



# George Fox University

1999-2000 Catalog

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# George Fox University

1999-2000 Catalog

### **Use of Catalog**

*This catalog is provided for guidance in course selection and program planning. While every effort is made to ensure the accuracy of the information in this Catalog, in no sense is it to be considered a binding contract, and it may be changed by action of appropriate bodies within the University. Courses listed in this catalog are subject to change through normal academic process. New courses and changes in existing course work are initiated by the cognizant graduate school, department or program, and approved by Academic Affairs and the University faculty. Changes to the curriculum are published in the Program Outlines and Schedule of Classes.*

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**UNIVERSITY  
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*The university from which you earn an academic degree is part of you for the rest of your life. You are “branded” with your diploma and transcript. Each graduate school or future employer will know your educational identity. Clearly, your choice of university is important.*

*A degree from George Fox University identifies you with one of the finest institutions in the Northwest, as recognized by educators, businesses, and professionals from across the country.*

- *For 11 years, U.S. News & World Report magazine has recognized George Fox for its “excellence in undergraduate education” and “academic reputation.”*
- *Senator Mark Hatfield, Herbert Hoover Distinguished Professor at George Fox, recently stated, “You know there’s something different about this university the moment you walk on this campus. The atmosphere is in sharp contrast to the many factory-like, decentralized, impersonal schools” that can be seen across the nation.*

*Along with strong academic programs, George Fox brings the student together with others who are seeking Christ-centered education. Interaction with peers extends the learning environment beyond the classroom to create networks and friendships that go with students long after the degree is completed.*

*The University further empowers students by providing opportunities for experiential learning. Internships, practicums and co-curricular activities provide opportunities for leadership and skill development.*

*The George Fox “brand” is distinctive and of high quality. Our faculty, staff and administration are committed to the purpose and person of Jesus Christ. They are ready to be your friends, teachers, role models and mentors. I encourage you to discover whether George Fox University is where God is directing you to study.*

*H. David Brandt  
President*

# PURPOSE

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## **MISSION AND OBJECTIVES**

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

1. Teach all truth as God's truth, integrating all fields of learning around the person and work of Jesus Christ, bringing the divine revelations through sense, reason and intuition to the confirming test of Scripture.
2. Support academic programs that liberate the student for a life of purpose and fulfillment through 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 University and sponsor programs that are informative and culturally stimulating to the larger university community.

9. Provide distinctive learning opportunities through continuing education programs and through curriculum enhancements such as off-campus centers, study abroad, honors programs, and other special programs and events.

10. Cultivate awareness, respect, understanding and appreciation of cultural diversity throughout the University community to provide members of diverse races and cultures an affirming environment that encourages cross-cultural sharing in the context of Christian lifestyle expectations.

## **STATEMENT OF FAITH**

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 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.

## VALUES STATEMENT

The George Fox University community values...

- Following Christ, the Center of Truth
- Honoring the Worth, Dignity and Potential of the Individual
- Developing the Whole Person —Spirit, Mind and Body
- Living and Learning in a Christ-Centered Community
- Pursuing Integrity Over Image
- Achieving Academic Excellence in the Liberal Arts
- Preparing Every Person to Serve Christ in the World
- Preserving Our Friends (Quaker) Heritage

## STUDENT OUTCOMES

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

## ACCREDITATION AND MEMBERSHIPS

George Fox University is accredited by the Northwest Association of Schools and Colleges, by the Oregon Teacher Standards and Practices Commission for the preparation of teachers in specific fields, and by the National Association of Schools of Music. It is approved by the United States government and the states of Oregon and Idaho for the education of veterans, and by the United States Attorney General for the admission of international students.

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

Western Evangelical Seminary, a graduate school of George Fox University, is accredited by the Association of Theological Schools in the United States and Canada and by the Northwest Association of Schools and Colleges.

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

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

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 Council for Christian Colleges and Universities, an organization based in Washington, D.C., was founded in 1976. Each of the 93 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 regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.

# PLACE

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George Fox University serves students at a number of locations in the Pacific Northwest, including its Portland Center, Boise (Idaho) Center, and teaching sites in Salem and Eugene. For its main campus, however, George Fox University's "place" is Oregon, the lower Willamette Valley, Newberg, and a 75-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 1.7 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 — 97,060 square miles of variety — stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley, past the snowcapped Cascades, and into the high desert country of central and eastern Oregon. More than half of the student body call Oregon home. Others come to school in Oregon and decide to make it their new home — despite the fabled rain. Yes, there is rain, and sometimes it falls hard in the valley between the mountain ranges where George Fox University is located. But it is the rain that makes Oregon green and gives it natural beauty. Umbrellas and raincoats do come in handy during the winter months, but when the sun comes out, Oregon is spectacular and it's worth the wait. Just ask the visitors who make tourism one of the state's largest industries, along with high technology, agriculture, and forest products.

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. Oregon's largest city, Portland offers students, faculty and staff its Old Town district, a downtown transit mall, the Tom McCall Waterfront Park, numerous art galleries and museums, a number of theater groups and jazz clubs, and a world-class symphony, ballet and opera. Other attractions include the Metro Washington Park Zoo, the Japanese Garden, the International Rose Test Gardens, and OMSI (the Oregon Museum of Science and Industry). Every June the city holds its Rose Festival, with three parades, a coronation, and 25 days of other events.

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

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 17,300, with many residents living in Newberg by choice and commuting to Portland for their jobs. Downtown Newberg consists of a variety of stores, shops and services. Friendly merchants who appreciate the University's students are just a few blocks south of the campus, with most businesses within walking distance. It's a personable town, rich in tradition — former President Herbert Hoover once lived here.

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

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## **OUR HERITAGE**

More than a century ago, early Oregon Quaker pioneers helped settle the rich and fruitful Chehalem Valley of Oregon. One of their first priorities, along with the founding of their church, was the education of their children. In 1885 the Christian instruction of their offspring was assured with the establishment of Friends Pacific Academy. At the same time, founding pioneers were looking ahead with a dream of a college to provide 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 Uni-versity itself, changed in 1949 because of the many "Pacific" colleges and retitled in honor of the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary with 300 students on a campus in Tigard, Oregon.

From only a handful of courses in the 1890s, the University now offers 40 undergraduate majors and more than 600 courses in 15 departments, along with graduate programs in psychology, counseling, education, business, ministry, and religion. In all, nearly 13,000 students over the years have called this institution their alma mater.

George Fox has grown rapidly in the last two decades — both in reputation and facilities. For 11 years, the University has been named as one of “America’s Best Colleges” by *U.S. News & World Report*, and in 1998 was ranked third in academic reputation among Western regional liberal arts colleges in the 15 states from Texas to Hawaii. George Fox is also eighth on the magazine’s list for the region’s best values. 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 University to its Honor Roll for Free Enterprise Teaching.

Following a campus master plan, George Fox has expanded to 75 acres in recent years, with 12 new buildings constructed at a total investment of more than \$20 million. A \$16 million Centennial Campaign funded a new science building and restoration of Wood-Mar Auditorium, opened in 1995. More than 2,300 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators. Undergraduate students live, study, work and play in buildings that range from those with historic significance to some of the most modern anywhere. Depending on the program, graduate students attend classes either on the Newberg campus or at one of the University’s teaching sites in Portland, Salem, or Boise. Off-campus teaching sites are also the location of classes offered through the George Fox degree-completion program for working adults.

Even as it expands its mission by offering graduate programs and serving adult learners, George Fox University remains committed to providing its 1,300 traditional undergraduate students with a residential campus atmosphere. Learning continues outside the classroom — as well as inside — through a variety of experiences, including music, athletics, clubs and organizations, special events, and Christian ministries.

The Christian atmosphere is a campus priority. With other Christians, the University holds to the historic truths and teachings of Christianity, as outlined in the “Statement of Faith” printed on page 2. From its founding, the University 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 University has more Friends students on campus than any other college in the United States: They represent approximately nine percent of the student body. Altogether, more than 50 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite, United Methodist, Assemblies of God, Christian & 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:

**The Armstrong House**, a Newberg historic building, was constructed in 1923 and purchased by the University in 1995. Located at 215 North Center Street, it houses offices for continuing education admissions and assessment.

**The Art Annex**, opened in 1998, contains art studio and lab, classroom and office space. It is a renovation of a portion of the previous Plant Services building.

**Barclay House**, at 1313 East North Street on the east side of campus, was purchased in 1994. It houses a resident area coordinator and five students on two levels.

**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 students.

**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 classrooms and art facilities.

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

**The Campbell House**, purchased in 1995, is located at 612 N. Meridian Street. It houses six students.

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

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

**The Center Street House** is a former residence converted to offices in 1992. In addition to the offices of faculty members in history, political science, sociology and social work, the facility houses the Center for Peace Studies, with office and library/conference room.

**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, was purchased by the University in 1991 and remodeled into a residence for 10 students.

**The Computer Store**, opened in 1991, is the campus center for computer hardware and software purchases, accessories, equipment repair and upgrade.

**Edwards Residence Hall** was constructed in 1964 and renovated in 1995. Overlooking Hess Canyon, it is a residence for men and women with alternate-wing housing for 106 students.

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

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

**Fry House**, at the corner of Sheridan Street and Carlton Way, was purchased in 1992. It is the home for the Associate Dean of Students.

**The Graduate Admissions Office**, at 211 N. Center Street, is a former residence, purchased in 1998 and renovated in 1999 for office space. It is adjacent to the Armstrong House, which houses related areas of continuing education admissions and assessment.

**The Graduate Student Lounge** contains areas for studying, lounging and food preparation, and group and conference meeting rooms. Purchased by the University in 1995, the building is located at 911 East Sheridan Street.

**Gulley House**, near the intersection of Sheridan Street and Carlton Way, was purchased in 1992. It houses five students.

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

**The Herbert Hoover Academic Building**, built in 1976-77, houses the Kershner Center for Business and Economics, as well as a 160-seat lecture facility, classrooms, psychology faculty offices, and the Enrollment Services offices of financial aid, registration, and student accounts. A display of Herbert Hoover memorabilia was opened in 1997.



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

**The Hobson-Macy-Sutton Residence Hall complex**, completed in 1977, is the largest residence facility on campus, housing a total of 250 students. A central lobby is shared by the three buildings. The buildings are connected by outside walkways and an underground tunnel.

**The Holman House**, at 310 N. Meridian Street, is a former residence now housing the Fox Hole, the student late-night coffee shop, opened in 1999.

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

**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 10 students. It is located at 1110 Sheridan Street.

**The Kershner House**, purchased in 1970 and remodeled in 1979, is a residence unit for six students.

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

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

**McGrew House**, located at Hancock Street and Carlton Way, houses six students. 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 George Fox alumna and volunteer leader.

**Minthorn Hall**, constructed in 1886 and on the National Register of Historic Places, is the only first-generation building still in use. Remodeled and refurbished in 1962, 1989 and 1992, it houses faculty offices for writing, literature, communication arts, and languages; two classrooms; and the Department of Continuing Education.

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

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

**The M. J. Murdock Learning Resource Center**, completed in the fall of 1988, houses more than 130,000 volumes on three floors. Its features include study carrels; special collections concentrating on Quaker, Hoover and peace studies; University and Northwest Yearly Meeting archives; microforms and microform readers; CD-ROM workstations; Internet connectivity including access to numerous research databases; and the curriculum library. The Instructional Media Center on the lower level includes computer and audiovisual laboratories. Also on the lower level are the Institutional Technology offices, including the Help Desk and computer repairs.

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

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

**Pennington House** contains the undergraduate admissions offices. Purchased in 1993, the longtime home of Levi Pennington, the former president of Pacific College—George Fox University's predecessor—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 resident area coordinator's apartment, with alternate-wing housing for men and women.

**The Plant Services Building**, opened in 1998, contains work areas, storage, and offices for custodial, maintenance and grounds personnel.

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

**The President's/University Relations Offices**, opened in 1991, are a remodeled residence at Sheridan and River streets, redesigned as the administrative center for the Office of the President, university relations, publications and public information.

**The River Street House**, a two-story residence across the street from Pennington Residence Hall (309 N. River), houses six students. 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 six students.

**The Schomburg House**, at 608 N. Meridian Street, was purchased in 1998 and renovated for student housing.

**The Security Office**, located at Carlton Way and Sheridan streets, is the headquarters for the University's security personnel.

**Sherman Arms Apartments**, located on east Sherman Street, consist of six units for married George Fox students.

**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 (renovated in 1994), 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 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.

**The University Advancement Office**, at 206 N. Meridian Street, was purchased in 1995. It also houses the alumni relations office.

**The University Fund Office**, at 207 N. Meridian (across the street from the related Advancement Office), houses the staff for the University Fund, including the alumni telephone team. The office was acquired in 1999.

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

**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 students in a two-story residence constructed in 1924 and completely renovated in 1980.

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

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

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

**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 George Fox students.

**Wood-Mar Hall**, opened in 1911, contains the duplicating shop, the main campus post office, and the administrative offices of academic affairs and student life. Wood-Mar Auditorium, seating 257, was created in 1995 on the third floor.

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

**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 ACTIVITIES AND ORGANIZATIONS

Student organizations provide opportunity for the development of leadership qualities and interpersonal relationships. They are designed to supplement classroom work with practical experience and to provide recreational and social activities. These organizations include 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 University has excelled in athletics during recent years.

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

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

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

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



To achieve this end, NCAA Division III institutions:

- (a) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (students, alumni, institutional personnel) than on the general public and its entertainment needs;
- (b) Award no athletically related financial aid to any student;
- (c) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;
- (d) Encourage participation by maximizing the number and variety of athletics opportunities for their students;
- (e) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;
- (f) Assure that athletics participants are not treated differently from other members of the student body;
- (g) Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution;
- (h) Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports;
- (i) Give primary emphasis to regional in-season competition and conference championships; and
- (j) Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

## **Government**

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

## **Intramurals**

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

## **Media**

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

## **Music**

Music activities are available to students with varied musical talents. Public performances are presented by the Festival Chorus, the Concert Choir, the Chehalem Chorale, Dayspring, the Chapel Choir, the Concert Band, the Chehalem Symphony Orchestra, the Jazz Ensemble, the Handbell Ringers, Ye Olde Royal Feaste, and music theatre.

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

## **Social Events**

The academic year at George Fox University is highlighted by a variety of social functions. Homecoming is one of the major campus events of the year, when the entire University community hosts returning alumni. Various other activities occur throughout the year. The student government's Activities Committee tries to provide one activity every week. A limited number of thematic all-campus social dances are permitted each year, sponsored by the Associated Student Community under guidelines approved by the University administration and Board of Trustees.

## **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 George Fox University Players, a touring drama group, which presents improvisational theatre throughout the Northwest at churches, prisons, camps, retreats, schools and marketplaces.

## CHAPEL AND CAMPUS MINISTRIES

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

Through a wide variety of opportunities, the campus pastor and the director of outreach and discipleship journey with students interested in investigating who God is; present Jesus Christ to students in credible, creative and caring ways; equip students for service; and disciple new Christians. And whether done one-on-one or in small or large groups, the goals of helping students embrace and live out the priorities of loving God, hearing God, obeying God, and serving God are always at the forefront.

All students carrying a full class load (12 hours or more) are required to fulfill 21 Spiritual Formation credits each semester. Throughout each semester, students earn these credits by their involvement in one, two or all three components of the Spiritual Formation Program.

### 1. Praise and Worship

**Chapel** is a time of praise, worship and learning. Chapel is held Monday and Wednesday mornings from 10 to 10:50 a.m. the first 14 weeks of each 15-week semester. In addition to the weekly Monday/Wednesday Chapel services, there are many other daytime and evening opportunities to receive Spiritual Formation credit as well.

### 2. Study

**Small Group Studies** offer a time for interaction, questioning and fellowship with other students. Some small groups study specific books of the Bible, while others use a variety of other books and study guides as their starting point for discussion and faith learning.

### 3. Ministry/Service

**Ministry and service opportunities** allow students to live out what they say they believe. Service trips take place during the third week of Christmas break and the whole week of Spring Break — reaching communities in West Coast areas and beyond.

## STANDARDS OF CONDUCT

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

The University admits students with the understanding 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 University community accepts a lifestyle that forbids immoral sexual behavior and the use, possession or distribution of alcohol, tobacco or illegal drugs. Gambling and obscene or pornographic materials or literature also are unacceptable. Students are expected to maintain these lifestyle standards both on and off campus.

## LIVING ARRANGEMENTS

### Housing Policies

George Fox is a residential university. Approximately 70 percent of the student body live in campus housing. Interpersonal relationships experienced in residence halls, campus apartments, and campus houses are strong factors in producing positive personal development. The policies and procedures governing residence housing are consistent with the core values of George Fox University.

Students must occupy University-owned housing except in the following circumstances:

- They are 23 years old on or before Sept. 1, 1999. (Students who are 23 years of age on or before Sept. 1, 1999, **must live off campus.**)
- They have been enrolled in college for six semesters or more (or the equivalent in a quarters system to nine quarters).
- They live with a parent or legal guardian. (A signed note from that parent or guardian is required.)
- They have been out of high school three years or more.
- They are graduating seniors.
- They are married.

A notebook of off-campus housing opportunities is available in the Student Life Office (Wood-Mar 205).

New students will be mailed a housing preference form after they pay their tuition deposit to the Admissions Office. Housing assignments will begin late in May and continue through the summer. Housing assignments will not be made until a housing selection form is received.

Nine modern residence halls house approximately 650 students. The newest of these facilities is University Residence Hall, which houses 124 students. It opened in the fall of 1996 and houses a floor of men and two floors of women residents. 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 and women.

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 students in 10 suites on three floors. The top floor is for men, the bottom two floors for women. Beebe Residence Hall is set up the same as Willcuts Residence Hall.

Campus housing also includes five apartment complexes and several houses for upperclassmen. There are approximately 1,000 students living on campus. Housing administration is handled by the Associate Dean of Students 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. Coin-operated laundry facilities are provided for each residence.

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

Occupants of campus housing are held responsible for damage to their unit and furnishings. Cost of damage or cleaning beyond normal wear, unless such damage has been identified with an individual, will be charged on a prorated basis among the occupants of the unit. A final inspection by the Resident Assistant of each residence housing unit must be made before a student may leave at the end of the academic year or withdraw from the University. Final checkout from a campus housing unit is complete only with this inspection, after the key is turned in, and after the professional staff resident area coordinator has signed off on all student staff paperwork.

### **Food Services**

With the exception of seniors living in University-owned apartments, resident students are required to eat on the University board plan in Heacock Commons. The University offers meal plans for all students eating in Heacock Commons. 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 Associate Dean of Students for the possibility of having the food service requirement waived. Only in exceptional circumstances will such petitions be granted. A checklist for exemption procedures and guidelines is available in the Student Life Office. All petitions are due at the end of the second full week of each semester.

### **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 Security Office and pay a non-refundable parking fee to park on campus. 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 life and housing, intercollegiate athletics, student government, student activities, career services, multicultural services, security, institutional technology, and campus ministries. This office also offers individual attention to problems arising among students. Students are encouraged to contact this office whenever they are concerned about aspects of University life not specifically related to 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 education, guidance, and employment resources. This covers selecting a major and internship to finding employment or attending graduate school. Resources include career courses, testing, counseling, internship guidance, special events, job search skill training, and a library with occupational, graduate school, and employer information. Permanent, summer, student employment, and internship jobs are posted daily. Comprehensive computer guidance, the Alumni Career Contact Network and Degrees at Work Dinners, the fall Internship Fair, the Oregon Liberal Arts Placement Consortium Jobs Fair, the Oregon Graduate School Fair, and the JobTrak online job listing service are special features. Electronic access is available through the Foxmail Jobs Board and our Internet home page. Teacher placement files are generated and maintained in this office. Staff includes the director, assistant director, secretary and intern.

### Graduate Student Office

This office, located at the Portland Center and in Wood-Mar Hall on the Newberg campus, is responsible for organizing and coordinating the services of the graduate student population. The director serves as a resource person and advocate for the students within the University. Graduate students are encouraged to contact this office whenever they are concerned about aspects of University life.

### Health and Counseling Services

General medical and counseling services are located in the Health and Counseling Center. Diagnosis and treatment for illnesses and injuries, immunizations, allergy injections, referrals to local physicians, and health education are available. A medical doctor is available by appointment, and a registered nurse is available throughout the school day for outpatient care.

The counseling staff consists of a licensed psychologist and several master's-level psychology practicum students. Individual counseling with a focus on using short-term techniques is provided for students who wish to discuss a wide variety of personal concerns. Sessions are normally planned weekly and usually last about one hour. Group therapy, marriage and premarital counseling, outreach seminars, crisis intervention, testing, and referral also are available. Counseling sessions are by appointment only.

Counseling and health care professional services are provided at no cost to students who have paid the student health fee. All other students are charged \$10 per visit for services rendered. Nominal fees are charged for psychological assessment and laboratory tests. Health insurance is required of all students.

Students must verify adequate insurance coverage elsewhere or be enrolled in the Student Medical Insurance Plan at the time of registration. Each student must have a completed Health History and Immunization Record on file in the Health and Counseling Center. The state of Oregon requires every student born after December 1956 to have proof of a second measles immunization. All records in the Health and Counseling Center are confidential (for students 18 and over).

### International Student Services Director

The Director of International Student Services, serving as the advisor for international students, helps facilitate the meeting of diverse cultures in the George Fox University community.

The University recognizes that international students bring with them unique needs as well as welcomed contributions. The director seeks to help students adjust to their new surroundings and to help the campus community develop a sensitivity to their needs. The director also encourages their participation in the academic and social life of the University and in the exploration of the surrounding American culture, as well as assists students in complying with INS regulations. The advisor is the international student's friend and advocate.

### **Multicultural Advisor**

The Multicultural Advisor helps facilitate cultural sharing and education for the entire George Fox community and serves as the advisor to ethnic minority students. Individual students of color may come to the University with unique needs and/or contributions. The advisor helps students adjust to their new campus home and works to encourage the development of a campus climate that appreciates cultural differences. The advisor also works with the student club called the Multicultural Club, which learns about various cultures, hosts cultural activities, and serves as a support system for minority students.

## **ENROLLMENT SERVICES**

This office, located in the Hoover Academic Building, is responsible for the organization and administration of admissions, financial aid, registration, student accounts, orientation, freshman seminar, advisement, retention, disability services, continuing education assessment, and institutional research. The Vice President for Enrollment Services coordinates these services.

### **Admissions**

Four admissions offices assist students with enrollment at George Fox University: The Undergraduate Admissions Office, located in the Pennington House, serves students planning to enroll in traditional undergraduate programs on the Newberg campus. Continuing Education Admissions, located in the Armstrong House, assists students seeking enrollment in the adult degree-completion programs. The Graduate Admissions Office serves students enrolling in the University's education, business and psychology graduate programs. Seminary Admissions, located at the Portland Center, assists students seeking admission to counseling and ministry graduate programs.

### **Disability Services**

The Enrollment Services Office, located in the Hoover Academic Building, coordinates services for students with documented handicaps/disabilities.

### **Financial Aid Office**

This office, located in the Hoover Academic Building, awards scholarships, grants, loans and other forms of financial assistance.

### **Registrar's Office**

This office, located in the Hoover Academic Building, registers students for classes, provides degree audit information, and records grades. Students change their academic majors and advisors and order transcripts through this office.

### **Student Accounts**

This office, located in the Hoover Academic Building, sends bills to students for tuition, fees, room and board, and other expenses related to attending college. The office assists with payment plan options and counsels students regarding the various plans.

# ACADEMIC PROGRAMS

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## 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 University.

### International Baccalaureate (IB)

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

### College Level Examination Program

The Educational Testing Service of the College Board provides nationally recognized standardized testing through which college credit may be earned or course proficiency verified. This is the College Level Examination Program (CLEP).

Testing through the CLEP General Examinations is designed to verify competency in general education. Tests may be taken in five areas for a maximum of 32 semester hours of credit. (General examinations are to be taken prior to the completion of the first semester of enrollment as a freshman at George Fox University.) It is recommended that the English Composition examination with essay be taken in June prior to college enrollment.

Testing through the CLEP Subject Examinations provides verification of competency in selected academic fields such as foreign language, mathematics, etc. These may be taken at any time and assume competency has been gained in nonclassroom settings. See the Registrar for details and test applications. The tests are administered by the Registrar, as authorized by the College Entrance Examination Board, which sponsors the examinations.

### Credit by Examination

Courses offered at George Fox University for which CLEP testing is not available may be challenged by examination. There is a test fee of \$40 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 (Newberg)/Portland Center Library (Tigard)

George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The library presently houses more than 130,000 volumes and receives more than 800 periodical titles. The library has several special collections, including the Quaker Collection of basic Quaker books, pamphlets and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox University, dating from the 1880s, are preserved in a special room. The Hoover Collection contains materials written about President Herbert Hoover and his administration. The Peace Collection contains books and periodicals pertaining to conflict resolution and international peacekeeping.

Instructional media services are housed in the north end of the MLRC's lower level. Projectors, audio and videotape recorders, laptop computers, camcorders, 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. The Instructional Media Center provides a darkroom and equipment for dry mounting, laminating, thermal and photocopy overhead transparency production, and slide and tape duplication. A satellite dish on the building's roof enables the center to receive programming from 19 satellites.

The Portland Center library houses 70,000 volumes and receives over 300 periodicals. The collection is especially strong in religion and theology. Also located in the Portland Center library are the archives of Western Evangelical Seminary.

The University's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library. The catalog also gateways to numerous other academic libraries and is available via the Internet. Internet access to other resources is available from both libraries. The library system is a member of OCLC, with direct access to a database of more than 38 million bibliographic records that represent the holdings of thousands of member libraries in the region and the nation. Interlibrary loan services are available at both sites. Computers at both library locations provide access to numerous indices and abstracts, some of which are linked to full text sources. George Fox is a member of the Portland Area Library System (PORTALS), through which access is provided to member libraries and numerous databases. The University is also a member of Orbis, a consortium of academic libraries with a union catalog located at the University of Oregon. Through consortia agreements, George Fox students may use

the Portland State University library, as well as numerous other private and state university libraries in Oregon and Washington.

### **Tilikum Retreat Center**

Christian camping is emphasized through the facilities of University-owned Tilikum, a center for retreats and outdoor ministries for the greater Portland area. The combined strengths of the faculty in physical education, family and consumer sciences, 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. More than 2,500 children enjoy the summer camping program. University students have opportunities for study, recreation, personal renewal, and employment.

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) senior adult Elderhostels; and
- (4) retreats for University students emphasizing spiritual growth, recreation activities, or class projects.

### **Video Communication Center**

The campus Video Center provides facilities, studio and EFP video equipment for the communication/media broadcast major. The studio contains a mix of analog and digital equipment for tape-based and non-linear editing. This facility also is used in the authoring and production of interactive multimedia. Advanced students often assist in professional productions for commercial clients.

The Video Center prepares educational video products in a variety of subjects of value for schools, business/industry, and churches.

## **OFF-CAMPUS PROGRAMS**

George Fox University students may participate in Council for Christian Colleges and Universities (CCCU) student programs, Christian College Consortium Exchange, and selected programs with which the University has established agreements. CCCU programs include the Middle East Studies Program, American Studies Program, Latin America Studies Program, Los Angeles Film Studies Program, China Studies Program, Russian Studies Program, and the Oxford Honors Program. Consortium Exchange permits students to enroll for one semester at one of the 12 other member institutions or to participate in the Africa Studies Program. Other study opportunities are described below.

To participate, students must apply to the program and complete a George Fox application. Students normally participate in programs during the second semester of their sophomore year, their junior year, or the first semester of their senior year. Because a limited number of students will be approved to participate, students may enroll for one off-campus study program during their undergraduate program.

George Fox student participants must be approved by a campus selection committee. Selection will be determined based on the student's academic and citizenship standing (minimum 3.00 grade point average required) and on the applicability of the study program to the student's major field of study. Applications for participation are available in the Registrar's Office.

### **American Studies Program**

The American Studies Program, sponsored by the Council for Christian Colleges and Universities, is designed for juniors and seniors with a wide range of academic majors and vocational interests. Students are involved in the American Studies Program for periods of three or four months. The internship/seminar opportunity is available starting in September and in January.



The American Studies Program was created to provide field experience and study opportunities in Washington, D.C., for diverse majors and personal interests. The program is based on the principle of integrating faith, learning, and living through both a real-life work experience and a study program. Students spend their time in Washington serving as interns, participating in a contemporary, issues-oriented seminar program, and living in a small Christian community. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions, and many other organizations.

Further information and application forms are available from the Registrar.

### **Consortium Visitor Program**

The Christian College Consortium, described on page 3, 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 3.00 grade point average, have completed prior to application one or more semesters free of academic or citizenship probation, and been approved by the selection committee.

Selection to the above programs will be based on the academic purposes involved, grade point average, citizenship, classification, and the extent to which the student has or has not had diverse educational experiences.

### **Field Education**

This program, commonly referred to as "field experience," "internship," or "cultural experience," usually takes place off campus, yet is an integral part of the student's academic experience. Its purpose is to promote personal and career development by integrating classroom study with planned and supervised practical experience in vocational, educational or cultural activities outside the classroom.

Enrollment in field education is an elective option in certain majors and a requirement in others. Refer to each program to determine how it applies. The program is open to George Fox University students only.

Two 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, inner city, rural community.

Academic credit may be earned through participation in an approved field education program. A full-time student may generate up to 12 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:

_____	2751 to 3 credit hours
GED 375	2 to 12 credit hours
_____	4752 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 is graded "pass" or "no pass."

### **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 Council for Christian Colleges and Universities, the Los Angeles Film Studies Center makes a "Hollywood Semester" available to upper-division George Fox University students who qualify and who are accepted. Its purpose is to enable college students to serve in various aspects of the film industry with professional skill and Christian integrity. Located in Burbank near major production studios, the semester-long program combines seminar courses with internships in various segments of the film industry, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective.

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 University 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 (if total credits do not exceed 18 semester hours) at one of the neighboring institutions in the Oregon Independent Colleges Association (OICA). Only courses not available on the home campus may be selected. Cross-registration is initiated by application through the George Fox University Registrar.

## Oregon 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 University Registrar for a current list of OTC schools, information on their offerings, and application procedures.

## ROTC Program

Through a cooperative agreement with the University of Portland, George Fox University students may participate in the Air Force Reserve Officers Training Corps (AFROTC) Program offered on the University of Portland campus. For more information, see the University of Portland Catalog or contact the professor of aerospace studies, University of Portland, Portland, OR 97203, (503) 283-7216.

## OVERSEAS STUDY PROGRAMS

### Juniors Abroad

In order to enrich the intercultural and international awareness of our campus community, George Fox University offers a transportation-subsidized overseas course of approximately three weeks to any junior student who has fulfilled the following requirements. These tours occur during the annual May Term.

Detailed information about eligibility and specific study tours is available from the Director of Overseas Study. The program's general policies are as follows:

1. Students must have maintained three consecutive years of full-time enrollment. Transfer students may receive partial support for transportation expenses; requests for such support should be made to the Director of Overseas Study.
2. Students will include tuition costs of this course as part of their block tuition for the spring semester preceding the May tour, and will be billed for whatever credits exceed the 18-hour limit.
3. Students will pay room and board in advance for each tour, to be economically arranged by the University. For the typical Juniors Abroad study tour, the University will pay the full transportation cost for eligible students. On occasion, a tour with unusually high costs may involve a transportation surcharge.
4. Students must have a minimum cumulative grade point average of 2.00 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 University.
7. Student accounts must be current as of February 15 the year of the tour.
8. The University reserves the right to withdraw from this program and commitment prior to fall registration in any year. Students already registered under the program are guaranteed the tour.
9. The University reserves the right in the event of an international monetary, military, or other crisis to cancel or postpone a tour or to make substitute arrangements.

10. The University does not obligate itself to alternative remuneration to students who cannot go, who decide not to go, or who are ineligible to go on a Juniors Abroad study tour.

11. Students (or alumni or friends of the University) who are ineligible for free transportation may apply to join a study tour and pay their own transportation and tuition.

### **China Studies Program**

Students interested in China will have the opportunity to engage this intriguing country from the inside. The semester will include study of standard Chinese language, geography and history; religion and culture, and China's modern development. Participants will travel throughout China to such places as Beijing, Shanghai, Xi'an, and the Guangzhou/Hong Kong region. They will have ample opportunity to interact with Chinese faculty and students on the campus of the host university and with students of English whom they will assist as conversation partners. The China Studies Program is offered through the Council for Christian Colleges and Universities.

### **Latin American Studies Program**

Based in San Jose, Costa Rica, the Latin American Studies Program, under the direction of the Council for Christian Colleges and Universities, offers a semester of study and travel in Central America. Students live with Costa Rican families, participate in a service opportunity or internship, travel to other Latin American countries, and engage in both a language and a seminar program. Seminars deal in-depth with Latin American culture, history, politics, economics, and religious life. Three specialized academic tracks — Advanced Language and Literature Studies, International Business and Management, and Tropical Sciences — are available to qualified students.

### **Middle East Studies Program**

The Middle East Studies Program in Cairo, Egypt, offered through the Council for Christian Colleges and Universities, provides students with opportunity to study Middle Eastern cultures, religions and conflicts from within this diverse and strategic region. Juniors and seniors from Christian colleges participate in interdisciplinary seminar classes, receive Arabic language instruction, and serve as interns with various organizations in Cairo. The MESP encourages and equips students to relate to the Muslim world in an informed and constructive manner.

### **Oxford Honors Program**

Junior and senior honors students will have the opportunity to study in England by participating in an interdisciplinary semester in Oxford through a partnership program with the Centre for Medieval and Renaissance Studies, affiliated with Keble College of the University of Oxford. Under the guidance of the Council for Christian Colleges and Universities, students will take part in two self-designed tutorials, a small-group seminar, and an integrative survey course. The semester will also include travel to significant historical and cultural sites in England.

### **Study in Spain Program**

Students may apply to study in Spain for one semester through a cooperative agreement with Trinity Christian College of Palos Heights, Illinois. The Study in Spain Program is designed primarily for students majoring or minoring in Spanish. Students study in Seville, Spain, and live in local homes while attending classes with students from Trinity and other colleges. Application to the program must be coordinated with foreign language faculty. Students must complete forms related to off-campus study available in the Registrar's Office.

### **Study in 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 January 15 for the following academic year. Contact the Registrar's Office for application information.

All course work from Daystar will be transferred in as a Pass/No Pass, with a grade of "D" considered a passing grade.

### **Russian Studies Program**

Based in Moscow, St. Petersburg and Nizhni Novgorod (formerly Gorky), the Russian Studies Program, under the direction of the Council for Christian Colleges and Universities, includes Russian language training and seminars on Russian history and culture. Students also participate in a service project as they explore the challenges facing Russians today in the light of biblical truth. Students reside in university accommodations in Nizhni Novgorod and spend the final three weeks with Russian families.

### **Further Information**

For further information and application materials for the above programs and other overseas opportunities, contact the Director of Overseas Study or the Registrar's Office.

Students must submit the George Fox application for participation, which is available through the Registrar's Office.

## ON-CAMPUS PROGRAMS

### Academic Success Program

A limited number of carefully selected students who do not meet regular admissions standards are welcomed to the George Fox University Academic Success Program each fall. Admitted provisionally to the University, ASP students attend an afternoon orientation before other students arrive. Under the individualized guidance of the ASP director and faculty advisors, they register for fall courses. Tutorial assistance and other aids are available, as needed. Total credit hours are limited to 14 for fall semester.

### 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 University have an active learning program dealing with peacemaking and conflict resolution. Planning for the center was the specific result of searching questions about the University's contribution to peace-making made by Senator Mark Hatfield in his address at the 1984 inauguration of President Edward Stevens. Hatfield now teaches a peace studies course at George Fox.

