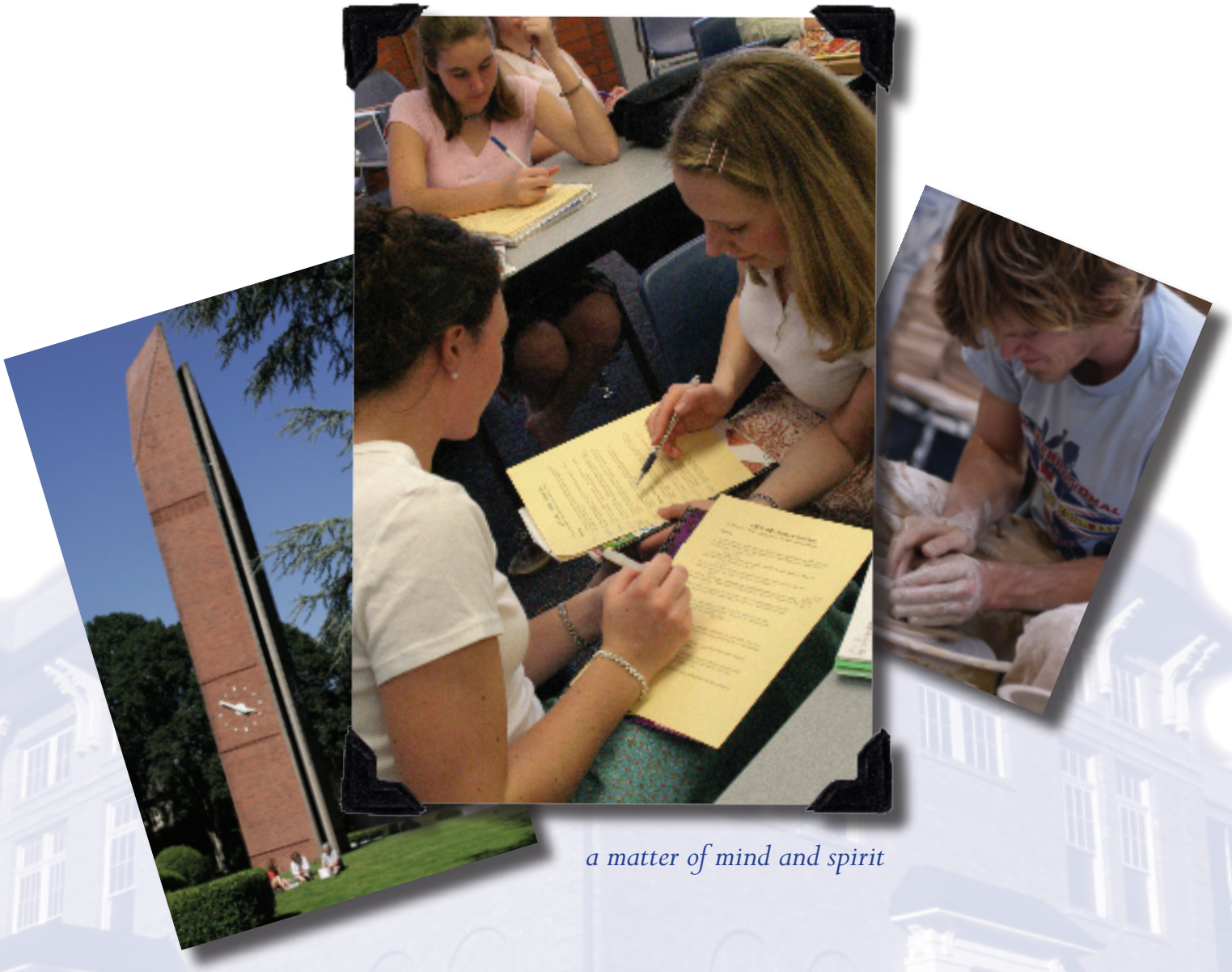
Undergraduate Catalog
2006-07



a matter of mind and spirit

George Fox University

President's Message 9

University Profile 10

- Our Heritage
- Mission and Objectives
- Statement of Faith
- Values Statement
- Student Outcomes
- Accreditation and Memberships
- Locations
- Campus Facilities

Student Life 18

- Office of Student Life
- Standards of Conduct
- Spiritual Formation Requirements and Campus Ministries
- Student Activities and Organizations
- Athletics
- Intramurals
- Student Government
- Media
- Music
- Social Events
- Theatre
- ADVANCE Leadership Development Program and Fox Mentoring Program
- Residence Life
- Student Housing
- Food Service
- Career Services
- Academic Resource Center
- Health and Counseling Services
- International Student Services
- Multicultural Services
- Security Services

Academic Programs 27

- General Education Requirements
- Exemptions and Waivers
- General Education Requirements for Engineering
- General Education Requirements for Teacher Education
- General Education Requirements for Music Education
- Preprofessional Programs
- Prelaw Program

- Prenursing Program
- Course Numbering System
- Course Challenge Programs

Major and Minor Requirements 38

- Degrees
- Admission to a Major
- Interdisciplinary Majors
- Selection of a Minor

Majors

- Accounting (BA)
- Allied Health (BS)
- Applied Science (Engineering) (BS)
- Art (BA)
    - Concentrations in:
    - Graphic Design
    - Studio Arts
- Biblical Studies (BA)
- Biology (BS)
- Business Administration (BA)
    - Concentrations in:
    - Finance
    - International Business
    - Management
    - Marketing
- Chemistry (BS)
    - Concentrations in:
    - Biochemistry
    - Chemistry
- Christian Ministries (BA)
    - Concentrations in:
    - Church Recreation
    - Educational Ministry
    - Missions
    - Youth Ministry
- Cinema and Media Communication (BA)
    - Concentrations in:
    - Film Studies
    - Multimedia
    - Production
- Cognitive Science (BS)
- Communication Arts (BA)
- Computer and Information Science (BS)
    - Concentrations in:

