M.Div., Director of Instructional Media

BONNIE J. JERKE, M.A., Director of the Academic Success Program

MERRILL L. JOHNSON, M.L.S., Director of Learning Resources

BETH A. LAFORCE, Ph.D., Co-Director of Intensified Studies

PATRICIA A. LANDIS, M.A., Director of Undergraduate Teacher Education

MARVIN E. MARDOCK, Ed.D., Director of International Student Services

RONALD L. MOCK, J.D., M.P.A., Director of the Center for Peace Learning and Co-Director of Intensified Studies

GLENN T. MORAN, Ed.D., Dean of the School of Professional Studies

K. MARK WEINERT, M.Div., Ph.D., Director of Overseas Studies

CONTINUING STUDIES

RICHARD E. ALLEN M.S., Director of Continuing Studies
 EARL L. CRAVEN M.S., Director of Assessment
 CHRISTINA R. GROSS B.S., Director of Admissions for Continuing Studies
 JO R. HELSABECK, M.A., Assistant Director of Assessment
 DONNA S. LEWIS M.A., Assessment Counselor
 CAROL A. NAMBURJ B.A., Admissions Counselor
 DONNA R. WEST, B.A., Admissions Counselor

GRADUATE STUDIES

RODGER K. BUFFORD, Ph.D., Director of the Graduate School of Clinical Psychology
 EUGENE R. DYKEMA Ph.D., Director of the Graduate Business Program
 GARY M. KILBURG Ph.D., Director of the Graduate Teacher Education Programs
 HOWARD R. MACY, Ph.D., Director of the Graduate Christian Studies Program
 SHERRI D. MURRELL, B.A., Graduate Admissions Coordinator
 JEFFREY B. RICKEY, Dean of Admissions and Director of Graduate Enrollment

ADMISSIONS AND FINANCIAL AID

RANDALL C. COMFORT, B.A., Director of Admissions
 KEVIN D. DOUGHERTY, B.A., Admissions Counselor
 JAMES E. JACKSON, B.S., Director of Financial Aid
 MONIKA R. KELLER, Financial Aid Counselor
 GINEAN LEWIS, B.A., Admissions Counselor
 PENNY J. RADER, B.S., Associate Director of Admissions
 CHRISTINE A. SCHLARBAUM, B.S., Financial Aid Counselor
 RONALD J. WOLFE, B.A., Admissions Counselor

BUSINESS AND RELATED SERVICES

CAROLYN R. BALL, B.A., Academic Computing Support Manager
 KARON L. BELL, B.A., Assistant Vice President for Financial Services
 JANELLE F. CLAASSEN, B.A., Assistant Director of Computer Services
 TIMOTHY J. COMMINS, B.S., Director of Security
 DONALD A. COSSEL, B.S., Superintendent of Buildings
 JOYCE E. COSSEL, B.S., Manager of Bookstore
 SHERRIE G. FROST, Director of Mail Services and Conferences
 VIRGINIA L. HOOVER, Superintendent of Custodial Services
 WILLIAM N. JACKSON, B.A., Director of Food Service
 S. LAWRENCE LEBOW, Assistant Director of Computer Services
 JOHN D. LYDA, B.S., Superintendent of New Construction
 DONALD J. MILLAGE, CPA, B.S., Vice President for Financial Affairs/Treasurer
 RAWLEN D. SMITH, B.S., Manager of Computer Support Center
 WILFRED M. SMITH, Superintendent of Grounds
 RONALD W. SUTTEN, Superintendent of Building Systems
 CLYDE G. THOMAS, B.A., Director of Plant Services
 DAVID L. VOTAW, B.A., Director of Computer Services

DEVELOPMENT AND PUBLIC RELATIONS

DAVE L. ADRIAN, B.A., Vice President for Development
 TERENCE E. BELL, M.S., Director of Grant Writing and Institutional Research
 GARY D. BROWN, M.A., Director of Alumni and Parent Relations
 ANITA A. CIRULIS, B.A., Director of Public Information and Publications
 SAMUEL A. FARMER, B.A., Assistant to the President for Special Projects and Church Relations
 ROBERT C. FELTON, B.A., Assistant Director of Public Information, Sports Information Director
 LINDA K. HERDINA, B.A., Associate Director of Development
 BARRY A. HUBBELL, B.A., Executive Assistant to the President, Director of College Relations
 RAYMOND T. ROTOLO, B.A., Director of Planned Giving

STUDENT LIFE

DAVID B. ARNOLD, M.A., Director of Personal Counseling and Development
 SUSAN R. BOS, M.S.W., Resident Director