The center coordinates a number of courses, taught by faculty in various departments, which can be combined in a minor or used to enrich preparation 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 49.) Certificates are awarded upon completion of the program, details of which are presented in the Peace and Conflict Studies section of this catalog.

### Computers Across the Curriculum

This program provides a computer to each faculty member and every full-time traditional undergraduate student. The cost of the computer is included in tuition during eight semesters of attendance. (Students attending less than eight semesters will pay an additional fee.) The purpose of the program is to enhance the experience of teaching, learning and research during the years spent in college. Professors and students use their computers to make classroom presentations, share software programs and documents, communicate and conference via e-mail, access the Internet, and develop software specifically for their courses. Instructional software programs developed at other colleges and universities also are used in the classroom and laboratory.

The program also features a computer laboratory located in the Murdock Learning Resource Center. This lab is open to all students and gives access to color computers, laser printers, a color printer, a scanner, CD-ROM and laser disk drives. From this lab, students can access the campus network and campus e-mail system. The Campus Bookstore and Computer Store provide computers, software and supplies to the University. Also available is a help desk for support and computer repair services.

### English Language Institute

George Fox University offers an intensive English as a Second Language program during the academic year for international students who need to improve their academic English skills. For details of curriculum, credit and enrollment, see page 41.

### Freshman Seminar Program

Repeated studies of the experience of college freshmen have found that the degree to which students identify with and become involved in the college environment during the first few weeks of attendance affects their success and satisfaction with their entire college experience. As a result, George Fox University demonstrates its commitment to freshmen by providing a Freshman Seminar Program to assist students as they integrate into the academic and social life of the University community.

All first-time freshman students who matriculate fall semester participate in the Freshman Seminar Program. Students select a topical seminar designed by faculty advisors to interest and involve students as they begin their college experience. Students meet in small groups with an assigned faculty advisor for a required Freshman Seminar during the first five weeks of the fall semester, for which they earn one credit hour. 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 University campus leading authorities on the life and career of Herbert Hoover. These meetings are attended by professional historians, students, faculty, and friends of the University. 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 University 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 what-ever set I may have had toward good purposes in life.”

The Academy was the predecessor school to George Fox University, 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 selected students an opportunity to go beyond the normal University curriculum, integrating material from a variety of disciplines and creatively exploring unusual topics largely chosen by students. Sophomores and juniors participate in an innovative Honors Colloquium, earning one hour of credit per semester. Seniors who have completed the Colloquium are eligible to propose an honors research project with a modest research budget. All participants will receive a small scholarship.

Freshmen and sophomores with a grade point average of 3.25 or better apply for admission to the program in the spring semester. Applications are reviewed by a faculty committee, and approximately 15 students are admitted each year. The Colloquium involves flexible courses of study designed in consultation with the students. The course, graded on a pass/fail basis, is designed to challenge students with studies outside their major disciplines.

Juniors planning to do a senior honors project apply by submitting a project proposal in the spring semester, which must be approved by a faculty advisor and the directors of the Intensified Studies Program. Seniors earn three to five hours of credit per semester for the two-semester research project. Completed projects are evaluated by the advising professor and the program directors. Only those which meet the standards of the Intensified Studies Program are recorded as honors projects and shelved in the University library; others receive regular college credit as independent research.

## May Term

This two-, three-, or four-week academic session is used for a variety of domestic and international study tours, regular courses, experimental and enrichment courses, and seminars covering topics of current interest. Juniors Abroad study tours normally occur during this time. May Term offerings are detailed on the class schedule and on supplemental bulletins.

## Summer School

In recent years, George Fox University has not sponsored regular undergraduate classes in a summer school. Students have been encouraged to use the summer for work, travel, and cocurricular activities that add to life’s dimensions in learning and living.

Independent study and research are available for the summer under curriculum numbers 295 and 495. Applied learning experiences in practical situations under supervision (field education) are available through courses numbered 275 and 475, or GED 375 Cultural Experience. See “Field Education” on page 20.

Also offered during the summer months are continuing education courses in the Management and Organizational Leadership and Management of Human Resources programs and graduate courses in the Master of Business Administration, Master of Arts in Teaching, Master of Education, Master of Arts in Christian Education, Master of Arts, Theological Studies, Master of Arts in Counseling, Master of Arts in Marriage and Family Therapy, Master of Divinity, and Doctor of Psychology programs.

## PREPROFESSIONAL PROGRAMS

### Pre-dental, Pre-medical, Pre-veterinary Programs

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

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 University offers excellent opportunities to build these qualities through academic courses in areas such as ethics, psychology, computer science, literature, history, and foreign languages, and through varied social opportunities.

### Pre-law Program

Students considering law school enjoy a wide range of options in their course of study, which can be worked out with their pre-law 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 difficult material, and deeper understanding of society and culture. Pre-law students are strongly encouraged to take PSC 260 Introduction to Law, and to join in activities with other pre-law students.

### Pre-nursing Program

A student can take one or two years of pre-nursing at George Fox University in preparation for application to a nursing school. George Fox offers the full spectrum of pre-nursing curricula that allows smooth matriculation into most schools. These courses typically include general chemistry, math, human anatomy and physiology, microbiology, life span human development, cultural anthropology and others. Students should contact the nursing school of their choice for requirements.

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

# GENERAL EDUCATION

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## GENERAL EDUCATION REQUIREMENTS

To complete an undergraduate academic program at George Fox University, a student must select one of 40 majors to pursue one of two degrees: the Bachelor of Arts or the Bachelor of Science. A course of study includes three basic components: general education, the major field, and supporting and/or elective courses. Minor fields are optional and are composed of elective courses that have been packaged for identification of a vocational purpose or an interest.

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

General education requirements total 57 semester hours. Certain lower- and upper-division courses in general education are required of all students. The specified courses and the options listed below provide knowledge and skills in support of cultural perspectives and major programs. Since some majors have specified certain of the options stated below, students should check the major requirements described for their selected majors. A class may apply toward general education, a major, or a minor. However, any one course may not fulfill more than two

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

**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 and 102, Literature of the Old and New Testaments, and other general education courses during the first year.

### ♦ BIBLE AND RELIGION

1. GED 101, 102 Literature of the Old and New Testaments. (Freshmen are required to take these courses, or a three-hour lower-division Bible elective given a superior placement examination.)

6 hours

2. Choose one of the following (required of all):

- REL 470 Christian Classics
- REL 480 Spiritual Formation
- REL 490 Contemporary Religious Life

2 hours

3. REL 260 History and Doctrine of Friends. Required of all Friends students. An elective course in Bible or religion is required of all other students.

- BIB 240 Wisdom Literature
- BIB 250 Psalms
- BIB 260 Life of Christ
- BIB 270 Writings of John
- BIB 310 Old Testament History

- (prerequisite: GED 101)
  - BIB 330 Prophetic Writings (prerequisite: GED 101)
  - BIB 340 Between the Testaments
  - BIB 385 Selected Bible Topics
  - BIB 390 Biblical Basis for Peacemaking
  - BIB 411/412 Acts and Pauline Epistles (prerequisite: GED 102)
  - BIB 480 General Epistles (prerequisite: GED 102)
  - REL 250 Great Moments/Key Persons in Christianity
  - REL 270 Doctrine of \_\_\_\_\_
  - REL 380 Christian Beliefs
  - REL 401/402 Christianity in History
- 2 hours

4. Transfer students with junior standing (62 semester hours) who have not taken Literature of the Old and New Testaments 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 hours

### ♦ COMMUNICATION

1. WRI 110 Freshman Composition. WRI 110 may be waived by a verbal SAT score of 670 or above.

3 hours

2. Choose one of the following:

- COM 100 Introduction to Communication
- THE 120 Introduction to Acting
- THE 220 Oral Interpretation of Literature

3 hours

Total: 6 hours

### ♦ HEALTH AND HUMAN PERFORMANCE

Physical education activities and/or health education.

Three semester hours of human performance are required to complete the University’s 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. Limit of two semesters of any one activity.

2. A health course from the following list will satisfy a maximum of one hour of the requirement. The two remaining hours of the requirement must be met through activity courses.

- HEA 200 Lifestyle Management
- HEA 230 First Aid and Safety
- HEA 240 Stress Management
- HEA 300 Nutrition
- HEA 320 Contemporary Health Issues

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 three-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.

6. Military service may waive two semester credits.

Total: 3 hours

### ♦ HUMANITIES

Choose 14-15 semester hours, taking five courses from the options listed below, including at least one course and no more than two courses from each of the following areas: fine arts, history, and literature.

#### 1. Fine Arts

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

- GED 110 The World of Music
- GED 220 Survey of Art
- ART 101 Basic Design
- ART 111 Drawing
- MUS 100 Fundamentals of Music
- MUS 110 Understanding Jazz
- MUS 111, 112 Introduction to Music Literature
- MUS 210 Keyboard Literature

#### 2. History

- HST 110 Western Civilization to 1648
- HST 120 Western Civilization from 1648
- HST 150 America and the World
- HST 331/332 England

#### 3. Literature

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

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

#### 4. Philosophy (choose a maximum of one course)

- PHL 210 Introduction to Philosophy
- PHL 230 Ethics

Total: 14-15 hours

### ♦ SCIENCES

Choose 18 semester hours from the options listed below. Students must choose two courses from natural science, one from math, and two from social science. Students then choose an additional course from either natural science, math or social science.

#### 1. Math

Waiver of three semester hours of math requirement for a SAT score above 600.

- MTH 100 The World of Mathematics
- MTH 120 Intermediate Algebra (Students with SAT of 600 or above are not eligible to take this course.)
- MTH 190 Pre-Calculus
- MTH 201 Calculus I
- MTH 202 Calculus II
- MTH 260 Discrete Mathematics
- MTH 301 Calculus III
- CIS 201 Introduction to Computer Science
- CIS 202 Introduction to Computer Science

#### 2. Natural Science

- BIO 100 Foundations of Biology
- BIO 101 General Biology
- BIO 102 General Biology
- BIO 221 Human Anatomy and Physiology
- BIO 222 Human Anatomy and Physiology
- CHE 100 Chemistry of Life
- CHE 110 Chemistry and Our Environment
- CHE 151 General, Organic, and Biological Chemistry

- CHE 152 General, Organic, and Biological Chemistry
- CHE 211 General Chemistry
- CHE 212 General Chemistry
- GSC 120 Foundations of Earth Science
- GSC 130 Fundamentals of Geology
- PHY 150 Physics of Everyday Life
- PHY 201 General Physics
- PHY 202 General Physics

3. Social Science

- PSY 150 General Psychology
- SOC 150 Principles of Sociology
- ECO 201\* Principles of Microeconomics
- ECO 202\* Principles of Macroeconomics

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

Total: 18 hours

◆ GLOBALIZATION

Choose six semester hours from the current course offerings listed below:

- REL 330 World Christian Movement
- REL 360 Cross-Cultural Outreach
- REL 440 World Religions
- GRE 202 Hellenistic Greek (second semester)
- SOC 310 Cultural Anthropology
- SPN 102 First-Year Spanish (second semester)
- SPN 201, 202 Second-Year Spanish
- FRE 102 First-Year French (second semester)
- FRE 201, 202 Second-Year French
- GER 102 First-Year German (second semester)
- GER 201, 202 Second-Year German
- JPN 102 First-Year Japanese (second semester)
- JPN 201, 202 Second-Year Japanese
- FCS 310 Food, Culture and Society
- FCS 380 Evolution of Dress
- LIT 232 Masterpieces of World Literature, Non-Western
- ECO 360 Global Political Economy
- GEO 200 Cultural Geography
- PSC 250 International Conflict and Peace
- HST 360 Modern Russia
- HST 440 History of Africa
- HST 470 Far East
- HST 350 Latin America
- INS 340 International Relations
- GED 375 Juniors Abroad

Total: 6 hours

**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 page 29). A verbal SAT score of 670 or above waives WRI 110 Freshman Composition (see page 28). CLEP and Advanced Placement tests earn other exemptions, as do campus-administered examinations.

**General Education Requirements for Teacher Education**

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

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

1. Bible and Religion: 10 hours from stated options.
2. Communication: 6 hours from stated options.
3. Health and Human Performance: 2 hours from stated options.
4. Humanities: 16 hours from stated options, including GED 110 The World of Music, GED 220 Survey of Art, and at least two courses each in history (including HST 150 America and the World) and in literature (including LIT 231 Masterpieces of World Literature, Western or LIT 232 Masterpieces of World Literature, Non-Western).
5. Mathematics: This requirement is fulfilled within the major.
6. Natural Science: 6 hours from stated options.
7. Social Science: 6 hours from stated options, including PSY 150 General Psychology.
8. Globalization: 3 hours. This requirement is fulfilled by GEO 200 Cultural Geography and Global Relationships.

9. Education: 2 hours. This requirement is fulfilled by EDU 240 Perspectives in Education.

Secondary education majors shall complete the following 43-hour general education requirement. Totals or specific course requirements for some individual majors may vary.

1. Bible and Religion: 10 hours from stated options.
2. Communication: 6 hours from stated options.
3. Health and Human Performance: 2 hours from stated options.
4. Humanities: 8 hours from stated options, including one course in music or art, one course in U.S. history, and one course in literature.
5. Mathematics: 3 hours from stated options.
6. Natural Science: 3 hours from stated options.
7. Social Science: 3 hours. This requirement is fulfilled by PSY 150 General Psychology.
8. History, Literature, Philosophy, Natural Science, Social Science: 3 hours from the stated options in any of these categories.
9. Globalization: 3 hours from stated options.
10. Education: 2 hours. This requirement is fulfilled by EDU 240 Perspectives in Education.

**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., PSY 350) 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., COM 305) 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” (e.g., CHE 211, 212) 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 20.
- 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 pro-

grams not a part of the regular curriculum. Application forms are available from the Registrar and, when completed, become a learning contract between the student and the instructor.

- A student may not be enrolled in more than 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 completed in two semesters.
- Many 300- and 400-level courses are offered in alternate years. If a year of offering is stated, it should be assumed that the course will be offered in alternate years only.
- A GED prefix refers to general education.
- Courses at the 500 to 700 levels are graduate courses.

## MAJORS AND DEGREES

George Fox University confers these degrees: Bachelor of Arts, Bachelor of Science, Master of Arts in Teaching, Master of Education, Master of Business Administration, Master of Arts in Organizational Leadership (Boise), Master of Arts in Christian Education, Master of Arts in Counseling, Master of Arts in Marriage and Family Therapy, Master of Divinity, Doctor of Ministry, Doctor of Education, and Doctor of Psychology. Included are 40 undergraduate majors and 12 graduate degrees, organized in four schools.

### Admission to an Undergraduate Major

Admission to the University does not imply automatic admission to a major. Admission to a major may be required by application to the department sponsoring the major.

Though entry into George Fox University 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.

## Majors

Accounting (B.S.)  
 Applied Science (Engineering) (B.S.)  
 Art (B.A.)  
 Biblical Studies (B.A.)  
 Biology (B.S.)  
 Business and Economics (B.A. or B.S.)  
*Concentrations in:*  
 Economics  
 International Business and Economics  
 Management  
 Marketing  
 Management and Information Science  
 Chemistry (B.S.)  
 Christian Ministries (B.A.)  
*Concentrations in:*  
 Church Recreation  
 Educational Ministry  
 Missions  
 Youth Ministry  
 Cognitive Science (B.S.)  
 Communication Arts (B.A.)  
*Concentration in:*  
 Theatre Arts  
 Communication Media and Broadcast (B.A.)  
 Computer and Information Science (B.S.)  
 Education  
 Elementary Education (B.S.)  
*Preparation for licensure in:*  
 Elementary/Early Childhood  
 Elementary/Middle School  
 Secondary Education  
*Preparation for licensure in:*  
 High School/Middle School  
*Endorsement Areas:*  
 Biology Teaching (B.S.)  
 Chemistry Teaching (B.S.)  
 Family and Consumer Sciences Teaching (B.S.)  
 Health Teaching (B.S.)  
 Language Arts Teaching (B.A.)  
 Mathematics Teaching (B.S.)  
 Music Teaching (B.A.)

Physical Education Teaching (B.S.)  
 Social Studies Teaching (B.S.)  
 Spanish Teaching (B.A.)  
*Support Areas:*  
 Drama, Reading, Speech, and Middle School Math  
 Engineering (see Applied Science)  
 Family and Consumer Sciences (B.S.)  
*Concentrations in:*  
 Fashion Merchandising/Interior Design  
 Foods and Nutrition in Business  
 Health and Human Performance (B.S.)  
*Concentrations in:*  
 Athletic Training  
 Fitness Management  
 History (B.A.)  
 Interdisciplinary Studies (B.A. or B.S.)  
 International Studies (B.A.)  
 Management and Business  
 Information Systems (B.A.)\*  
 Management and Organizational Leadership (B.A.)\*  
 Management of Human Resources (B.A.)\*  
 Mathematics (B.S.)  
 Music (B.A.)  
 Philosophy (B.A.)  
 Psychology (B.A. or B.S.)  
 Religion (B.A.)  
 Social Work (B.A. or B.S.)  
 Sociology (B.A. or B.S.)  
 Spanish (B.A.)  
 Writing/Literature (B.A.)

*\*Majors offered through George Fox University's degree-completion program for working adults.*

## Supporting Programs

Camping  
 English as a Second Language  
 French  
 Gerontology  
 Greek  
 Japanese  
 Leadership Studies  
 Peace Studies  
 Political Science  
 Recreation  
 Speech/Forensics  
 Theater

## Preprofessional Programs

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

# UNDERGRADUATE PROGRAMS

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## ACCOUNTING

(B.S. Degree)

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

### Major Requirements

#### ◆ BUSINESS CORE

- BUS 110 Introduction to Business
- BUS 240 Statistical Procedures
- BUS 300 Management
- BUS 340 Marketing
- BUS 360 Business Law
- BUS 410 Financial Management
- ECO 201 Principles of Microeconomics
- ECO 202 Principles of Macroeconomics
- ACC 271 Principles of Financial Accounting
- ACC 272 Decision Making with Accounting Information

#### ◆ ACCOUNTING CORE

- ACC 273 Accounting Information Systems
- ACC 350 Taxation
- ACC 371 Financial Accounting and Reporting I
- ACC 372 Financial Accounting and Reporting II
- ACC 471 Advanced Accounting
- ACC 472 Auditing

Beginning January 2000, students will be required to complete 150 semester hours of accredited education in order to take the national Certified Public Accountancy examination. An accounting major may plan to meet this requirement through several means: 1) An intensified undergraduate program combining AP credit, CLEP tests, taking full course loads each semester, and some summer courses, or 2) graduate with a four-year degree, seek employment, and complete the required hours through post-graduate courses, or 3) go on to a graduate program in law or business, taking the exam when the required hours have been attained. The broad educational experience provided by George Fox University should enable an accounting major the flexibility to design his or her own program.

## APPLIED SCIENCE

(B.S. Degree from George Fox University)

## ENGINEERING

(B.S. Degree from any university with an engineering program accredited by the A.B.E.T. — Accreditation Board for Engineering and Technology)

George Fox University offers a dual-degree 3/2 engineering program that combines the liberal arts with the traditional training for an engineering profession. Students attend George Fox University for three years, taking most of their general education, mathematics, science and lower-division engineering courses. They may then qualify to transfer to any engineering school, where they spend two years in any one of several engineering curricula: aerospace engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, mechanical engineering, or engineering management.

The 3/2 program has a formal cooperative arrangement with the University of Portland, Washington University of St. Louis, and Seattle Pacific University (electrical engineering only). However, students may complete the final two years of the program at any engineering school. Past participants have completed their final two years at schools such as Oregon State University, Colorado State University, Montana State University, Purdue University, and Texas A & M University.

Students completing this five-year program will receive two Bachelor of Science degrees: an applied science degree from George Fox University after their fourth year, and an engineering degree from the engineering school after their fifth year. Most engineering schools offer 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 50 semester hours, to include the following courses:

EGR 102	Engineering Graphics
EGR 200	Introduction to Computer Programming for Engineers
EGR 211	Engineering Mechanics – Statics
EGR 212	Engineering Mechanics – Dynamics
EGR 261	Circuit Analysis I
PHY 211, 212	General Physics with Calculus
MTH 300	Numerical Methods
MTH 310	Differential Equations
MTH 320	Linear Algebra
<i>Either</i> EGR 262	Circuit Analysis II
<i>or</i> EGR 311	Thermodynamics
<i>Either</i> EGR 322	Strength of Materials
<i>or</i> EGR 331	Digital Logic Design

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

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

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

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

## ART

(B.A. Degree)

### Major Requirements

Requirements for an art major consist of 42 semester hours, to include the following courses:

ART 101	Basic Design I
ART 102	Basic Design II
ART 111	Drawing I
ART 112	Drawing II
ART 381	Baroque and Rococo Art
ART 382	Twentieth Century Art
ART 385	Special Topics in Art History
ART 460	Art and Christ
ART 490	Senior Thesis Exhibit
<i>(or</i> ART 475 Field Experience, by petition)	

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

ART 201	Beginning Painting
ART 221	Beginning Sculpture
ART 231	Beginning Printmaking
ART 241	Beginning Ceramics
ART 250	Introduction to Graphic Design
ART 265	Contemporary Art Seminar
ART 285	Selected Topics
ART 295	Special Study
ART 301	Intermediate Painting

ART 321	Intermediate Sculpture
ART 331	Intermediate Printmaking
ART 341	Intermediate Ceramics
ART 350	Intermediate Graphic Design
ART 401	Advanced Painting
ART 421	Advanced Sculpture
ART 431	Advanced Printmaking
ART 441	Advanced Ceramics
ART 495	Special Study
THE 125/325C	Theatre Laboratory
THE 255/455	Technical Theatre

## BIBLICAL STUDIES

(B.A. Degree)

### Major Requirements

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

- 20 hours in biblical studies (GRE 202 may be applied as biblical studies credit)
- 6 hours in Christian ministries
- 8 hours in religion (including REL 380 Christian Beliefs and either REL 401 or REL 402 Christianity in History)
- 6 hours in philosophy

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

## BIBLICAL STUDIES: INTER-DISCIPLINARY 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 biblical studies, the other in any other major field. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives.

Requirements for the biblical studies block:

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

## BIOLOGY

(B.S. Degree)

### Major Requirements

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

#### ♦ BIOLOGY

BIO 101, 102 General Biology  
 BIO 350 Genetics  
 BIO 360 Ecology  
 BIO 491, 492 Senior Seminar  
 (BIO 384 Research Methods may be substituted for one Senior Seminar.)

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

An upper-division botany course is highly recommended.

#### ♦ CHEMISTRY

CHE 211, 212 General Chemistry  
 CHE 325 Organic Chemistry

Plus one of the following:

CHE 326 Organic Chemistry  
 CHE 310 Analytical Chemistry

#### ♦ MATHEMATICS

MTH 190 Pre-Calculus or above is required, with MTH 201, 202 Calculus I, II highly recommended.

#### ♦ PHYSICS

PHY 201, 202 General Physics or PHY 211, 212 General Physics with Calculus is also recommended.

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

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

### Thesis Option

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

1. Complete an acceptable research proposal and the Research Methods course (BIO 384) by the end of the spring semester of the junior year.

2. Take up to four hours of Biological Research (BIO 495) between the spring semester of their junior year and graduation, and Senior Thesis (BIO 496) during the spring semester of their senior year.

3. Complete a written thesis acceptable to the thesis committee by April 1 of their senior year.

4. Prepare a poster and give an oral presentation of their research prior to graduation.

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

### Malheur Field Station

George Fox University 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)

### 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 five specialties offered.

The major requirements included in the common core and the concentration total 42 semester hours. A minimum grade of C- must be obtained in all major courses.

### Common Core

All students majoring in business and economics are required to take the following common core of courses, totaling 30 semester hours:

BUS 110	Introduction to Business
BUS 240	Statistical Procedures in Business and Economics
ECO 201, 202	Principles of Economics
ACC 271, 272	Principles of Accounting
BUS 300	Management
BUS 340	Marketing
BUS 360	Business Law
BUS 410	Financial Management

### Concentration

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

#### ♦ 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

#### ♦ MARKETING

BUS 250	Computer Applications
ECO 330	Managerial Economics
BUS 350	International Marketing
BUS 420	Advertising and Promotion
BUS 450	Marketing Research

#### ♦ INTERNATIONAL 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)

#### ♦ MANAGEMENT AND INFORMATION SCIENCE

CIS 201	Introduction to Computer Science
BUS 250	Computer Applications
CIS 321	Software Engineering
CIS 340	Database Systems
CIS 350	Data Communications and Networks

## CHEMISTRY

(B.S. Degree)

### Major Requirements

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

#### ♦ CHEMISTRY

CHE 111	General Chemistry
CHE 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

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

#### ♦ MATHEMATICS

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

#### ♦ PHYSICS

PHY 201, 202 General Physics are required.

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

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

## Thesis Option

### ◆ PHILOSOPHY

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

### ◆ ELIGIBILITY

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

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

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

### ◆ REQUIREMENTS

Students who pursue the thesis option must:

1. Enroll in at least one hour of Chemical Research (CHE 495) each semester, beginning the spring semester of their junior year, through the spring semester of their senior year.

2. Submit the first copy of a written thesis to the thesis committee by April 1 of their senior year. The final, edited copy is due to the thesis committee the last day of classes during the spring semester.

3. Prepare a poster and give an oral presentation of their research.

In some cases, students may apply research conducted off campus to the CHE 495 requirement. Students who participate in off-campus research programs may petition the thesis committee for special consideration of the thesis option. The thesis committee must receive the petition by the beginning of the fall semester of the student's senior year. The thesis committee may elect to substitute the off-campus experience for a portion of the CHE 495 requirement.

## CHRISTIAN MINISTRIES

(B.A. Degree)

### Major Requirements

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

- REL 380 Christian Beliefs
- REL 401 or 402 Christianity in History
- CHM 130 Christian Discipling
- CHM 310 Theological Foundations of Christian Ministry
- CHM 360 Perspectives in Christian Education

- 5 hours of biblical studies

- 3 hours in philosophy

An additional 16 semester hours in one of four possible areas of concentration: youth ministry, missions, church recreation, or educational ministry. (See listing below.) 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.

### ◆ YOUTH MINISTRY

- CHM 330 Youth Leadership
- CHM 381 Counseling I
- Either HHP 380 Recreational Leadership
- or CHM 370 Camp Programming and Counseling
- PSY 311 Human Development: Infancy to Adolescence

### ◆ MISSIONS

- REL 330 Introduction to the World Christian Movement
- REL 360 Cross-Cultural Christian Outreach
- REL 440 World Religions
- REL 460 Issues in Contemporary Missions
- CHM 475 Cross-Cultural Field Experience

### ◆ CHURCH RECREATION

- CHM 370 Camp Programming and Counseling
- CHM 440 Camp Administration
- CHM 475 Field Experience in Church Recreation
- HEA 200 Lifestyle Management
- HHP 380 Recreational Leadership

♦ **EDUCATIONAL MINISTRY  
(SHARED PRACTIS)**

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

**CHRISTIAN MINISTRIES:  
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 Christian ministries, the other in any other major field. For the Christian ministries block, the student will select one of four concentrations: youth ministry, missions, church recreation, or educational ministry (Shared Praxis). The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives.

Requirements for the Christian ministries block:

- 12 hours in Christian ministries, including 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.

**COGNITIVE SCIENCE**

(B.S. Degree)

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

**General Education Requirements:**

- PHL 210 Introduction to Philosophy
- MTH 201 Calculus I or MTH 260 Discrete Mathematics
- BIO 221 Human Anatomy and Physiology
- PSY 150 General Psychology
- SOC 310 Cultural Anthropology

**Major Requirements:**

- Seven hours of Overview Courses which include PSY 320 Introduction to Neuroscience, PSY 450 Systems of Psychology, and PSY 490 Senior Seminar
- 12 hours of Methods Courses
- 2 Lab Courses
- 12 hours of Survey Courses
- Optional Research in field of emphasis

**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 39 semester hours distributed as follows:

♦ **PERFORMANCE CORE COURSES**

- Either* WRI 230 Introduction to Journalism
- or* WRI 310 Professional Writing/Desktop Publishing
- COM 200 Persuasive Communication

- COM 210 Interpersonal  
Communication
- COM 324 Argumentation and  
Critical Thinking

♦ **THEORY CORE COURSES**

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

♦ **PRACTICUM**

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

♦ **ELECTIVES**

Eighteen additional hours from communication arts, communication media and broadcast, and/or up to six hours of writing courses (WRI 210, 230, 310, 330). Not more than three hours should be in practicum courses. (Students should choose their electives under the guidance of their advisors.)

**COMMUNICATION MEDIA  
AND  
BROADCAST**

(B.A. Degree)

**Major Requirements**

The communication media and broadcast major combines the liberal arts emphasis of communication arts with hands-on experiences in video and digital media pro-

duction. Extensive electives allow the student to design a program that fits individual needs or interests. The major consists of 36 required semester hours (exclusive of general education courses), distributed as follows:

♦ **THEORY CORE COURSES**

- (9 hours)
- COM 230 Mass Media and  
Popular Culture
- COM 300 Theoretical Approaches  
to Communication
- COM 330 Reviewing Film and  
Television

♦ **PRODUCTION CORE**

- (12 hours)
- CMB 230 Introduction to Video  
Production
- CMB 250 Digital Multimedia  
Production
- Either* CMB 260 Media Scriptwriting  
*or* CMB 320 Dramatic Scriptwriting
- Either* CMB 350 Editing Video  
*or* CMB 430 Producing and Directing  
Video

♦ **ELECTIVES PACKAGE**

(15 hours)

Choose electives from the list below. Not more than six hours of practicum courses count toward major electives.

- Recommended:
- ART 250 Introduction to Graphic  
Design
- ART 285 Photography
- CMB alternatives not chosen in Core:  
CMB 340 Audio Production and

- Broadcasting
- CMB 355 Live Events Video  
Production
- CMB 295 Broadcast News
- CMB 475 Field Experience
- CMB 495 Independent Study
- COM 305 Professional  
Communication Activities
- THE 255/455 Technical Theater
- WRI 230 Introduction to Journalism
- WRI 310 Professional Writing/  
Desktop Publishing

Other courses pre-approved by advisor and department chair.

**COMPUTER AND  
INFORMATION SCIENCE**

(B.S. Degree)

**Major Requirements**

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

♦ **COMPUTER SCIENCE  
CONCENTRATION**

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

- CIS 201, 202 Introduction to Computer  
Science
- CIS 310 Data Structures and File  
Processing
- CIS 360 Computer Architecture and  
Assembly Language
- CIS 420 Structures of Programming  
Languages
- CIS 430 Analysis of Algorithms
- CIS 460 Operating Systems

Choose eighteen hours from the following:

- CIS 300 Numerical Methods
- CIS 321 Software Engineering
- CIS 330 Computer Graphics
- CIS 331 Digital Logic Design
- CIS 340 Database Systems
- CIS 350 Data Communication and  
Networks
- CIS 370 Object-Oriented Programming

**ECONOMICS**

See "Business and Economics."

**EDUCATION**

See "Teacher Education."

**ENGINEERING**

See "Applied Science."

**ENGLISH AS A SECOND LANGUAGE**

The purpose of the English Language Institute is to develop the language and academic skills of students and to raise their level of cultural awareness in order to prepare them for academic and social success at George Fox University.

English as a Second Language, taught in the English Language Institute at George Fox University, prepares international students to meet the challenges of academic study in English.

International students who score less than 500 on the Test of English as a Foreign Language (TOEFL) or less than four on the Test of Written English study intensive English approximately 14 hours per week while they also are enrolled in one

- CIS 440 Artificial Intelligence
- CIS 450 Network Administration
- CIS 480 Principles of Compiler Design

Choose three hours from the following:

- CIS 322 Systems Development Seminar
- CIS 475 Field Experience
- CIS 490 Applied Software Development

Required supporting courses in mathematics:

- MTH 201 Calculus I
- MTH 260 Discrete Mathematics

**♦ INFORMATION SCIENCE CONCENTRATION**

A major in the information science concentration 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 350 Data Communication and Networks
- CIS 460 Operating Systems

Choose nine hours from the following:

- CIS 330 Computer Graphics
- CIS 370 Object-Oriented Programming
- CIS 420 Structures of Programming Languages

- CIS 430 Analysis of Algorithms
- CIS 440 Artificial Intelligence
- CIS 450 Network Administration

Choose three hours from the following:

- CIS 322 Systems Development Seminar
- CIS 475 Field Experience
- CIS 490 Applied Software Development

Required business courses:

- BUS 110 Introduction to Business
- BUS 250 Computer Applications
- BUS 300 Management

Required supporting courses:

- MTH 260 Discrete Mathematics
- ECO 201 Principles of Microeconomics (satisfies general education credit)

or two regular University courses.

To prepare international students to enter into academic life at George Fox University 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, inter-action with native speakers in the University community, and attendance at campus functions and academic lectures are incorporated into ESL learning activities.

At the highest level, students enroll for credit in one regular academic course together with ESL courses that are designed to help develop the language and academic skills necessary for success. ELI students may take up to 20 hours a semester, with a maximum of four credits of non-ESL course work.

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

## **FAMILY AND CONSUMER SCIENCES**

(B.S. Degree)

### **Major Requirements**

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

#### **◆ FOODS AND NUTRITION IN BUSINESS CONCENTRATION**

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 151 General, Organic, and Biological Chemistry and ECO 201 Principles of Economics are required.

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

FCS 211	Foods I
FCS 212	Foods II
FCS 250	Residential Technology
FCS 290	Meal Management
FCS 300	Nutrition
FCS 310	Food, Culture and Society
FCS 344	Quantity Food Production and Management
FCS 350	Resource Management
FCS 360	Consumer Buying
FCS 430	Nutrition and the Life Cycle
FCS 475	Field Experience
FCS 490	Senior Seminar
BUS 110	Introduction to Business
BUS 300	Management
BUS 340	Marketing
ACC 271	Principles of Accounting

#### **◆ FASHION MERCHANDISING/ INTERIOR DESIGN CONCENTRATION**

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

Residential architecture, household technology, 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 freshman student at George Fox University is provided with a 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, totaling 44 semester hours, are required for a degree in fashion merchandising and interior design:

FCS 120	Apparel Construction
FCS 220	Fashion and Society
FCS 230	Textiles Science



- FCS 250 Residential Technology
- FCS 320 Fashion Merchandising
- FCS 330 Residential Architecture
- FCS 350 Resource Management
- FCS 351 Interior Design I
- FCS 360 Consumer Buying
- FCS 370 Pattern Drafting and Apparel Design
- FCS 475 Field Experience
- FCS 490 Senior Seminar
- BUS 110 Introduction to Business
- Either* BUS 300 Management
- or* BUS 340 Marketing

Take two of the following four classes:

- FCS 352 Interior Design II
- FCS 353 Interior CAD
- FCS 378 Apparel CAD
- FCS 460 Apparel Market Analysis

**◆ COOPERATIVE 3-1 DEGREE PROGRAM CONCENTRATION WITH THE FASHION INSTITUTE OF DESIGN AND MERCHANDISING**

George Fox University offers a cooperative degree program with the Fashion Institute of Design and Merchandising in Los Angeles, California. This cooperative program provides for students to attend George Fox University 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 family and consumer sciences, with a concentration in interior design, merchandise marketing, or fashion design from George Fox, and a Professional Certification from FIDM.