    - Computer Science
    - Information Science
- Economics (BA)
- Elementary Education (BS)
- Engineering (BS)
    - Concentrations in:
    - Electrical Engineering
    - Mechanical Engineering
- Family and Consumer Sciences (BS)
    - Concentrations in:
    - Family and Consumer Sciences
    - Fashion Merchandising/Interior Design
    - Foods and Nutrition in Business
    - Cooperative 3-1 Degree Program with the Fashion Institute of Design and Merchandising
- Health Administration (BA)*
- Health and Human Performance (BS)
    - Concentrations in:
    - Athletic Training
    - Fitness Management
    - Health Preteaching
    - Physical Education Preteaching
- History (BA)
- Interdisciplinary Studies (BA or BS)
- International Studies (BA)
- Management and Business Information Systems (BS)*
- Management and Organizational Leadership (BA)*
- Mathematics (BS)
- Music (BA)
    - Concentration in:
    - Composition
    - General
    - Performance
    - Preteaching
- Music Education (BA)
- Nursing (BS)
- Organizational Communication (BA)
- Philosophy (BA)
- Political Science (BA)
- Project Management (BS)*
- Psychology (BA or BS)
- Religion (BA)
- Social and Behavioral Studies (BA)*
- Social Work (BS)
- Sociology (BA)
- Spanish (BA)
- Theatre (BA)
    - Concentrations in:

    - Acting/Directing
    - Design/Technology
- Writing/Literature (BA)

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

Minors

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

- Psychology
- Quaker Studies
- Recreation
- Religion
- Romance Language
- Social Welfare
- Sociology
- Spanish
- Speech Teaching
- Teaching English to Speakers of Other Languages
- Theatre
- Writing

Course Descriptions 104

(Courses are listed alphabetically by prefix. For semesters off campus course prefixes, see off-campus programs.)

Course Prefix	Subject
ACCT	Accounting
AMSL	American Sign Language
ARTS	Art
BIBL	Biblical Studies
BIOL	Biology
BUSN	Business
CHEM	Chemistry
CHMN	Christian Ministries
CMCO	Cinema and Media Communication
COMM	Communication Arts
CSIS	Computer and Information Science
ECON	Economics
EDUC	Education
ENGE	Engineering, Electrical
ENGM	Engineering, Mechanical
ENGR	Engineering, General
ESLA	English as a Second Language
FCSC	Family and Consumer Sciences
FREN	French
GEED	General Education
GEOG	Geography
GREK	Greek

GRMN	German
GSCI	General Science
HEBR	Hebrew
HHPA	Human Performance Activity
HHPE	Human Performance Education
HIST	History
HLTH	Health Education
INTL	International Studies
JPNS	Japanese
LEAD	Leadership Studies
LITR	Literature
MATH	Mathematics
MUSA	Music, Applied Music and Ensembles
MUSI	Music, Theory and Literature
NURS	Nursing
PHIL	Philosophy
PHYS	Physics
PSCI	Political Science
PSYC	Psychology
RELI	Religion
SOCI	Sociology
SPAN	Spanish
SWRK	Social Work
THEA	Theatre
WRIT	Writing

Academic Support Programs 216

- Libraries
- On-Campus Academic Programs
- Off-Campus Programs
- Semesters Off Campus
- Juniors Abroad

Academic Policies 224

- Academic Sessions and Credits
- Class Attendance
- Classification of Students

- Services to Disabled Students
- Registration
- Academic Advising
- Academic Load
- Registration Changes (Add/Drop)
- Course Withdrawal
- Official Withdrawal Process from the University
- Grading System
- Satisfactory Academic Progress and Eligibility
- Graduation Requirements

Admission 231

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

Finances 236

- Student Financial Services
- Costs
- Tuition, Fees, and Expenses (2006-07)
- Schedule of Required Deposits
- Financial Arrangements
- Removal of Institutional Charges and Financial Aid Policies
  Removal of Title IV Funds
- Financial Aid

Compliance With Federal Laws and Regulations 243

- Family Educational Rights and Privacy Act
- Drug-Free Environment
- Disabled Students

- Anti-Harassment Policy
- Withdrawal Process From the University

Personnel 248

These lists were current at the time this catalog was published.

- **Faculty**
- **Emeriti Faculty**
- **Administration**
- **Board of Trustees**

President's Message

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

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

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

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

- *U.S. News and World Report* for 17 years has named George Fox as an outstanding university, ranked in the top tier in its category as "One of America's Best Colleges."
- George Fox is one of 20 colleges and universities in the United States named to receive double honors by the John Templeton Foundation: The university is one of 100 selected for its Honor Roll for Character-Building Colleges, and the president is one of 50 recognized for outstanding presidential leadership.
- Former U.S. Senator Mark Hatfield, George Fox's Distinguished Professor of Politics, says there's a special character about George Fox. "You know there is something different about this university the moment you walk on this campus. The atmosphere is in sharp contrast to the many factory-like, decentralized, impersonal schools."

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

H. David Brandt, President
George Fox University

University Profile

Our Heritage

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

In the 115 years since George Fox University's founding, major changes have included the name of the university itself. Retitled in 1949 because of the many "Pacific" colleges, the school was named in honor of the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary.

From only a handful of courses in the 1890s, the university now offers 38 undergraduate majors, and graduate programs in psychology, counseling, education, business, ministry, and religion. Over the years, more than 16,000 students have called this institution their alma mater.

George Fox has grown rapidly in the last two decades — both in reputation and facilities. *U.S. News & World Report* for 17 years has named George Fox "One of America's Best Colleges." In 2005, George Fox ranked in the top tier in the category of Best Universities—Master's, West Region. National recognition also has come from the John Templeton Foundation, which selected George Fox as one of 100 in its Honor Roll of Character-Building Colleges.

Following a series of campus master plans, George Fox has expanded in recent years to now include 70 buildings on approximately 85 acres. The most recent expansion is the 2006 purchase of an adjacent eight acres formerly occupied by Providence Newberg Hospital. The growth to the east incorporates tree-filled Hess Creek Canyon within the main campus. The canyon formerly served as the campus' eastern boundary. A Defining Chapter campaign is raising funds for the property purchase, to renovate and expand the Hoover Academic Building (now in progress), and to construct a 120-bed residence hall, to open in 2006. A 24-acre tract north of the campus also is to be developed into a new athletic field complex. More than 3,000 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators.

Even as it expands its mission by offering graduate programs and serving adult learners, George Fox remains committed to providing more than 1,500 traditional undergraduate students with a residential campus atmosphere in Newberg. There, learning continues outside the classroom—as well as inside—through a variety of experiences including music, athletics, clubs and organizations, special events, and Christian ministries.