DENISE A. BROOKS M.A., Director of Outreach and Discipleship, Resident Director
 DONNA K. BUHROW, M.A., Resident Director
 WILLIAM C. BUHROW, JR., Psy.D., Director of Counseling/Health Services
 JAMES W. FLEMING M.A., Associate Dean, Director of Student Leadership
 BONNIE J. JERKE, M.A., Director of Career Services
 DEBRA D. LACEY, M.A., M.Div., Vice President for Student Life, Dean of Students
 GREGG T. LAMM, M.Div., Campus Pastor
 SHAUN P. MCNAY, M.A., Associate Dean, Director of Residence Life
 CAROLYN J. STAPLES R.N., B.S.N., Director of the Wellness Resource Center
 KEVIN A. SUTTON, B.A., Resident Director
 JEFFREY M. VANDENHOEK, M.Min., Housing Coordinator, Resident Director
 TILIKUM RETREAT CENTER
 MERRIE FRENCH, Administrative Assistant
 NADYNE KINSER, Food Services Director
 DENNIS L. LITTLEFIELD, B.S., Director of Program Services
 MELVA R. LLOYD, Guest Services Director
 ARNOLD MITCHELL, B.Th., Director
 LAWRENCE H. OSBORN, Property Manager
 JAN THOMPSON, Housekeeping Supervisor
 DENISE WATERER, Assistant to the Director

BOARD OF TRUSTEES, 1994-95

HALL, ADRIAN, Portland, Oregon, insurance executive (retired)
 PETER H. ANDERSON, Beaverton, Oregon, chemist/university professor
 GLORIA L. ATTRELL, Newberg, Oregon, business owner
 GEORGE K. AUSTIN, Newberg, Oregon, corporate owner/executive
 HAROLD S. CLARK, Eugene, Oregon, minister
 FRANK O. CONSALVO, Phoenix, Arizona, corporate owner/executive
 DEALOUS L. COX, West Linn, Oregon, public school administrator (retired)
 GORDON L. CRISMAN, Tualatin, Oregon, savings and loan executive
 KATE G. DICKSON, West Linn, Oregon, school administrator
 RICHARD D. EVANS, Happy Valley, Oregon, real estate
 STEVEN A. FELLOWS, Glendale, California, hospital administrator
 C. WILBUR FIELD, JR., Vancouver, Washington, gas company executive (retired)
 PEGGY Y. FOWLER, Portland, Oregon, utility executive
 RONALD D. GREGORY, Seattle, Washington, attorney
 DALE W. HADLEY, Portland, Ore., investments executive
 STEVE P. HARMON, Camano Island, Washington, financial executive
 PAUL L. HATHAWAY, SR., Hillsboro, Oregon, gas company executive
 JOHN H. HOLTON, Caldwell, Idaho, dentist
 DONALD D. LAMM, Greenleaf, Idaho, minister
 JAKE LAUTENBACH, JR., Portland, Oregon, landscaping contractor
 JOHN R. LEMMONS, Kelso, Washington, lumber company executive
 MARGARET E. LEMMONS, Kelso, Washington, educator (retired)
 MARLA R. LUDOLPH-HEIKKALA, Vancouver, Washington, attorney
 DWIGHT O. MACY, Culver, Oregon, rancher
 ROGER A. MARTELL, Boise, Idaho, investments executive
 JACK E. MEADOWS, Fayetteville, Arkansas, corporate executive
 ROGER M. MINTHORNE, Lake Oswego, Oregon, investments
 ROBERT G. MONROE, Portland, Oregon, consulting engineer
 STANLEY D. MORSE, Star, Idaho, research chemist
 CHARLES E. MYLANDER, Brea, California, denominational superintendent
 JACKSON H. NEWELL, Boise, Idaho, insurance executive
 C.W. PERRY, Brea, California, minister
 VICTOR A. PETERSON, Hayden Lake, Idaho, public school administrator
 ARDYS G. ROBERTS, Newberg, Oregon, bank employee (retired)
 DOROTHY M. ROBERTS, Boise, Idaho, educator (retired)
 WILLIAM F. SIMS, Hayden Lake, Idaho, attorney
 KENT L. THORNBURG, Portland, Oregon, university professor
 FLOYD H. WATSON, Newberg, Oregon, bank executive (retired)
 NANCY A. WILHITE, Eugene, Oregon, homemaker

WILLIAM B. WILSON, Longview, Washington, petro-leum wholesaler

NORMAN D. WINTERS, Kamiah, Idaho, public school administrator

HONORARY TRUSTEES

IVAN L. ADAMS, Newberg, Oregon, bank executive (retired)

DOROTHY E. BARRATT, Newberg, Oregon, Christian education consultant

T. EUGENE COFFIN, Stanton, California, minister (retired)

MARK O. HATFIELD, Bethesda, Maryland, United States senator

WALTER P. LEE, Nampa, Idaho, minister (retired)

THELMA L. MARTIN, Newberg, Oregon, businesswoman (retired)

DONALD MCNICHOLS, Stanwood, Washington, university professor (retired)

JAMES E. MILLER, Portland, Oregon, investments

WAYNE E. ROBERTS, Newberg, Oregon, physician (retired)

EX OFFICIO

EDWARD F. STEVENS, Newberg, Oregon, President of George Fox College

JOSEPH A. GERICK, Newberg, Oregon, Superintendent, Northwest Yearly Meeting of Friends Church