**◆ FAMILY AND CONSUMER SCIENCES CONCENTRATION**

Family and consumer sciences are grounded in the sciences and humanities. At the core is 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 family and consumer sciences major graduates with a Bachelor of Science degree. Graduates find employment in the traditional areas: 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, totaling 43 semester hours, are required for a degree in family and consumer sciences:

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

**◆ FAMILY AND CONSUMER SCIENCES EDUCATION CONCENTRATION**

For family and consumer sciences teaching major requirements leading to certification to teach from middle through high school (middle-12), see the "Teacher Education" section of the catalog, page 55.

**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, HEA 210 Drug Education, and HEA 280 Marriage and Family) will meet one hour of the health and human performance general education requirement.

**Major Requirements**

**◆ HEALTH EDUCATION/HUMAN PERFORMANCE CONCENTRATION**

- BIO 221 Human Anatomy
- BIO 222 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 333 Developmental Health and 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 family and consumer sciences or biology. See page 55.

## 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 150 America and the World  
 HST 490 History Seminar  
 and HST 110 Western Civilization  
 to 1648  
 or HST 120 Western Civilization  
 from 1648

## HUMAN PERFORMANCE

(B.S. Degree)

### General Education Requirements

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

### Major Requirements

#### ♦ ATHLETIC TRAINING MAJOR CONCENTRATION

Students wishing to prepare for a career in athletic training should consult with the athletic training curriculum director during the first semester of their freshman year, preferably within the first six weeks.

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

Admission to the program is based upon attainment of a cumulative grade point average (GPA) of 2.75 or better on all college-level courses. In addition, a cumulative high school GPA of 2.75 or better must have been attained. Other factors to be considered include a minimum of two written recommendations; satisfactory physical and mental health; exemplary social and moral behav-

ior; and submission of the formal application no later than March 15. Any application submitted after March 15 will not be considered for admission the following school year. (Applications submitted after March 15 will be considered if fewer than eight candidates have applied.) Admission to the program is required before applicants may work as student athletic trainers within the student athletic training program.

Continuation in the athletic training program is dependent upon maintaining a minimum 2.75 GPA within the athletic training major concentration; maintaining a minimum overall GPA of 2.5; and receiving satisfactory evaluations within the clinical educational experience. In addition, continuation is based upon satisfactory evidence of good moral character, and the mental, emotional and physical health needed for successful performance in the athletic training environment. Admitted students are subject to the policies and procedures contained within the student trainer handbook. Students failing to meet expectations will be placed on probation for one semester. Continued failure of expectations during the probationary period will result in dismissal from the athletic training major concentration.

Requirements for the athletic training major concentration 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 228 Conditioning/Body  
 Mechanics and Aerobics  
 HHP 360 Organization and  
 Administration of Health  
 and Physical Education  
 HHP 363 Pharmacology  
 HHP 365 Current Issues in Athletic  
 Training (2 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 340 Statistical Procedures

In addition, PSY 150 General Psychology is required. This course may count for three hours of general education under "Social Science."

#### ♦ PHYSICAL EDUCATION TEACHING MAJOR CONCENTRATION

Requirements for the K-12 teaching major concentration in human performance consist of 44 semester hours, 21 of which must be upper-division courses.

Courses selected to satisfy science general education requirements may include BIO 101, 102, General Biology. Either CHE 100 Chemistry of Life or CHE 110 Chemistry and Our Environment are recommended.



The core courses 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

Requirements for the K-12 teaching major concentration 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

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 MAJOR CONCENTRATION**

Requirements for the fitness management major concentration in human performance are 50-53 hours, of which 25 hours must be upper-division. The requirements are distributed as follows:

Take 38-40 hours from 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 475 Fitness Management Field Experience
- HHP 495 Special Study
- BIO 221 Human Anatomy and Physiology
- BIO 222 Human Anatomy and Physiology

Take 12-13 hours from the following:

- HEA 300 Nutrition
- HHP 223 Tumbling/Gymnastics
- Either HHP 227A Aquatics: Lifeguarding or HHP 227B Aquatics: Water Safety Instruction
- HHP 228 Conditioning/Body Mechanics and Aerobics
- HHP 380 Recreational Leadership

Choose one course from the following:

- HEA 240 Stress Management
- HHP 400 Recognition of Athletic Injuries
- HHP 480 Tests and Measurements in Physical Education
- HHP 490 Senior Seminar

**HUMAN PERFORMANCE: INTERDISCIPLINARY MAJOR**

(B.S. Degree)

**Major Requirements**

♦ **HUMAN PERFORMANCE WITH RELIGION CONCENTRATION**

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 333 Developmental Health and Physical Education
- 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
- Either INS 330 Introduction to the World Christian Movement or REL 360 Cross-cultural Christian Outreach
- INS 340 International Relations

*Either* INS 350 International Trade and Finance  
*or* 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  
 COM 350 Introduction to TESOL (Teaching English to Speakers of Other Languages)  
 ECO 360 Global Political Economy  
 HST 331 England to 1688  
 HST 332 England Since 1688  
 HST 350 Latin America  
 HST 360 Modern Russia  
 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 231 Masterpieces of World Literature, Western  
 LIT 232 Masterpieces of World Literature, Non-Western  
 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)

♦ **INTERNATIONAL STUDIES WITH RELIGION CONCENTRATION**

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.

**LEADERSHIP STUDIES**

♦ **LEADERSHIP STUDIES MINOR**

The leadership studies minor is designed to help students develop their leadership skills through study and practice. Participants will learn important leadership concepts and theories and put these principles into action through hands-on leadership experiences. Prerequisites for entry into the program include sophomore standing and above, a 2.5 grade point average, and instructor approval.

The course of study and practice includes:

1. LDR 490 Leadership Seminar (four semesters, 1 hour per semester)
2. Either LDR 475 Leadership Experience or an approved alternative practicum.
3. SOC 300 Group Dynamics
4. One course taken from each of the following categories:

BUS 300 Management  
 PSC 410 Community Mediation  
 COM 324 Argumentation and Critical Thinking

PSY/SOC 350 Social Psychology  
 BUS 320 Human Resources Management  
 BUS 370 Organizational Behavior  
 COM 310 Conflict Resolution

PHL 230 Ethics  
 LIT 360 Values and Myths in Literature  
 REL 480 Spiritual Formation

Total program hours: 18-21.

**MANAGEMENT AND BUSINESS INFORMATION SYSTEMS**

(B.S. Degree)

**MANAGEMENT AND ORGANIZATIONAL LEADERSHIP**

(B.A. Degree)

**MANAGEMENT OF HUMAN RESOURCES**

(B.A. Degree)

The Department of Continuing Education offers three majors to adult students who are returning to college to complete their degrees.

The majors are unique alternatives to the traditional method of pursuing a college degree. The management and organizational leadership (MOL), management of human resources (MHR), and management and business information systems (MBIS) programs are designed specifically for working adults who attend classes conveniently located and coordinated with their schedules.

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

Students who successfully complete either of the 34- or 36-semester-hour programs and accompanying requirements are granted either a Bachelor of Science degree in management and business information systems (MBIS), a Bachelor of Arts degree in management and organizational leadership or management of human resources. Applicants to the programs must have a minimum of 62 semester hours of transferable college credit from accredited institutions and approved military education. General education requirements, totaling 35 semester credits (included as part of the 62 semester hours), should have been met upon entrance. Individuals with five years of professional experience and 90 or more semester hours of transferable credits are considered optimum candidates.

Through these programs, the Department of Continuing Education 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.

**Credit For Life Learning**

College-level learning occurs in many environments in addition to the traditional college classroom. Students in the MOL, MHR, and MBIS programs can earn college credit for such learning through developing and presenting a life-learning portfolio for credit evaluation. Students document their professional instruction and life-learning experiences for faculty evaluation. A maximum of 30 semester hours (28 for MBIS) may be earned through the life-learning portfolio process. Students who transfer more than 62 semester hours of acceptable credit are required to earn fewer credits through the portfolio process.

Life-learning credit, evaluated and assessed after acceptance into either the MOL, MHR or MBIS program, is officially awarded and transcribed upon the student's successful completion of the program.

**Course Structure**

The required 34-semester-hour MOL and MHR curricula includes 62 four-hour weekly evening class sessions held at selected locations in Portland, Salem and Eugene, Oregon, and Boise, Idaho. The required 36-semester-hour MBIS curriculum includes 68 four-hour weekly evening class sessions at the Portland Center. Courses are taught in seminar style. Students contribute life and organizational experiences in a cooperative learning environment. Simulations, discussions and team projects are used to enhance learning. Out-of-class assignments include reading and writing on selected topics.

Students in the MOL and MHR programs are required to plan, implement and report on an approved survey research project. The project examines an organizational problem in the student's occupation or environment. Results are published and presented at the conclusion of the program.

Students in the MBIS program are required to assess and report on the development or improvement of an information system within an existing organization.

**Major Requirements**

Thirty-four semester hours are required for the student to complete the MOL major, consisting of the following courses:

- MOL 401 Dynamics of Group and Organizational Behavior
- MOL 402 Effective Writing
- MOL 403 Organizational Theory and Analysis
- MOL 404 Organizational Communication
- MOL 405A Introduction to Survey Research Methods
- MOL 405B Survey Research Methods
- MOL 406 Principles of Management and Supervision
- MOL 407 Christian Faith and Thought
- MOL 409 Values and Ethics in the Workplace
- MOL 410 Fiscal and Operational Management
- MOL 485 Saturday Seminars (6)
- MOL 495 Senior Research Project

Thirty-four semester hours are required for the student to complete the MHR major, consisting of the following courses:

- MOL 401 Dynamics of Group and Organizational Behavior
- MOL 402 Effective Writing
- MOL 403 Organizational Theory and Analysis
- MHR 404 Organizational Communication
- MOL 405A Introduction to Survey Research Methods
- MOL 405B Survey Research Methods
- MHR 406 Principles of Management and Supervision
- MOL 407 Christian Faith and Thought
- MHR 408 Human Resources Administration

- MOL 409 Values and Ethics in the Workplace
- MOL 485 Saturday Seminars (6)
- MHR 495 Senior Research Project

Thirty-six semester hours are required for the student to complete the MBIS major, consisting of the following courses:

- MOL 401 Dynamics of Group and Organizational Behavior
- MOL 402 Effective Writing
- MOL 403 Organizational Theory and Analysis
- MOL 406 Principles of Management and Supervision
- MOL 407 Christian Faith and Thought
- MOL 408 Fiscal and Operational Management
- MOL 409 Values and Ethics in the Workplace
- MOL 485 Saturday Seminars (6)
- MBS 411 Fundamentals of Information Systems
- MBS 412 Personal Productivity with IS Technology
- MBS 413 Information Systems Theory and Practice
- MBS 414 Hardware, Networks and Telecommunications

## 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 290 Mathematical Logic
- MTH 320 Linear Algebra
- MTH 331 Probability
- MTH 490 Senior Seminar

Select 15 hours from the following:

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

Required supporting courses:

- CIS 201 Introduction to Computer Science
- and one of:
  - CIS 130 Web-based Programming
  - CIS 202 Introduction to Computer Science
  - CIS/MTH 300 Numerical Methods

## 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
- Either* 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 Large Ensemble (band, choir or symphony)

### ◆ 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 of credit except for students desiring a performance emphasis, for whom two semester hours of credit are given. Music education and non-performance majors may petition for two hours of credit with a recommendation by their applied music teacher. 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 half recital or achieved upper-division standing in the major performing area.

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 with religion 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 (four semesters)
- Applied lessons (two semesters)
- Music electives

## PEACE AND CONFLICT STUDIES

### Peace Studies Minor

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

### ♦ 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/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 student's 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.

## PHILOSOPHY

(B.A. Degree)

### Major Requirements

Philosophy majors take 33 semester hours in addition to PHL 210 Introduction to Philosophy. Twenty-four hours must be upper division.

Six courses are required of all majors:

PHL 210 Introduction to Philosophy  
 PHL 230 Ethics  
*Either* PHL 240 Logic  
*or* COM 224 Argumentation and  
 Critical Thinking  
 PHL 380 History of Philosophy  
 PHL 382 History of Philosophy  
 Seminar (*Prerequisite must  
 be fulfilled by a philosophy  
 course other than Logic*)  
 PHL 410 Contemporary Philosophers  
 and Problems (*Prerequisite  
 must be fulfilled by a  
 philosophy course other  
 than Logic*)

Majors select a specialization track from these options:

1. REL 380 Christian Beliefs  
*and* REL 440 World Religions
2. Two BIB courses numbered 300  
 or higher
3. BIB 390 Biblical Basis  
 for Peacemaking *and* PSC 250  
 International Conflict and Peace  
*or* PSC 310 Conflict Resolution
4. PSY 330 Personality Theories *and* PSY  
 450 Systems of Psychology



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

- COM 224 Argumentation and Critical Thinking
- PHL 240 Logic
- PHL 260 Sociological Theory
- PHL 270 Aesthetics
- PHL 330 Philosophy of Religion
- LIT 360 Values Through Story and Myth
- PHL 485 Special Topics
- PHL 495 Special Study

## PSYCHOLOGY

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

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

## RELIGION

(B.A. Degree)

### Major Requirements

Requirements for a major in religion include 40 semester hours, 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)

An interdisciplinary major may be elected through application and approval of the department. It consists of two 24-hour blocks, one in religion, 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 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

## SOCIAL WORK

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

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

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

The current social work program was granted candidacy status with the Council on Social Work Education (CSWE) on February 15, 1997.

Students interested in pursuing a degree in social work should consult with a social work advisor as soon as possible.

All students interested in social work as a major must make formal application to the program. Each applicant shall:

1. Live in compliance with the University Expectations & Responsibilities (found in the University Student Handbook).
2. Have an overall GPA of at least 2.0 prior to filing an application to the program.
3. Complete the following pre-entry courses: PSY 150 General Psychology, SOC 150 Principles of Sociology, and SWK 180 Introduction to Social Work with a GPA of at least 2.70.
4. Complete the program application process (which includes completion of a written application, recommendations and interview) on or before Jan. 30 of the student's sophomore year. Transfer students will not be held to the sophomore-year deadline but should see a social work advisor as soon as is possible.
5. Receive written acceptance into the program from the Program Admission Committee.

6. File a Declaration of Major form with the University's Registrar's Office.

### Major Requirements

(45 hours required)

SWK 180	Introduction to Social Work
SOC 200	Social Issues
SOC 260	Social Theory
SWK 330	Human Behavior in the Social Environment
SOC 340	Statistical Procedures
SWK 361	Social Policy I
SWK 362	Social Policy II
SOC 390	Research Seminar
SWK 391	Social Work Practice I
SWK 392	Social Work Practice II
SWK 393	Social Work Practice III
SWK 475	Field Experience/ Practicum I
SWK 476	Field Experience/ Practicum II
SWK 477	Field Experience/ Practicum III
SWK 490	Senior Seminar

Required Supporting Courses (6 hours)

*Either* PSC 210 American Government  
*or* PSC 240 State & Local Government  
*and* SWK 310 Lifespan Human Development

SOC 150 Principles of Sociology, PSY 150 General Psychology and BIO 100 Foundations of Biology are required as part of the general education program.

## SOCIOLOGY

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

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

### Major Requirements

(39 hours required)

SOC 200	Social Issues
SOC 260	Social Theory
SOC 340	Statistical Procedures
SOC 390	Research Seminar
<i>Either</i> SOC 300	Group Dynamics
<i>or</i> SOC 350	Social Psychology
<i>Either</i> SOC 310	Cultural Anthropology
<i>or</i> SOC 380	Race, Ethnicity, Gender and Class I
<i>Either</i> SOC 410	Juvenile Delinquency
<i>or</i> SOC 450	Aging in Society
SOC 275/475	Field Experience (six hours)
12 hours of sociology electives	

## SPANISH

(B.A. Degree)

The Spanish major is designed to help students function adequately in their chosen field of work at home or overseas through proficiency in Spanish. The program emphasizes the unique relationship between culture and language, the acquisition of analytical skills, familiarity with historically important works of literature, and a four-skills (reading, writing, listening and speaking) approach to language proficiency. To complete the course of study, students will spend a minimum of one semester studying in a Spanish-speaking country.

### Major Requirements

Prerequisite for entry into the major: SPN 202 or equivalent. Remedial work may be required.

Requirements for a major in Spanish consist of a minimum of 36 hours, to include the following courses:

- SPN 301, 302 Third-Year Spanish
- SPN 340 Spanish Culture and Civilization
- SPN 350 Latin American Culture and Civilization
- SPN 375 Field Experience: Study Abroad
- SPN 410 Introduction to Spanish Literature

- SPN 420 Introduction to Latin American Literature
- SPN 490 Study Abroad

Sixteen additional credits must be acquired through an approved study abroad program.

A one-semester experience is offered for students taking courses at Spanish or Latin American universities while living abroad. Application and junior standing or above required. All programs of study subject to the approval of the Spanish faculty and the Director of Overseas Study.

## TEACHER EDUCATION

### Policies and Procedures

The teacher education program at George Fox University 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 licensure 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 other state requirements in effect at the time they complete graduation require-

ments and apply for license.

George Fox University is approved by the Teacher Standards and Practices Commission to offer initial licensure programs in the following:

- Advanced Mathematics
- Biology
- Chemistry
- Elementary Education
- Health
- Family and Consumer Sciences
- Language Arts
- Music
- Physical Education
- Social Studies
- Spanish

Academic preparation towards additional teaching endorsements is available in the following subjects:

- Basic Mathematics
- Drama
- Speech
- Reading

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 all other requirements in effect, students receive an Oregon Initial Teaching License.

### Admission to Teacher Education

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

Students make formal application for admission to the teacher education program during the introductory education class, EDU 240 Perspectives in Education, generally taken fall of the sophomore year by elementary education majors and fall of the junior year by 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; passing scores on approved basic skills tests; acceptable faculty recommendations; and exemplary social and moral behavior. Admission to the program is expected before students may register for the professional education core courses.



Continuation in teacher education is based on academic achievement and satisfactory evidence of characteristics needed for successful performance in the teaching profession. Students admitted to the program are expected to maintain a cumulative GPA of 2.75 or better on all college-level classes, including transfer credits; attain grades of "C" or better on all teaching major and professional education classes; and receive satisfactory evaluations of performance in field experiences. Admitted students are subject to the policies contained in the Teacher Education Guidelines purchased when they take EDU 240 Perspectives in Education.

### Transfer Students in Education

Any student transferring to George Fox University must meet the same requirements for admission as those who have entered the University as incoming freshmen. **Admission to the University does not guarantee admission to the teacher education program.** This application must be directed to the Department of Teacher Education when the student is in his/her first professional course.

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

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

EDU 240 Perspectives in Education

- EDU 311 or 312 Mathematics for Elementary Teachers
- EDU 370 Integrated Methods: Music and Art
- EDU 375 Student Teaching I
- EDU 380 Integrated Methods: Science and Social Studies
- EDU 401 Integrated Methods: Literature and Language
- EDU 402 Integrated Methods: Literature and Literacy
- EDU 475 Student Teaching II
- EDU 490 Senior Seminar

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

- EDU 240 Perspectives in Education
- EDU 340 Integrated Methods: Reading and Writing Across the Curriculum
- EDU 375 Student Teaching I
- EDU 390 Integrated Methods for Secondary Teachers
- EDU 475 Student Teaching II
- EDU 493 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 University for the purpose of qualifying for an Oregon Initial Teaching License must be advised by the Director of Undergraduate 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

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

Students in Education,” must be taken in residence, and professional education courses must be taken before student teaching.

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

**Waiver of Requirements**

Students enrolled in the teacher education program who believe they have had experience or education that has provided the competencies certain courses and experiences in the program are designed to develop may request a waiver of that portion of the requirements. Waivers may be granted in writing by the Director of Undergraduate Teacher Education on the basis of satisfactory evidence submitted by the student through one or more of these means:

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

**ELEMENTARY EDUCATION**

(B.S. Degree)

The University offers a degree program for the preparation of elementary school teachers. Upon entering, students interested in majoring in elementary education should contact an elementary education advisor. 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 240 Perspectives in Education
- EDU 311, 312 Mathematics for Elementary Teachers
- EDU 331 Psychological Foundations: Inclusion and Assessment
- EDU 332 Psychological Foundations: Learning Theory and Classroom Management
- EDU 333 Developmental Health and Physical Education
- EDU 370 Integrated Methods: Music and Art
- EDU 375 Student Teaching I
- EDU 380 Integrated Methods: Science and Social Studies
- EDU 401 Integrated Methods: Literature and Language
- EDU 402 Integrated Methods: Literature and Literacy

- EDU 475 Student Teaching II
- EDU 490 Senior Seminar
- GEO 200 Cultural Geography and Global Relationships
- HEA 310 School Health Program
- PSY 311 Human Development: Infancy to Adolescence
- GED 220 Survey of Art
- GED 110 World of Music

**◆ ELEMENTARY WITH EARLY CHILDHOOD AUTHORIZATION**

All of the above plus

- EDU 321 Early Childhood Education
- EDU 322 Early Childhood Methods

**◆ ELEMENTARY WITH MIDDLE LEVEL AUTHORIZATION**

All of the above plus

- EDU 351 Middle Level Education
- EDU 352 Middle Level Methods

**SECONDARY EDUCATION**

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

The University offers a degree program for the preparation of secondary teachers in 10 content areas. Upon entering, students interested in any of the secondary education majors should contact a secondary education advisor.

## 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
- EDU 240 Perspectives in Education
- EDU 331 Psychological Foundations: Inclusion and Assessment
- EDU 332 Psychological Foundations: Learning Theory and Classroom Management
- EDU 340 Integrated Methods: Reading and Writing across the Curriculum
- EDU 375 Student Teaching I
- EDU 390 Integrated Methods for Secondary Teachers
- EDU 475 Student Teaching II
- EDU 493 Student Teaching Seminar

### ♦ SECONDARY WITH MIDDLE LEVEL AUTHORIZATION

All of the above plus:

- EDU 351 Middle Level Education
- EDU 352 Middle Level Methods

## BIOLOGY TEACHING

(B.S. Degree)

### Major Requirements

The following 47-48 semester hours are required:

- BIO 101, 102 General Biology
- BIO 300 Evolution
- BIO 310 Developmental Biology
- BIO 330 Animal Physiology
- or BIO 340 Plant Physiology
- BIO 350 Genetics
- BIO 360 Ecology
- BIO 370 Microbiology
- BIO 491, 492 Senior Seminar
- CHE 211, 212 General Chemistry
- CHE 325 Organic Chemistry

One elective course in the major

Note: In addition to these requirements, the general education component includes MTH 190 Pre-Calculus Mathematics, GSC 120 Foundations of Earth Science, and PSY 150 General Psychology.

## CHEMISTRY TEACHING

(B.S. Degree)

### Major Requirements

The following 42 semester hours are required:

- CHE 211, 212 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.

## FAMILY AND CONSUMER SCIENCES TEACHING

(B.S. Degree)

### Major Requirements

The following 44 semester hours are required:

- FCS 120 Apparel Construction
- FCS 211, 212 Foods I, II
- FCS 220 Fashion Merchandising
- FCS 230 Textiles Science
- FCS 250 Residential Technology
- FCS 280 Marriage and the Family
- FCS 290 Meal Management
- FCS 300 Nutrition
- FCS 330 Residential Architecture
- FCS 350 Resource Management
- FCS 351 Interior Design I
- FCS 360 Consumer Buying
- Either FCS 370 Pattern Drafting and Apparel Design
- or FCS 320 Fashion Merchandising
- FCS 410 Leadership of Student Organizations
- FCS 440 Early Childhood Education Practicum
- EDU 470 Teaching of Family and Consumer Sciences

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology.

## HEALTH EDUCATION TEACHING

(B.S. Degree)

### Major Requirements

The following 36 semester hours are required:

- Either EDU 321 Early Childhood Development
- or EDU 351 Middle Level Education
- 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
- HHP 360 Organization and Administration of Health and Physical Education
- HHP 470 Motor Development and Motor Skill Learning
- EDU 333 Development Health and Physical Education

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology.

The health teaching major may be combined with 13 to 19 semester hours in the student's choice of one of the following concentrations:

### ♦ BIOLOGY CONCENTRATION

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

### ♦ FAMILY AND CONSUMER SCIENCES CONCENTRATION

- FCS 120 Apparel Construction
- FCS 211, 212 Foods I, II
- FCS 220 Fashion and Society
- FCS 440 Early Childhood Education Practicum

♦ **PHYSICAL EDUCATION  
CONCENTRATION**

- 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

**LANGUAGE ARTS  
TEACHING**

(B.A. Degree)

**Major Requirements**

The following 44 semester hours are required:

♦ **COMMUNICATION ARTS**

- Either* THE 120 Introduction to Acting  
*or* 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 326, 327, 328 American Literature (two of the three courses)
- LIT 376, 377, 378 British Literature (two of the three courses)
- LIT 350 Literary Criticism

♦ **WRITING**

- WRI 200 Interpreting Literature

Two courses from the following:

- WRI 210 Practical Grammar and Editing
- WRI 230 Introduction to Journalism
- WRI 250 Biography and Autobiography
- WRI 330 Writing for Publication
- WRI 360 Writing Fiction
- WRI 370 Writing Poetry

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 211 Innovations in Teaching Basic Mathematics
- MTH 240 Statistical Procedures
- MTH 290 Mathematical Logic
- MTH 320 Linear Algebra
- MTH 331 Probability
- MTH 340 Elementary Number Theory
- MTH 350 Modern Geometry
- MTH 410 Algebraic Structures
- CIS 130 Web-based Programming
- PHY 201 General Physics

Note: In addition to these requirements, the general education component must include PSY 150 General Psychology.

**MUSIC TEACHING**

(B.A. Degree)

**Major Requirements**

The following 51 to 53 semester hours are required:

- Either* EDU 321 Early Childhood Education  
*or* EDU 351 Middle Level Education
- MUA 105/305 Applied Music (5 to 7 semesters)
- MUA \_\_\_\_ Ensemble (7 semesters)
- MUS 111 Introduction to Music Literature
- 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 250 Folk Guitar Techniques
- MUS 260 Band Techniques
- MUS 311, 312 Music History
- MUS 430 Instrumentation and Orchestration
- MUS 460 Advanced Conducting

Choose one authorization:

- EDU 421 Elementary and Preschool Music Methods
- EDU 424 Middle School Methods: Vocal and Instrumental
- or*
- EDU 422 Secondary School Music Methods: Vocal and Instrumental
- EDU 424 Middle School Methods: Vocal and Instrumental

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology.

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 48 for further details.

**PHYSICAL EDUCATION  
TEACHING**

(B.S. Degree)

**Major Requirements**

The following 44 semester hours are required:

- Either* EDU 321 Early Childhood Education
- and* EDU 333 Developmental Health and Physical Education
- or* EDU 351 Middle Level Education
- and* EDU 410 Teaching Physical Education, Secondary/Middle Level
- HHP 200 History and Principles of Physical Education
- HHP 221-224, 226-229, 231, 232 Professional Activities
- 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 PSY 150 General Psychology.

**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 150 America and the World
- Two of the following:
  - HST 458 The Making of the American Republic, 1754-1825
  - HST 459 The Era of the Civil War, 1825-1898
  - HST 468 America in the Time of the Two World Wars, 1898-1945
  - HST 469 Recent America, 1945 to the Present

♦ **GEOGRAPHY**

- GEO 200 Cultural Geography and Global Relationships

♦ **ECONOMICS**

- Either* ECO 201 Principles of Microeconomics
- or* ECO 202 Principles of Macroeconomics
- ECO 360 Global Political Economy

♦ **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 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 Race, Ethnicity, Gender, and Class
  - SOC 410 Juvenile Delinquency
  - GED 375 Cultural Experience

Note: In addition to these requirements, the general education component includes HST 110 Western Civilization to 1648 and PSY 150 General Psychology. ECO 201 Principles of Microeconomics will not fulfill the general education requirement under social science for social studies teaching majors.

**SPANISH TEACHING**

(B.A. Degree)

**Major Requirements**

The following 33 semester hours are required:

- SPN 301, 302 Third-Year Spanish
- SPN 340<sup>1</sup> Spanish Culture and Civilization
- SPN 350<sup>1</sup> Latin American Culture and Civilization
- SPN 410<sup>1</sup> Introduction to Spanish Literature
- SPN 420<sup>1</sup> Introduction to Latin American Literature



18 semester hours in a study abroad program approved by a Spanish advisor

<sup>1</sup> Students may select three of the four courses, SPN 340, 350, 410 or 420.

Note: In addition to these requirements, the general education component includes PSY 150 General Psychology.

## TEACHING SUPPORT AREAS

A teaching support area must be completed in conjunction with a teaching major.

### ◆ DRAMA TEACHING

#### Requirements

The following are required:

THE 120 Introduction to Acting  
 THE 240 Understanding Drama  
 THE 255/455 Technical Theatre  
 THE 320 Advanced Approaches to Acting

Electives chosen from:

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

### ◆ MATHEMATICS TEACHING

#### Requirements

The following 14 semester hours are required:

MTH 190 Pre-Calculus Mathematics  
 MTH 201 Calculus I  
 MTH 211 Innovations in Teaching Basic Mathematics  
 CIS 130 Programming the Personal Computer

### ◆ SPEECH TEACHING

#### Requirements

The following are required:

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

Either four hours in

COM 275/475 Field Experience  
 or COM 495 On Your Own:

Individual Research  
 THE 220 Oral Interpretation of Literature

Note: Students must consult with an advisor in the Education Department before beginning one of these support areas.

## THEATRE

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

## COMMUNICATION ARTS MAJOR WITH A THEATRE CONCENTRATION

(B.A. Degree)

### Major Requirements

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

### ◆ PERFORMANCE AND TECHNICAL CORE COURSES

THE 120 Introduction to Acting  
 THE 160 Improvisational 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 University Players, or THE 275/475 Field Experience.

### ◆ RECOMMENDED

CMB 320 Dramatic Scriptwriting  
 CMB 350 Editing Video  
 CMB 430 Producing and Directing Television

If possible, majors should satisfy their physical education requirement with HPA 107 Ballet and similar offerings.

**THEATRE:  
INTERDISCIPLINARY  
MAJOR**

(B.A. Degree)

**Major Requirements**

An interdisciplinary major may be elected through application and approval of the 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 communication media and broadcast, 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 Modern Novel

Two of the following three sequences (12 hours):

- LIT 231, 232 Masterpieces of World Literature
- LIT 326, 327, 328 American Literature (two of the three courses)
- LIT 376, 377, 378 British Literature (two of the three courses)

**♦ WRITING CORE**

WRI 230 Introduction to Journalism (3 hours)

One of the following three courses (3 hours):

- WRI 330 Writing for Publication
- WRI 360 Writing Fiction
- WRI 370 Writing Poetry

**♦ ELECTIVES**

Nine hours in literature or writing; may include CMB 320 Dramatic Scriptwriting.

# UNDERGRADUATE COURSES

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*Courses are listed alphabetically by prefix.*

## ACCOUNTING

*Additional courses are listed under Business and Economics.*

### **ACC 271 Principles of Financial Accounting**

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

### **ACC 272 Decision Making with Accounting Information**

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

### **ACC 273 Accounting Information Systems**

2 hours. This course will emphasize the mechanical aspects of accounting and will cover both manual and computerized accounting systems. The course is designed for the accounting major and is to be taken concurrently with ACC 272 Decision Making with Accounting Information. Prerequisite: ACC 271 Principles of Financial Accounting.

### **ACC 350 Taxation**

4 hours. Offered 2000-01. This is an introductory course on fundamental concepts in taxation. The objective of this course is learning to recognize major tax issues inherent in business and financial transactions. The course will emphasize measurement and taxation of business income, along with an introduction to taxation of individuals. Prerequisite: ACC 271 Principles of Financial Accounting.

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

4 hours each semester. A comprehensive study of generally accepted accounting principles, including a review of their historical development and a thorough study of the underlying theory supporting them. A detailed study of many specific problems associated with the measurement and reporting of complex business transactions. Prerequisites: ACC 272 Decision Making with Accounting Information and ACC 273 Accounting Information Systems.

### **ACC 471 Advanced Accounting**

4 hours. Offered 1999-2000. Accounting for specific types of entities, such as partnerships and not-for-profit organizations. The accounting problems encountered in business combinations will be studied. Also covered will be major cost and managerial topics, such as job and process costing, standard costs, cost-volume-profit analysis, full costing, and overhead determination and control. Prerequisites: ACC 272 Decision Making with Accounting Information and ACC 273 Accounting Information Systems.

### **ACC 472 Auditing**

4 hours. Offered 2000-01. An introduction to the standards and procedures observed by Certified Public Accountants in the examination of financial statements. Special areas of study will include evaluation of internal control, ethical considerations, legal environment, the auditor's reports, and evidence-collecting and evaluation. Pre-requisites: ACC 272 Decision Making with Accounting Information and ACC 273 Accounting Information Systems.

## 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 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 Beginning Painting**

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

### **ART 221 Beginning Sculpture**

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

### **ART 231 Beginning Printmaking**

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

**ART 241 Beginning Ceramics**

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

**ART 250 Introduction to Graphic Design**

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

**ART 265 Contemporary Art Seminar**

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

**ART 285 Selected Topics**

1-3 hours. ART 285 is a lecture/studio class that deals with areas of interest in art, such as watercolors, calligraphy, or special topics in art history.

**ART 301 Intermediate Painting**

3 hours. Provides an opportunity for further development of skills and for the introduction of more advanced techniques. Prerequisite: ART 201 Painting.

**ART 321 Intermediate Sculpture**

3 hours. Provides an opportunity for further development of skills and for the introduction of more advanced techniques. Prerequisite: ART 221 Beginning Sculpture.

**ART 331 Intermediate Printmaking**

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

Prerequisite: ART 231 Beginning Printmaking.

**ART 341 Intermediate Ceramics**

3 hours. An introduction to basic wheel-throwing techniques and surface design. Prerequisite: ART 241 Beginning Ceramics.

**ART 350 Intermediate Graphic Design**

3 hours. Provides an opportunity for further development of skills and for the introduction of more advanced techniques. Prerequisite: ART 101 Basic Design I and ART 250 Introduction to Graphic Design.

**ART 381 Baroque and Rococo Art**

3 hours. Art and its relationship to European culture from 1600 to 1800.

**ART 382 Twentieth Century Art**

3 hours. Art and its relationship to Western culture of the twentieth century.

**ART 385 Special Topics in Art History**

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

**ART 401 Advanced Painting**

3 hours. Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication. Prerequisite: ART 301 Intermediate Painting.

**ART 421 Advanced Sculpture**

3 hours. Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication. Prerequisite: ART 321 Intermediate Sculpture.

**ART 431 Advanced Printmaking**

3 hours. Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication. Prerequisite: ART 331 Intermediate Printmaking.

**ART 441 Advanced Ceramics**

3 hours. Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication. Prerequisite: ART 341 Intermediate Ceramics.

**ART 460 Art and Christ**

3 hours. A study of the relationship between art and Christianity in the contemporary world. Designed primarily for studio art majors. Prerequisites: ART 381 Baroque and Rococo Art, or ART 382 Twentieth Century Art, or ART 385 Special Topics in Art History, and senior standing.

**ART 475 Field Experience**

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

**ART 490 Senior Thesis Exhibit**

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

**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.

## SIGN LANGUAGE

### ASL 101, 102 American Sign Language

2 hours each semester. Offered 1999-2000. An introduction to American Sign Language, the language of the deaf culture in the United States and Canada. The course introduces ASL signs and basic ASL grammar and syntax, and develops an understanding and appreciation of the adult deaf culture. Receptive and expressive skills in conversational ASL are taught. Practice outside the classroom required.

## BIBLICAL STUDIES

*Survey courses are offered under GED 101, 102 Literature of the Old and New Testaments.*

### 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. Prerequisite: GED 101 Literature of the Old Testament recommended.

### BIB 250 The Psalms

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

### 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. Prerequisite: GED 102 Literature of the New Testament recommended.