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

George Fox University has more Friends students on campus than any other college in the United States. They represent approximately 5 percent of the student body. Altogether, more than 50 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite, United Methodist, Assemblies of God, Christian and Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare. There are also numerous students who attend

independent churches.

Mission and Objectives

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

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

Statement of Faith

The Trinity

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

God the Father

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

God the Son

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

Healer, and Friend.

God the Holy Spirit

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

Salvation

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

The Bible

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

The Christian Life

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

The Church

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

Christian Worship

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

The Future

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

Values Statement

The George Fox University community values...

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

Student Outcomes

In any enterprise involving students of varied preparedness, motivation, and discipline, there will be differences in outcomes. Education is realistic and idealistic. It reaches beyond the average, the assured, and the guaranteed. University objectives —

indeed the entire catalog — may be seen as sincere intention to provide an educational program of high quality. Accountability to students is fulfilled by providing qualified teachers, a community with Christian values, and the historical continuity of a Quaker university. The opportunity for personal growth and development is here, yet student initiative and responsibility are vital. The catalog is not an unconditional contract.

Accreditation and Memberships

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

The university is a member of the national Christian College Consortium, the Council of Independent Colleges Northwest Conference, the Council for Christian Colleges and Universities, the Association of American Colleges, the College Scholarship Service, the American Association for Higher Education, the Friends Association for Higher Education, the National Association of Evangelicals, the National Collegiate Athletic Association, the Northwest Conference, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, 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.

The undergraduate athletic training education program is accredited by the Commission on Accreditation of Allied Health Education Programs.

The undergraduate engineering program is accredited by the Engineering Accreditation Committee of the Accreditation Board for Engineering and Technology.

The undergraduate music program is accredited by the National Association of Schools of Music.

The undergraduate social work program is accredited by the Council on Social Work Education.

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

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

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

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

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

Locations

George Fox University serves students at a number of locations in the Pacific Northwest, including its Portland Center, Salem Center, Boise (Idaho) Center, and teaching sites in other Oregon communities. Its residential undergraduate campus is in Newberg, Ore., in the lower Willamette Valley, on an 85-acre tree-shaded campus in a residential neighborhood. This area offers a variety to meet most interests. Newberg is a friendly community close (23 miles) to a major metropolitan environment of 1.9 million people. It is located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing and easy access to rugged coastal beaches just an hour away.

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

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

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

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 20,000, with many residents living in Newberg and commuting to Portland for their jobs. Historic downtown Newberg consists of a variety of stores, shops, and services. Friendly merchants who appreciate the university's students are just a few blocks south of the campus, with most businesses within walking distance. It's a personable town, rich in tradition—former President Herbert Hoover once lived here.

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

Campus Facilities

For more information visit our Maps and Locations page.

Newberg Campus Facilities

Located in a residential area, George Fox's Newberg campus incorporates Hess Creek Canyon, with its natural setting of tall trees, ferns, and wildflowers. The campus has grown in recent years according to a series of master plans and now includes 85 acres featuring an academic quadrangle; a recreational area with sports center and athletics fields; and a living area with major residence halls. A new campus plan is redefining the plan with significant expansion to the east on a newly acquired eight-acre tract. Following is a list of facilities corresponding to the campus map:

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

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

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

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

Centennial Tower, constructed in 1990 to launch George Fox University's 1991 centennial year celebration, was designed by noted architect Pietro Belluschi to be the campus focus and centerpiece. This 65-foot-tall structure at the campus center features carillon, four clocks, and the university's original bell.

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

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

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

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

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

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

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

The **Herbert Hoover Academic Building**, built in 1977, houses the 160-seat Kershner Lecture Hall, classrooms, and faculty and department offices, including offices for the School of Management, nursing, academic administrators, and undergraduate psychology and religion faculty. A display of Herbert Hoover memorabilia was opened in 1997 on the first floor. The building is in a two-year renovation and expansion to accommodate the new nursing program.

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

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

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

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

Minthorn Hall, constructed in 1886 and on the National Register of Historic Places, is the only first-generation building still existing. Remodeled and refurbished in 1962, 1989, and 1992, it houses faculty offices for writing, literature, communication arts,

and languages; two classrooms; and the International Student Center, with faculty offices, conference room, and a lounge/reception area.

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

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

The **Murdock Learning Resource Center** houses more than 200,000 books and periodicals. Its features include study carrels and study rooms; special collections concentrating on Quaker, Hoover, and peace studies; university and Northwest Yearly Meeting archives; microform readers; CD-ROM workstations; Internet connectivity, including access to numerous research databases; and the curriculum library.

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

Pennington House, a historic home, was built in 1899 at the southeast corner of Sheridan and Center streets, and was purchased by the university in 1993. For 57 years it was the home of Levi Pennington, the 30-year president of Pacific College (George Fox University's predecessor). It houses the Office of Alumni and Parent Relations, and the director of special events and projects.

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

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

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

The **Milo C. Ross Center**, opened in 1978, houses the visual and performing arts departments, including classrooms, studios, practice rooms, music listening labs, and faculty offices. The William and Mary Bauman Chapel/Auditorium, seating 1,150, was added in 1982.

Security Services is located in a remodeled historic residence at Meridian and Sherman streets, the campus's main entrance.

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

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

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

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

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

The **University Store** is located in the Student Union Building.

The **Coleman Wheeler Sports Center**, completed in 1977, is the university's largest building. It contains the James and Lila

Miller Gymnasium, featuring three basketball courts and seating for 2,500 people. The center also contains athletic training facilities, activity and weight rooms, handball/racquetball courts, health and human performance classrooms, and faculty offices.

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

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

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

Student Life

Office of Student Life

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

Standards of Conduct

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

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

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

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

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

Spiritual Formation Requirements and Campus Ministries

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

By partnering with George Fox faculty, staff, and administration in providing a wide variety of opportunities, the campus pastor and the director of outreach and discipleship journey with students interested in investigating who God is; present Jesus Christ to students in credible, creative, and caring ways; equip students for service; and disciple new Christians. The goals of helping students embrace and live out the priorities of loving God, hearing God, obeying God, and serving God are always at the forefront, whether in one-on-one situations or in small or large groups. Freshmen, sophomores, and juniors carrying a full class load (12 hours or more) are required to earn 21 Spiritual Formation credits each semester. Throughout each semester, students earn these credits by their involvement in one, two, or all three components of the Spiritual Formation Program.