COLLEGE CALENDAR *

AUGUST	1994-95	1995-96
Faculty Conference	Aug. 15-17	Aug. 14-16
All-Campus Fellowship	Aug. 18	Aug. 17
FALL SEMESTER		
Residence halls open to new students, 1 p.m.	Aug. 27	Aug. 26
New Students-Parent Convocation	Aug. 27	Aug. 26
New student sessions and registration/confirmation	Aug. 27-30	Aug. 26-29
Residence halls open to returning students, 2 p.m.	Aug. 29	Aug. 28
Registration/confirmation of returning students, 8:30 am - 4:30 pm	Aug. 30	Aug. 29
Classes begin, 8 a.m.	Aug. 31	Aug. 30
Honors Convocation, 11 a.m.	Sept. 5	Sept. 4
Last day to register	Sept. 7	Sept. 6
Last day to change registration	Sept. 16	Sept. 15
Withdrawal fee begins	Sept. 19	Sept. 18
Last day to exercise pass/no pass option	Sept. 30	Sept. 29
Mid-semester holiday	Oct. 10	Oct. 9
Last day to withdraw from class	Nov. 4	Nov. 3
Thanksgiving vacation	Nov. 24-27	Nov. 23-26
Classes resume	Nov. 28	Nov. 27
Registration for spring semester	Nov. 28-Dec. 2	Nov. 27-Dec. 1
Fall semester classes end, 5 p.m.	Dec. 9	Dec. 8
Study Day	Dec. 12	Dec. 11
Final exam period	Dec. 13-16	Dec. 12-15
Residence halls close, 5 p.m.	Dec. 17	Dec. 16
Midyear Commencement, 2 p.m.	Dec. 17	Dec. 16
SPRING SEMESTER		
Residence halls open, 1 p.m.	Jan. 8	Jan. 14
Registration of new students	Jan. 8	Jan. 14
Classes begin, 8 a.m.	Jan. 9	Jan. 15
Last day to register	Jan. 13	Jan. 19
Last day to change registration	Jan. 20	Jan. 26
Withdrawal fee begins	Jan. 23	Jan. 29
Last day to exercise pass/no pass option	Feb. 3	Feb. 9
Mid-semester holiday	Feb. 20	Feb. 19
Last day to withdraw from class	March 10	March 15
Spring vacation	March 18-26	March 16-24
Classes resume	March 27	March 25
Easter	April 16	April 7
Preregistration for fall semester	April 10-14	April 15-19
Spring semester classes end, 5 p.m.	April 21	April 26
Study Day	April 24	April 29
Final exam period	April 25-28	April 30-May 3
Baccalaureate, 10:30 a.m.	April 29	May 4
Spring Commencement, 2 p.m.	April 29	May 4
Residence halls close, 5 p.m.	April 29	May 4
MAY TERM	1994-95	1995-96
Preregistration	Nov. 28-Dec. 2	Nov. 27-Dec. 1
Final Registration	May 2	May 7
May Term begins	May 2	May 7
Last day to withdraw	May 12	May 17
May Term ends	May 19	May 25
Memorial Day holiday	May 29	May 27
SUMMER SEMESTER	1995	1996

UNDERGRADUATE

Summer semester begins	May 30	May 28
Last day to withdraw	July 28	July 26
Summer semester ends	Aug. 11	Aug. 9

GRADUATE COURSES IN CLINICAL PSYCHOLOGY

Preregistration	March 20-24	March 25-29
Final Registration	May 8	May 13
Session 1	May 8-June 2	May 9-June 7
Session 2	June 15-30	June 10-July 3

GRADUATE COURSES IN EDUCATION

Final Registration	June 13	June 11
Session	June 13-Aug. 11	June 11-Aug. 9

MEAL SERVICE

1994 Fall Semester: Evening of Aug. 27 for new students, Aug. 29 for returning students, through breakfast Dec. 17.

1995 Spring Semester: Evening of Jan. 8 through breakfast March 18 and evening of March 26 through noon April 29

NOTICE: Rarely are changes made in a college calendar once published. However, the College reserves the right to change dates. Any significant changes will be sent to accepted students by April 1, or when they are admitted after that date

Notes on the Catalog Conversion Process

This catalog is being viewed in the Adobe Acrobat Reader using Portable Document Format (PDF), but was originally prepared for use with a different multi-media viewer.

It was converted from computer files supplied by the school, or the printed catalog was scanned and converted using an OCR (Optical Character Recognition) process. In either case, the catalog's original page formatting was stripped and all photographs and graphics were removed to conserve disk space. The catalog was then reformatted to fit the viewer parameters.

Because of this, the page numbers in the original Table Of Contents and Index were no longer valid and these sections were deleted to avoid confusion. A new, hyperlinked table of contents was then created.

Future editions of this catalog will be converted with a process that better retains page formatting and the original table of contents and index will be hyperlinked.