### 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. Prerequisite: GED 102 Literature of the New Testament recommended.

### BIB 310 Old Testament History

3 hours. Offered 1999-2000. The history of ancient Israel is studied employing the text of the Old Testament narratives in Genesis through Esther, the evidence of archaeology and other ancient Near Eastern texts.

Theological messages and developments will be explored. Prerequisite: GED 101 Literature of the Old Testament.

### BIB 330 The Prophetic Writings

4 hours. Offered 2000-01. This course studies the origin and historical development of ancient Israelite prophecy and its culmination in the canonical books of the prophets. The historical and social setting of the prophets will be considered, along with the spiritual themes that dominate and characterize them. Prerequisite: GED 101 Literature of the Old Testament.

### BIB 340 Between the Testaments

3 hours. Offered 1999-2000. An introduction to history, literature and theological developments in Israel between 400 B.C. (Ezra) and the first century A.D. (Christ), to provide the basis for understanding both the conclusion of the Old Testament period and the origins of Judaism and Christianity. Prerequisite: GED 101, 102 Literature of the Old and New Testaments.

### BIB 385 Selected Bible Topics

2 hours. The study of a book or portion of the Bible or a major biblical theme with the purpose of gaining deeper understanding of the biblical topic and of growing in the skills of studying and interpreting the Bible. Topics will vary according to the professor's expertise. May be repeated for different topics. Prerequisite: GED 101, 102 Literature of the Old and New Testaments, or permission.

### BIB 390 Biblical Basis for Peacemaking

2 hours. Offered 1999-2000. Focusing centrally on Jesus' teachings about peacemaking, this course deals with the biblical treatment of peacemaking, including the prophetic and apocalyptic visions of the Kingdom, and the interpretations of these teachings by the early church. Attention also will be given to what it means to work for peace in today's world, as co-laborers with Christ. Prerequisite: GED 102 Literature of the New Testament.

**BIB 411, 412 The Acts and the Pauline Epistles**

3 hours each semester. Offered 2000-01. An extensive study of the mission and teachings of the New Testament church, as shown in the Acts and the Epistles attributed to Paul. Special attention will be given to ways early Christians dealt with struggles between Jewish and Gentile Christianity, and applications will be made for the church today. The fall semester studies Acts 1-15, Galatians and Romans. The spring semester studies Acts 15-28 plus the other Epistles of Paul. Prerequisite: GED 102 Literature of the New Testament.

**BIB 480 General Epistles**

2 hours. Offered 2000-01. 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. Prerequisite: GED 102 Literature of the New Testament.

**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 organization of living things, anatomy and physiology of cells and organisms, reproduction and heredity, and the role of energy in the ecosystem. Bioethical considerations are discussed. Two lectures and one two-hour laboratory per week.

**BIO 101, 102 General Biology**

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

**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. Three lectures and one laboratory per week. BIO 222 may be taken without BIO 221.

**BIO 275/475 Field Experience**

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

**BIO 300 Evolution**

2 hours. Offered 1999-2000. A study of mechanisms involved in natural selection and assumptions required. Topics include history of the theory, geochronology, molecular biology, developmental biology, paleontology, comparative physiology and biochemistry, and biogeography. The interface of evolution and Christianity are examined. Two lectures per week.

**BIO 310 Developmental Biology**

4 hours. Theories and study of differentiation as they apply to growth and development of animals, with some emphasis on the mechanism involved. Includes historical topics, fertilization, embryonic organization, cell induction, histogenesis, organogenesis, and developmental morphogenesis of echinoderms, frogs, chicks and pigs. Three lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology.

**BIO 322 Comparative Vertebrate Anatomy**

4 hours. Offered 1999-2000. 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. Investigation of physiological principles in animals, with emphasis on mechanisms of integration and homeostasis at cellular, organ and system levels. Topics include muscular, neural, vascular, excretory and endocrine interactions. Three lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology.

**BIO 340 Plant Physiology**

4 hours. Offered 1999-2000. A study of plant function from the molecular to the organismic level. Photosynthesis, respiration, water relations, growth and development, mineral nutrition and practical applications will be covered. Three lectures and one three-hour laboratory period per week. Prerequisites: BIO 101, 102 General Biology.

**BIO 350 Genetics**

4 hours. A general genetics course covering Mendelian genetics, population genetics, and an introduction to molecular biology. This course fulfills the requirement for biology majors, and is appropriate for those with an interest in current topics in genetics, including inheritable diseases, cloning, and other recent scientific breakthroughs. Three lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology.



**BIO 360 Ecology**

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

**BIO 370 Microbiology**

4 hours. A course in the structure, metabolism, classification and health aspects of microorganisms. Methods of microbiological investigation are emphasized. Three lectures and one three-hour laboratory period per week. Prerequisites: BIO 101, 102 General Biology, or permission of course instructor.

**BIO 380 Ornithology**

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

**BIO 384 Research Methods**

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

**BIO 390 Systematic Botany**

4 hours. Offered 2000-01. Collection, identification, classification and morphology of vascular plants, with emphasis on the Angiosperms. Three lectures and one three-hour laboratory per week, and a required field trip. Fee required. Prerequisites: BIO 101, 102 General Biology.

**BIO 410 Molecular Biology**

4 hours. Offered 2000-01. A course in contemporary molecular genetics which will include the organization, storage, retrieval and transfer of genetic information at the molecular level. Viral, prokaryotic and eukaryotic systems will be examined. Laboratory will include practical experience with many methodologies important to this sub-discipline of biology. Three lectures and one four-hour laboratory per week. Prerequisites: BIO 350 Genetics and CHE 325 Organic Chemistry.

**BIO 420 Cell Biology**

4 hours. This course includes the study of cell physiology, energetics, neurobiology, muscle biology, and cell-cell signaling. Other topics that will be discussed are cancer and immunology at the cellular level. Laboratory will focus on current cell culturing and analysis techniques. Three lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology, and CHE 325 Organic Chemistry. CHE 340 Biochemistry is suggested.

**BIO 430 Histology**

4 hours. Offered 2000-01. A course in the microstructure and ultrastructure of vertebrate tissues and cells. Laboratory techniques will include microtechnique, histochemistry, immunohistochemistry, and transmission electron microscopy. Two lectures and two three-hour laboratories per week. Prerequisites: BIO 101, 102 General Biology.

**BIO 460 Invertebrate Zoology**

4 hours. Offered 1999-2000. Comparative phylogeny, morphology, ecology and life histories of several invertebrate groups and protozoa. Three lectures and one three-hour laboratory per week. Some weekend field trips required. Fee required. Prerequisites: BIO 101, 102 General Biology.

**BIO 485 Selected Topics**

1-4 hours. Offered when special needs arise or when sufficient enrollment permits. Course content includes specific interests of faculty or visiting professors, or special training required by graduate or professional schools. Prerequisites: BIO 101, 102 General Biology and permission of instructor.

**BIO 491, 492 Senior Seminar**

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

**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.

**BIO 496 Senior Thesis**

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

**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 240 Statistical Procedures in Business and Economics**

3 hours. Statistical procedures with applications in management and economics. Emphasis on the development of a basic knowledge of the statistical tools available for analysis of problems and decision making. Prerequisite: High school algebra or equivalent.

**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 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 1999-2000. 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 2000-01. 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 department.

**BUS 340 Marketing**

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

**BUS 350 International Marketing**

3 hours. Offered 2000-01. 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. 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 and BUS 240 Statistical Procedures.

**BUS 420 Advertising and Promotion**

3 hours. Offered 1999-2000. 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 450 Marketing Research**

3 hours. Research methods for marketing decisions. Topics include defining research needs, the formulation of research questions, consideration of alternative methodologies, sources of data and information, sampling, and interpretation and reporting of findings. Prerequisites: BUS 240 Statistical Procedures and 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 medical and biological applications of chemical principles. Topics will include acids and bases, alcohols, carbohydrates, proteins, lipids and metabolism. This course meets general education requirements and is designed for non-science majors. 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 211 General Chemistry. Two lectures and one laboratory per week.

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

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

### **CHE 211, 212 General Chemistry**

4 hours each semester. This course covers fundamental chemical principles, reactions and modern theories. Special emphasis is given to the role of chemistry in everyday life. Three lectures and one laboratory period per week. Prerequisite: High school chemistry, CHE 110 Chemistry and Our Environment, or math SAT score.

### **CHE 310 Analytical Chemistry**

3 hours. Offered 2000-01. An introduction to the principles and techniques of quantitative chemical analysis. Material includes gravimetric, volumetric and complexometric analysis; neutralization, precipitation and oxidation-reduction titrations; solubility; statistical methods of data analysis; and an introduction to instrumental methods. Two lectures and one three-hour laboratory per week. Prerequisite: CHE 211, 212 General Chemistry.

### **CHE 320 Advanced Inorganic Chemistry**

3 hours. Offered 1999-2000. Atomic structure, chemical bonding, periodic trends of structure, physical properties and reactivities of the elements, group theory as applied to molecular structure and non-metal and transition-metal chemistry. Three lectures per week. Prerequisite: CHE 211, 212 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 211, 212 General Chemistry.

### **CHE 340 Biochemistry**

4 hours. An introduction to the chemistry of substances involved in life processes. The structures, reactions and energy transformations of these compounds are considered. Three lectures and one three-hour laboratory per week. Prerequisite: CHE 325, 326 Organic Chemistry.

### **CHE 384 Research Methods**

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

### **CHE 390 Organic Synthesis and Analysis**

3 hours. Offered 1999-2000. 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**

4 hours each semester. Offered 2000-01. An introduction to modern theoretical chemistry emphasizing classical and statistical thermodynamics, quantum mechanics, molecular structure, spectroscopy and kinetics. Three lectures and one three-hour laboratory per week. Prerequisites: 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 1999-2000. Principles and techniques of modern instrumental physicochemical and analytical measurements. Literature search methods, scientific writing techniques and seminar presentation techniques are covered. Two lectures and one three-hour laboratory per week.

**CHE 420 Advanced Organic Chemistry**

2 hours. Offered 1999-2000. 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. By permission of individual faculty member. Prerequisite: CHE 384 Research Methods.

**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 230 The Christian and the Outdoors**

3 hours. Offered 1999-2000. An exploration of the biblical foundations for a variety of outdoor activities available to individuals, families, church groups and Christian camps. Of significant importance is a consideration of the potential that outdoor experiences have for teaching and learning.

**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 2000-01. 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 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 1999-2000. 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 person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching, or mental health settings. Open to sophomores and above. (Identical to PSY 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. Prerequisite: Sophomore or junior standing and approval by department.

**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 2000-01. 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.

**COMPUTER AND INFORMATION SCIENCE**

**CIS 130 Web-Based Programming**

3 hours. An introduction to Internet services including e-mail, FTP, telnet, listserves, newsgroups, world wide web, and HTML and Javascript programming. The emphasis of the course is placed on using all aspects of the Internet for productive means. The course is designed for students who want to prepare themselves for an informational-age workplace.

**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. C++ is the programming language used. Prerequisite: High school algebra or equivalent.

**CIS 300 Numerical Methods**

3 hours. Offered 1999-2000. A study of numerical solutions of mathematical problems, including nonlinear equations, systems of linear equations, polynomial approximations, root finding, integration and differential equations. Computer programs are written to solve these problems. Prerequisites: MTH 202 Calculus II, and either CIS 201 Introduction to Computer Science or EGR 200 Introduction to Computer Programming for Engineers. (Identical to MTH 300.)

**CIS 310 Data Structures and File Processing**

3 hours. An introduction to the concepts of information organization, methods of representing information both internally and externally. The course begins with basic structures (stacks, queues, linked lists and trees) and moves through more complex data structures into the processing of files (sequential, relative, indexed sequential and others). Programming projects are completed in one or more high-level languages. Prerequisites: CIS 201, 202 Introduction to Computer Science.

**CIS 321 Software Engineering**

3 hours. Offered 1999-2000. 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 201 Introduction to Computer Science.

**CIS 322 Systems Development Seminar**

3 hours. Offered 1999-2000. Projects initiated in CIS 321 Software Engineering 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 2000-01. 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 202 Introduction to Computer Science and MTH 190 Pre-Calculus Mathematics.

**CIS 331 Digital Logic Design**

4 hours. Offered 2000-01. Introduction to digital systems and binary codes, Boolean algebra and digital logic devices, combinational logic circuits and design methods, ROM and RAM memory elements, and sequential logic circuits and design methods. Laboratory experience includes TTL

logic circuits and CAD tools. Three lectures and one laboratory per week. Prerequisite: MTH 190 Pre-Calculus Mathematics, or equivalent.

**CIS 340 Database Systems**

3 hours. Offered 1999-2000. 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 2000-01. 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. Prerequisite: CIS 201 Introduction to Computer Science.

**CIS 360 Computer Architecture and Assembly Language**

3 hours. Offered 2000-01. 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. Prerequisites: CIS 201, 202 Introduction to Computer Science.

**CIS 370 Object-Oriented Programming**

3 hours. Offered 2000-01. This course covers the fundamental concepts of object-oriented programming languages, including data abstraction and typing, class inheritance and generic types, prototypes and delegation, concurrency control and distribution, object-oriented databases, and implementation. Object-oriented solutions will be developed in both Java and C++. Prerequisite: CIS 202 Introduction to Computer Science.

**CIS 420 Structures of Programming Languages**

3 hours. Offered 2000-01. 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. Prerequisites: CIS 201, 202 Introduction to Computer Science.

**CIS 430 Analysis of Algorithms**

3 hours. Offered 1999-2000. An introduction to the design and analysis of algorithms. The course covers the fundamentals of analyzing algorithms for correctness and time and space bounds. Topics include advanced sorting and searching methods, graph algorithms, geometric algorithms, matrix manipulations, string and pattern matching, set algorithms and polynomial computations. Pre-requisite: CIS 310 Data Structures and File Processing.

**CIS 440 Artificial Intelligence**

3 hours. Offered 1999-2000. This course introduces the student to the basic concepts and techniques of artificial intelligence, knowledge representation, problem solving, and AI search techniques. AI solutions will be developed in an appropriate AI language. Prerequisite: CIS 202 Introduction to Computer Science.

**CIS 450 Network Administration**

3 hours. Offered 2000-01. This course introduces the student to system administration of a LAN. Topics covered include adding and removing users, monitor and controlling processes, add remove and manage groups, mount and unmount filesystems, monitor and troubleshoot a TCP/IP network, manage and control network and system security and administration of network filesystems. Prerequisite: CIS 350 Data Communications and Networks preferred.

**CIS 460 Operating Systems**

3 hours. A study of the organization and architecture of computer systems. The major principles of operating systems are presented, along with case studies involving actual operating systems. Prerequisite: CIS 202 Introduction to Computer Science.

**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 480 Principles of Compiler Design**

3 hours. Offered 1999-2000. This course introduces the student to the basics of building a compiler using a multi-phase translation process. It covers lexical analysis, parsing, and translation to abstract syntax using modern parser generator technology. It discusses binding of identifiers and symbol table organization, and a variety of intermediate representations that are suitable for backend analysis. Other topics include type checking, attribute grammar representations, and printing from abstract syntax. Prerequisite: CIS 202 Introduction to Computer Science. (CIS 420 Structures of Programming Languages preferred.)

**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.

## COMMUNICATION MEDIA AND BROADCAST

### **CMB 230 Introduction to Television Production**

3 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.

### **CMB 250 Digital Multimedia Production**

3 hours. The focus of the course is on effective communication strategies of interactive media as traditional media converges on the digital platform. Special attention will focus on designing non-linear programs that allow flexible paths accessing information. Students will have the opportunity to experiment with creating media elements (audio, video, graphics, photography, and text) and organizing them into interactive CDs and Internet Web pages.

### **CMB 260 Scriptwriting for Media**

3 hours. Offered 2000-01. An introduction to the styles, techniques, content and forms of media writing. Nondramatic forms of writing — including broadcast news, commercial, television feature and informational — are covered.

The writing of several short scripts is required in the course. Prerequisite: WRI 110 Freshman Composition.

### **CMB 295 Broadcast News**

3 hours. Striking a balance between analysis and production, Broadcast News looks at the historical roots and current trends of television news. Students put this analytical knowledge to the test in producing their own news stories to air on cable TV.

### **CMB 320 Dramatic Scriptwriting**

3 hours. Offered 1999-2000. 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.

### **CMB 340 Audio Production and Broadcasting**

3 hours. Offered 2000-01. Concentrating on recording, editing, and mixing multi-track audio on a digital platform. The course will look at special recording techniques used for (a) human voices in speaking, singing, and dramatic performance, (b) musical instruments, and (c) dramatic sound effects. Students will complete projects in editing and mixing of multi-track sound programs.

### **CMB 350 Editing Video**

3 hours. Offered 2000-01. 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.

### **CMB 355 Event Video Production**

3 hours. This course concentrates on live multicamera production of sporting, theatrical, and entertainment events. The course concentrates on producing and directing components, but also features setting up multicamera remote systems for video broadcast.

### **CMB 430 Producing and Directing Television**

3 hours. Offered 1999-2000. 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.

### **CMB 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's goals and interests. Up to three hours may apply to the communication media and broadcast major. Prerequisite: Permission of the instructor.

### **CMB 485 Selected Topics**

3 hours. A variety of topics that reflect the interests of faculty, students and area professionals. May include broadcast news.

### **CMB 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.



## 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 newspapers, 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. (Pass/no pass only.)

### COM 285/485 Selected Topics

3 hours. A variety of topics may be offered that reflect the interests of faculty, visiting professors and students.

### COM 300 Theoretical Approaches to Communication

3 hours. A study of the major sources of communication theory (e.g., meaning theory, humanistic psychology, symbolic interactionism, relational theory, information processing) together with specific, contemporary exemplifications of each approach. Special focus on the nature and progress of scientific inquiry in communication theory. Prerequisite: 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. Structured to give students experience in "real world" communication events, generally on campus. May be repeated for a maximum of six hours total. Prerequisite: Permission of the instructor. (Pass/no pass only.)

### COM 310 Conflict Resolution

3 hours. Offered 1999-2000. 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 Critical Thinking

3 hours. A course in practical reason. Includes a survey of theories of argumentation, analysis of public arguments, and several speeches, including a debate. Prerequisite: COM 100 Introduction to Communication, or permission of the instructor.

### COM 330 Reviewing Film and Television

3 hours. The critical analysis of the moving image, including television programming and film. Employs textual, contextual and ethical methods for illuminating the relationship of these media artifacts to modern culture, both secular and religious. Prerequisite: One communication arts or communication/video production course.

### COM 340 General and Cultural Linguistics

3 hours. Offered 1999-2000. 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 Introduction to TESOL (Teaching English to Speakers of Other Languages)

3 hours. Offered 1999-2000. An introduction to the theory and practice of teaching English (or any language) to

non-native speakers. Topics include principles of language teaching, communicative and interactive approaches, teaching methods and techniques for improving different language skills, lesson planning, materials selection and adaptation, testing, cultural issues, teaching English as Christian witness, and working with English as a Second Language students in a mainstream class. Students relate theory to practice in a school- or community-based practicum.

**COM 360 Nonverbal Communication**

3 hours. Offered 2000-01. 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.

**ECONOMICS**

*Additional courses are listed under Accounting and Business.*

**ECO 201 Principles of Microeconomics**

3 hours. An introduction to the micro aspects of the social science concerned with the allocation of resources. Consideration is given to the fundamental principles governing production, distribution, consumption, and exchange of wealth. The course studies the behavior of microeconomic units such as individuals, households, firms and industries. ECO 201 and ECO 202 are complementary courses; however, either course may be taken first.

**ECO 202 Principles of Macroeconomics**

3 hours. An introduction to the macro aspects of the social science concerned with the allocation of resources. Consideration is given to the fundamental principles of the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. The course studies topics such as government spending, taxation and monetary policies, as well as events and issues in the global economy. ECO 202 and ECO 201 are complementary courses; however, either course may be taken first.

**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. Prerequisites: BUS 240 Statistical Procedures in Business and Economics, ECO 201 Principles of Microeconomics, and ECO 202 Principles of Macroeconomics.

**ECO 340 Public Economics**

3 hours. Offered 2000-01. An overview of the economic role and impact of government, including topics in public finance, fiscal policy, monetary policy

and the banking system, and the economics of regulation. Prerequisites: ECO 201 Principles of Microeconomics and ECO 202 Principles of Macroeconomics.

**ECO 350 International Trade and Finance**

3 hours. The theory and practice of international trade, economic cooperation, foreign exchange, and international finance and financial institutions. (Identical to INS 350.) Prerequisites: ECO 201 Principles of Microeconomics and ECO 202 Principles of Macro-economics.

**ECO 360 Global Political Economy**

3 hours. An integrated view of the world economy, with particular attention to such topics as economic growth, debt crises, the distribution of wealth and income, the relationships between economic and political systems, the economics of peace and war, and environmental issues. Prerequisite: ECO 201 Principles of Microeconomics or ECO 202 Principles of Macroeconomics.

**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 240 Perspectives in Education**

2 hours. An overview of history and social issues in education and an exploration of teaching as a career. Introduction to the teacher education program at George Fox University. Includes 30 class hours of field experience. Sophomore or junior standing required. Required for elementary and secondary teaching majors.

### **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. 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 preschool grades also are explained. Field work may be required in both courses.

### **EDU 321 Early Childhood Education**

3 hours. Early childhood distinctives regarding growth, development and learning, with attention to implications for classroom management and organization, parent involvement and program operation.

### **EDU 322 Early Childhood Methods**

4 hours. Developmentally appropriate methods and materials for facilitating literacy, language, math and science learning for young children.

### **EDU 331 Psychological Foundations: Inclusion and Assessment**

2 hours. A survey of current knowledge about the diverse abilities of learners in the regular classroom, with an emphasis on methods for including students and assisting their learning processes. Survey of current assessment procedures.

### **EDU 332 Psychological Foundations: Learning Theory and Classroom Management**

3 hours. Learning theories and the patterns of classroom application. Patterns of classroom management and organization.

### **EDU 333 Developmental Health and Physical Education**

2 hours. Emphasis on teaching health concepts and development of movement mechanics, games of low organization, fundamental sport skills, stunts, tumbling, and self-testing activities at the preschool and elementary level. Includes lab. (Identical to HHP 333).

### **EDU 340 Integrated Methods: Reading and Writing Across the Curriculum**

2 hours. A study of the nature and processes of reading and writing, and of how skills developed in the elementary grades are 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 351 Middle Level Education**

3 credit hours. Middle level distinctives regarding growth, development, and learning, with attention to implications for classroom management and organization.

### **EDU 352 Middle Level Methods**

3 credit hours. Developmentally appropriate methods and materials for facilitating instruction and integration of subject matter fields for middle level students in both departmentalized and self-contained classroom organizational patterns. Issues of parent involvement and teacher collaboration.

### **EDU 370 Integrated Methods: Music and Art**

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 classroom.

### **EDU 380 Integrated Methods: Science and Social Studies**

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



**EDU 390 Integrated Methods for Secondary Teachers**

5 hours. (2 hours for family and consumer sciences, health, 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 development and 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 401 Integrated Methods: Literature and Language**

4 hours. Survey of children's literature genre and uses. Methods and materials of language arts teaching in the areas of listening and speaking and of spelling and handwriting instruction.

**EDU 402 Integrated Methods: Literature and Literacy**

4 hours. Methods and materials for language arts teaching in the areas of reading and writing, with an emphasis on the use of children's literature.

**EDU 410 Teaching Physical Education Secondary/Middle Level**

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 and Preschool Music Methods**

2 hours. The introduction of musical comprehension for young children begins with the use of traditional folk songs from children's music literature common to the American home. Investigation of children's songs of other countries supplies the teacher with world cultures commonly seen on television, specifically Asia, Africa, and Europe. The emphasis of this module of the class is on precognitive

learning through music. Instrumental music participation will consist of teaching basic rhythms and simple melodies with percussion and mallet instruments. In the upper elementary grades, instructional materials and techniques are demonstrated, practice lessons are taught, public school classroom observation trips are made, and an on-campus Orff Schulwerk workshop is held.

**EDU 422 Secondary School Music Methods: Vocal and Instrumental**

2 hours. This course features a study of vocal and instrumental music from grades 9-12. Included are techniques for teaching general music as well as choral music. Rehearsal techniques, classroom management, methods, texts, and music are considered. This 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.

**EDU 424 Middle School Music Methods: Vocal and Instrumental**

2 hours. This course features a study of vocal and instrumental music from grades 5 through 10. Included are techniques for teaching general music as well as choral music. Rehearsal techniques, classroom control, methods, texts, and music are considered. Practice lessons are taught, and public school observation trips are made. 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. Elective.

**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 explore current technology available for reading programs. Elective.

**EDU 470 Teaching of Family and Consumer Sciences**

3 hours. Taught as needed. Strategies for teaching all areas of family and consumer sciences in grades 5-12. 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**

12 hours, elementary. 10 hours, secondary. A full-time laboratory experience in which principles and methods of teaching are applied under supervision of a classroom teacher and college supervisor. Students produce, teach and evaluate a unit of instruction. Course includes seminars dealing with job transition and related issues.

**EDU 285/485 Selected Topics**

1-3 hours. A seminar dealing with various topics as announced that represent current faculty interests and competencies.

**EDU 490 Senior Seminar**

3 hours. Seminar discussion of current trends and issues in education.

**EDU 493 Student Teaching Seminar**

2 hours. Issues in Secondary Education. Professional roles and job transitioning.

**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 1999-2000. 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 200 Introduction to Computer Programming for Engineers**

3 hours. An introduction to the concepts, methods and application of computer programming and problem solving in the engineering discipline. Proper programming style and techniques are presented. The FORTRAN programming language is used. Engineering problems are investigated using structured programming and commercially available mathematics software. Prerequisite: MTH 190 Pre-Calculus Mathematics, or equivalent.

### **EGR 211 Engineering Mechanics – Statics**

3 hours. Offered 2000-01. 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 2000-01. 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 261 Circuit Analysis I**

4 hours. Offered 1999-2000. Basic concepts of DC and AC electrical circuits. Voltage-current relationships for circuit elements, Kirchhoff's laws, Thevenin and Norton theorems; basic transient and sinusoidal steady-state analysis, frequency response, and measurement concepts. Three lectures and one laboratory per week. Prerequisite: MTH 202 Calculus II.

### **EGR 262 Circuit Analysis II**

4 hours. Offered 1999-2000. Steady-state AC circuits, both single and polyphase. Resonance, mutual inductance, operational amplifier and applications. Two-port networks, Fourier and Laplace transform techniques. Three lectures and one laboratory per week. Prerequisite: EGR 261 Circuit Analysis I.

### **EGR 311 Thermodynamics**

3 hours. Offered 1999-2000. Classical treatment emphasizing the first and second laws of thermodynamics and their application to closed and open (control volume) systems undergoing steady and unsteady processes. Tabular and graphical thermodynamic property data are used in analytical work. Prerequisite: MTH 202 Calculus II, and PHY 212 General Physics II with Calculus.

### **EGR 322 Strength of Materials**

3 hours. Offered 2000-01. Behavior of deformable body systems under various external loadings is presented. Analysis 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 Digital Logic Design**

4 hours. Offered 2000-01. Introduction to digital systems and binary codes. Boolean algebra and digital logic devices. Combinational logic circuits and design methods. ROM and RAM memory elements. Sequential logic circuits and design methods. Laboratory experience includes TTL logic circuits and CAD tools. Three lectures and one laboratory per week. Prerequisite: MTH 190 Pre-Calculus Mathematics, or equivalent.

### **EGR 352 Instrumentation**

4 hours. Offered 2000-01. Major elements of measurement systems are covered, with an emphasis on dynamic measurements. These systems include transducers, signal conditioning, computer interfacing and output devices. Applications include displacement, motion, force, torque, pressure, flow and temperature. Prerequisites: MTH 202 Calculus II and either PHY 202 General Physics or PHY 212 General Physics with Calculus.

### **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**

4 hours. A course designed to teach basic reading skills and vocabulary.

#### **ESL 060 Writing and Grammar**

4 hours. An introduction to the fundamental structure and vocabulary of the English language, focusing on the development of writing skills.

#### **ESL 065 English by Video**

2 hours. Offered spring semester. A practical course in which students develop English skills through reading, writing, speaking and listening based on various types of videos.

#### **ESL 070 ESL Freshman Experience**

2 hours. Offered fall semester. An introduction to life at George Fox University. Through various group activities, beginning/low intermediate-level students learn about life on campus, Christianity and chapel, study skills, and use of library resources. Students explore aspects of American culture and Oregon geography and history in food labs, field trips, and group projects. This course provides many opportunities for students to use English in communication and to practice language skills consistent with their level.

#### **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 improving students' reading fluency through extensive reading of fiction and nonfiction books and systematic development of vocabulary, reading speed, and study skills. Reading lab and vocabulary lab are required.

#### **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 develop fluency and clarity in expressive and narrative writing and in academic writing assignments, including a research paper. Students develop composing, revising, and editing skills in a workshop atmosphere. Grammar and usage, punctuation, spelling, and format are addressed during the editing process. Another goal is to improve key-boarding and word processing skills.

#### **ESL 170 ESL Freshman Experience**

2 hours. Offered fall semester. An introduction to life at George Fox University. Through various group activities, intermediate-level students learn about life on campus, Christianity and chapel, study skills, and use of library resources. Students

explore aspects of American culture and Oregon geography and history in food labs, field trips and group projects. This course provides many opportunities for students to use English in communication and to practice skills consistent with their level.

#### **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 the general education course 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 the general education course 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 and new students who score between 500 and 550 on the TOEFL meet individually with a faculty member to improve their ability to write in English and to develop more effective study strategies.

♦ **REGULAR COURSE**

**COM 350 Introduction to TESOL (Teaching English to Speakers of Other Languages)**

3 hours. Offered 1999-2000. An introduction to the theory and practice of teaching English (or any language) to non-native speakers. Topics include principles of language teaching, communicative and interactive approaches, teaching methods and techniques for improving different language skills, lesson planning, materials selection and adaptation, testing, cultural issues, teaching English as Christian witness, and working with English as a Second Language students in a mainstream class. Students relate theory to practice in a school- or community-based practicum.

**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.

**FAMILY AND CONSUMER SCIENCES**

**FCS 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.

**FCS 211, 212 Foods I, II**

3 hours each semester. This food science course examines the physical properties of food. Fall semester emphasizes the biological and chemical factors affecting plant and protein foods, with spring semester focusing on the properties of grain (baked goods) and dairy products. Laboratory experience encourages food product experimentation and the development of culinary skills.

**FCS 220 Fashion and Society**

2 hours. A survey of the nature, symbolism and process of fashion. Course will emphasize the cultural, sociological, psychological, economic and aesthetic influences of fashion.

**FCS 230 Textiles Science**

3 hours. Offered 1999-2000. 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.

**FCS 250 Residential Technology**

2 hours. Offered 1999-2000. Survey of technological systems and residential appliances within a home. Includes drafting procedures for the planning of bathrooms and kitchens with emphasis on space allocation.

**FCS 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. Permission of instructor required.

**FCS 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 single-ness. (Identical to SOC 280 and HEA 280.)

**FCS 285/485 Special Topics**

1-4 hours. Topics reflecting the special interest of students and faculty.

**FCS 290 Meal Management**

2 hours. Offered 2000-01. 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: FCS 211, 212 Foods I, II, or instructor's permission.

**FCS 300 Nutrition**

3 hours. A study of nutrients present in food and their relation to the nutritive needs of the human body. Emphasis on the young adult, along with discussion of contemporary nutrition-related topics of national and global concern. Computer-assisted dietary analysis included. (Identical to HEA 300.)

**FCS 310 Food, Culture and Society**

3 hours. A study of the food habits characteristic of our world's great civilizations. Emphasis on the investigation of global foodways through historical, social and religious perspectives. Weekly laboratory provides opportunity to prepare foods from cultures studied.

**FCS 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.



**FCS 320 Fashion Merchandising**

3 hours. Offered 1999-2000. An introduction to the merchandising and retailing principles within the fashion industry. Managing merchandise inventory through planning, procurement and promotion. Emphasis on buying, forecasting, inventory control and visual merchandising. The analysis of the marketing channel and the product/service mix will also be covered.

**FCS 330 Residential Architecture**

2 hours. Offered 1999-2000. 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 included.

**FCS 344 Quantity Food Production and Management**

3 hours. Offered 1999-2000. Quantity food production principles for the successful organization and management of an effective, operative food service. Surveys administrative responsibilities, menu planning, preparing food to specific standards, cost controls, and nutritional value. Includes a laboratory experience focusing on quality control, finances and computer assistance. Prerequisite: FCS 211 Foods I.

**FCS 350 Resource Management**

2 hours. Offered 2000-01. A study of resource allocation (time, money, energy) and its relationship to attainment of desired values, goals and standards. Emphasis is placed on the application of management principles individually and within the fami-

**FCS 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.

**FCS 352 Interior Design II**

2 hours. Offered 2000-01. 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: FCS 351 Interior Design I, or instructor's permission.

**FCS 353 Interior CAD**

3 hours. Offered 1999-2000. Computer applications in interior design, with emphasis on computer-aided design and drafting. Emphasis placed on the application of the design principles. Prerequisites: FCS 351 Interior Design I, or instructor's permission.

**FCS 360 Consumer Buying**

3 hours. Offered 2000-01. 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.

**FCS 370 Pattern Drafting and Apparel Design**

3 hours. Offered 1999-2000. Studies flat-pattern variations as they relate to garment design. Each student will produce a sloper and an original pattern through flat-pattern techniques, construct an original design in half scale, and design and construct in full scale. Advanced fitting principles will be covered. Prerequisite: FCS 120 Apparel Construction.

**FCS 378 Apparel CAD**

3 hours. Offered 2000-01. Students will be instructed in computer-aided design and draping techniques. Each student will design a prototype and garment by using the techniques presented in this course. Research related to designers will be included. Prerequisite: FCS 120 Apparel Construction.

**FCS 380 Evolution of World Dress**

3 hours. Important events in history, combined with values, technology and conflict, have influenced dress from 3000 B.C. to the early 1900s. The origins of dress are analyzed from the ancient world to the Middle Ages, to the periods identified as Renaissance, Baroque and Rococo and terminating with clothing styles from the 19th century.

**FCS 410 Leadership of Student Organizations**

1 hour. 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 family and consumer sciences teaching majors. Prerequisite: Permission of the instructor.

**FCS 430 Nutrition and the Life Cycle**

3 hours. Offered 1999-2000. Application of human nutrition to different stages of the life cycle, from conception to the senior years. Emphasis on dietary needs connected with contemporary health issues. Lecture and individualized research. Prerequisite: FCS 300 Nutrition, or permission of the instructor.

**FCS 440 Early Childhood Education Practicum**

2 hours. A study of principles and techniques applicable to planning curriculum and teaching preschool children. Observation and participation in a preschool center included. Prerequisite: FCS 311 Human Development: Infancy to Adolescence, and permission of the instructor.

**FCS 460 Apparel Market Analysis**

3 hours. Offered 2000-01. Students will examine the role that the textile and apparel industry plays within a global context. Exploring the influence of the interconnective global structures for facilitating and managing textile and apparel trade.

**FCS 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. Permission of instructor required.

**FCS 490 Senior Seminar**

3 hours. A capstone course for those anticipating entrance into family and consumer sciences-related careers. The emphasis will be on careers in family and consumer sciences; 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.

**FRENCH**

**FRE 101, 102 First-Year French**

3 hours each semester. An integrated introductory study of the French language designed to develop basic speaking, listening, reading and writing skills. Students will also be introduced to the cultures of the francophone world.