1. **Praise and Worship.** Chapel is a time of praise, worship, and learning. Chapel is held Monday and Wednesday mornings

10:40-11:30 a.m. the first 14 weeks of each 15-week semester. In addition to the weekly Monday/Wednesday chapel services, there are many other daytime and evening opportunities to receive Spiritual Formation credit, as well.

2. **Study.** Small-group studies offer a time for interaction, questioning, and fellowship with other students. Some small groups study specific books of the Bible, while others use a variety of other books and study guides as their starting point for discussion and faith learning. Participants can receive four Spiritual Formation credits for participating in a study.
3. **Ministry / Service.** Ministry and service opportunities allow students to live out what they say they believe. Serve trips take place during the third week of Christmas break and the whole week of spring break—reaching communities in West Coast areas and beyond. Participants can receive four Spiritual Formation credits.

Student Activities and Organizations

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

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

Athletics

Mission Statement

The George Fox University Department of Intercollegiate Athletics is dedicated to providing quality programs and athletic experiences consistent with the stated mission and values of the university.

We are committed to the development of the whole person. The department strives to educate and involve students and the university community in the promotion of personal growth. This personal growth involves intellectual maturity, Christian character, and competitive excellence. The department strives to prepare men and women to be student-athletes distinguished by integrity, winning effort, and Christian conduct.

We expect our student-athletes to pursue excellence on the courts and playing fields, in the classroom, and in our community. Students who choose to participate in our athletic programs are challenged to lead lives committed to health, discipline, perseverance, and stewardship. We expect our players to emulate Christ in all aspects of their lives including their academic and athletic endeavors.

Description of Athletics Program

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

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

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

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

a. Place special importance on the impact of athletics on the participants rather than on the spectators and place greater

emphasis on the internal constituency (students, alumni, and institutional personnel) than on the general public and its entertainment needs;

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

Intramurals

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

Student Government

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

Media

Student publications include a newspaper, *The Crescent*; the yearbook, *L'Ami*; a photo directory, the *Bruin Directory*; and *The Wineskin*, the literary publication. Student editors direct their staffs in the selection and preparation of materials for these publications. The student radio station, KFOX, broadcasts campus news and music in a contemporary Christian format. KFOX also has expanded into broadcasting George Fox sporting events. The *Campus Album Project* is the annual student album.

Music

Participation in music ensembles is open to all George Fox University students. Ensemble opportunities include Concert Choir, Chorale, Chamber Singers, Jazz Choir, Symphonic Band, Jazz Band, the Chehalem Symphony Orchestra, and many other chamber ensembles. These groups perform at campus events as well as community venues. Ensembles may be taken for credit or as an extra-curricular activity.

Social Events

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

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

Theatre

Part of the Department of Performing Arts, the George Fox University Theatre presents three main stage productions each year as well as several other events including student-directed one-acts; *Ten! Ten! Ten!*, a collection of student-directed 10-minute plays; *Theatre Games*, an improvisational showcase; and *Shakespeare Under the Stars*, a showcase of monologues and scenes in celebration of Shakespeare's birthday. Augmenting the on-campus theatre program is the University Players, a theatre troupe which tours throughout the Northwest to churches, prisons, retreats, schools, and marketplaces. Each spring, the University Players hold *Players Presents*, where they deliver a special performance of their work to the on-campus community.

ADVANCE Leadership Development Program and Fox Mentoring Program

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

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

Residence Life

On the Newberg campus, approximately 75 percent of the student body live in campus housing. Interpersonal relationships experienced in campus residence halls, suites, apartments, and houses are strong factors in producing positive personal development. The policies and procedures governing residential living are consistent with the core values of George Fox University.

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

New students will be mailed a Confirmation of Enrollment form with their admissions packet. The admissions packet also will include information about the housing assignment process. Housing assignments will not be made until the tuition deposit has been paid. Housing assignments begin late in June and continue through the summer. Housing assignments generally will not be made until a housing selection form is received.

Nine residence halls house approximately 650 students, with approximately 1,200 students living in campus housing. Housing administration is handled by the Director of Housing in the Office of Student Life. Campus housing is furnished with beds, mattresses, and other essential furnishings. Students are expected to provide their own bedding, towels, etc. Card-operated laundry facilities are provided for each residence.

Specified hours have been established for coed visitation. Additional residential housing and lifestyle expectations are included in the *Undergraduate Student Handbook* provided for each entering 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 a particular individual, will be charged on a prorated basis among the occupants of the unit. A final inspection by the resident assistant of each campus-housing unit must be made before a student

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

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

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

Student Housing

Refer to the campus map for locations of the following student-housing facilities:
Barclay House, located on the east side of campus, was purchased in 1994. It houses an area coordinator on the upper level and six students on the lower.

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

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

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

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

Chapman House, purchased in 1998, houses six students.

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

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

Fell House, purchased in 2000, houses nine students.

Fulton Street House was purchased and renovated in 2006. It houses 11 students.

Gulley House was purchased in 1992. It houses 10 students.

Hancock Street House was added to the campus in 1996. It houses 11 students.

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

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

Hoskins House, purchased in 1993, houses 10 students.

Kelsey House, purchased in 1997, houses six students.

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

Le Shana Residence Hall was completed in 2006. It is situated in the northeast corner of campus. It provides housing for 120 students in 20 six-person apartments.

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

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

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

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

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

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

Riley House, purchased in 2000 and renovated in 2001, houses 10 students.

Schomburg House was purchased in 1998. It houses six students.

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

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

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

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

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

Winters Apartments, located on River Street, consist of 10 units housing 40 upper-division students.

Woolman Apartments consist of 14 units with capacity for 48 upper-division students. They were acquired and renovated in 1994 and renovated again in 2004.

Food Service

All resident students are required to participate in a university meal plan, with the exception of seniors living on campus. The university offers five meal plans for students eating in Heacock Commons. A charge is made for guests. Commuting students may purchase a declining-balance plan or a block meal plan through the food services office. Commuting students also may purchase one of the meal plans, and must indicate their intent to do so at the time of registration.