**FRE 201, 202 Second-Year French**

3 hours each semester. A systematic approach to the study of French with extensive practice in speaking and writing. Prerequisite: FRE 102, First-Year French or equivalent, or instructor's consent.

**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 Third-Year French**

3 hours each semester. Offered 1999-2000. A thorough review of French to develop advanced proficiency in the language. Prerequisite: FRE 202 Second-Year French or instructor's consent, or by testing.

**FRE 310 Introduction to French Literature**

3 hours. Offered 1999-2000. A one-semester introduction to French literature. This course will introduce students to selected masters and periods of French literature. Taught in French. Prerequisite: FRE 202 Second-Year French, or instructor's consent.

**FRE 350 French Culture and Civilization**

3 hours. Offered 2000-01. An introduction to the culture and civilization of France. Areas of study may include history, art, music, intellectual schools, current events, etc. Taught in French. Prerequisite: FRE 202 Second-Year French, or instructor's consent.

**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 EDUCATION**

*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 during the spring semester by students not in the Academic Success Program.

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

3 hours each semester. Using selected books and portions, the Old and New Testaments will be studied with attention given to historic contexts 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 Seminar**

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

**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 214 Designing Your Career Plan; Discovering Your Career Self**

1 hour. This course, for freshmen and sophomores, will cover learning about one's self, life mission, work skills, values, interests and personality. Educational and occupational opportunities will be examined in light of this self assessment, which will lead to selecting a major. Use of career assessment tools, career computer system, standard career references, major research, and introduction to work-related experiences will be the sources of information in these tasks. The meaning of work and career decision-making will be addressed from the biblical perspective.

**GED 216 Managing Your Career Plan; Connecting with the Workplace**

1 hour. This course, for sophomores and juniors, will focus on additional exploration of occupations through information interviews, internships, company tours, job shadowing, and professional organizations. Exposure to the workplace and readiness for graduate school admission are the primary objectives. The course will also address the need to bring clarity and definition to the career decision. The meaning of work and career decision-making will be explored from the biblical perspective.

**GED 218 Implementing Your Career Plan; Finding After-College Employment**

1 hour. This course, for juniors and seniors, will focus on honing skills needed to find employment; contemporary résumé writing, interviewing, strategizing a job search, networking, and completing a portfolio. Making employer contacts, transitioning successfully into the professional work force with an understanding of the market, and learning to solve future career problems will be emphasized. The meaning of work and career decision making will be discussed from the biblical perspective.

**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 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.

**GEOGRAPHY**

**GEO 200 Cultural Geography and Global Relationships**

3 hours. A study of the world's cultural regions developed through the themes of location, human environmental relationships, movement and regions, with emphasis on the interrelatedness of culture, physical, economic, historical and political geography in creating the dynamic cultural landscapes existing today. (Identical to INS 200.)

**GERMAN**

**GER 101, 102 First-Year German**

3 hours each semester. Offered on sufficient demand. A study of the structures of the German language, with practice in listening, speaking, reading and writing. The cultures of Germany and German-speaking countries are presented as integral aspects of learning the language. Language lab listening and interaction are required.

**GER 201, 202 Second-Year German**

3 hours each semester. Offered on sufficient demand. A thorough review of German language structures, with extensive practice in reading and speaking. Students read short stories and articles and present oral and written reports. Language lab listening and interaction are required. Prerequisite: GER 102 First-Year German, or two years of high school German, or by testing.

**GREEK**

**GRE 201, 202 Hellenistic Greek I**

4 hours each semester. Offered 1999-2000. 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.

**GRE 301, 302 Hellenistic Greek**

4 hours each semester. Offered 2000-01. The continuation of the course in the Greek of the New Testament, including vocabulary, grammar, and special constructions. Emphasis is placed on readings from biblical texts and exegesis of those texts. Prerequisite: GRE 202 Hellenistic Greek I.

**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 130 Fundamentals of Geology**

3 hours. A systematic study of planet earth. The nature and origin of common minerals, rocks and geologic structures. Topics will include geology of the earth's crust, plate tectonics, the geology of Oregon, ground water contamination, and geologic hazards such as volcanoes, earthquakes, erosion, landslides and flooding. This course meets general education requirements and requires no previous knowledge of geology. Two lectures, one two-hour laboratory per week, and two daylong field trips.

**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.

**HEALTH EDUCATION**

*Additional courses are listed under Human Performance.*

**HEA 200 Lifestyle Management**

3 hours. Offered 1999-2000. The basic principles of healthful living, with emphasis on the prevention of health problems, effects of lifestyle on health, and the individual's responsibility in determining his or her own health status.

**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 Basic First Response curriculum of American Red Cross, and leading to American Red Cross certification in first aid and CPR.

**HEA 240 Stress Management**

3 hours. Offered 1999-2000. 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 FCS 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 FCS 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 2000-01. A study of our nation's current health problems and concerns. Emphasis on health consumerism and current trends, diseases, the sanctity of life, and fitness. Goal is to develop an educated view on current health issues.

**HEA 285/485 Selected Topics**

1-3 hours. A seminar dealing with various topics as announced that represent current faculty interests and competencies.

**HEBREW**

**HBW 201, 202 Introduction to Biblical Hebrew**

4 hours each semester. Offered 1999-2000. 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.

**HUMAN PERFORMANCE**

*Additional courses are listed under Health Education.*

**HHP 200 History and Principles of Physical Education**

2 hours. Offered 2000-01. 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 2000-01. Intermediate to advanced instruction in skills, teaching techniques, rules and strategy for basketball and golf.

**HHP 222 Field Sports**

1 hour. Offered 2000-01. Intermediate to advanced instruction in skills, teaching techniques, rules and strategy. Flag football, soccer, speedball and korfbal are emphasized.

**HHP 223 Tumbling/Gymnastics**

1 hour. Offered 1999-2000. Intermediate to advanced instruction in skills, teaching techniques, spotting and safety factors involved in tumbling and gymnastics.

**HHP 226 Tennis/Volleyball**

1 hour. Offered 1999-2000. 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 1999-2000. Instruction in concepts related to developing and maintaining physical fitness and movement skills.

**HHP 229 Folk and Western Dance**

1 hour. Instruction in basic to intermediate steps in international folk dances, in Western dance, and in ballroom dance.

**HHP 232 Recreational Games, Individual and Team**

1 hour. Offered 2000-01. 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 2000-01. The development of a philosophy of coaching. Emphasizes the psychological, sociological and technical aspects of athletic participation.

**HHP 310 Coaching Basketball**

2 hours. Offered 1999-2000. 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 2000-01. 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 2000-01. 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 333 Development Health and Physical Education**

2 hours. Emphasis on teaching health concepts and development of movement mechanics, games of low organization, fundamental sports skills, stunts, tumbling, and self-testing activities at the preschool and elementary level. Laboratory included. Identical to EDU 333.

**HHP 340 Coaching Track**

2 hours. Offered 1999-2000. 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.

**HHP 350 Coaching Volleyball**

2 hours. Offered 2000-01. 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 2000-01. Instruction in the planning and implementation of health, physical education, athletic training, and athletic programs. Course content will include curriculum design, budget formation, facility design and coordination. Professional conduct and ethics will be stressed.

**HHP 363 Pharmacology in Athletic Training**

1 hour. Offered 1999-2000. An emphasis on the knowledge, skills and values required of an athletic trainer on pharmacologic applications, including indications, contraindications, precautions, interactions,

and governing regulations relevant to the treatment of injuries and illnesses of the physically active. Prerequisite: BIO 221, 222 Human Anatomy and Physiology.

**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 1999-2000. 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 athletic training techniques and athletic injury management. Course to be repeated each semester. Prerequisite: HHP 390 Care and Prevention of Athletic Injuries, consent of the instructor. (3 hours required.)

**HHP 380 Recreational Leadership**

2 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**

3 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**

3 hours. Course will examine “normal” human anatomy, mechanisms of athletic injury, and deviation from “normal” anatomy in an athletic injury. Practice time will be given on techniques of evaluation. Prerequisites: BIO 221, 222 Human Anatomy and Physiology, HHP 390 Care and Prevention of Athletic Injuries.

**HHP 410 Therapeutic Exercise and Modalities**

4 hours. Offered 1999-2000. 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 1999-2000. 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 1999-2000. 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 2000-01. 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 2000-01. This course considers the nature and etiology of disabilities and handicapping conditions, as well as the implications for and development of appropriate physical education programs.

**HHP 470 Motor Development and Motor Skill Learning**

3 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. 2000-01. Emphasis is given to methods of evaluation in programs of physical education. Testing procedures, standard tests, physical examinations and evaluation activities are discussed.

**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.

**HPA 100-139/300-339 Human Performance Activities**

1 hour. Three hours of credit required for graduation. (One hour of health education may be applied to the required three 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. Three 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.

**HISTORY**

**HST 110 Western Civilization to 1648**

3 hours. A survey of Western civilization from the ancient world through the Reformation and religious wars, including attention to the origins and development of religious, political and economic life and ideas.

**HST 120 Western Civilization from 1648**

3 hours. A survey of European civilization from early modern Europe to the present day. Special attention is given to the political, economic, and religious developments which continue to influence European society and its role in world events.

**HST 150 America and the World**

3 hours. A study of the United States since 1756. Emphasis is on the development of democracy, the capitalist economic system, and the rise of the U.S. as a world power.

**HST 220/420 War and Conscience in the United States**

3 hours. Offered 1999-2000. 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 and His Times**

3 hours. Offered 1999-2000. A seminar associated with the biennial Herbert Hoover Symposia at George Fox University, offering opportunities for topical reading and research.

**HST 320 History of the Middle East**

3 hours. Offered 1999-2000. Explores the political, economic, social and religious developments in the Middle East from the ancient to the modern era, with emphasis on the latter period.

**HST 330 The American West**

3 hours. Offered 2000-01. 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 1999-2000. 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 1999-2000. England in the modern age, emphasizing the response of its institutions to its rapidly changing role in the European and world communities.

**HST 350 Latin America**

3 hours. Offered 2000-01. 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 1999-2000. 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 1999-2000. Political and cultural developments of China and Japan.

**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 1999-2000. 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 1999-2000. 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 410 Classical Greece and Rome**

3 hours. Offered 2000-01. A survey of Classical Greece and Rome from 1600 B.C. through the collapse of the Roman Empire in the West in the fifth century A.D. Political, economic, and social developments are stressed, including the rise of Christianity and the early Church.

**HST 419 Medieval Europe**

3 hours. Offered 2000-01. A survey of Medieval Europe from the collapse of the Roman Empire in 500 to the rise of Modern Europe in 1500. Special attention is given to the important political, economic, and religious developments of this period.

**HST 421 Europe from the Age of Enlightenment to 1890**

3 hours. Offered 1999-2000. European political, economic, cultural, and intellectual developments from the late seventeenth century through 1890.

**HST 422 Europe 1890-Present**

3 hours. Offered 1999-2000. 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 2000-01. 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 440 History of Africa**

3 hours. Offered 1999-2000. A study of the history and culture of Africa from the 15th century to the present, with emphasis on the last 200 years. Native cultures are examined, as is the role of European and Middle Eastern imperialism in the shaping of modern Africa.

**HST 457 The Colonial Experience, 1607-1763**

3 hours. Offered 2000-01. Studies colonial life in the British colonies of North America from the founding of Jamestown to the end of the French and Indian War. Emphasis is placed on religious conflict and development, the growing sense of a unique American identity, and the importance of community as opposed to the distant British government in the lives of everyday citizens.

**HST 458 The Making of the American Republic, 1754-1825**

3 hours. Offered 2000-01. Studies the world of the Founders. Emphasis is placed on the ideological, social and political milieu which gave birth to the American Revolution and Constitution. The course also considers the radical changes in American society the revolution set in motion.

**HST 459 The Era of the Civil War, 1825-1898**

3 hours. Offered 2000-01. Examines the causes of the Civil War. In addition, slavery, Christianity, the westward movement, the struggle for power in Congress, Abraham Lincoln, the rise of northern industrialism, and southern society are all studied in their own right and in relation to the conflict some historians call "the crossroads of our being."

**HST 468 America in the Time of the Two World Wars, 1898-1945**

3 hours. Offered 1999-2000. Considers how economic growth and then depression challenged the American government and people to redefine the American Dream and to discover new avenues for achieving it. At the same time, Europe confronted America with two world wars which also changed the nature of American society and the role of the U.S. in the world.

**HST 469 Recent America, 1945 to the Present**

3 hours. Offered 1999-2000. Studies America as the leader of the western world during the Cold War and how that role impacted the social, economic, intellectual and political currents

in American life. This course also examines the rise of interest groups, the increased political prominence of ethnic and women's groups, and the impact of these groups on American culture.

**HST 470 Renaissance and Reformation**

3 hours. Offered 2000-01. 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 485 Selected Topics**

3 hours. Occasional special courses scheduled to fit the interests of students and faculty and the needs of a shifting society. A course in presidential elections is offered in presidential-election years.

**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.



## INTERNATIONAL STUDIES

### INS 200 Cultural Geography and Global Relationships

3 hours. A study of the world's cultural regions developed through the themes of location, human environmental relationships, movement, and regions, with emphasis on the interrelatedness of culture, physical, economic, historical and political geography in creating the dynamic cultural landscapes existing today. (Identical to 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 2000-01. 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 2000-01. 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. 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 Microeconomics and ECO 202 Principles of Macroeconomics or consent of the instructor.

### INS 440 World Religions

3 hours. A comparative study between Christianity and other prominent religions of the world, such as Buddhism, Islam, Hinduism and contemporary kinds of alternative religion. (Identical to 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.

## LEADERSHIP STUDIES

### LDR 475 Leadership Experience

1-2 hours. Designed to provide students with an opportunity to develop their leadership skills through work or volunteer experience. All leadership experience proposals subject to the approval of the leadership studies program directors. Possible placements might include leading a church youth group, directing a social concern project, managing the campus radio station, or serving as a member of student government. (Pass/no pass only.)

### LDR 490 Leadership Seminar

1 hour per semester/4 semesters total. Integrative seminar linking leadership practicum, course work and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. (Pass/no pass only.)

## LITERATURE

### LIT 100 Introduction to Literature

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

### LIT 220 Great American Writers

3 hours. A brief survey of American literary history, combined with a close study of some of the most engaging works and writers in the tradition.

### 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 270 Great British Writers**

3 hours. An introduction to British literary history, combined with a close study of some of the most engaging works and writers in the tradition.

**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 326 American Literature to 1865**

3 hours. A selective look at early American literature, from 1607 to 1865. A study of the themes, movements and writers who influenced and were influenced by the growth of the new nation. Prerequisite: One 100- or 200-level literature course or consent of the instructor.

**LIT 327 American Literature, 1865 to 1914**

3 hours. A selective look at the literature of the United States, from 1865 to 1914. Particular attention is given to the masters of realistic and naturalistic fiction, and to the poets who most clearly influenced modern poetry. Prerequisite: One 100- or 200-level literature course or consent of the instructor.

**LIT 328 American Literature, 1914 to the Present**

3 hours. A selective look at the literature of the United States, from 1914 to the present. Particular attention is given to the masterworks of Mod-

ernism, especially to those which have proven influential in contemporary literature. Prerequisite: One 100- or 200-level literature course 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 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.

**LIT 360 Values Through Story and Myth**

3 hours. A consideration of selected writers and works that attempt to understand, explore and transmit values through narrative. Works considered will range from fiction to nonfiction, including essays, short stories, film, poems and novels.

The focus is on issues related to gender, the environment, and the social/political community as they reveal and define our contemporary world and its cultural values structures.

**LIT 376 British Literature to 1660**

3 hours. A selective look at the literature of the British Isles, from the earliest texts through 1660. Particular attention is given to the Anglo-Saxon, Medieval, and Renaissance periods. Prerequisite: One 100- or 200-level literature course or consent of the instructor.

**LIT 377 British Literature, 1660 to 1830**

3 hours. A selective look at the literature of the British Isles during the Restoration, the Neo-Classical, and the Romantic periods. Particular attention is given to the emergence of the novel and the poets who most clearly influenced the continuing development of poetry. Prerequisite: One 100- or 200-level literature course or consent of the instructor.

**LIT 378 British Literature, 1830 to the Present**

3 hours. A selective look at the literature of the British Isles during the Victorian, Modern and Contemporary periods. Particular attention is given to the literature of doubt and faith, the development of the novel, and post-colonial issues. Prerequisite: One 100- or 200-level literature course or consent of the instructor.

**LIT 385 Major Authors**

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

**LIT 440 A Study of the Modern Novel**

3 hours. An examination of the modern novel as a distinct literary form. Discussions of such issues as the relationship between novelistic structure and ideology, of social conventions, and conventions of fiction combined with the analysis of important world writers. Prerequisite: LIT 100 Introduction to Literature, or consent of the instructor.

**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 & BUSINESS INFORMATION SYSTEMS**

**MBS 411 Fundamentals of Information Systems**

3 hours. An introduction to systems and development concepts, information technology (IT), and application software. Explanation of how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage.

**MBS 412 Personal Productivity with IS Technology**

3 hours. This course enables students to improve their skills as knowledge workers through effective and efficient use of packaged software. It covers both individual and group work. The emphasis is on productivity concepts and how to achieve them through functions and features in computer software. Students will design and develop database and system solutions with an emphasis on small systems.

**MBS 413 Information Systems Theory and Practice**

3 hours. Provides an understanding of organizational systems, planning, decision process, and how information is used for decision support in organizations. This course covers quality and decision theory, information theory, and practice essential for providing viable information to the organization. The course outlines the concepts of

information systems (IS) for competitive advantage, data as resource, IS and IT planning and implementation, total quality management (TQM) and re-engineering, project management and development of systems and end-user computing.

**MBS 414 Hardware, Networks and Telecommunications**

3 hours. Provides the hardware/software technology background to enable management personnel to understand tradeoffs in computer architecture for effective use in a business environment. This course will explore system architecture for single-user, central, and networked computing systems, as well as single- and multi-user operating systems. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered.

**MANAGEMENT OF HUMAN RESOURCES**

**MHR 404 Organizational Communication**

3 hours. This course investigates the role communication plays in creating a productive work environment. Course content focuses on verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication. Negotiation strategies are covered through readings and in-class simulations.

**MHR 406 Principles of Management and Supervision**

3 hours. This course provides an overview of management and leadership theory and examines the roles of first-line managers in fulfilling the mission and goals of an organization. A master simulation exercise places students in a managerial position throughout the course. Students are expected to apply management theory as they make decisions to solve organizational problems during this simulation. Students examine their own management and leadership skills through reflective exercises. The course also examines fiscal procedures and tools that are used by the human resource manager.

**MHR 408 Human Resources Administration**

3 hours. Values and perceptions of selected groups affecting social and economic life are explored. Students examine policies and practices regarding recruitment, selection, training and development, and compensation of employees. Attention is given to current regulatory employment 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 human resources issue in the student's occupation or environment. Results are published and presented at the conclusion of the program.

**MANAGEMENT & ORGANIZATIONAL LEADERSHIP**

**MOL 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 managing and resolving group conflict. Students learn strategies for developing high-quality and effective groups.

**MOL 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.

**MOL 403 Organizational Theory and Analysis**

3 hours. This course provides an overview of the field of organization and leadership theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of an organization. The course includes principles of general systems theory and their implications for understanding organizations.

**MOL 404 Organizational Communication**

3 hours. This course investigates the role communication plays in creating a productive work environment. Emphasis is placed on effective interviewing strategies. The course content also focuses on verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication. Negotiation strategies are covered through readings and in-class simulations.

**MOL 405A Introduction to Survey Research Methods**

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

**MOL 405B Survey Research Methods**

3 hours. Methods for defining, researching, analyzing and evaluating problems are emphasized. Course content includes identifying and measuring objectives, questionnaire construction, and applying descriptive statistical procedures associated with data collection and analysis.

**MOL 406 Principles of Management and Supervision**

3 hours. This course provides an overview of management and leadership theory and examines the roles of first-line managers in fulfilling the mission and goals of an organization. A master simulation exercise places students in a managerial position throughout the course. Students are expected to apply management theory as they make decisions to solve organizational problems during this simulation. Students examine their own management and leadership skills through reflective exercises. The course examines the important role managers play in fulfilling the human resource function in an organization.

**MOL 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 values system. The course also focuses on the his-

tory of Christianity, the influence of Christianity upon society, and how the Christian faith relates to managing people.

**MOL 409 Values and Ethics in the Workplace**

3 hours. Ethical theory and personal values are used to examine case studies from a variety of organizational settings. Accountability in government, human rights, and business are covered in readings and classroom discussions.

**MOL 410 Fiscal and Operational Management**

3 hours. This course examines fiscal information for managerial purposes. The focus is on the relationship between fiscal and operational functions and their interrelationship within an organization. Course content includes control tools and techniques, as well as discussion and application of the manager's role in setting standards and controlling organizational outcomes.

**MOL 485 Saturday Seminars (6)**

3 hours. Contemporary trends and themes of special interest in management or the liberal arts are discussed. Leadership comes from the George Fox University faculty, business and industry, and public leaders. Themes 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.

**MOL 495 Senior Research Project**

3 hours. Throughout the Management and Organizational Leadership program, students plan, implement and report on a survey research project. The project examines an organizational problem in the student's occupation or environment. Results are published and presented at the conclusion of the program.

**MATHEMATICS**

**MTH 100 The World of Mathematics**

3 hours. An introduction to various topics of modern mathematics from an elementary point of view so as to be understandable to non-mathematics and non-science majors and to foster an appreciation for the art, history, beauty and applications of mathematics. Topics will be covered that allow students to do the mathematics involved without needing a strong mathematical background.

**MTH 120 Intermediate Algebra**

3 hours. A course for students who have had an introductory course in algebra or who require further review before taking additional courses in math or science. Topics include the solving of linear equations and systems of equations, factoring of polynomials, and an introduction to functions.

**MTH 190 Pre-Calculus Mathematics**

4 hours. A course for students who are preparing to take calculus or other courses requiring a similar background. In addition to studying the topics found in a college algebra course, this course will focus on trigonometry and an introduction to exponential and logarithmic functions. Prerequisite: MTH 120 Intermediate Algebra, or its equivalent.

**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 190 Pre-Calculus Mathematics, or equivalent.

**MTH 211 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 course is designed only for the mathematics education student and does not apply for the mathematics major. (Identical to EDU 311.)

**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 260 Discrete Mathematics**

3 hours. Offered 2000-01. An introduction to discrete mathematics. Topics covered include sets, functions, math induction, combinatorics, recurrence, graph theory, trees and networks. Prerequisite: MTH 190 Pre-Calculus Mathematics.

**MTH 290 Mathematical Logic**

3 hours. Offered 1999-2000. 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 300 Numerical Methods**

3 hours. Offered 1999-2000. A study of numerical solutions of mathematical problems, including nonlinear equations, systems of linear equations, polynomial approximations, root finding, integration and differential equations. Computer programs are written to solve these problems. Prerequisites: MTH 202 Calculus II, and either CIS 201 Introduction to Computer Science or EGR 200 Introduction to Computer Programming for Engineers. (Identical to CIS 300.)

**MTH 310 Differential Equations**

3 hours. Offered 1999-2000. 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 2000-01. A study of matrices and their properties and application, linear transformations, and vector spaces. Prerequisite: MTH 301 Calculus III.

**MTH 331 Probability**

3 hours. Offered 1999-2000. A study of sample spaces, combinatorial methods, discrete and continuous distributions, moment-generating functions, and the central limit theorem. Prerequisite: MTH 301 Calculus III.

**MTH 332 Mathematical Statistics**

3 hours. Offered 1999-2000. A study of statistical methods — including estimators, confidence intervals, tests of statistical hypotheses and correlation analyses — from a theoretical point of view, including applications. Prerequisite: MTH 331 Probability.

**MTH 340 Elementary Number Theory**

3 hours. Offered 2000-01. 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 and MTH 290 Mathematical Logic.

**MTH 350 Modern Geometry**

3 hours. Offered 2000-01. A rigorous study of Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: MTH 202 Calculus II and MTH 290 Mathematical Logic.

**MTH 410 Algebraic Structures**

3 hours. Offered 1999-2000. A study of groups, rings, integral domains, fields, polynomial rings and algebraic number systems. Prerequisite: MTH 202 Calculus II and MTH 290 Mathematical Logic.

**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 2000-01. 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 or 2 hours. Study of proper voice production, with emphasis on posture, breathing and resonance. Studies from the standard repertoires, including English songs, Italian classics, German lieder, French art songs, oratorio and operatic arias, and selected contemporary works.

#### **MUA 105/305 Applied Piano**

1 or 2 hours. 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 or 2 hours. Basic study of pedal and manual techniques. Standard works from the Baroque, Classic, Romantic and Modern periods.

#### **MUA 105/305 Applied Strings**

1 or 2 hours. Instruction on violin, viola, cello and string bass. Basic fundamentals, posture, bow and arm techniques, shifting, and vibrato. Included are scale and arpeggio studies and works from the standard solo and orchestral repertoire.

#### **MUA 105/305 Applied Woodwinds**

1 or 2 hours. Instruction on flute, clarinet, oboe, saxophone and bassoon. Tone production, scales, and arpeggios in various articulations. Includes technical studies and works from the standard solo and orchestral repertoire.

#### **MUA 105/305 Applied Brass**

1 or 2 hours. Instruction on trumpet, French horn, trombone, baritone and tuba. Technical studies include tone production, scales, and arpeggios with various articulation. Works from the standard solo and orchestral repertoire are studied.

#### **MUA 105/305 Applied Percussion**

1 or 2 hours. Instruction on snare drum, tympani, the mallet instruments and drum set. An in-depth study of all the percussion instruments used in the concert band and orchestra.

#### **MUA 105/305 Applied Guitar**

1 or 2 hours. Study of playing techniques, with emphasis on chordal knowledge and basic strums. Solos and ensemble pieces will be included for each student at his or her performance level.

### ♦ ENSEMBLES

#### **MUA 115/315 Festival Chorus**

½ hour. The chorus is composed of members of the University touring choirs. It also is open to all University students, University faculty and staff, alumni, and community singers. The chorus, typically accompanied by orchestra, performs a signif-

icant sacred choral work from the choral repertoire each spring. Handel's *Messiah* is performed every third year.

#### **MUA 125/325 Concert Choir**

1 or ½ hour. The Concert Choir is committed to excellent choral singing in a wide variety of styles, including contemporary sacred and gospel arrangements, spirituals, and hymn settings. The choir's combined commitment to excellence and ministry finds expression in concerts given on campus and in churches throughout the Northwest. Rehearsals are held four days a week. Membership is by audition.

#### **MUA 125T/325T Music Theatre**

1 or ½ 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 135A/335A Chamber Singers**

½ hour. This ensemble sings a flexible repertoire ranging from Renaissance madrigals through contemporary vocal jazz settings and Christian contemporary gospel. Members present concerts in the Portland region and participate in various campus concerts. Membership is by audition.

#### **MUA 135D/335D Dayspring**

½ hour. This ensemble, composed of talented and versatile singers and instrumentalists, represents the University in churches, high schools, banquets, service clubs and University functions. Their repertoire includes Christian contemporary settings, arrangements of traditional hymns and spirituals, and vocal jazz. Membership is selected through interviews and auditions with representatives of the music, development and admissions departments.



**MUA 135C/335C Crosslight**

½ hour. Basic techniques of choral singing are learned. Sacred repertoire reflecting both contemporary and traditional styles is sung for chapel and occasional church and community functions. Membership is by audition.

**MUA 135B/335B Bel Canto Singers**

½ hour. Featuring women's voices, this group sings a varied repertoire and performs in regional churches and on campus. Membership is by audition.

**MUA 135H/335H George Fox University Handbell Ringers**

½ hour. This musical ensemble shares its music with community agencies, churches and University audiences. Open to all by audition. Limited to 12 ringers.

**MUA 145/345 Concert Band**

1 or ½ 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**

½ hour. An ensemble organized to train instrumentalists in the jazz repertoire. Performances are usually for school events and some off-campus concerts. Members who are music majors must also be enrolled in the Concert Band.

**MUA 155/355 Chehalem Symphony Orchestra**

1 or ½ hour. (Strings 1 hour; winds and percussion ½ hour.) The symphony orchestra performs music by the master composers of the Baroque, Classical, Romantic and Modern eras. Concertos featuring student soloists are often part of the annual repertoire. Community and faculty musicians combine with University students to form this ensemble. Performances include fall and spring concerts, as well as accompaniment of the Festival Chorus. Admission is by consent of the instructor.

**MUA 165/365 Instrumental Ensemble**

½ hour. An ensemble organized to meet the needs of the instrumental music student who desires to explore literature for the small ensemble, such as String Quartet, Brass Quartet or Woodwind Quintet.

♦ **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. Corequisite: MUS 131, 132 Sight Singing and Ear Training

**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 2000-01. 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 MIDI (Musical Instrument Digital Interface) Applications**

2 hours. This course offers experience with the various music printing and sequencing software programs in current use and fosters the development of solid techniques in digital composition and arranging. May be repeated for credit.

**MUS 200 Basic Conducting**

1½ hours. Introduction to the basic fundamentals of conducting for the music major, the music education major, and the future church musician. Emphasis is placed upon the mastery of simple conducting patterns, cues and expressive gestures, and common problems in leading group singing and in directing musical ensembles.

**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 1999-2000. 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 1999-2000. Elementary class instruction in the techniques of playing stringed instruments. Required of music education majors.

**MUS 250 Folk Guitar Techniques**

1 hour. This course offers elementary class instruction in the techniques of playing folk guitar. Proper hand position, fingering, and strumming styles, and a reasonably broad range of

chords are presented. Emphasis is upon building a solid accompaniment to songs likely to be used in preschool through secondary school grades.

**MUS 260 Band Techniques**

2 hours. Offered 2000-01. 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. Subjects are offered reflecting music faculty expertise on topics of interest to students.

**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. Prerequisites: MUS 221, 222 Theory II.

**MUS 311, 312 Music History**

3 hours each semester. A study of the development of music from antiquity through the 20th century. Comparisons are made to the development of the other arts. Concentrated study of music literature emphasizing the change in musical styles during the different historical periods. Prerequisites: MUS 121, 122 Theory I.

**MUS 320 Form and Analysis**

2 hours. Offered 1999-2000. 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 1999-2000. 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 2000-01. 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 1998-99. 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 1997-98. 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 1997-98. 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.

**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 270 Aesthetics**

3 hours. Offered 2000-01. An introduction to philosophical issues in the arts, such as art and morality, the nature of creativity, and the relation of art to worldviews.

**PHL 330 Philosophy of Religion**

3 hours. Examines classic topics in the field, including theistic arguments, the problem of evil, miracles, religious language, and divine attributes.

**PHL 340 Logic**

3 hours. Offered 1999-2000. 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.

**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 380 History of Philosophy**

3 hours. Offered 1999-2000. A one-semester survey of the history of Western philosophy. Emphasizes the connections and contrasts between historical periods.

**PHL 382 History of Philosophy Seminar**

3 hours. Offered 2000-01. Examines a particular period in the history of philosophy (e.g. Ancient, Medieval, Enlightenment, 19th Century). Choice of period determined by student interest and professorial competence. Prerequisite: A philosophy course other than PHL 340 Logic, or instructor's consent.

**PHL 410 Contemporary Philosophers and Problems**

3 hours. Offered 1999-2000. A study of significant 20th-century philosophers and selected philosophical issues in recent literature. Prerequisite: A philosophy course other than PHL 340 Logic, or instructor's consent.

**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. Prerequisite: MTH 190 Pre-Calculus Mathematics.

**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.

**POLITICAL SCIENCE**

**PSC 210 American Government**

3 hours. Offered 2000-01. The theory and practice of the federal government and the study of key issues in government in general.

**PSC 220/420 War and Conscience in the United States**

3 hours. Offered 1999-2000. 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 2000-01. 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 2000-01. An introduction to peace studies. Useful both as a foundation for other peace studies courses and as a single course to fit in with other majors. Includes exploration of the history of warfare and peacemaking, and of nonviolent alternatives to war. (Identical to SOC 250.)

**PSC 260 Introduction to Law**

3 hours. Offered 1999-2000. A general study of the role of law and the legal profession in American life, and a survey of the major topics addressed by the law. Attention also is given to the values promoted by our legal system and the Christian's interaction with it.

**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 1999-2000. A study of communication principles found useful in managing conflict productively. Focus is given to conflict occurring in institutional and organizational settings between individuals and groups. Attention also is given to conflict in social, national and international settings. (Identical to COM 310.)

**PSC 340 International Relations**

3 hours. Offered 2000-01. 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 1999-2000. 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 the biological bases of behavior, sensation, perception, thinking, learning, memory, emotion, motivation, personality, social interaction, and abnormal behavior. One section of the course will be available for students who know they want to major in psychology. The section for majors will cover the same major topics but will prepare students to engage these topics on a professional level. 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 310 Lifespan Human Development**

3 hours. Offered 1999-2000. A study of physical, intellectual, personality, social and moral development from infancy to old age. (Identical to SWK 310.) 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 FCS 311, SWK 311.) Prerequisite: PSY 150 General Psychology.

### **PSY 312 Human Development: Young Adulthood to Old Age**

3 hours. Offered 2000-01. 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 313 Human Development Lab**

1 hour. Offered 2000-01. Students will gain experience with a variety of methodological approaches used in developmental research by conducting studies on a variety of age groups. Must be taken concurrently with PSY 311 Human

Development: Infancy to Adolescence. Prerequisite: PSY 340 Statistical Procedures and PSY 390 Research Methods.

### **PSY 320 Introduction to Neuroscience**

3 hours. Offered 2000-01. This course provides an overview of the neuro-psychological basis for mental functions including motor control, object recognition, spatial reasoning, attention, language, memory, and emotion. Methods of neuropsychological research are explored. Philosophical, mathematical, and computer-related issues relevant to neuroscience and cognitive science are also presented.

### **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 involve synthesis of important elements of theory and Scripture. 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 2000-01. 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. (Not identical to SOC 350.) Prerequisite: PSY 150 General Psychology.

### **PSY 360 Learning**

3 hours. Offered 1999-2000. A survey of learning theories and the basic research questions being asked in this important field. Special emphasis will be placed on translating experimental theory into practical methods. Current approaches to learning, and the impact of computer models on learning theory, also will be explored. Prerequisite: PSY 150 General Psychology.



**PSY 361 Learning Lab**

1 hour. Offered 1999-2000. Students will replicate classic experiments that highlight the difference between Operant and Classical conditioning, and explore shaping, blocking, higher-order conditioning and transfer of learning. Must be taken concurrently with PSY 360 Learning. Prerequisite: PSY 340 Statistical Procedures and PSY 390 Research Methods.

**PSY 370 Cognition**

3 hours. Offered 2000-01. Traditional areas of study in cognitive psychology will be discussed. These areas include perception, attention, memory, reasoning, problem solving and language. Traditional views as well as current trends will be discussed. Prerequisite: PSY 150 General Psychology.

**PSY 371 Cognition Lab**

1 hour. Offered 2000-01. Students will explore the experimental methods used in each of the major areas of cognition by replicating significant studies in those areas. Understanding how these research findings build theories in cognition will also be emphasized. Must be taken concurrently with PSY 370 Cognition. Prerequisite: PSY 340 Statistical Procedures and PSY 390 Research Methods.

**PSY 381 Counseling**

3 hours. A study of theory and technique of person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching or mental health settings. Open to sophomores and above. (Identical to CHM 381 and SWK 381.) Recommended as a prerequisite for field experience work (PSY 475). Prerequisite: PSY 150 General Psychology. Recommended: PSY 330 Personality Theories.

**PSY 382 Advanced Counseling**

1 hour. In this course, students will practice basic listening and therapeutic skills (including empathy, confrontation, connecting, etc.) from a person-centered theoretical stance. Prerequisite: PSY 381 Counseling. Recommended: PSY 330 Personality Theories.

**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.

**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. Prerequisite: PSY 390 Research Methods.

**PSY 401 Psychometrics Lab**

1 hour. Students will computer-analyze test development projects and develop their own test focusing on its psychometric properties. Reliability and validity measures will be emphasized, along with current test development techniques. Must be taken concurrently with PSY 400 Psychometrics.

**PSY 410 Sensation and Perception**

3 hours. Offered 1999-2000. Using psychophysical techniques, students will study sensory systems, including vision, audition, olfaction, taste, touch and kinaesthesia. Classic and current theories of perception and sensation will be discussed. Prerequisite: PSY 150 General Psychology.

**PSY 411 Sensation and Perception Lab**

1 hour. Offered 1999-2000. Students will measure sensory thresholds, as well as study perceptual phenomena such as illusions, and the impact experience and values have on perception. Must be taken concurrently with PSY 410 Sensation and Perception. Prerequisite: PSY 340 Statistical Procedures and PSY 390 Research Methods.

**PSY 420 Abnormal Psychology**

3 hours. Offered 2000-01. 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 1999-2000. 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. Recommended: PSY 381 Counseling.

**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 Quaker movement in its historical, social and religious settings. The distinguishing beliefs of Friends and contemporary trends also will be studied, with particular interest in how to apply timeless truths in timely ways.

**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 2000-01. 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 1999-2000. 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 1999-2000. 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 1999-2000. 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. 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 1999-2000. 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.

**SOCIOLOGY**

**SOC 150 Principles of Sociology**

3 hours. An introduction to the study of society, including the study of the shared relationships that create social organization and social processes of society. Required for sociology majors and for admission into the social work major.

**SOC 200 Social Issues**

3 hours. A study of the most pressing issues from both a national and international perspective. Focus will be upon urbanization, racial and ethnic relations, and the natural environment. The structural, historical and cultural roots of these issues will be discussed.

**SOC 250 International Conflict and Peace**

3 hours. Offered 2000-01. An introduction to peace studies. Useful both as a foundation for other peace studies courses and as a single course to fit in with other majors. Includes exploration of the history of warfare and peacemaking, and of nonviolent alternatives to war. (Identical to PSC 250.)

**SOC 260 Social Theory**

3 hours. A critical study of some major social philosophers from Comte to the present. (Identical to PHL 260.) Prerequisite: SOC 150 Principles of Sociology.

Prerequisite for PHL 260: SOC 150 Principles of Sociology or PHL 210 Introduction to Philosophy. Required for sociology and social work majors.

**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 study of marriage and the family from a sociological perspective, including historical, cross-cultural and economic backgrounds. A Christian faith perspective will emphasize the worth of persons, the importance of the family as a place of nurture, and the gift of marriage. (Identical to FCS 280 and HEA 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 320 Men and Women in Society**

3 hours. Offered 2000-01. A study of how societies construct gender similarities and differences. The impact of gender upon individuals and social institutions, as well as the implications of a sociological understanding of gender for the Christian faith will be explored.

**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 the junior year. (Identical to PSY 340 and MTH 240.) Prerequisites: SOC 150 Principles of Sociology, and high school algebra. Required for sociology and social work majors.

**SOC 350 Social Psychology**

3 hours. Offered 2000-01. A study of the theories and methods of social interactions in the development of personal and group behavior. The major aim is to encourage an appreciation of the relationship between personal and situational determinants of social behavior. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor.

**SOC 360 Crime and Deviance**

3 hours. Offered 2000-01. An introduction to the study of deviance and criminology, including theoretical and paradigms and research.

**SOC 370 Sociology of Religion**

3 hours. A sociological examination to the meaning and function of religion in human society. Gives attention to the development of religious organization, the relationship of religion to class and politics, the nature of the sacred, dimensions of religiosity, and denominational diversity in the United States. Prerequisite: SOC 150 Principles of Sociology.

**SOC 380 Race, Ethnicity, Gender, and Class I**

3 hours. Offered 2000-01. An interdisciplinary study of the history, problems and present status, social attitudes, and generalist practice issues involved in working with persons of differing racial, ethnic, gender and class backgrounds in the United States. Prerequisites: SOC 150 Principles of Sociology, or by permission.

**SOC 390 Research Seminar**

3 hours. Emphasis is given to the development of research skills applied in the survey, community survey, and/or program evaluation research design. Students will complete a research project. Prerequisites: SOC 150 Principles of Sociology, SOC 260 Sociological Theory, SOC 340 Statistical Procedures. Required for sociology and social work majors.

**SOC 410 Juvenile Delinquency**

3 hours. Offered 2000-01. 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 Aging in Society**

3 hours. Offered 1999-2000. A study of the adult aging process in its diverse social dimensions. An exploration of the aging network and its various services and programs will be a secondary focus of study. (Identical to SWK 450.) Prerequisite: SOC 150 Principles of Sociology or permission of the instructor.

**SOC 475 Field Experience**

6-12 hours. Supervised experiences in private and public social agencies for upper-division majors only. A minimum of six semester hours of SOC 275/475 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 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 Elementary Spanish**

3 hours each semester. An integrated introductory study of Spanish. Listening, speaking, reading and writing are all integral to learning the language. Cultural aspects of Spain and Latin America also are presented as essential components. Language lab is required.

**SPN 201, 202 Intermediate Spanish**

3 hours each semester. A systematic approach to the study of Spanish, with extensive practice in listening, speaking, reading and writing. Prerequisite: SPN 102

Elementary Spanish or equivalent, or instructor's consent.

**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 Advanced Spanish**

3 hours each semester. A thorough review of Spanish to develop advanced proficiency. Prerequisite: SPN 202 Intermediate Spanish or equivalent, or instructor's consent.

**SPN 340 Spanish Culture and Civilization**

3 hours. A one-semester introduction to the culture and civilization of the Spanish peninsula. Areas of study may include history, art, music, intellectual schools, current events, etc. Taught in Spanish. Prerequisite: Concurrent enrollment in SPN 301 Advanced Spanish, or instructor's consent.

**SPN 350 Latin American Culture and Civilization**

3 hours. An introduction to the cultures and civilizations of Latin America. Areas of study may include history, art, music, intellectual schools, current events, etc. Taught in Spanish. Prerequisite: SPN 302 Advanced Spanish or concurrent enrollment in SPN 302, or instructor's consent.

**SPN 375 Field Experience: Study Abroad**

2 hours. Live and study in a Spanish-speaking country. A journal and a paper in Spanish are required. Taken in conjunction with 16 hours of Study Abroad in an approved program.

**SPN 410 Introduction to Spanish Literature**

3 hours. Offered 2000-01. A one-semester introduction to Spanish peninsular literature. This course will introduce students to selected masters and periods of Spanish literature. Taught in Spanish. Prerequisite: SPN 302 Advanced Spanish, or instructor's consent.

**SPN 420 Introduction to Latin American Literature**

3 hours. Offered 2000-01. This course will introduce students to selected masters and periods of Latin American literature. Taught in Spanish. Prerequisite: SPN 302 Advanced Spanish or equivalent.

**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.

**SOCIAL WORK**

**SWK 180 Introduction to Social Work**

3 hours. An introduction to the historical development and current practices of generalist social workers. Examination of the knowledge base, values, skills, practices, ethics, settings, educational and career opportunities of the profession. Emphasis upon developing awareness of the scope of the profession using a scientific, analytic approach to service delivery and evaluation; relating generalist social work and social welfare systems; economic and social justice; and work with diverse, oppressed, and at-risk populations. Course includes community service opportunities and/or social agency tours. Required for admission into the social work major.

**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 University community. By permission.

**SWK 310 Lifespan Human Development**

3 hours. Offered 1999-2000. A study of physical, intellectual, personality, social and moral development from infancy to old age. (Identical to PSY 310.) Prerequisite: PSY 150 General Psychology. Required for majors.

**SWK 320 Child Abuse and Family Violence**

3 hours. Offered 2000-01. A multidisciplinary approach that considers causation, incidence and treatment of families and children experiencing physical and emotional violence in the family. Basic principles of child welfare, victim assistance, protective shelters and supporting services will be explored. Prerequisites: PSY 150 General Psychology and SOC 150 Principles of Sociology.

**SWK 330 Human Behavior in the Social Environment**

3 hours. Examines human behavior and interpersonal relationships within social systems: families, organizations, communities, voluntary and subcultural groups. Applies theoretical information from biology, sociology, anthropology, psychology and theology to situations encountered by social workers and other helping professionals. Includes examples from culturally, racially and ethnically diverse populations. Prerequisites: PSY 150 General Psychology, SOC 150 Principles of Sociology, SWK 180 Introduction to Social Work, PSY 310 Lifespan Human Development. Required for majors.

**SWK 391 Social Work Practice I**

3 hours. A study of generalist social work practice with individuals. Micro-level theory, skills, and interviewing techniques are applied to generalist social work. The course will cover theory and techniques of person-centered counseling which are specifically applicable to work with individuals. A prerequisite for Field Experience/Practicum I (SWK 475). Prerequisites: PSY 150 General Psychology, SOC 150 Principles of Sociology, SWK 180 Introduction to Social Work, and formal admission into the social work program. Required for majors. This class is open to declared social work majors only.

**SWK 392 Social Work Practice II**

3 hours. A study of mezzo-level generalist social work practice with families and groups. Attention is given to a systems framework of generalist social work practice, with a particular focus upon assessment and development of appropriate intervention strategies. A prerequisite for SWK 476 Field Experience/Practicum II. Prerequisites: SWK 391 Social Work Practice I. Required for majors. This class is open to declared social work majors only.

**SWK 393 Social Work Practice III**

3 hours. An overview of generalist social work methods practiced with organizations and communities. Attention is given to assessment, planning, implementation, and evaluation of macro-level systems. A prerequisite for SWK 477 Field Experience/Practicum III. Prerequisites: SWK 392 Social Work Practice II. Required for majors. This class is open to declared social work majors only.

**SWK 400 Child Welfare Services**

3 hours. Offered 1999-2000. Basic principles of child welfare, with emphasis upon the services needed and available for families and children needing various types of support. Focus is on developing a knowledge and understanding of child welfare and supporting services. Prerequisites: SOC 200 Social Issues and SWK 180 Introduction to Social Work.

**SWK 450 Aging in Society**

3 hours. Offered 1999-2000. A study of the adult aging process in its diverse social dimensions. An exploration of the aging network and its various services and programs will be a secondary focus of study. (Identical to SOC 450.) Prerequisite: SOC 150 Principles of Sociology or permission of the instructor.

**SWK 461 Social Policy I**

3 hours. The policies of contemporary social programs are considered from a national, state and local perspective. Policy development and analysis are emphasized. Prerequisites: SWK 180 Introduction to Social Work, SOC 200 Social Issues, PSC 210 American Government or PSC 240 State and Local Government, SWK 475 Field Experience/Practicum I. Required for majors.

**SWK 462 Social Policy II**

3 hours. This course provides an in-depth analysis of how human needs and values are translated into social policy on both the national and international levels. Special attention is given to the ways in which values and power interests influence the creation of social policy. Examination of selected policies and programs in the areas of income, health, housing, human rights, employment, education, etc. Special attention is given to affirmative action, housing, homelessness, feminization of poverty, and policy analysis and formulation both at the state and federal levels. Implications

for generalist social work services will be explored. Prerequisites: SWK 361 Social Policy I and SWK 476 Field Experience/Practicum II. Required for majors.

**SWK 475 Field Experience/Practicum I**

3 hours (150 practicum hours in the agency). Recommended either fall or spring of the junior year. The first course of the field experience/practicum sequence will emphasize micro-practice concepts and address orientation to the agency environment; student roles and responsibilities; agency roles and responsibilities; confidentiality issues; nature and process of supervision; establishing goals and objectives; models of integrating classroom learning with the field practicum; person-in-environment; interviewing techniques; identification of research and policy issues; work with special populations and injustices; process recordings; research methods in the agency; and ethical conduct/NASW code of ethics. Prerequisite: SWK 391 Social Work Practice I. Required for majors. This class is open to declared social work majors only.

**SWK 476 Field Experience/Practicum II**

3 hours (150 practicum hours in the agency). Ideally, SWK 476 and 477 will occur in a full-year practicum during the student's senior year. The second course in the field experience/practicum sequence will build upon knowledge and experience acquired in SWK 475 and emphasize mezzo-practice concepts. Course topics will include work with small groups, families; integrating research and evaluation methods in the field experience/practicum; agency evaluation and analysis; referral processes; work with special populations/injustices; ethical dilemmas; ethical conduct/NASW code of ethics; agency recording process; and development of a student portfolio of practicum projects and skills. Prerequisites: SWK 475 Field Experience/Practicum I, SWK 392 Social Work Practice II, and SOC 340 Statistical Procedures. Required for majors. This class is open to declared social work majors only.

**SWK 477 Field Experience/Practicum III**

3 hours (150 practicum hours in the agency). Ideally, SWK 476 and 477 will occur in a full-year practicum during the student's senior year. The third course in the field experience/practicum sequence will provide further depth and integration of theory, classroom learning and experience within the student's field experience/practicum, building on concepts developed in SWK 476 and emphasizing macro-practice concepts. Additional topics will include work with agency boards, communities, governmental systems; implementation of a research project in the agency; community analysis; termination with clients and the agency; addressing social inequities in the student's field experience/practicum; work with special populations and injustices; policy issues; and ethical conduct/NASW code of ethics. Prerequisites: SWK 476 Field Experience/Practicum II, SWK 393 Social Work Practice III, and SOC 390 Research Seminar. Required for majors. This class is open to declared social work majors only.

**SWK 485 Selected Topics**

1-3 hours. A special-interest class that addresses a relevant subject in the field of social work. Previous and projected subjects include, but are not limited to, administration and community planning; cognitive and behavioral theories; crisis and trauma recovery; current issues in social work; medical and mental health services; systemic and ecologic theories; social policy; and treating addictive behaviors. Prerequisites: SOC 200 Social Issues and SWK 180 Introduction to Social Work.

**SWK 490 Senior Seminar**

3 hours. A required course for majors to be taken during the spring semester of the senior year. The course will focus on consolidating substantive knowledge regarding 1) social welfare policies and services, 2) human behavior in the social environment, 3) the structure and function of communities and human service organizations, 4) methods of inducing change across the micro-, mezzo-, and macro-levels, and



5) methods of scientific inquiry necessary to assess human problems and the effectiveness of professional interventions. Focus also will be upon the integration of social theories with faith and learning. Prerequisite: SWK 392 Social Work Practice II. Required for majors.

**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.

**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 University Players: Drama Touring Troupe**

1 hour each semester. Participation in the 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 1999-2000. 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, or camp 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 2000-01. 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 2000-01. A consideration of theatre skills as tools for meeting human needs in essentially non-theatrical 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. 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 210 Practical Grammar and Editing**

3 hours. This course will help those who want to understand and to be able to explain to others what can be done to make writing correct, clear, and precise. Focuses on constructing, editing, and correcting sentences and paragraphs. This is not a remedial course. Recommended for humanities secondary education majors. Students may need WRI 095 English Skills as a prerequisite.

**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 310 Professional Writing and Desktop Publishing**

3 hours. Course centers on the study and practice of writing utilized by communication-writing professionals and others in organizational contexts. Particular emphasis is on desktop publishing and promotional types of writing, including design and production of brochures, newsletters, news releases, memos, position papers, and other promotional pieces. Prerequisite: WRI 110 Freshman Composition, or instructor's permission.

**WRI 330 Writing for Publication**

3 hours. A workshop approach to the writing of nonfiction articles and other shorter nonfiction forms for periodical magazines. Student-produced material will be submitted to various magazines as part of course expectations. Special attention will be given to Christian periodical markets. Prerequisite: WRI 110 Freshman Composition, or instructor's permission.

**WRI 360 Writing Fiction**

3 hours. A workshop approach to the writing of fiction. Students will write and prepare for publication original works. Prerequisite: WRI 110 Freshman Composition, or instructor's permission.

**WRI 370 Writing Poetry**

3 hours. A workshop approach to the writing of poetry. Students will write and prepare for publication original works. Prerequisite: WRI 110 Freshman Composition, or instructor's permission.

**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

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George Fox University offers 12 graduate degrees, including six through the Seminary, a graduate school of George Fox. Following is a brief description of each. For more information, contact either the Graduate Admissions Office of George Fox University, 414 N. Meridian St., Newberg, OR 97132, (503) 554-2260 or 1-800-631-0921 or Seminary Admissions, 12753 S.W. 68th Ave., Portland, OR 97223, (503) 554-6121, 1-800-493-4937.

### **MASTER OF BUSINESS ADMINISTRATION (M.B.A.)**

George Fox University offers a management M.B.A. centered on human development and empowerment. The curriculum provides an integrated program that encourages students to pursue intellectual, moral, and creative growth. The university faculty designed the program based on needs for management development and education expressed by national and local leaders. An emphasis on communication and decision-making skills accompanies curriculum that provides basic knowledge in the functional areas of business.

The program is structured on a cohort model in which a group of students follows an integrated sequence of courses from beginning to end. Students attend classes one night each week and occasionally on Saturday for two years.

### **MASTER OF ARTS IN TEACHING (M.A.T.)**

The Master of Arts in Teaching (M.A.T.) degree offered by George Fox University is a fifth-year program designed in a cohort model for individuals with a baccalaureate degree who seek teacher licensure. The 11-month M.A.T. program, which begins in the summer semester, prepares students to be licensed in elementary education with an additional authorization in either early childhood or middle level. Those students receiving a secondary license may also obtain an authorization in middle level. The 20-month program is designed to meet the needs of the working adult. This part-time program begins in the fall and meets one night a week and on four to six Saturdays a semester for the first four semesters. The student is enrolled full time during the fifth and final semester. George Fox University is committed to training professional educators by integrating liberal and professional education through course work and classroom experience.

### **MASTER OF EDUCATION (M.Ed.)**

The Master of Education program at George Fox University empowers educators with the personal development and professional teaching skills needed to guide students into the next century. This 36-semester-hour graduate program is designed to meet Oregon requirements for the Standard Teaching License and the Continuing Teaching License, and to provide program participants with the opportunity to earn a master's degree. The creative, in-depth curriculum emphasizes leadership skills, human relations and new classroom technologies, and combines personal research with practical, on-site application.

### **MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP (M.A.O.L.)**

The Master of Arts in Organization Leadership (MAOL) program at George Fox University is intended to develop leaders for a broad range of organizations, including commerce, health care, education, the church and the public sector. The program is designed primarily for working professionals who, by education and experience, are content experts in their fields and now are in the process of transitioning from technical positions to positions with greater managerial and leadership responsibility. The program concentrates on four themes: purpose of the organization, relationships within organizations, structure of the organization, and professional development of the MAOL student. An applied research project and service learning project will provide contexts to apply and enhance elements of the four primary themes. Students in the 22-month cohort program attend classes one night per week for 85 weeks and participate in 12 Saturday Seminars.

## DOCTOR OF EDUCATION (Ed.D.)

George Fox University's Doctor of Education program offers a high-quality curriculum that prepares educators to be leaders in their chosen specialties. This program emphasizes educational leadership at the K-12 levels. Throughout the Ed.D. program, emphasis is placed on qualities of cultural, moral and organizational leadership as the basis for leading complex educational organizations.

A minimum of 63 graduate semester-hour credits (past the master's degree) are required for the Ed.D. degree.

The program has five elements: foundation courses; leading, managing and governing courses that provide ethical, legal, social, political and historical perspectives within a Christian worldview; research courses; comprehensive qualifying projects; and an exit project. Integrated into the courses are four competency strands: effective use of writing to communicate ideas; the ability to use technology to solve problems; the ability to communicate orally to large and small audiences; and the ability to use research tools to investigate questions and solve problems.

and theology, and careful exploration of the interrelationships of these disciplines, students are prepared to provide hurting people with assessment, counseling, and psychotherapy in the context of Christian ministry and professional practice.

The degree is accredited by the American Psychological Association.

The program is ministry-oriented, church-centered, and denominationally supported. Its curriculum combines theory and practice, allowing students to concentrate on a specific area of ministry and to tailor programs to meet their goals and needs. Through mentoring relationships, students are equipped for leadership.

## DOCTOR OF PSYCHOLOGY (Psy.D.)

The Doctor of Psychology degree in clinical psychology offered by George Fox University caps a five-year professional program consisting of four years of academic work and a one-year, full-time, clinical internship. The program is designed to develop practitioners who have a strong Christian worldview and commitment. Through professional training in psychology, instruction in Bible

## MASTER OF DIVINITY (M.Div.)

The Master of Divinity (M.Div.) degree offered by the Seminary is designed for men and women preparing to be Christian ministers, missionaries, chaplains, evangelists, or to enter some other form of Christian service. The three-year M.Div. program is a first professional degree enabling the student to prepare for ordination or recording.

## MASTER OF ARTS IN CHRISTIAN EDUCATION (M.A.)

The Master of Arts in Christian Education is a first professional degree offered by the Seminary that prepares the student for a vocation of nurture, formation and life-span discipleship in parish or other institutional settings. The program is designed to foster in the student the ability to give professional leadership to educational tasks in the local church and other targeted areas so those ministries

may effectively seek to “present every person complete in Jesus Christ.” Graduates normally qualify for ecclesiastical certification and endorsement. Students are equipped to administer and evaluate existing programs and to initiate new programs; to recruit, disciple and train laity for the work of the ministry; and to understand the gifts of personality and learning styles in order to provide educational support appropriate for each individual.

### **MASTER OF ARTS, THEOLOGICAL STUDIES (M.A.)**

The Master of Arts, Theological Studies program at the Seminary is designed for men and women who desire graduate study in the field of theological studies with an emphasis in either biblical studies or Christian history and thought. The program is designed to help students gain knowledge appropriate to the field of specialization; grow in the ability to analyze pertinent texts and materials; develop the capacity to think critically; learn research and communication skills; and prepare for future degree work.

### **MASTER OF ARTS IN COUNSELING (M.A.)**

The Seminary’s Master of Arts in Counseling program is designed for men and women who desire graduate study and preparation for a counseling ministry. The goal of the M.A. in Counseling degree is to prepare students to become Licensed Professional Counselors. Students are given the ability to understand persons as spiritual-physical-relational beings; to think biblically and theologically in a psychologically informed way, as well as to think psychologically in a biblically and theologically informed way; to acquire,

refine and demonstrate appropriate master’s-level skills as a clinical generalist; and to develop a professional identity and to become equipped for their calling, ready to serve in a variety of settings — both church and community — with Christian integrity.

### **DOCTOR OF MINISTRY (D.MIN.)**

The Doctor of Ministry degree offered by the Seminary has two principal foci: leadership and spiritual formation. It is dedicated to equipping persons for spiritually-informed leadership arising out of a life that is rightly related to Jesus Christ. Doctoral seminars will be conducted in four on-site modules. Modules one and two focus on the personal aspects of spiritual formation and leadership. Modules three and four focus on the collective, congregational dimensions of spiritual formation and leadership.

The program consists of 32 instructional hours (eight each module) and four project hours for a total of 36 hours. Modules meet for two weeks in January and June for the first two years. The project is done in the third year.

### **MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY (M.A.)**

The Master of Arts in Marriage and Family Therapy program of the Seminary provides the special training and expertise required for working effectively with couples and families. Graduates are prepared to become Licensed Marriage and Family Therapists, clinical members of the American Association for Marriage and Family Therapy and of the American Counseling Association’s Specialization in Marriage and Family Counseling, as well as Licensed Professional Counselors.

The program is designed to help students understand persons as spiritual-psychological-physical-relational beings; to understand and articulate the core dynamics of marital and family systems in concert with sound biblical and theological principles; to acquire, refine and demonstrate appropriate master’s-level clinical skills used in working with couples, families, and other relationship systems; to become aware of and able to use the various approaches to marital and family systems therapy in a manner that is commensurate with master’s-level training, while at the same time to begin developing their own clinical home base and style; to begin the development of a professional identity as marriage and family therapists; and to work knowledgeably and with facility in a variety of clinical settings, such as private, institutional, community, ecclesiastical, and cross-cultural.

### **SEMINARY CERTIFICATE PROGRAMS**

#### **Certificate in Marriage and Family Therapy**

Because the vast array of persons in the helping professions are faced with the need for expertise in their service to couples and families, the Seminary’s Graduate Department of Counseling offers training in services to enhance marital and family life, as well as therapy to intervene with couples and families in crisis. Helping professionals (licensed professional counselors, clinical psychologists, social workers, parole officers, pastors, youth workers, nurses, physicians, school counselors, attorneys, plus marriage and family therapists) who want and need to be more effective in their service to parents, couples and families can take advantage of a variety of educational and training opportunities at the Seminary.

### **Certificate in Spiritual Formation and Discipleship**

The purpose of the Spiritual Formation and Discipleship program is to provide for the intentional spiritual formation of students in an academic setting and to train discerning and gifted persons as spiritual guides in the Christian tradition. The program will foster in the student: the maturation of God's fullness within the individual; the habits of authentic disciplines for living in Christ's presence; the life of power in the Spirit and in communion with all God's people; the biblical, theological, psychological and historical foundations of spirituality; and the development of skills for individual spiritual direction and group spiritual formation.

They may either take an occasional continuing education offering, or they may wish to enroll in the Certificate in Marriage and Family Therapy program that includes not only essential seminars and course work, but also a supervised clinical experience in marriage and family therapy in one or more community settings. Licensed Professional Counselors and others who hold at least a master's degree in counseling or a closely related field may qualify to pursue becoming a full clinical member of the American Association for Marriage and Family Therapy and an Oregon Licensed Marriage and Family Therapist. In addition, courses are available that lead to certification with the Association for Couples in Marriage Enrichment and Interpersonal Communication Programs, Inc.

### **Certificate for Spouses/Partners in Ministry**

The purpose of the Certificate for Spouses/Partners in Ministry program is to equip the spouse of a Seminary student to be an effective partner in ministry; to assist the spouse in his or her own self development; and to acquaint the spouse with the expectations and stresses of ministry. The spouse of any degree-seeking student at the Seminary may participate. A bachelor's degree is not required. Courses are subject to a space-available basis, and scholarships are available to participants, but limited to the courses which make up the program.



# ACADEMIC REGULATIONS

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## ACADEMIC SESSIONS AND CREDITS

The academic year at George Fox University is divided into two semesters of 15 weeks, including a four-day examination period, plus orientation and registration. In addition, George Fox sponsors a May Term, a limited summer program for undergraduates. Graduate courses in teacher education, business administration, psychology and through the seminary are offered during summer semester. Occasional short courses and overseas study experiences also are offered.

The unit of credit is the semester hour, which normally is granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Credit for all courses is indicated in semester hours. All student requirements, advancements, and classifications are based on these units.

## GUARANTEES AND RESERVATIONS

George Fox University 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 all requirements of a revised program, provided attendance has been continuous and full time; (2) The University 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 University 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.

## CLASS 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 Registrar's Office or the Counseling and Health Service. Permission for absences from class for participation in cocurricular University activities must be granted by the Academic Affairs Office. Other absence arrangements are between the student and the instructor.

The University 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 final examinations 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

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. Only full-time students may represent the University in an official capacity, may hold a major office in an organization, or may live in University housing.

## Regular Students

Students who have satisfied entrance requirements and are following a program leading to a degree are called regular students. They are classified as follows:

- Freshmen: Students who have completed fewer than 31 semester hours
- Sophomores: Students who have completed 31 semester hours
- Juniors: Students who have completed 62 semester hours
- Seniors: Students who have completed 93 semester hours

## Special Students

This classification includes non-degree 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 107) 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 expectations for admission may be admitted as a provisional student. All provisional undergraduate students are required to participate in the George Fox University Academic Success Program (see page 23).

Undergraduate students admitted provisionally may not enroll for more than 14 or 15 hours in the first semester and must include at least one semester of 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. Auditors may enroll on a space-available basis. Enrollment for audit must be established with the Registrar at time of registration. Class attendance standards are to be met. Auditors pay a reduced tuition rate, generally one-half regular tuition. Students’ cost may exceed the block-rate tuition if the audit causes them to exceed the 18-hour maximum.

## REGISTRATION

All students are expected to register on the days designated on the University 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 30.

## ACADEMIC ADVISING

New freshmen may have received initial academic advisement by an admissions counselor. However, all new freshmen are assigned a freshman advisor as part of the Freshman Seminar Program. This advisor will serve as the academic advisor for the freshman year and will also teach a section of the Freshman Seminar course. Freshmen will select a faculty advisor in their area of interest prior to their sophomore year.

Each returning, transfer and readmit full-time student is assigned a faculty advisor to provide guidance in planning an academic program. This advisor may be changed by request as a student develops an interest area and forms natural lines of helpfulness and acquaintance. Other 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.

## ACADEMIC LOAD

The student's load will be determined in conference with the student's advisor. Sixteen hours per semester is a normal University load. Students who carry fewer hours are adding considerably to the cost of education by extending the time involved to earn their degree. Ordinarily, the first-semester freshman will register for no more than 16 hours. Provisional students will be limited to 14 or 15 hours. No student may enroll for more than 20 hours, except by special permission of the faculty advisor and the Registrar.

The following is suggested as a satisfactory relationship between the student's academic load and his or her on- or off-campus work:

<i>Academic Load</i>	<i>Work</i>
15-17 semester hours	Not more than 18 hours
12-14 semester hours	Not more than 24 hours
10-12 semester hours	Not more than 30 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 Old and New Testaments, physical education, and other general education courses 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 late 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. See inside back cover.

## COURSE WITHDRAWALS

- A student wanting to drop or withdraw from a class or from the University 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.
- 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>Points Per Letter Grade</i>		<i>Semester Hour</i>
<i>Grade</i>	<i>Meaning</i>	
A	Superior	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Average	2
C-		1.7
D+		1.3
D	Passing but inferior	1
F	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. Points will be calculated for the student's grade point average accordingly.

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 an "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 by the date indicated or within one semester will be changed to the grade assigned on the incomplete form.

An "L" grade (long-term grade) designates satisfactory progress in a course whose objectives continue for more than one semester. The "L" will be replaced by either a "P" grade or a point-receiving grade. This is not an incomplete or "I" grade.

An "X" grade indicates the instructor did not report a grade to the Registrar's Office.

If a student repeats a particular course, the University counts the course credits only once towards graduation requirements. Only the second grade will count in the cumulative GPA, but the original grade will remain on the student's transcript.

## 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

A student who has a cumulative GPA of 2.00 or better and who has completed 62 semester hours may choose to take one course per semester on a pass/no pass basis from elective courses outside his or her major and the University's general education requirements. An application form must be filed with the Registrar no later than the published deadline for exercising the pass/no pass option.

The teacher submits a regular grade to the Registrar, who converts the regular grade of "C" or above into "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 University Players; EDU 375/475 Student Teaching I, II; and Juniors Abroad. (GED 130 Freshman Seminar is pass/fail.)

Honors Colloquium (GED 271, 272, 371, 372) will be graded pass/no pass. All other courses in the University receive grades.

## ACADEMIC PROGRESS AND ELIGIBILITY

A student on regular, warning, or provisional status is considered to be making reasonable academic progress. A 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 University credits only.

To be eligible for student government positions, a student must maintain a GPA of 2.25 or better. To be eligible to participate in intercollegiate athletics, a student must be in academic good standing and maintain satisfactory academic progress.

A student is on probation when his or her cumulative grade point average falls below the following standard: 1-15 hours, 1.7; 16-31 hours, 1.8; 32-47 hours, 1.9; and 2.0 thereafter. The student is given one semester of probation to achieve above the standard. Beginning freshmen not admitted provisionally may be allowed two or three semesters of academic experience before suspension is administered.

Whenever the GPA for a given semester is below 2.00, but the cumulative GPA is at or above the required minimum, the student receives an academic warning. This warning is not a part of the student's permanent record, but it does alert the student of potential difficulties. The student 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.

In addition to satisfactory grades, for financial aid purposes the student also must 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 of 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 to George Fox University.

The University 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 University community.

### Academic Good Standing

To remain in good academic standing, a student must not be on academic probation and must have successfully completed at least 24 semester credits during the two most recent semesters. Students must be in good standing to be eligible to participate in intercollegiate athletics sponsored by the University. See Academic Progress and Eligibility section for warning, suspension, and probation policies.

### Satisfactory Academic Progress

Satisfactory academic progress toward a degree as a full-time student is defined as completion at a rate not to exceed 150 percent of the published length of the program while maintaining a cumulative grade point average of 1.7 (1-15 hours), 1.8 (16-31 hours), 1.9 (32-47 hours), and 2.0 thereafter.

## Academic Appeals

Academic actions can be appealed to appropriate University authorities and an Academic Appeals Board. Appeals are taken to be good faith actions that request reexamination 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 University 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 a "C-" in upper-division courses;

5. Complete at least 30 semester hours in residency (20 hours must be in senior year; 20 of the last 30 hours must be completed at George Fox University);
6. Complete at least 10 hours of one's major in residency;
7. File an Application for Degree form not later than completion of 93 semester hours toward graduation (normally two semesters before expected graduation); and
8. 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 University commencement.

### Second Degree

A student wishing to receive a second or concurrent degree must meet the following requirements:

1. Complete a minimum of 30 semester hours for the "second" degree above the minimum 126 hours required for the "first" degree;
2. Meet the 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 3.90-4.00, *magna cum laude* to those with a 3.70-3.89 GPA, and *cum laude* to those with a 3.50-3.69 GPA. Transfer students must have completed at least 60 hours at George Fox University to be eligible for honors at graduation.

Honors in the commencement program are computed on grades through the fall semester for spring graduation, and through the previous spring semester for fall graduation. Honors on the final record and transcript are based on all grades received at George Fox University.

### 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 book each year. Finals for evening classes take place during the final class period of the semester. The entire last week of each semester will be kept free of institutionally sanctioned extracurricular activities, with the exception of prescheduled intercollegiate athletic events. **Students wishing to apply for change of final exam time must apply by the end of the 10th week of classes.**

### ACADEMIC HONESTY

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to their college life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering, and the disruption of classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper or exam, loss of campus position or employment, an "F" on a course, disciplinary probation, removal from extracurricular or athletic activities, and suspension.



# ADMISSIONS

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## BASIS OF UNDERGRADUATE ADMISSION

The University 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 University. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, writing sample, and participation in extracurricular activities.

Admission is possible for fall or spring semester.

George Fox University reserves the right of admission or readmission of any student at its discretion.

The University 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 90 percent of the freshman class come with an "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 Office of Undergraduate Admissions, George Fox University, 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 non-refundable application fee of \$40.

3. Request a transcript of academic credit from the secondary school last attended.

4. Have the two recommendation forms in the application packet completed and sent to the Admissions Office.

5. Submit entrance examination scores. The Scholastic Aptitude Test (SAT) or American College Test (ACT) will be accepted. Tests should be taken in your junior year or early in your senior year. Contact your high school principal or counselor for information concerning these tests.

*Soon after the admissions file is completed, the applicant is notified of the Admissions Committee's decision.*

6. By June 15, a tuition deposit of \$300 should be submitted by each new full-time student. This deposit reserves housing and a place in the registration sequence, so the deposit should be submitted as soon as possible following notification of acceptance. Until May 1, it is refundable by written request. The spring semester tuition deposit deadline is December 15 and is not refundable after that date.

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 University. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.

## ADMISSION PROCEDURES AND POLICIES FOR TRANSFER STUDENTS

### Procedures

1. Write to the Office of Undergraduate Admissions, George Fox University, 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 non-refundable application fee of \$40.

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 the two recommendation forms in the application packet completed and sent to the Admissions Office.