Meal Plan Options

All freshman students must participate in the 21-meal plan. Sophomore students (31 credits or more) may choose between 21 meals per week or 14 meals per week. Juniors (62 credits or more) may choose between the following meal plans: 21 meals per week, 14 meals per week, or 10 meals per week (the 10-meal plan also may be purchased with $200 flex spending per year). Seniors (93 credits or more) may choose between the following meal plans: 21 meals per week, 14 meals per week, 10 meals per week (with or without $200 flex spending per year), seven meals per week (the seven-meal plan also includes $200 flex spending per year). Seniors living in Le Shana Residence Hall must purchase a flex plan for each semester they live in Le Shana. All other seniors can also opt for a block plan of any 35 or 70 meals per semester or full exemption from any meal plan.

Food service begins during freshman orientation in the fall semester and ends after breakfast on the last Saturday of the semester. Service begins again the Sunday evening prior to spring semester and concludes after lunch on the last Saturday of

the semester, with the exception of spring vacation. The food service will not operate during this time.

All meal plan purchases and changes may be made on Bruindata. These changes need to be made no later than the second Friday of each semester.

Students may petition the associate dean of student leadership for the possibility of having the food service requirement adjusted. Meal plan exemptions are made only for special medical conditions, and only for those whose dietary needs cannot be accommodated by George Fox University's food service. A checklist for exemption procedures and guidelines is available in the Office of Student Life and on the George Fox website. Petitions are available at georgefox.edu/offices/student_life/forms.html and are due by the second Friday of each semester.

Career Services

Located on the third floor of the Stevens Center, this office is the center for career coaching, career information/education, employment services, graduate school admission preparation, and internship assistance. Students can receive guidance as they discover their mission in life, choose a major, explore occupational options, select an internship or other work experience, find professional employment, or plan to attend graduate school. This career planning can be self-managed by each student through the Student to Professional (STP) program. Also, Career Conversations are available by appointment as follows: freshman starter, sophomore checkup, junior review, and senior consultation.

Programming and resources include three online career classes, valuable workshops, career assessment, coaching and consultation, internship guidance and database, virtual internship center, internships for credit, special events, job-search skills training (cover letter, résumé, interviewing, portfolio, job search strategy), and networking with alumni on our website (careers.gerogefox.edu). Also available is a resource center with occupational, graduate school, and employer information. Permanent, summer, student employment, and internship jobs are posted electronically on JobConnect in Bruindata.

Computerized and Online Career Assessments, Degrees-at-Work Etiquette Dinner, Networking Event, Internship Fair, Oregon Liberal Arts Placement Consortium (OLAPC), Career and Graduate School Fair, Graduate School Focus Week, Job Hunter's Workshop, Practice Interview Day, and Professional Preview Day are special program features. Self-managed job search tools are available for teachers. Staff includes the director, associate director, administrative assistant, and interns.

Academic Resource Center

The Academic Resource Center, housed in the student life area on the third floor of the Stevens Center (Newberg campus), consists of three branches: the Writing Center, Learning Enhancement, and Tutoring Services. Although the primary focus is on undergraduate students, all members of the George Fox community, including graduate students, are welcome to use the center's services. In the past, the Writing Center and Learning Enhancement have been utilized by graduate students.

Academic consultants in the Writing Center provide guidance and feedback for students engaged in the writing process. Academic consultants are students from various majors who have strong writing skills in their disciplines. Students meet individually with a consultant to work through assignments, application essays, or other projects. The focus of each session is on the process of creating sound written work.

The Learning Enhancement component of the center offers workshops and individual advising on topics such as:

- Reading strategies
- Note-taking skills
- Exam preparation
- Avoiding procrastination
- Time management

Handouts on these and other topics are available in the Academic Resource Center. The center's website also includes links to other learning-related resources.

Additional information on each of these areas is available at georgefox.edu/arc.

Disability Services

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

Interested students should contact the Disability Services Office and provide documentation of disability. Students are encouraged to contact the Disability Services Office as early as possible to make arrangements for necessary support services. More details are available at www.georgefox.edu/offices/disab_services. If you have any questions, please contact Rick Muthiah, Academic Resource Center director, at ext. 2314, or rmuthiah@georgefox.edu. The Disability Services Office is located on the third floor of the Stevens Center.

Health and Counseling Services

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

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

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

International Student Services

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

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

Multicultural Services

The Office of Multicultural Services is a resource center charged with advancing George Fox University's commitment to preparing students for a diverse society and promoting equality and integrity on the campus, in the community, and in the world.

Cultural difference is the Lord's creation, which all of us should be proud of and celebrate.

The office provides individuals with the opportunity to broaden their views and enrich their cultural experiences through participation in diversity programs and training workshops.

The office encourages and facilitates activities that allow students to voice their opinions, serve the community, and advocate for making George Fox University a place that welcomes difference and individuality.

George Fox University fosters diversity through the belief that awareness and knowledge of diversity and the ability to operate in a pluralistic society are important hallmarks of a quality liberal arts education.

The multicultural experiences on and off campus prepare students to serve the Lord across the globe. Education in the multicultural arena, by following teachings of the gospel, encourages the development of a distinctively Christian worldview in the context of habits of lifelong learning.

A multicultural presence helps all students better understand the challenges and rewards of living in a diverse climate. Day-to-day dialogue among students, faculty, and administrators, crucial to the teaching-learning process, is enhanced by diversity in a campus community where heterogeneity, whether cultural, racial, or economic, gives voice to a wider range of perspectives and worldviews.

Security Services

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

Academic Programs

General Education Requirements

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

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

General education requirements total 54 semester hours. Certain lower- and upper-division courses in general education are required of all students. The specified courses and the options listed below provide knowledge and skills in support of cultural perspectives and major programs. Since some majors have specified certain of the options stated below, students should check the major requirements described for their selected majors. A single course may fulfill only one General Education requirement. However, one course may be applied to General Education, and/or multiple majors, and/or multiple minors.

Freshmen

All freshmen are expected to register for WRIT 110 Freshman Composition in the first year. Additionally, all first-semester freshman students who matriculate in the fall are required to enroll in GEED 130 Freshman Seminar.