*Soon after the 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, a tuition deposit of \$300 must be submitted by each new full-time student. This deposit reserves housing and a place in the registration sequence. Until May 1, it is refundable by written request. The spring semester tuition deposit deadline is December 15 and is not refundable after that date.

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 University. 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 University. After students have been accepted for admission, they are considered for financial assistance.

To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.

A student must be free from academic or behavioral probation or suspension at all colleges previously attended to be eligible for admission to George Fox University.

### Policies

Students who have completed work at other educational institutions may be entitled to advanced standing by presenting official transcripts. George Fox University applies the accepted credits toward the general education requirements, electives, and the student's chosen major.

Certain criteria are involved in the evaluation:

1. Only course work with a "C" or better grade will be accepted. (The grade point average does not transfer. A student's GPA is computed on work at George Fox University only.)

2. A maximum of 64 semester hours may be transferred from community colleges. Each course from community college programs, except for courses completed for the Oregon Transfer Associate of Arts (OTAA) degree, is evaluated by the Registrar for application to George Fox University 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's degree. Twenty hours must be in the senior year. Additionally, transfer students must complete at least 60 hours at George Fox University to be eligible for honors at graduation.

### SERVICES TO DISABLED STUDENTS

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

Instructional assistance for disabled students is available through the learning laboratory. Where necessary, course requirements are reasonably adjusted based on students' requests and appropriate documentation.

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

### INTERNATIONAL STUDENTS

George Fox University is authorized under federal law to enroll non-immigrant 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 500 and a score on the Test of Written English of at least 4.

Students with a score between 500 and 550 will be provided a one-hour tutorial during their first semester at George Fox University to improve their ability to write in English and to develop more effective study strategies. Students not showing proficiency at the above-described levels may apply for admission to the George Fox University English Language Institute (see page 41).

## 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, a \$300 tuition deposit must be submitted by each readmitted student. Until May 1, it is refundable. The spring semester tuition deposit deadline is December 15 and is not refundable after that date.

Students who drop out to attend another program risk acceptance of that credit on return unless such has been approved by the Registrar prior to leaving.

## PART-TIME STUDENTS

Individuals who would like to take less than a full-time load (1-11 hours) may apply as a part-time student. Application forms and counseling regarding courses are available in the Registrar's Office. Applicants are required to pay the nonrefundable \$40 application fee, and tuition is based on the current per-credit-hour rate.

## HOME SCHOOL STUDENTS

Students who attended home school during their high school years may be admitted to the University by following the admissions procedures for freshmen. Home school students are considered for performance grants and scholarships. Additionally, home school students must submit ACT scores.

## 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

Subject to the approval of instructor and the Registrar's Office, it is possible to audit classes on a space-available basis. Auditors pay a reduced tuition fee, generally one-half regular tuition. 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's Office. A one-time application fee of \$40 is required. Counseling in regard to courses is available in the Registrar's Office. This privilege does not apply to enrollment in the management and organizational leadership, management of human resources, or management and business information systems programs, 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 University while a student completes a high school program.

### Eligibility Requirements

- An applicant must have completed the sophomore year of high school.
- An applicant who has completed the senior year of high school is not eligible.
- Early admission students must receive grades of “C” or better to remain in the program.

### Application Procedures for Early Admission

1. Contact the Admissions Office for the admission form.
2. Complete the Application for Early Admission and return it to the Registrar’s Office with the \$40 application fee and indicate your choice of courses.
3. Only one course of no more than four hours may be taken during any regular semester.

### Cost and Credit

- Early-admission students may take a maximum of 12 semester hours of work with a tuition charge of \$35 per credit hour.
- Credit during early admission may be applied to degree programs at George Fox University without additional charge.
- Credit earned during early admission may be transferred to other colleges or universities upon payment of regular tuition and fees in effect at the time the course was taken.
- After the completion of 60 semester hours (two years) at George Fox University, a student may transfer the hours taken during early admission without an additional payment.

## Admission Following Participation in the Early Admission Program

A high school student taking courses in the Early Admission Program and wishing to be admitted to the University as a regular student must complete all application procedures for admission to the University. See page 120. Since an Early Admission participant has already paid an application fee, an additional fee will not be required.

## ADVANCED PLACEMENT — HONORS PROGRAM

Past learning and present ability may recommend that course work begin at an advanced level. This may involve granting of credit or waiving certain prerequisites or University requirements. See “Exemptions and Waivers,” page 30; “Course Challenge Programs,” page 18; and “Intensified Studies Program,” page 24.

## CAMPUS VISITATION

Students interested in enrolling at George Fox University are encouraged to visit the campus, preferably when classes are in session. A visit provides an opportunity to observe classes, see the campus facilities, and talk with students and professors. It also will give University personnel an opportunity to get to know the student better. When possible, visits should be

arranged five days in advance through the Admissions Office, which is open on weekdays, 8:00 a.m. to 5:00 p.m.

## ADMISSION PROCEDURES AND POLICIES FOR DEPARTMENT OF CONTINUING EDUCATION STUDENTS

### Procedures

1. Obtain from George Fox University an application packet by calling or writing one of our admissions offices.

- **Oregon Office**, George Fox University, DCE Admissions, 414 N. Meridian St. Box 6310, Newberg, OR 97132-2697, 1-888-888-0178, (503) 554-2272, dce@georgefox.edu

- **Boise Office**, George Fox University – Boise Center, DCE Admissions, 8660 W. Emerald St., Suite 112, Boise, ID 83704, 1-800-749-4369, (208) 375-3900, dceboise@georgefox.edu

Applications are also available at the George Fox Web site ([www.georgefox.edu](http://www.georgefox.edu)). Instructions for the online application process are explained there.

2. Complete the application for admission and return to the DCE Admissions Office with a non-refundable application fee of \$40.
3. Request that official transcripts be sent directly to George Fox University from each college or university attended. (See application for request forms.)
4. Have two letters of recommendation completed and sent to the DCE Admissions Office. (See application.)
5. Complete a one- to two-page writing sample, to be evaluated by George Fox University faculty.
6. After acceptance into a DCE program, and at least two weeks prior to the first class session, a tuition deposit of \$150 is required for registration.

**Policies**

Admission into DCE programs is based on the following criteria:

- Minimum of 62 transferable semester hours (93 quarter hours) consisting of 35 general education hours and 27 elective hours from accredited colleges or universities.
- Minimum of five years qualifying work experience documented in a résumé.
- Official transcripts indicating a cumulative grade point average of 2.0 or higher.

- Two letters of recommendation (one personal and one professional) from persons qualified to assess academic or professional competency.
- Writing sample, assessed by George Fox University faculty, that demonstrates competency needed for success in the program.
- Completed application and \$40 non-refundable application fee.

To graduate with a bachelor's degree, students must complete a total of 126 semester hours as follows:

	<i>MOL/ MHR</i>	<i>MBIS</i>
Required entry credit	62	62
Approved portfolio credit* <i>or</i> Additional transfer credit	30	28
Department of Continuing Education Program	34	36
<b>Total</b>	<b>126</b>	<b>126</b>

- If a student enters the program with less than 92 semester hours, academic credit can be earned through the portfolio process. Credit may be awarded for college-level learning through personal growth and professional development or by writing life-learning essays. In the MOL or MHR program, a maximum of 30 semester hours of credit may be granted through portfolio assessment. In the MBIS program, a maximum of 28 semester hours is allowed.

**SPOUSE ENROLLMENT PROGRAM**

Spouses of full-time undergraduate and graduate George Fox University students may take traditional undergraduate courses, without credit, at a reduced rate. After completing a part-time application form and paying a \$40 fee, the spouse may take up to two courses per semester for \$15 a course.

If the spouse would like credit for the class at a later date, the prevailing tuition charge for the courses at the time they were taken would need to be paid.



# FINANCES

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**TUITION, FEES AND EXPENSES  
(1999-2000)**

**Tuition — Undergraduate**

1 to 1½ credit hours per semester .....	\$515 per hour
12 to 18 credit hours per semester.....	\$8,300 per semester
More than 18 credit hours per semester, for each additional hour .....	\$455
May Term, per credit hour .....	\$258
Early admission.....	\$40 per credit hour
Older adults (62 and older) .....	\$20 service fee per semester
ESL students (20-hr. maximum) .....	\$5,900 per semester
Audit.....	\$257.50 per credit hour

**Department of Continuing Education**

MOL/MHR Oregon .....	\$11,500
MOL Boise .....	\$11,700
MBIS .....	\$12,600

**Student Body Membership**

Students registered for 12 hours or more each semester .....	\$90 per semester
Students registered for 5-11½ hours each semester .....	\$45 per semester

The full membership covers student activities, class dues, social events, the Student Union Building, and subscriptions to Associated Student Community publications.

**Activities Fee**

All students registered for 5 hours or more each semester (graduate students – 4 hours or more) .....	\$10 per semester
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Entitles students to attend basketball games and some drama/music theatre events free of charge.

**Deposits and Admission Fees  
for 1999-2000**

Application Fee (nonrefundable, submitted with application for admission) .....	\$40
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) .....	\$300
Continuing Deposit (required of all full-time students; charged on first-semester bill and held on deposit until departure) .....	\$100

George Fox University 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 university costs.

The Board of Trustees reserves the right to adjust charges at any time, after giving due notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year.

**COSTS**

Estimated Cash Outlay for Typical Entering Undergraduate Student, 1999-2000 (two semesters)

	<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Total</i>
Tuition (12 to 18 hours)	\$8,300	\$8,300	\$16,600
Student Body Fee	90	90	180
Activities Fee	10	10	20
Health Fee	45	45	90
Continuing Deposit	100	—	100
<b>Total</b>	<b>\$8,545</b>	<b>8,445</b>	<b>16,990</b>
Board and Room (Complete food service and residence hall room, double occupancy)	\$2,663	\$2,662	\$5,325
<b>Total, resident students</b>	<b>\$11,208</b>	<b>\$11,107</b>	<b>\$22,315</b>

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.

**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 form after second week of semester .....\$10

Examination Fee, for credit by examination, challenge, or exemption from specific requirement..... \$40 per course

Graduation Fee..... \$100

Official Transcripts, per copy (student account must be paid in full)..... \$3

Unofficial Transcript..... \$1

Rushed Official Transcript..... \$10

Placement File Setup Fee ..... \$10

Placement File, per set..... \$7

Additional sets with same order..... \$3

**Departmental Fees**

Chemistry Fee ..... \$10-30

Communication/video production courses..... \$10-50

Off-campus physical education activity, per semester\*..... \$20-370

Private music lessons, per semester (includes one half-hour lesson per week and use of practice room)..... \$215

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. Class fees are printed in the course schedule book.

*\*Students pay a fee of \$20-\$370 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 ..... \$25

**Health/Counseling Fee**

Per semester..... \$45

This fee provides access to the Health and Counseling Services.

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 University-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 premium is subject to change each year by the underwriter but is approximately \$600 for 12 months coverage, payable on the first-semester billing.

**Parking Fee**

Student vehicles must be registered with the Security Office, and a non-refundable parking fee must be paid.

Per semester..... \$30

Annual..... \$50

**Room and Board**

Room and board is furnished to resident students as indicated in the following. Residence hall rooms are double occupancy; two-room suites are occupied by four students; houses and apartments (for upperclassmen) house from two to 12 persons. There are four single-occupancy residence hall rooms (two for men, two for women). An additional charge of \$200 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*	\$1,363	\$2,725
Suites*	1,405	2,810
Apartments and houses with phone	1,363	2,725
without phone	1,338	2,675
Board	\$1,300	\$2,600

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 \$300 tuition deposit by June 15. 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 held as long as the student is enrolled. Upon withdrawal, any remaining balance will be refunded to the student as explained under “Refund Policy” on this page.

### Housing Deposit for Returning Students

1. All students, except graduating seniors, who will live in University-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 during the first week in March. (Students will be notified of the date by the Student Life Office.)
3. The deposit is refundable if notice is made by July 15 for fall semester and prior to January 1 for spring semester. In the case that a student returns to George Fox in the fall and occupies University-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 George Fox and/or does not occupy University-owned housing, the deposit will be forfeited.

At the time the housing deposit is paid, students must 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 University are due prior to 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 University. 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 University will withhold transcript of records and diploma until all university bills have been paid. Students will not be permitted to attend for a new semester, including May Term, Juniors Abroad and summer field experience, until all bills are paid for the previous session.

### Refund/Repayment Policy

All students withdrawing from George Fox University must complete the “During-Semester Official Withdraw Form” available from the Registrar’s Office. The completed form should be taken to the Student Accounts Office, where the refund, if any, will be estimated. Following submission of the completed form to the Registrar’s Office, the Student Accounts Office will calculate the refund, and written notification will be sent to the student. According to federal policies, refunds are returned first to financial aid programs and last to the student’s account.

**Students who choose to reduce their course load, and who do not completely withdraw from the University, will generally not receive a refund of tuition, course fees, and other associated fees unless the change takes place prior to the last day to change registration, also known as the end of the add/drop period, which is published in the University’s academic calendar and class schedule book.**

For complete withdrawals during the semester, the refund/repayment calculation date is the last recorded date of class attendance. Repayment of Title IV funds will be returned to the appropriate programs within 30 days of the date of notice. Regardless of refund percentage granted, the lesser of \$100 or 5 percent of institutional costs will be charged by the University to cover the cost of registration and processing.

In the case of cancellation of pre-registration, the lesser of \$100 or 5 percent will be charged by the University to cover the costs of registration and processing. To avoid this minimum charge, notification must be made to the Registrar's Office by July 15; for spring semester, notification must be made prior to January 1.

The continuing deposit will be held on the student's account up to 60 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 deposit refund will be applied to that balance.

In the case of a complete withdrawal, refunds after the start of the enrollment period (defined as the period for which the student was charged) will be made according to the following schedule:

For all students **except** those who are eligible for medical or hardship considerations and **including** students who are asked to withdraw for disciplinary or academic reasons, refunds will be calculated using one of the two federal refund policies outlined below.

For medical or hardship withdraws, restrictions apply and student initiation is required. Students will need to submit documentation that can be verified. The percentage to be used in the refund calculation will be determined based on documentation provided.

**Note:** In both of the following federal policies, weeks attended will be determined by rounding up to include the remainder of any week in which attendance took place.

#### ♦ STANDARD FEDERAL REFUND

Students canceling their registration or withdrawing on or before day one of the enrollment period (defined as the period for which the student was charged) will have all financial aid removed from their account and then be given a **100 percent** refund, **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws day two through the first 10 percent of the enrollment period result in a **90 percent** refund **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws after 10 percent through 25 percent of the enrollment period result in a **50 percent** refund **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws after 25 percent through 50 percent of the enrollment period result in a **25 percent** refund **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws after 50 percent through the end of the enrollment period result in no refund.

#### ♦ FEDERAL STATUTORY PRO RATA REFUND

For first-time George Fox University students who withdraw before 60 percent of the term has passed or before completion of one course, refunds will be calculated according to Federal Statutory Pro Rata guidelines, which require the percentage used for calculation to equal the percentage of remaining weeks in the term. To determine this percentage, the weeks remaining are divided by the total number of weeks in the enrollment period.

**Note:** A first-time student is one who has not previously attended at least one class at George Fox University or who, for all previous attendance, received a 100 percent refund for tuition and fees (less any allowable costs).

The following are not generally refunded or are calculated as specified:

Non-returnable costs include:

- Non-returned equipment or books
  - Interest, fines and collection fees
  - Add/drop fees
  - Parking fees (partially refunded upon return of parking sticker)
  - Course fees
  - Juniors Abroad expenses are refunded according to the guidelines available from the overseas director.
  - Continuing deposits (see explanation under "Refund/Repayment Policy")
  - Generally, refunds for insurance will be made if the request for refund is submitted in writing prior to the last day to change registration, also known as the end of the add/drop period, which is published in the University's academic calendar and class schedule book.
  - Partial refunds for housing and meals will be considered if the written request/petition is submitted as follows: Housing refund requests must be submitted by Friday of the first week of classes. Meal refund requests must be submitted by Friday of the second week of classes. Generally, refunds for housing/meals will be made except as noted.
  - Refunds for tuition deposits will be given if requested in writing prior to May 1 for fall semester or December 15 for spring semester.
  - May Term Refunds: Withdrawal prior to day one results in a 100 percent refund. Withdrawal on day one of any class, regardless of attendance, results in a 50 percent refund. The one exception to this would be classes that will meet for the first time on a Friday evening, after business hours. In this situation, to receive a 50 percent refund, the student must have attended on Friday only and the withdrawal must be made on the following Monday by 5 p.m. Withdraws after day one of any class result in no refund.
- Note:** No transcript will be released until the student's account is paid in full. This includes current charges.

According to federal regulations, funds must be returned to the programs from which the student received aid in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Direct PLUS
- Federal Perkins Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV aid
- Other state and institutional aid
- The student

### Repayments

Some students receive aid, paid directly to them, to help cover indirect educational expenses (such as off-campus housing, transportation, and personal living expenses). The student may be required to make repayment to federal and state programs if he or she received a larger cash disbursement than the costs incurred during the period of enrollment. These indirect educational expenses are calculated using figures from the student's Financial Aid Award Letter. Repayment will be calculated by subtracting the reasonable non-institutional expenses for the period of attendance from the cash disbursed directly to the student for the same period. The portion of the semester for which the student was enrolled will be used to determine the appropriate indirect educational expenses for the semester to which the aid disbursement may apply.

If the student who received federal or state financial aid funds in the form of cash for indirect educational expenses is required to repay some or all funds, repayment will be made to programs in the following order:

- Federal Perkins Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV aid programs
- Other federal and state aid
- Private aid

Stafford loans and work-study wages are not included in the repayment requirement, unless the student didn't attend any classes in the applicable term. The student will be notified in writing if he or she is required to make an immediate repayment. Most George Fox students are not required to make an immediate repayment because they seldom receive funds beyond George Fox University expenses from sources other than Stafford Loan or work-study.

This policy is in compliance with the Higher Education Reauthorization Act.

For refund examples, please stop by the Student Accounts Office or call (503) 554-2290 to request copies to be mailed to you.

## 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's efforts will be offered under three basic conditions: (1) in consideration of the student's/family's financial need as demonstrated by a uniform method of analysis; (2) in consideration of a student's academic potential, personal interests and abilities, and promise for future leadership; and (3) availability of University funds.

**With few exceptions, students must be enrolled full time (at least 12 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 University 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 (FAFSA). The need analysis helps the University determine the contribution the family is expected to make. The difference between this family expectation and the cost of attendance at the University is the "need" that financial aid attempts to fill.

Financial assistance awarded by George Fox University takes the form of grants, loans and employment. "Need-based" financial assistance comes from the state or federal government and from the University. 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 University 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 University.



Funds from these programs are available only to students who can demonstrate relatively high need.

#### ◆ UNIVERSITY GRANTS

The University 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 may receive a George Fox University grant.

#### ◆ 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 \$10,000 renewable scholarship awarded to freshmen who are either National Merit semifinalists or students with a predicted grade point average (PGPA) of 4.0 or above. The PGPA is based on the high school GPA and SAT or ACT scores. Continuation of the award is based on a minimum GPA of 3.40 and an annual interview with the Scholarship Committee.

The **Benson Scholarship** is a \$8,000 maximum renewable scholarship first provided in 1973 through a trust from Mr. and Mrs. Thomas Benson. Recipients are incoming freshmen who have a predicted GPA of 3.75 or above, or transfers with a 3.75 GPA. Continuation in the program requires a cumulative GPA of 3.40.

The **George Fox University Science Scholarship** is a \$3,500 maximum 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 1. The application process includes SAT scores, seven-semester transcript, and a letter of recommendation from a high school science teacher. Continuation requires a 3.4 GPA.

The **Duke Scholarship** is awarded to academically talented students who also have outstanding leadership capabilities. The stipend of \$6,000 maximum is given to students with a predicted GPA of at least 3.50 based upon high school GPA and SAT or ACT scores. Continuation requires a 3.20 GPA.

The **Elizabeth Carey Minas Scholarship** is awarded to academically talented returning students who received the Ed and Linda Stevens Scholarship in the previous year. The annual stipend is \$4,000 maximum. Continuation requires a 3.20 GPA.

The **Ed and Linda Stevens Scholarship** is for incoming students who have a predicted GPA of 3.25 or above, or are transfer students with a college GPA of at least 3.25. The annual stipend is \$4,000. Continuation requires a 3.20 GPA.

The **Jim and Lila Miller Award** is for students with a minimum GPA of 3.0 who have demonstrated exceptional characteristics through co-curricular activities, student government, or in the local church or community. The stipend will be of varying amounts.

#### ◆ DRAMA, MUSIC, AND FORENSICS SCHOLARSHIPS

A limited number of awards are made each year to talented students who show promise of achievement in drama, music, and forensics. 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 African-Americans and Hispanic-Americans 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 University. 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 \$1,400. Any student from a Friends or Evangelical Church of North America church with a high school GPA of 3.0 or a combined SAT score above 1000 may receive a grant of \$1,400. 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/ECNA Student Grant requires a cumulative college GPA of at least 3.0.

### ◆ CHURCH/UNIVERSITY FELLOWSHIP AWARDS

The University has established Church/University Fellowship Awards to assist churches in encouraging their young people to attend George Fox University. The church may make a gift of any amount to the University for credit to a specific student's account. The University will then match up to \$500 (\$600 for Friends students) of the gift for any full-time students, and up to \$600 for juniors and seniors who are preparing for Christian service. Gifts may be made for any number of students from a church. In addition, there is a George Fox University/Northwest Yearly Meeting partnership that may provide additional assistance for students from those churches in the Yearly Meeting that participate in the Church/University Match Program. The gifts must be an official act of the church rather than from individual church members. The deadline is October 1. Applications will be supplied upon request.

### ◆ FAMILY DISCOUNTS

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 University at the same time.

### ◆ OTHER SCHOLARSHIPS AND GRANTS

A portion of the University's endowment fund is designated for the scholarship program. The scholarships and grants listed below are funded by endowments provided by friends of the University. Except as noted, these scholarships are awarded to returning students only. Amounts may vary from year to year. Apply through the department the award is listed under.

#### Admissions Office

The **Austin Scholarship** is intended for academically superior students from Newberg. The \$1,450 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 **Richard H. Beebe Memorial Scholarship** provides \$700 for a graduate of Crow High School (Eugene, Oregon). Students from Eugene Friends Church may also be considered. Recipients must have a 2.5 GPA. Financial need is considered.

The **W.B. Brandenburgh Memorial Scholarship**, with a stipend of \$450, is for a student who regularly attends a Newberg-area Friends Church and has a minimum 3.0 GPA.

The **Mona Hadley Teaching Scholarship** of \$200 is offered to an education major with a GPA of at least 3.0. Need is considered. May be renewable.

The **Mildred Lancaster/Denair Friends Church Scholarship** is given annually to assist a student who is a member or regular attender of Denair Friends Church, or any northern California Friends church. The annual stipend is \$1,250.

The **Nard and Sis McGrath Scholarship** of \$3,000 is awarded annually to an incoming Newberg High School graduate. Financial need is not required.

The **Mock Family Scholarship** of \$750 is awarded annually to a student from Banks School District #13. Financial need may be considered.

#### Admissions and Financial Aid Office

The **J. Caroline Ankeny Memorial Scholarships** totaling \$2,600 are awarded annually to international students from India, Africa, Bolivia or Peru. Need is considered.

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. Renewable for one year.

The **McPhee Memorial Grant** of \$850 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 **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 **Joanne Brougher Summers Memorial Scholarship** of \$750 is awarded annually to an international student or Alaskan Eskimo who has ability to succeed in college. Financial need is required.

## Financial Aid Office

The **David P. Earhart Memorial Scholarships** range from \$100 to \$600. Students must be members of, or regularly attend, a Friends church (or hold pacifist beliefs similar to the Quakers) and be participating in the Church/University Award Program.

## Department of Biology and Chemistry

The **John and Esther Brougner Memorial Pre-medical Scholarship** of \$550 is provided to a student majoring in a pre-medical professional program. Financial need is not required.

The **M. Lowell and Margaret W. Edwards Health Science Scholar-ships** ranging from \$500 to \$2,000 are awarded annually to students majoring in science. Preference will be given to students with a minimum GPA of 3.4 who are preparing for health-related professions. Financial need may be considered.

The **Haisch Family Natural Science Scholarship** of \$500 is awarded annually to seniors who are members of the Friends Church and who are training for a profession in natural science. Minimum GPA of 2.5 is required. Financial need is not considered.

The **Hal Hockett Memorial Pre-medical Scholarship** of \$150 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 **Alvin Roberts Memorial Scholarship** of \$900 is awarded to a Friends student with a minimum 3.0 GPA. Preference is given to pre-medical or science majors. Financial need is not required.

The **Science Scholar Award** will provide an annual award of \$850 to students majoring in the sciences, preferably in pre-medicine. The recipient must be a junior or senior with at least a 3.0 GPA.

The **Laurence and Rose Mae Skene Science Scholarship** is awarded to students majoring in biology or chemistry. The recipients must be sophomore level or above. Financial need is not a requirement. Award amounts are between \$1,000 and \$3,500.

The **Mary C. Sutton Memorial Scholarship** of \$150 is awarded annually to a financially needy Quaker student majoring in Christian education or biology. A minimum GPA of 3.0 and financial need are required.

The **Elver Voht 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.

## Department of Business and Economics

The **Beatty Business/Economics Scholarship** of \$800 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 **Florence A. Butler Memorial Scholarship** of \$300 is awarded annually to a junior or senior student majoring in business/economics. Financial need may be considered.

The **Ira and Frieda Compton Business Scholarship** of \$750 is awarded annually to a sophomore, junior or senior majoring in business/economics. Financial need is not required.

The **Farmer Family Business/Marketing Scholarship** of \$650 is offered to a business/marketing major. Financial need is considered.

The **Roy and Fern Gage Scholarship** of \$550 is awarded annually to assist a student with need.

The **Charles F. Head Memorial Scholarship** is given to juniors or seniors who are international studies majors with at least a 3.0 GPA. The annual stipend is \$750.

The **John Dee Hodgdon, Sr., Memorial Scholarship** of \$900 is awarded annually to Friends students to help meet their educational costs.

The **Howard E. Kershner Business and Economics Scholarship** of \$1,200 is awarded annually to students majoring in business and economics. Financial need is not a consideration.

The **L. B. and Thelma Martin Business/Economics Scholarship** of \$800 is awarded annually to a junior or senior majoring in business/economics. Financial need is not required. A 3.0 minimum GPA is required.

## Department of Communication Arts

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 **Delbert E. Replogle Telecommunications Scholarship** of \$600 is awarded annually to an upper-division student majoring in communications/video production. Financial need is considered.

The **Mary Minthorn Strench Scholarship** of \$800 is to assist a student furthering his or her education at George Fox University.

The **Robert and Vivian Terrall Scholarship** is to assist a needy student with a Christian background. The stipend is \$600.

The **George and Dorothy Thomas Language Study Scholarship** provides \$300 to a sophomore with at least two years of high school foreign language study with a 3.0 grade point average. Preference is given to students who intend to pursue language study at George Fox.

## Department of Fine Arts

The **Ethel D. Ankeny Memorial Drama Scholarship** of \$250 is awarded to a student active in drama with a minimum grade point average of 3.25 at George Fox University. Financial need is not required.

The **Barbara Armstrong Memorial Music Scholarship** provides \$700 for an upper-division female vocal music major.

The **J. Stewart Carrick Memorial Scholarship** is an award of \$700 to a student majoring in music.

The **Alfred and Pauline Dixon Memorial Music Scholarships** of \$300 to \$1,000 assist students majoring in music. Financial need is not required.

The **Allen Hadley Memorial Scholarship** of \$200 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 and a minimum GPA of 3.0 is required. Apply through the Department of Fine Arts in odd-numbered years (1999-2000) and through the Department of Sociology/Social Work in even-numbered years (2000-01).

The **Erma Martin Hockett Memorial Scholarship** of \$150 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 **Joe and Pearl Reece Memorial Scholarship** provides \$150 to assist a freshman Friends student studying vocal music.

The **Richard Tippin Memorial Music Scholarship** of \$150 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.

### **Department of Health and Human Performance**

The **Chris and Diane Walter Davis Memorial Scholarship** of \$1,350 is awarded annually to a female student who is at least a sophomore and has a minimum GPA of 3.0.

The **Health and Human Performance Scholarship** is awarded annually to an Oregon resident majoring in health and human performance with a minimum 2.0 GPA. Financial need is not a requirement. The award is \$500.

The **Debbie Larson Memorial Grant** of \$150 is awarded annually to a student. Financial need may be considered.

### **Department of History**

The **Laura Smith Haviland Social Studies Teaching Scholarship** of \$1,300 is awarded annually to a student majoring in social studies teaching. Financial need is required.

The **Herbert Hoover Scholarship in History** of \$500 is awarded annually to a student majoring in history. Financial need is required.

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 George Fox. Students must have a 3.0 GPA. The total amount awarded is \$9,100.

### **Department of Mathematics, Computer Science, and Engineering**

The **Gerald Edwards Computer Science Scholarship** of \$700 is awarded to a deserving junior or senior student majoring in computer information science.

The **George Fox University Engineering Scholarship** is offered to a junior or senior engineering major with at least a 3.0 GPA. The stipend is for \$1,100. Financial need is preferred but not required.

The **Paul G. and Ruth R. Palmer Scholarship** of \$700 is awarded to a junior or senior majoring in the sciences with a minimum GPA of 3.0.

### **Department of Psychology**

The **Leona and J.D. Baker Student Scholarship** provides \$600 to a sophomore, junior or senior who has a 3.0 or higher GPA and financial need.

The **Ethel Cowgill Memorial Scholarship** of \$600 is awarded annually to a financially needy dependent of a pastor of one of the Northwest Yearly Meeting of Friends churches.

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 **George H. Moore Memorial Scholarship** of \$500 is awarded annually to a student majoring in psychology with at least a 3.0 GPA. Financial need is required.



## Department of Religious Studies

The **Robert Barclay Tuition Scholarship** of \$1,250 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 and a minimum GPA of 2.5 are required.

The **Russel and Olivia Gainer Christian Ministry Scholarship** of \$850 is awarded to a Christian ministries major, with financial need preferred.

The **Haisch Family Christian Ministry Scholarship** of \$500 is awarded annually to seniors who are members of the Friends Church. Student should be training for local church ministry, anticipating attending seminary preferred. Minimum GPA of 2.5 is required. Financial need is not considered.

The **Ed Kidd Memorial Scholarship** of \$850 is awarded to a student, sophomore or above, with an interest in writing or ministry. Financial need is required. Apply through the Department of Writing/Literature in odd-numbered years (1999-2000) and through the Department of Religious Studies in even-numbered years (2000-01).

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 for 25 years. The stipend of \$2,400 is given to students who are preparing for full-time Christian service.

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 **Glen Rinard Memorial Scholarship** of \$300 is awarded annually to a Friends student majoring in Christian ministries or religion. The recipient must be preparing for Friends pastoral ministry. Students with junior or senior status are given preference. Financial need is not required.

The **Arthur and Fern Roberts Tuition Grant** of \$1,250 is awarded annually to a freshman or sophomore Quaker student. Financial need is required. Recommendation by the Admissions Office may be considered.

The **Robertson Family Missionary Scholarship** of \$300 is awarded annually to a son or daughter of an active missionary family. Financial need is not required. Recommendation by the Admissions Office may be considered.

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 3.0 GPA. The amount of the award is \$600. 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 **Jack L. Willcuts Memorial Scholarship** offers \$900 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 with a 3.0 GPA or higher. Financial need may be considered.

## Department of Sociology/ Social Work

The **Chehalem Center Community Scholarship**, with a stipend of \$2,200, annually assists a social work/sociology student from Newberg or the Chehalem Valley. Financial need is required.

The **Allen Hadley Memorial Scholarship** of \$200 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 and a minimum GPA of 3.0 is required. Apply through the Department of

Fine Arts in odd-numbered years (1999-2000) and through the Department of Sociology/Social Work in even-numbered years (2000-01).

The **David O. Moberg Scholarship** of \$1,300 is awarded annually to a student majoring in psychology or sociology. Financial need is required.

The **Edward L. and Ella M. Morse Memorial Scholarship** of \$150 is awarded to a deserving student who has financial need.

The **Levi T. Pennington Memorial Scholarship** of \$250 is awarded annually to a financially needy student majoring in sociology/social work who maintains a 3.0 GPA.

The **Isaac and Esther Smith Memorial Scholarship** of \$2,000 is awarded to a student with financial need.

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 **John Woolman Social Issues and Research Scholarship** of \$500 is awarded annually to a student majoring in sociology/social service or psychology with a minimum GPA of 3.0. The recipient must read *The Journal of John Woolman* and write a reflective paper. Financial need is not required.

## Department of Teacher Education

The **Viola D. Barkman Memorial Educational Scholarship** is a two-year \$2,250 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 **Haisch Family Education Major Scholarship** is awarded annually to a student majoring in education. The award is \$200.

The **Lynn Hampton Memorial Education Scholarship** of \$250 is awarded annually to aid a senior student majoring in elementary education with a minimum GPA of 3.25. Financial need is considered but not required.

The **Clarence and Sue Johnson Scholarship** of \$1,250 is awarded to a student who has financial need.

The **Alida Macy Memorial Education Scholarship** of \$1,300 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 **Virginia Millage Memorial Scholarship** provides \$500 to financially assist a junior or senior elementary education major. Financial need is 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 **Arthur and Gwen Winters Scholarship** of \$650 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 \$650 for an elementary education major with special needs. Financial need is considered.

The **Glenn Zurcher Scholarship Fund** provides tuition assistance to financially disadvantaged students with a high degree of scholastic aptitude and achievement. The total amount awarded is \$14,000.

### Department of Writing/Literature

The **Ed Kidd Memorial Scholarship** of \$850 is awarded to a student, sophomore or above, with an interest in writing or ministry. Financial need is required. Apply through the Department of Writing/Literature in odd-numbered years (1999-2000) and through the Department of Religious Studies in even-numbered years (2000-01).

The **Language Arts Teaching Scholarship** of \$1,300 is awarded annually to a student majoring in language arts teaching. Financial need is required.

The **Henry A. Nagl and Eddie Daniel Memorial Scholarship Fund** of \$1,000 is awarded annually to help deserving students meet college costs. Financial need must be considered.

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. Submit a portfolio of published/unpublished writing to the department.

### Miscellaneous

The **J. Vernon Rice and Maude R. Rice Scholarships** of \$100 to \$1,200 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/University Fellowship Program.

### ♦ DESIGNATED

Friends of the University 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. Applications are accepted by the department the award is listed under.

### Admissions Office

The **Chevron Merit Award** is an \$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: 1999-2000).

The **Pearl Crow Memorial Scholarship** is awarded annually to students majoring in sociology/social work. Incoming freshmen must have a minimum 3.25 GPA. Returning students must have a minimum 3.0 GPA. The maximum award is \$1,000 per academic class. Financial need may be considered. Graduates of Christian high schools preferred. The award may be renewed. Freshmen apply through the Admissions Office, and returning students apply through the Department of Sociology/Social Work.

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 **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 **Frank D. Roberts Family Scholarship** of \$200 is awarded annually to the valedictorian of the senior class of Greenleaf Academy, located in Greenleaf, Idaho. Student must have a minimum high school GPA of 3.4. Financial need is not required.

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 University.

### Financial Aid Office

The **Muscutt Married Student Scholarship** of \$600 is annually awarded to a sophomore or above married student with a 3.0 or above GPA and financial need.

The **Faith Award** is a \$1,000 scholarship awarded annually to a student who would otherwise not be able to attend George Fox. The recipient must maintain a GPA of 2.75-3.00.



### Department of Biology and Chemistry

The **Dr. Claude Lewis Scholarship** is awarded to a student from southern Oregon who is interested in dentistry as a profession. The student must have a minimum 3.5 GPA in sciences and should be from Jackson County, with Central Point as first priority. The award will go to one student for four years.

### Department of Business and Economics

The **Farmers' Insurance Group Scholarships** are awarded annually to upper-division students preparing for careers in insurance, mathematics, business, personnel, or computer science. Recipients must prepare a brief biographical sketch for Farmers' Insurance. Financial need may be considered.

### Department of Communication Arts

The **Crisman Brothers Grant** of \$300 is awarded annually to a financially needy student.

### Department of Family and Consumer Sciences

The **Orpha Puckett Larrance Memorial Scholarship** of \$500 is awarded annually to a student of sophomore, junior or senior standing majoring in family and consumer sciences or elementary education.

A GPA of 3.0 or higher is required. Financial need may be considered.

### Department of Fine Arts

The **Culver High School Scholarship** is given annually by the Culver High School scholarship committee to assist a Culver High School graduating senior.

The **Kristine Dicus Memorial Scholarship** of \$500 is awarded to an outstanding freshman student who plans to major in music. Financial need is required. Recommendation by the Admissions Office may be considered.

The **Roberta Mitchell Jansen Music Scholarship** is awarded to a student for four years. The \$500 award is given to a student specializing in music conducting, with a minimum 3.0 GPA. Preference will be given first to students from Polk County, then to Oregon high school graduates.

### Department of Health and Human Performance

The **Scott Ball Scholarship** of \$200 is awarded annually to a freshman or sophomore with a minimum high school GPA of 3.25.

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.

### Department of History and Political Science

The **Kerry E. and Vickie D. Irish Scholarship in History** is awarded annually to a history major with a minimum 3.5 GPA. Financial need is not a requirement. The annual award is \$750.

The **Springer Scholarship** is a \$1,000 scholarship awarded annually to a student interested in public policy issues. Applicants will prepare a 500- to 750-word essay.

### Department of Mathematics, Computer Science, and Engineering

The **Farmers' Insurance Group Scholarships** are awarded annually to upper-division students preparing for careers in insurance, mathematics, business, personnel, or computer science. Recipients must prepare a brief biographical sketch for Farmers' Insurance. Financial need may be considered.

The **Math Faculty Scholarship** is a \$1,200 scholarship awarded annually to a student majoring in math or math teaching. The student must be sophomore level or above. The award may be renewed. Financial need is not a requirement.

### Department of Religious Studies

The **Creelius 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 **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. Financial need is required. May be renewed for a second year.

### Department of Sociology/ Social Work

The **Allen Scholarship and Social Science Award** for \$500 is given to a sociology/social work major with a 3.0 minimum GPA who is a junior or senior and considering the fields of aging, the homeless, or lower-income populations. Financial need is considered.

The **Pearl Crow Memorial Scholarship** is awarded annually to students majoring in sociology/social work. Incoming freshmen must have a minimum 3.25 GPA. Returning students must have a minimum 3.0 GPA. The maximum award is \$1,000 per academic class. Financial need may be considered. Graduates of Christian high schools preferred. The award may be renewed. Freshmen apply through the Admissions Office, and returning students apply through the Department of Sociology/Social Work.

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.

### Department of Teacher Education

The **Roberta Mitchell Jansen Scholarship** is a \$500 award for four years to assist a student majoring in math education. The student must have a minimum 3.0 GPA. Preference will go to a high school graduate from Polk County, with second preference going to a high school graduate from Oregon. Financial need is not a requirement.

### Miscellaneous

The **Alumni Scholarship/Alumni Awards** are given annually to 11 students who are direct descendants (parents or grandparents) of George Fox alumni who attended George Fox University for at least one year, including the MHR/MOL/MBIS programs.

The **Madras High School Scholarship** is given annually by the Madras High School scholarship committee to assist a Madras High School graduating senior.

It is the hope of the University 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 by the Financial Aid Office based on demonstrated need and availability of funds.

Because of the limited funds, this is usually awarded to those students who have exceptional need.

The University participates in the Federal Direct Student Loan program for the Federal Stafford Loan, the Federal Unsubsidized Stafford and the Federal Parents Loan for Undergraduate Students (PLUS). Eligibility for the Stafford and the Unsubsidized Stafford is determined by filling out the Free Application for Federal Student Aid, as well as by student status. Parents wishing to borrow through the PLUS program may request an application through the Financial Aid Office.

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 University 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. Work-study is offered by the Financial Aid Office based mostly on need and the availability of funds. Most student employment is subsidized through the Federal College Work-Study Program. If eligible, a student must submit a work-study application supplied by the Human Resources Office. The

University is required to spend some of its federal subsidy for off-campus community service positions. This is coordinated through the Human Resources Office and selected academic departments. A limited number of employment positions are given to students who do not qualify for federal funds. These positions usually go to returning students who have been specifically requested by their supervisor.

### ◆ GOVERNMENTAL FUNDS AND PROVISIONS

Prospective and enrolled students may request and receive information from 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 Federal Pell Grants, Federal Supplementary Educational Opportunity Grants, the Federal Perkins Loan/Direct Loan Program, the Federal Guaranteed Student Loan Program, Federal Parents Loan for Undergraduate Students, and the Federal College Work-Study Program. Other grants are contributed by the state of Oregon for eligible residents and by the University 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 & REGULATIONS

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## COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS

George Fox University does not discriminate in its educational programs or activities, including employment, on the bases of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws.

The University also is in compliance with the Family Educational Rights 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

George Fox University accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect

the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the George Fox University community, only those members, individually or collectively, acting in the students' direct educational interest are allowed access to student educational records. These members include personnel in the student services offices and academic personnel within the limitation of their "need to know" as determined by the Registrar.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. The University construes the following information to be "directory information": parents' names and addresses, the student's name, campus and home address, telephone number, date and place of birth, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, denominational or religious preference, the most recent previous school attended, and for members of athletic teams, height, weight and position played. The University also considers photographs (non-captioned) to be Directory Information. As such, release of photographs also is permitted.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the Registrar's Office. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Non-directory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. The Registrar's Office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admissions, personal and academic files, and academic, cooperative education, disciplinary records, and placement records. Students wishing to review their education records must give a written request to the Registrar listing the item or items of interest. Only records covered in the Act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students *may not* inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record which pertains to the inquiring student.

*(Adapted from: "A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974," American Association of Collegiate Registrars and Admissions Officers, 1990.)*

## Drug-Free Environment

George Fox University is concerned about the intellectual, physical, psychological and spiritual well-being of all its students and employees. The community recognizes the danger to one's physical and psychological well-being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or non-prescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

## Disabled Students

The Enrollment Services Office coordinates services for disabled students. The Office also promotes campus awareness of issues and needs of disabled students. Supportive services can be provided, depending on the nature of the disability and availability of resources. Documentation of an existing disability generally will be required.

Specific courses on career exploration, study skills, and writing development are available. Special adaptive physical education classes for students with disabilities are offered through the Health and Human Performance Department.

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

## Disclosure of Uses for Social Security Numbers

Providing one's social security number is voluntary. If a student provides it, the University may use his or her social security number for keeping records, doing research, and reporting. The University does not use the number to make any decision directly affecting the student or any other person. A student's social security number is not given to the general public. Students who choose not to provide their social security numbers are not denied any rights as a student. A statement in the class schedule describes how social security numbers are used. Providing one's social security number means that the student consents to use of the number in the manner described.

## Anti-Harassment Policy

It is the policy of George Fox University that all employees and students work in an environment where the dignity of each individual is respected. Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran's status, or any other status protected under applicable local, state or federal law is prohibited. Such harassing behavior should be avoided because conduct appearing to be welcome or tolerated by one employee or student may be very offensive to another employee or student.

## Prohibited Conduct for Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment/academic status;
- (2) submission to or rejection of such conduct by an individual influences employment/academic status decisions affecting such individual; or
- (3) such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile or offensive working/student life environment.

The conduct prohibited may be verbal, visual or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, grades) in response to sexual contact. More subtle forms of behavior, such as offensive posters, cartoons, caricatures, comments and jokes of a sexual nature are discouraged, as they may constitute sexual harassment when they contribute to a hostile or offensive working/student life environment.

If any employee or student believes he or she has been discriminated against or has been subjected to sexual or other forms of harassment, the employee or student must immediately notify the following persons:

1. If the alleged incident involves a student and a faculty member, contact a school dean, the Vice President for Academic Affairs, the Vice President for Student Life, or the Vice President for Enrollment Services.
2. If the alleged incident involves a staff member or a student in the work-study program for the University, contact a supervisor or manager, the Director of Personnel, the Assistant Vice President for Financial Affairs, or the Vice President for Financial Affairs.

Complaints will be investigated and corrective action taken as determined appropriate by the University.

# DIRECTORIES

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## FACULTY, 1999-2000

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.

**Wayne V. Adams**, Professor of Psychology. B.A., Houghton College; M.A., Ph.D., Syracuse University. George Fox University 1999–

**Michael A. Allen**, Professor of Sociology. B.S., M.S., Illinois State University. George Fox University 1976–

**Richard E. Allen**, Associate Professor of Management and Health and Human Performance, Assistant Director of Continuing Education. B.S., Seattle Pacific University; M.S., University of Oregon. George Fox University 1969–

**Paul N. Anderson**, Associate Professor of Biblical and Quaker Studies. B.A., Malone College; B.A., Trinity Lutheran Seminary; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox University 1989-98, 1999–

**Mark E. Ankeny**, Associate Professor of Education. B.A., George Fox University; M.S., Portland State University; Ph.D., University of Oregon. George Fox University 1991–

**Rebecca Thomas Ankeny**, Professor of English, Chairperson of the Department of Writing/Literature. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1988–

**Patrick L. Bailey**, Assistant Professor of Health and Human Performance. B.S., University of Idaho; M.Ed., University of Oregon. George Fox University 1995–

**Tara L. Baker**, Assistant Professor of Biology. B.S., Ph.D., Iowa State University. George Fox University 1998–

**Grace A. Balwit**, Associate Professor of Education, Director of the Master of Arts in Teaching Program. B.S., Eastern Nazarene College; M.A., Ed.Spec., Northern Michigan University; Ph.D., University of Wisconsin. George Fox University 1994–

**Dirk E. Barram**, Professor of Business, Chairperson of the Department of Business and Economics. B.A., Gordon College; M.Ed., Kent State University; Ph.D., Michigan State University. George Fox University 1986–

**Stephen R. Bearden**, Assistant Professor of Marriage and Family Therapy. B.A., Olivet Nazarene University; M.Div., M.A., Fuller Theological Seminary; Ph.D., Oregon State University. George Fox University 1996–

**Deborah L. Berhó**, Instructor of Spanish. B.A., Northwest Nazarene College; M.A., University of New Mexico. George Fox University 1997–

**Teresa L. Boehr**, Associate Professor of Family and Consumer Sciences. B.S., Oregon State University; M.A., Linfield College. George Fox University 1985–

**John D. Bowman**, Professor of Music. B.M., Houghton College; D.M.A., University of Cincinnati. George Fox University 1980–

**Irv A. Brendlinger**, Professor of Religion. B.A., Asbury College; M.Div., Asbury Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Edinburgh. George Fox University 1993–

**Daniel L. Brunner**, Assistant Professor of Church History and Pastoral Studies. B.A., Northwest Christian College; M.Div., Fuller Theological Seminary; Ph.D., University of Oxford. George Fox University 1996–

**Robert E. Buckler**, Professor of Psychology. A.B., University of California, Los Angeles; M.P.H., Johns Hopkins University; M.D., Georgetown University School of Medicine. George Fox University 1990–

**Rodger K. Bufford**, Professor of Psychology, Director of Integration for the Graduate School of Clinical Psychology. B.A., The King's College; M.A., Ph.D., University of Illinois. George Fox University 1990–

**William C. Buhrow, Jr.**, Director of Health and Counseling Services, Assistant Professor of Psychology. A.A., Baptist Bible College; B.A., Cedarville College; M.A., Dallas Theological Seminary; M.A., Psy.D., George Fox University. George Fox University 1994–

**George J. Byrtek**, Assistant Professor of Management. B.S., University of Wisconsin, Stevens Point; M.S., National Louis University. George Fox University 1991–

**Clark D. Campbell**, Associate Professor of Psychology, Chairperson of the Department of Psychology. B.A., Wheaton College; M.A., Ph.D., Western Seminary. George Fox University 1991–

**Douglas G. Campbell**, Professor of Art. B.A., Florida State University; M.F.A., Pratt Institute; Ph.D., Ohio University. George Fox University 1990–

**Kevin M. Carr**, Assistant Professor of Education. B.S., University of Oregon; M.S., Ph.D., University of Idaho. George Fox University 1998–

**Paul H. Chamberlain**, Professor of Chemistry, Director of Overseas Studies. B.A., Point Loma College; Ph.D., University of Nevada, Reno. George Fox University 1977–

**R. Carlisle Chambers**, Associate Professor of Chemistry. B.S., Milligan College; Ph.D., Emory University. George Fox University 1994–

**Charles K. Church**, Reference Librarian. B.S., Southern Oregon State College; M.L.S., University of Oregon. George Fox University 1993–

**Charles J. Conniry, Jr.**, Assistant Professor of Pastoral Ministries and Director of the Doctor of Ministry Program. B.A., American Christian School of Religion; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary. George Fox University 1998–

**Andrea P. Cook**, Vice President for Enrollment Services. B.A., Northwest Nazarene College; M.S., University of Oregon. George Fox University 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 University 1987–

**Caitlin C. Coming**, Assistant Professor of History. B.A., Seattle Pacific University; M.A., Ph.D., University of Leeds. George Fox University 1996–

**Jonas A. Cox**, Assistant Professor of Education. B.S., Oregon State University; M.A.T., Lewis & Clark College; Ph.D., University of Iowa. George Fox University 1997–

**Victoria L. Defferding**, Assistant Professor of Spanish. B.A., University of Oregon; M.A., Portland State University. George Fox University 1989–

**John S. DeJoy**, Assistant Professor of Management. B.B.A., Pace University; M.S., Ph.D., University of Idaho. George Fox University 1996–

**Stephen Delamarter**, Associate Professor of Old Testament. A.A., Wenatchee Valley College; B.A., Seattle Pacific University; M.A.R., M.Div., Western Evangelical Seminary; M.A., Ph.D., Claremont Graduate School. George Fox University 1996–

**Carol A. Dell'Oliver**, Assistant Professor of Psychology; Director of Clinical Training, Graduate School of Clinical Psychology. B.A., University of Colorado-Boulder; M.A., Ph.D., University of Kansas-Lawrence. George Fox University 1996–

**Eugene R. Dykema**, Professor of Business and Economics. B.A., University of Illinois; M.B.A., University of Chicago; Ph.D., University of Notre Dame. George Fox University 1991–

**Kathryn V. Ecklund**, Associate Professor of Psychology. B.A., M.A., Ph.D., Biola University. George Fox University 1994–

**Richard A. Engnell**, Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox University 1978–

**William R. Essig**, Assistant Professor of Business. B.A., Miami University; Dep. C.S., Regent College; M.P.A., Harvard University. George Fox University 1995–

**Gary K. Fawver**, Professor of Outdoor Ministries. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; D.Min., Western Seminary. George Fox University 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., The Ohio State University. George Fox University 1980–

**Stanley M. Frame**, Associate Professor of Management, Director of the Boise Center. B.A., La Verne College; M.A., Chico State University; Ed.D., New Mexico State University. George Fox University 1996–

**Kathleen A. Gathercoal**, Associate Professor of Psychology, Director of Research for the Graduate School of Clinical Psychology. A.B., Franklin & Marshall College; M.A., Ph.D. Case Western Reserve University. George Fox University 1993–

**Andrew D. Gess**, Assistant Professor of Management. B.A., Azusa Pacific University; M.Div., Fuller Theological Seminary; M.Ed., Oregon State University; Ph.D., Regent University. George Fox University 1991-96, 1998–

**Raymond P. Gleason**, Executive in Residence. B.A., M.A., California State University, Los Angeles. George Fox University 1989–

**Steven C. Grant**, Associate Professor of Health and Human Performance. B.A., Biola University; M.Ed., Linfield College. George Fox University 1982–

**Dennis B. Hagen**, Professor of Music and Teacher Education. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox University 1964–

**Steven E. Hannum**, Associate Professor of Chemistry. B.S., Wheaton College, Ph.D., University of Kentucky. George Fox University 1985–

**Robert F. Harder**, Associate Professor of Engineering. B.S.M.E., M.S.M.E., Michigan Technological University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox University 1988–

**Mark O. Hatfield**, Herbert Hoover Distinguished Professor. B.A., Willamette University; M.A., Stanford University. George Fox University 1997–

**Thomas F. Head**, Professor of Economics. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox University 1971-74; 1976-79; 1983–

**W. Scot Headley**, Associate Professor of Education, Director of the Master of Education Program. B.S., M.Ed., Colorado State University; Ph.D., The Ohio State University. George Fox University 1994–

**Henry C. Helsabeck**, Professor of Mathematics, Chairperson of the Department of Mathematics, Computer Science and Engineering. B.A., Culver Stockton College; M.A., M.A., Ph.D., University of Missouri. George Fox University 1978–

**Edward F. Higgins**, Professor of English. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox University 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 University 1968-85; 1988–

**Martha A. Iancu**, Associate Professor of English as a Second Language, Director of the English Language Institute. B.A., M.A., University of Oregon. George Fox University 1989–

**Kerry E. Irish**, Associate Professor of History, Chairperson of the Department of History and Political Science. B.A., George Fox University; M.A., Ph.D., University of Washington. George Fox University 1993–

**Dale R. Isaak**, Assistant Professor of Health and Human Performance. B.S., Willamette University; M.Ed., University of Minnesota; M.S., Indiana State University. George Fox University 1995–

**Clella I. Jaffe**, Associate Professor of Communication Arts, Director of Forensics. B.A., Seattle Pacific University; M.Ed., Ph.D., Oregon State University. George Fox University 1995–

**Craig E. Johnson**, 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 University 1988–

**Derric E. Johnson**, Director of Choral Music, Director of Dayspring. B.A., Azusa Pacific University. George Fox University 1996–

**John M. Johnson**, Associate Professor of Mathematics. B.S., Northwest Nazarene College; M.S., Kansas State University. George Fox University 1984–

**Merrill L. Johnson**, Director of Learning Resources, Associate Professor. B.A., Seattle Pacific University; M.L.S., University of Oregon. George Fox University 1980–

**Michele E. Johnson**, Associate Professor of Business. B.A., Wayne State University; M.B.A., University of South Dakota. George Fox University 1997–

**Thomas F. Johnson**, Dean of Western Evangelical Seminary, Professor of Biblical Theology. B.Ph., Wayne State University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Duke University. George Fox University 1997–

**William G. Jolliff**, Professor of Writing/Literature. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., The Ohio State University. George Fox University 1994–

**Paul W. Kennedy**, Associate Professor of Sociology. B.A., Wheaton College; M.S., State University of New York; M.A., Fuller Theological Seminary; Ph.D., University of Southern California. George Fox University 1997–

**Gary M. Kilburg**, Associate Professor of Education. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox University 1992–

**Dwight J. Kimberly**, Associate Professor of Biology. B.A., George Fox University; M.S., Oregon State University. George Fox University 1994–

**E. Alan Kluge**, Associate Professor of Business. B.S., M.B.A., Ph.D., Oregon State University. George Fox University 1996–

**Christopher J. Koch**, Associate Professor of Psychology, Director of Undergraduate Studies, Department of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox University 1993–

**Warren G. Koch**, Assistant Professor of Telecommunication. B.A., George Fox University; M.S., Boston University; Ph.D., Regent University. George Fox University 1982–92; 1993–

**Beth A. La Force**, Professor of Education, Co-Director of Intensified Studies. B.S., Malone College; M.A., Western Michigan University; Ph.D., Michigan State University. George Fox University 1987–

**Gregg T. Lamm**, Campus Pastor. B.A., George Fox University; M.Div., Western Evangelical Seminary. George Fox University 1991–

**Robert E. Lauinger**, Associate Professor of Music. B.S., Portland State University; M.M., Indiana University; D.M.A., University of Arizona. George Fox University 1967-69; 1971–

**Laurie E. Lieggi**, Reference Librarian. B.A., Northwest Nazarene College; M.L.S., Indiana University. George Fox University 1997–

**Sharon F. Linzey**, Professor of Sociology. B.A., Southern California College; M.A., M.A., Ph.D., Indiana University. George Fox University 1997–

**Carleton H. Lloyd**, Professor of Social Work, Chairperson of the Department of Sociology/Social Work. B.A., Columbia Christian College; M.A., Eastern New Mexico University; M.S., Oregon State University; M.S.S.W., Ph.D., University of Texas-Arlington. George Fox University 1994–

**Bruce G. Longstroth**, Assistant Professor of Management. B.A., George Fox University; M.S.W., University of Utah. George Fox University 1974–

**Howard R. Macy**, Professor of Religion and Biblical Studies, Chairperson of the Department of Religious Studies. B.A., George Fox University; M.A., Earlham School of Religion; Ph.D., Harvard University. George Fox University 1990–

**Margaret L. Macy**, Associate Professor of Education. B.A., George Fox University; M.Ed., Wichita State University, Ph.D., Walden University. George Fox University 1991–

**Anita B. Maher**, Assistant Professor of Marriage and Family Therapy. B.A., Millersville State University; M.A., Azusa Pacific University; M.A., Ph.D. Fuller Theological Seminary. George Fox University 1996–

**Leonardo M. Marmol**, Professor of Psychology, Director of the Graduate School of Clinical Psychology. B.A., M.A., Pepperdine University; B.D., San Francisco Theological Seminary; Ph.D., California School of Professional Psychology, San Francisco. George Fox University 1997–

**Susan C. McNaught**, Assistant Professor of Management. B.A., Oklahoma City University; M.S., Portland State University; Ph.D., Oregon State University. George Fox University 1996–

**Randolph Michael**, Associate Professor of Marriage and Family Therapy. B.A., Northwest Nazarene College; M.Div., Nazarene Theological Seminary; D.Min., Midwestern Baptist Theological Seminary. George Fox University 1996–

**Donald J. Millage**, Vice President for Financial Affairs. B.S., University of Oregon; CPA, Oregon. George Fox University 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 University; M.P.A., Drake University; J.D., University of Michigan. George Fox University 1985–

**Glenn T. Moran**, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox University 1979-86; 1991–

**Edward F. Morris**, Associate Professor of Psychology. B.A., Lake Forest College; M.S.W., Loyola University; M.A., Ph.D., University of Maryland. George Fox University 1997–

**MaryKate Morse**, Associate Professor of Spiritual Formation and Pastoral Studies. B.S., Longwood College; M.A., M.Div., Western Evangelical Seminary; Ph.D., Gonzaga University. George Fox University 1996–

**Lee Nash**, Professor of History. A.B., Cascade College; M.A., University of Washington; Ph.D., University of Oregon. George Fox University 1975–

**John R. Natzke**, Assistant Professor of Electrical Engineering. B.S.E.E., Milwaukee School of Engineering; M.S.E.E., Marquette University; Ph.D.E.E., University of Michigan. George Fox University 1995–

**Roger J. Newell**, Assistant Professor of Religious Studies. B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., University of Aberdeen. George Fox University 1997–

**K. Louise Newswanger**, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox University 1992–

**Delia Nüesch-Olver**, Assistant Professor of Pastoral Ministry. A.Ed., Swiss College; B.S., Mercy College; M.A., Long Island University; Ph.D., Syracuse University. George Fox University 1998–

**G. Dale Orkney**, Professor of Biology. B.A., Northwest Nazarene College; M.S., Ph.D., University of Idaho. George Fox University 1963-64; 1965–

**Ashjorn Osland**, Assistant Professor of Business, Director of the Graduate Business Program. B.A., University of Minnesota; M.S.W., University of Washington; M.B.A., Ph.D., Case Western Reserve University. George Fox University 1995–

**Richard B. Parker**, Director of the Institute of Science and Christian Faith. B.S., M.S., Oregon State University; Ph.D., Oregon State University/ University of Wisconsin. George Fox University 1996–

**Donna K. Phillips**, Assistant Professor of Education. B.S., Eastern Oregon State University; M.S., Western Oregon State University. George Fox University 1998–

**Alex A. Pia**, Assistant Professor of English as a Second Language, International Student Advisor. B.A., California State University, Chico; M.A., Portland State University. George Fox University 1990–

**Donald R. Powers**, Professor of Biology, Chairperson of the Department of Biology and Chemistry. B.S., Biola University; M.S., San Diego State University; Ph.D., University of California, Davis. George Fox University 1989–

**Colleen D. Richmond**, Assistant Professor of Writing and Literature. B.A., Oregon State University; M.A., Portland State University. George Fox University 1992–

**Arthur O. Roberts**, Professor-at-Large. B.A., George Fox University; M.Div., Nazarene Theological Seminary; Ph.D., Boston University. George Fox University 1953–

**Gale H. Roid**, Professor of Psychology. A.B., Harvard University; M.A., University of Oregon; Ph.D., Harvard University. George Fox University 1993–

**Félix Rosales**, Instructor for Special Programs. Diploma in Theology, International Bible Institute, Managua, Nicaragua; GED Certificate, Centralia Community College; M.A., Western Evangelical Seminary. George Fox University 1996–

**Scott M. Rueck**, Instructor of Health and Human Performance. B.S., M.A.T., Oregon State University. George Fox University 1996–

**Linda L. Samek**, Assistant Professor of Education, Chairperson of the Department of Teacher Education. B.S., Oregon State University; M.S., Portland State University. George Fox University 1996–



**Mel L. Schroeder**, Associate Professor of Drama, Chairperson of the Department of Fine Arts. B.A., Northwest Nazarene College; M.A., San Jose State University. George Fox University 1978-83; 1987-

**Sherrie K. Schulke**, Assistant Professor of Social Work. B.S., George Fox University; M.S.S., M.L.S.P., Bryn Mawr College; M.Div., Eastern Baptist Theological Seminary. George Fox University 1995-

**Judith A. Schwanz**, Associate Dean of Western Evangelical Seminary, Associate Professor of Counseling, Chairperson of the Graduate Department of Counseling. B.A., Northwestern University; M.A., Western Evangelical Seminary; M.S., Ph.D., Portland State University. George Fox University 1996-

**Mark A. Selid**, Assistant Professor of Business. B.A., Pacific Lutheran University; M.T., Portland State University, CPA. George Fox University 1993-

**Richard S. Shaw**, Assistant Professor of Marriage and Family Therapy. B.S., University of Nebraska-Kearney; M.A., Asbury Theological Seminary; D.M.F.T., Fuller Theological Seminary. George Fox University 1996-

**R. Larry Shelton**, Wesleyan Professor of Theology. B.A., Pfeiffer College; M.Div., Th.M., Asbury Theological Seminary; Th.D., Fuller Theological Seminary. George Fox University 1996-

**Byron S. Shenk**, Professor of Health and Human Performance, 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 University 1990-

**Sherie L. Sherrill**, Instructor of English. B.A., Seattle Pacific University. George Fox University 1976-

**Philip D. Smith**, Associate Professor of Philosophy. B.A., George Fox University; M.A., Fuller Theological Seminary; Ph.D., University of Oregon. George Fox University 1982-

**Robin L. Smith**, Associate Professor of Christian Education. B.S., Northwest Christian College; M.S., University of La Verne; Ph.D., Claremont Graduate School. George Fox University 1998-

**Carole D. Spencer**, Instructor of Church History. M.A., Western Evangelical Seminary. George Fox University 1996-

**Ronald G. Stansell**, Professor of Religion. B.A., George Fox University; M.Div., Western Evangelical Seminary; D.Miss., Trinity Evangelical Divinity School. George Fox University 1985-

**Daniel S. Sweeney**, Assistant Professor of Counseling. B.A., San Jose State University; B.A., San Jose Bible College; M.A., Azusa Pacific University; Ph.D., University of North Texas. George Fox University 1996-

**Craig B. Taylor**, Associate Professor of Health and Human Performance, Director of Athletics. B.S., George Fox University; M.Ed., Linfield College. George Fox University 1975-78; 1980-

**Mark E. Terry**, Instructor of Art. B.S., Willamette University; M.S., Western Oregon State University. George Fox University 1997-

**Nancy S. Thurston**, Associate Professor of Psychology. B.A., Hope College; M.A., Ph.D., Central Michigan University. George Fox University 1999-

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UNIVERSITY ACADEMIC CALENDAR

**August**

Faculty Conference, Monday . . . . . Sun.-Tues.  
 All-Campus Fellowship . . . . . Tues.

**1999-2000**

Aug. 15-17  
 Aug. 24

**2000-01**

Aug. 14-16  
 Aug. 22

**Fall Semester**

Residence halls open to new students, 1 p.m. . . . . Fri.  
 New Student-Parent Convocation . . . . . Fri.  
 New student sessions/registration/confirmation . . . . . Fri.-Sun.  
 Residence halls open to returning students, 10 a.m. . . . . Sat.  
 Registration/confirmation of returning students, 1 to 6 p.m. . . . . Sat.  
 Newberg campus classes begin, 8 a.m. . . . . Mon.  
 Honors Convocation, 10 a.m. . . . . Mon.  
 Last day to register . . . . . Fri.  
 Seminary classes begin . . . . . Tues.  
 Last day to change registration . . . . . Fri.  
 Withdrawal fee begins . . . . . Mon.  
 Seminary last day to change registration . . . . . Fri.  
 Last day to exercise pass/no pass option . . . . . Fri.  
 Mid-semester holiday . . . . . Fri.  
 Last day to withdraw from class . . . . . Fri.  
 Thanksgiving vacation . . . . . Thur.-Sun.  
 Classes resume . . . . . Mon.  
 Registration for spring semester/undergraduate . . . . . Mon.-Fri.  
 Registration for spring semester/graduate . . . . . Mon.-Fri.  
 Fall semester classes end, 5 p.m. . . . . Fri.  
 Study day . . . . . Mon.  
 Final exam period . . . . . Tues.-Fri.  
 Residence halls close, 5 p.m. . . . . Sat.  
 Midyear Commencement, 2 p.m. . . . . Sat.

**1999-2000**

Aug. 27  
 Aug. 27  
 Aug. 27-29  
 Aug. 28  
 Aug. 28  
 Aug. 30  
 Aug. 30  
 Sept. 3  
 Sept. 7  
 Sept. 10  
 Sept. 13  
 Sept. 17  
 Sept. 24  
 Oct. 8  
 Nov. 5  
 Nov. 25-28  
 Nov. 29  
 Nov. 29-Dec. 3  
 Dec. 6-10  
 Dec. 10  
 Dec. 13  
 Dec. 14-17  
 Dec. 18  
 Dec. 18

**2000-01**

Aug. 25  
 Aug. 25  
 Aug. 25-27  
 Aug. 26  
 Aug. 26  
 Aug. 28  
 Aug. 28  
 Sept. 1  
 Sept. 5  
 Sept. 8  
 Sept. 11  
 Sept. 15  
 Sept. 22  
 Oct. 6  
 Nov. 3  
 Nov. 23-26  
 Nov. 27  
 Nov. 27-Dec. 1  
 Dec. 4-8  
 Dec. 8  
 Dec. 11  
 Dec. 12-15  
 Dec. 16  
 Dec. 16

**Spring Semester**

Residence halls open for new students, 1 p.m. . . . . Sun.  
 Residence halls open for returning students, 1 p.m. . . . . Sun.  
 Registration/confirmation of new students . . . . . Sun.  
 Classes begin, 8 a.m. . . . . Mon.  
 Last day to register . . . . . Fri.  
 Martin Luther King Jr. Holiday . . . . . Mon.  
 Last day to change registration . . . . . Fri.  
 Withdrawal fee begins . . . . . Mon.  
 Last day to exercise pass/no pass option . . . . . Fri.  
 Housing deposit due for upcoming year . . . . . Tues.  
 Last day to withdraw from class . . . . . Fri.  
 Spring vacation . . . . . Sat.-Sun.  
 Classes resume . . . . . Mon.  
 Preregistration for fall & spring semesters/graduate . . . . . Mon.-Fri.  
 Preregistration for fall & spring semesters/undergraduate . . . . . Mon.-Fri.  
 Spring semester classes end, 5 p.m. . . . . Fri.  
 Easter . . . . . Sun.  
 Study day . . . . . Mon.  
 Final exam period . . . . . Tues.-Fri.  
 Residence halls close, 5 p.m. . . . . Sat.  
 Graduate and Continuing Education Commencement. . . . . Sat.  
 Baccalaureate . . . . . Sat.  
 Undergraduate Commencement . . . . . Sat.  
 Residence halls close for graduates, 5 p.m. . . . . Sun.

**1999-2000**

Jan. 9  
 Jan. 9  
 Jan. 9  
 Jan. 10  
 Jan. 14  
 Jan. 17  
 Jan. 21  
 Jan. 24  
 Feb. 4  
 March 7  
 March 10  
 March 18-26  
 March 27  
 April 3-7  
 April 10-14  
 April 21  
 April 23  
 April 24  
 April 25-28  
 April 29  
 April 29  
 April 29  
 April 29  
 April 30

**2000-01**

Jan. 7  
 Jan. 7  
 Jan. 7  
 Jan. 8  
 Jan. 12  
 Jan. 15  
 Jan. 19  
 Jan. 22  
 Feb. 2  
 March 6  
 March 9  
 March 17-25  
 March 26  
 April 2-6  
 April 9-13  
 April 20  
 April 15  
 April 23  
 April 24-27  
 April 28  
 April 28  
 April 28  
 April 28  
 April 29

**May Term**

		<b>1999-2000</b>	<b>2000-01</b>
Preregistration .....	Mon.-Fri.	Nov. 29-Dec. 3	Nov. 27-Dec. 1
Final Registration .....	Tues.	May 2	May 1
May Term begins .....	Tues.	May 2	May 1
Last day to withdraw .....	Fri.	May 12	May 11
May Term ends .....	Sat.	May 20	May 19
Memorial Day holiday .....	Mon.	May 29	May 28

**Summer Semester**

**2000                      2001**

**♦ UNDERGRADUATE**

Summer semester begins .....	Tues.	May 23	May 22
Last day to withdraw .....	Fri.	July 21	July 21
Summer semester ends .....	Fri.	Aug. 4	Aug. 3

**♦ GRADUATE**

**Clinical Psychology**

Preregistration .....	Mon.-Fri.	April 3-7	April 2-6
Final Registration .....	Tues.	May 9	May 8
Summer Session .....	Mon.-Fri.	May 8-June 30	May 7-June 29

**Education**

M.A.T. at Night Session .....	Mon-Sat.	May 8-Aug. 1	May 7-July 31
M.A.T. Final Registration .....	Tues.	June 13	June 12
M.A.T. Session .....	Mon.-Fri.	June 12-Aug. 4	June 11-Aug. 3
M.Ed. Session .....	Mon.-Fri.	June 19-Aug. 18	June 18-Aug. 17

**Business**

M.B.A. Session .....	Mon.-Sat.	April 17-July 22	April 16-July 21
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**Seminary**

Seminary Session .....	Mon.-Fri.	May 8-June 30	May 7-June 29
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**Meal Service**

1999 Fall Semester: Evening of Friday, Aug. 27, for new students, Saturday, Aug. 28, for returning students, through breakfast Saturday, Dec. 18.

2000 Spring Semester: Evening of Sunday, Jan. 9, through breakfast Saturday, March 18, and evening of Sunday, March 26, through noon Saturday, April 29.

NOTICE: Rarely are changes made in a University calendar once published. However, George Fox 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.