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

Notes

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

Transfers

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

Senior Capstone

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

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

3 hours

Bible and Religion

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

substituted, both courses must be taken.
4 hours

2. RELI 300 Christian Foundations
   3 hours
3. 3. RELI 260 History and Doctrine of Friends required of all Friends students. One of the following elective courses in Bible or religion is required of all other students:
   BIBL 240 Wisdom Literature
   BIBL 250 The Psalms
   BIBL 260 Life of Christ
   BIBL 310 Old Testament History
   BIBL 330 The Prophetic Writings
   BIBL 340 Between the Testaments
   BIBL 350 Writings of John
   BIBL 385 Selected Bible Topics
   BIBL 390 Biblical Basis for Peacemaking
   BIBL 411 Acts and the Pauline Epistles I
   BIBL 412 Acts and the Pauline Epistles II
   BIBL 480 General Epistles
   3 hours

Total: 10 hours

Bible and Religion Requirements for Transfer Students

1. Transfer students with fewer than 62 semester hours must fulfill the regular general education requirements as stated above.
2. Transfer students with an accepted Oregon or Washington associate of arts transfer degree of at least 60 hours and transfer students with 62 semester hours or more must fulfill the following:
   a. Take one of the introductory Bible classes:

      BIBL 100 Bible Survey
      BIBL 101 Literature of the Old Testament
      BIBL 102 Literature of the New Testament

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

Communication

1. WRIT 110 Freshman Composition
   (May be waived by a verbal SAT score of 670 or above)
   3 hours
2. Choose one of the following:
   COMM 100 Introduction to Communication
   THEA 100 Acting I - Fundamentals
   THEA 220 Oral Interpretation of Literature
   3 hours

Total: 6 hours

Health and Human Performance

HHPA 120 Lifelong Fitness 2 hours

One additional hour of physical education activity is required to complete the university's general education requirement. This requirement may be satisfied in the following ways:

1. Human performance activity or adapted activity class. 1 hour.
2. Up to one hour may be waived upon successful completion of proficiency tests in selected areas. A current Red Cross Lifeguarding or Water Safety Instruction certificate will waive 1 hour without further examination.
3. One hour toward the 3-hour requirement may be earned on intercollegiate athletic teams. Only 1 hour in any one sport will count.
4. Any professional activity class meets 1 hour of the requirement, by permission only. (HHPE 221, 222, 223, 226, 228, 232)
5. Military service may waive 1 hour.

Total: 3 hours

Humanities

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

1. Fine Arts
   If a student chooses to take two courses in fine arts to fulfill the humanities general education requirement, one must be art and one must be music.
   ARTS 111 Drawing
   ARTS 216 Art History Survey to 1450
   ARTS 217 Art History Survey from 1450
   MUSI 100 Music Fundamentals
   MUSI 110 Understanding Jazz
   MUSI 120 The World of Music
   MUSI 210 Keyboard Literature
2. History
   HIST 110 Western Civilization to 1648
   HIST 120 Western Civilization from 1648
   HIST 150 America and the World
   HIST 331 England to 1688
   HIST 332 England Since 1688
3. Literature
   LITR 100 Introduction to Literature
   LITR 220 Great American Writers
   LITR 236 Ancient World Literature
   LITR 237 World Literature, Medieval to Modern
   LITR 238 Contemporary World Literature
   LITR 240 Understanding Drama
   LITR 270 Great British Writers
   LITR 280 Literary Foundations of Women's Studies
   LITR 326 American Literature to 1865

LITR 327 American Literature, 1865-1914
LITR 328 American Literature, 1914-Present
LITR 340 Poetry
LITR 360 Values Through Story and Myth
LITR 376 British Literature to 1660
LITR 377 British Literature, 1660-1830
LITR 378 British Literature, 1830-Present
LITR 379 Shakespeare
LITR 385 Major Authors
LITR 440 A Study of the Modern Novel

4. Philosophy (choose a maximum of one course)
   PHIL 210 Introduction to Philosophy
   PHIL 230 Ethics
   PHIL 270 Philosophy of the Arts

Total: 11 hours minimum

Sciences

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

1. Mathematics
   Waiver of 3 hours of math requirement for an SAT score of 600 or above.
   CSIS 201 Introduction to Computer Science I
   CSIS 202 Introduction to Computer Science II
   MATH 150 The World of Mathematics
   MATH 180 College Algebra
   MATH 190 Precalculus Mathematics
   MATH 201 Calculus I
   MATH 202 Calculus II
   MATH 260 Discrete Mathematics
   MATH 301 Calculus III
2. 2. Natural Science
   BIOL 100 Foundations of Biology
   BIOL 101 General Biology I
   BIOL 102 General Biology II
   BIOL 331 Human Anatomy and Physiology I
   BIOL 332 Human Anatomy and Physiology II
   CHEM 100 Chemistry of Life
   CHEM 110 Chemistry and Our Environment
   CHEM 151 General, Organic, and Biological Chemistry I
   CHEM 152 General, Organic, and Biological Chemistry II
   CHEM 211 General Chemistry I
   CHEM 212 General Chemistry II
   GSCI 120 Environmental Science
   GSCI 130 Fundamentals of Geology
   PHYS 150 Physics of Everyday Life

PHYS 190 Astronomy
PHYS 201 General Physics I
PHYS 202 General Physics II
PHYS 211 General Physics with Calculus I
PHYS 212 General Physics with Calculus II

3. Social Science
   ECON 201* Principles of Microeconomics
   ECON 202* Principles of Macroeconomics
   PSCI 150 Introduction to Political Science
   PSYC 150 General Psychology
   SOCI 150 Principles of Sociology
   *Students may select one, but not both, of these courses to fulfill general education requirements.

Total: 15 hours minimum

Global and Cultural Understanding

Choose a minimum of 6 hours from the courses listed below.
Students must take 3 hours from the Global Understanding section and 3 hours from either the Global Understanding or Cultural Understanding sections.

Cultural Understanding (Domestic)
GEED 355 Cross-Cultural Experience (Domestic)
HIST 380 The African-American Experience
SOCI 380 Race and Ethnicity

Global Understanding
COMM 410 Gender Communication Across Cultures
ECON 360 Global Political Economy
FCSC 310 Food, Culture, and Society
FREN 102 Introductory French II
FREN 201 Intermediate French I
FREN 202 Intermediate French II
FREN 301 Intermediate/Advanced French I
FREN 302 Intermediate/Advanced French II
GEED 365 Cross-Cultural Experience (International)
GEOG/INTL 200 Cultural Geography and Global Relationships
HIST 340 History of the Middle East
HIST 343 History of Southern Africa
HIST 250 Latin America
HIST 360 Modern Russia
HIST 370 Far East
JPNS 102 First-Year Japanese II
JPNS 201 Second-Year Japanese I
JPNS 202 Second-Year Japanese II
*LITR 236 Ancient World Literature
*LITR 237 World Literature, Medieval to Modern
*LITR 238 Contemporary World Literature

PSCI/INTL 230 Introduction to International Relations
PSCI/INTL 303 International Conflict and Peace
PSYC 353 Culture and Psychology
RELI/INTL 330 Introduction to the World Christian Movement
RELI 360 Cross-Cultural Christian Outreach
RELI/INTL 440 World Religions
SOCI/INTL 310 Cultural Anthropology
SPAN 102 Introductory Spanish II
SPAN 201 Intermediate Spanish I
SPAN 202 Intermediate Spanish II
SPAN 301 Intermediate/Advanced Spanish I
SPAN 302 Intermediate/Advanced Spanish II

*The three LITR courses may count for the Humanities or for Global Understanding, but not for both.

Total: 6 hours minimum

Exemptions and Waivers

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

General Education Requirements for Engineering

Engineering majors shall complete the following general education requirement.

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

1. **Senior Capstone**: 3 hours
2. **Bible and Religion**: 7 hours from stated options, including RELI 300 Christian Foundations.
3. **Communication**: 6 hours, including
   WRIT 110 Freshman Composition (may be waived by verbal SAT of 670 or above)
   COMM 100 Introduction to Communication
4. **Health and Human Performance**: HHPA 120 Lifelong Fitness.
5. **Humanities**: 8-9 hours from stated options, including PHIL 230 Ethics. Other courses must include a minimum of two courses from the general education humanities requirements for fine arts, history and litetature. Each course must be in a different area of the humanities.
6. **Mathematics**: 11 hours, including:
   MATH 201 Calculus I
   MATH 202 Calculus II
   MATH 301 Calculus III
7. **Natural Science**: 7-8 hours from the following options:
   CHEM 211 General Chemistry I
   Choose one of the following:
   BIOL 100 Foundations of Biology
   BIOL 101, 102, General biology I, II

BIOL 221, 222 Human Anatomy and Physiology I, II
CHEM 212 General Chemistry II
PHYS 190 Astronomy
GSCI 120 Environmental Science
GSCI 130 Fundamentals of Geology

8. **Social Science**: 6 hours from stated options, including:
   ECON 201 Principles of Microeconomics
   ECON 202 Principles of Macroeconomics
   and one of:
   PSCI 150 Introduction to Political Science
   PSYC 150 General Psychology
   SOCI 150 Principles of Sociology
9. **Global and Cultural Understanding**: 3 hours from stated options.

General Education Requirements for Elementary Education

Elementary education majors shall complete the following 53-hour general education requirement.

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

1. **Senior Capstone**: 3 hours
2. **Bible and Religion**: 10 hours from stated options.
3. **Communication**: 6 hours from stated options.
4. **Health and Human Performance**: 2 hours from stated option.
5. **Humanities**: 17 hours from stated options, including MUSI 120 The World of Music, ARTS 216/217 Art History Survey, and at least two courses each in history (including HIST 150 America and the World) and in literature (including LITR 236 Ancient World Literature, LITR 237 World Literature, Medieval to Modern, or LITR 238 Contemporary World Literature).
6. **Mathematics**: This requirement is fulfilled within the major.
7. **Natural Science**: 6 hours from stated options.
8. **Social Science**: 6 hours from stated options, including PSYC 150 General Psychology.
9. **Global and Cultural Understanding**: 3 hours. This requirement is fulfilled by GEOG 200 Cultural Geography and Global Relationships.

General Education Requirements for Music Education

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

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

1. **Senior Capstone**: 3 hours
2. **Bible and Religion**: 10 hours from stated options.
3. **Communication**: 6 hours from stated options.
4. **Health and Human Performance**: 3 hours from stated option.
5. **Humanities**: 11 hours from stated options. No more than one course in music allowed for music majors, and all music majors are strongly advised to take visual arts and literature courses rather than music courses for their general education options.

6. **Mathematics**: 3 hours from stated options.
7. **Natural Science**: 6 hours from stated options.
8. **Social Science**: 6 hours from stated options, including PSYC 150 General Psychology.
9. **Global and Cultural Understanding**: 3 hours from Global Understanding options.

Preprofessional Programs

George Fox University is pleased with the excellent success students have had in gaining admission to medical and dental schools. Students who wish to pursue a career in medicine, dentistry, or veterinary medicine usually select a major in biology or chemistry. They may, however, choose any academic major the university offers as long as they take certain specific courses required by the professional schools. George Fox University offers all of the science and mathematics courses required by the professional schools of the region. Even though specific requirements differ with each medical school, the requirements uniformly include the following:
BIOL 101 General Biology I
BIOL 102 General Biology II
CHEM 211 General Chemistry I
CHEM 212 General Chemistry II
CHEM 331 Organic Chemistry I
CHEM 332 Organic Chemistry II
PHYS 201 General Physics I
PHYS 202 General Physics II
One year of mathematics, usually fulfilled by MATH 201 and 202, Calculus I and II.

Other highly recommended courses are as follows:
BIOL 310 Developmental Biology
BIOL 322 Comparative Vertebrate Anatomy
BIOL 330 Animal Physiology
BIOL 350 Genetics
BIOL 370 Microbiology
BIOL 420 Cell Biology
CHEM 310 Analytical Chemistry
CHEM 341 Biochemistry
CHEM 401 Physical Chemistry I
CHEM 402 Physical Chemistry II

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

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

Prelaw Program

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

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

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

Prenursing Program

George Fox University has been granted approval by the Oregon State Board of Nursing to award the bachelor of science with a major in nursing. Enrolling freshmen should follow the process outlined below. Transfer students interested in the nursing major should consult with the director of the nursing program and an admissions counselor.

Freshman Fall Semester:
BIBL 100 Bible Survey
BIOL 331 Human Anatomy and Physiology I
CHEM 151 General, Organic, and Biological Chemistry I
GEED 130 Freshman Seminar
WRIT 110 Freshman Composition
Humanities GEED course
Consult with the freshman advisor on the selection of prenursing advisors.
Declare the prenursing major and select advisors (an appropriate biology professor and the nursing director).

Freshman Spring Semester:
BIOL 332 Human Anatomy and Physiology II
CHEM 152 General, Organic, and Biological Chemistry II
COMM 100 Introduction to Communication
MATH 180 College Algebra
SOCI 150 Introduction to Sociology

Sophomore Fall Semester:
BIOL 370 Microbiology
HHPA 120 Lifelong Fitness
PHIL 230 Ethics
PSYC 150 General Psychology
RELI 300 Christian Foundations
SOCI 310 Cultural Anthropology

Sophomore Spring Semester:
BIOL 320 Pathophysiology
HLTH 300 Nutrition
NURS 200 Nursing Fundamentals
NURS 203 Nursing Fundamentals Practicum
NURS 210 Nursing Health Assessment

Admission of students into the nursing major (spring semester sophomore year) will require successful completion of the

prenursing program, an up-to-date immunization record to be submitted with application, record of current CPR certifcation, and other requirements (see nursing admission requirements). If accepted, students will proceed with their final two and one-half years of the nursing program. Qualified students intending to transfer from other prenursing programs may be considered at the same time.

Course Numbering System

Courses are designed for levels of experience and difficulty, and the course numbering system reflects this. Courses numbered 000 to 099 are pre-college courses and carry no credit toward degree requirements. Courses numbered 100 to 299 are lower-division level and normally are open to freshmen and sophomores. Courses numbered 300 to 499 are upper-division level and normally are open to juniors and seniors. Freshmen may not enroll in courses at the 300 and 400 level except by permission of the chairperson of the department in which the course is offered. A 300-numbered course may be open to sophomores. Exceptions may be made when prerequisites are met and general education requirements have been fulfilled on schedule. Courses at the 500 to 700 levels are graduate courses.

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

Course Challenge Programs

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

Advanced Placement

College credit may be granted in several subject areas to the student who completes a college-level course in high school and receives a score of three or better through the Advanced Placement program sponsored by the College Entrance Examination Board. Students expecting advanced placement credit should request, at the time the test is taken, for scores to be sent to George Fox University.

College Level Examination Program

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

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

Credit by Examination

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

International Baccalaureate (IB)

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

Proficiency Test

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

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

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

Major and Minor Requirements

Degrees

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

Admission to a Major

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

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

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

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

A major is successfully completed when all major courses are completed with no grade below a C- and with a major GPA of 2.0 or above. A minimum of 10 semester hours within the major must be completed in residency.

Interdisciplinary Majors

The interdisciplinary major consists of a minimum of 48 semester hours with either a 24/12/12-hour option from three fields or a 24/24-hour option from two fields. A field must consist of approved courses from any traditional undergraduate major, minor, or concentration currently offered according to the undergraduate catalog. Of these hours, 30 must be upper division. The 24/12/12 and the 24/24 options are permitted at the discretion of each department. The designation of the degree (BA or BS) for the 24/12/12 option is determined by the subject of the 24-credit concentration. The designation of the degree (BA or BS) for the 24/24 option is determined by the subject of both 24-hour concentrations. If the degrees for the two subjects differ, the student may elect BA or BS. The student must complete a contract form prepared in consultation with his or her advisor, the registrar, and the department chairperson of each concentration.

A student pursuing an interdisciplinary studies major as a second degree or second major may not choose as a subject area a discipline that is the student's first major or minor.

Selection of a Minor

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

A minor is successfully completed when all minor courses are completed with no grade below a C- and with a minor GPA of 2.0 or above.

Accounting

See **Business and Economics**.

Allied Health

Allied Health Major (BS)

Allied health is an interdisciplinary major designed to prepare students for work in the field of physical therapy. The major includes strong emphasis on the biology and health and human performance fields. Requirements for a major in allied health consist of 52 semester hours, to include the following courses:

Core Requirements (37 hours required)
BIOL 331, 332 Human Anatomy & Physiology (8)
CHEM 211, 212 General Chemistry (8)
PHYS 201, 202 General Physics (8)
MATH 240 Statistical Procedures (3)
HHPE 394 Kinesiology (3)
PSYC 420 Abnormal Psychology (3)
BIOL or HHPE 475 Field Experience (4)

Required Electives (15 hours required)
Select a minimum of 15 hours from the following courses. Each of the courses listed are entrance requirements for some physical therapy programs. The 15-hour requirement allows the student to tailor his or her course package to fit a specific physical therapy graduate program(s).
BIOL 101 General Biology (4)
BIOL 102 General Biology (4)
BIOL 322 Comparative Vertebrate Anatomy (4)
BIOL 330 Animal Physiology (4)
BIOL 350 Genetics (4)
BIOL 370 Microbiology (4)
BIOL 420 Cell Biology (4)
CHEM 331 Organic Chemistry (4)
CHEM 332 Organic Chemistry (4)
CHEM 340 Biochemistry (4)
HHPE 390 Care & Prevention (3)
HHPE 400 Recognition of Athletic Injuries (3)
HHPE 430 Exercise Physiology (3)
HHPE 470 Motor Development (3)
MATH 201 Calculus I (4)
PSYC 310 Lifespan Human Development (3)

General Education
Students are recommended to select the GED options listed below. These courses are required by most physical therapy graduate programs:
COMM 100 Introduction to Communication (3)
PSYC 150 General Psychology (3)

Applied Science

See **Engineering, Applied Science**.

Art

Art Major (BA)

Graphic Design Concentration

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

ARTS 101 Basic Design I
ARTS 102 Basic Design II
ARTS 111 Drawing I
ARTS 112 Drawing II
ARTS 250 Introduction to Graphic Design
ARTS 350 Graphic Design 2: Typography
ARTS 360 Illustration
ARTS 382 Twentieth-Century Art
ARTS 383 History of Visual Communications
ARTS 450 Graphic Design 3: Design Applications
ARTS 460 Art and Christ
ARTS 490 Senior Thesis

Select 12 hours from the following courses:
ARTS 201 Beginning Painting
ARTS 230 Beginning Photography
ARTS 231 Beginning Printmaking
ARTS 301 Intermediate Painting
ARTS 330 Intermediate Photography
ARTS 451 Packaging, Public Graphics, and Signage
BUSN 110 Introduction to Business
BUSN 340 Marketing
BUSN 420 Marketing Communication and Strategy
BUSN 450 Marketing Research and Decision Making
CMCO 250 Digital Multimedia Production
WRIT 310 Professional Writing and Desktop Publishing

Studio Arts Concentration

Requirements for an art major with a concentration in studio arts consist of 45 semester hours, to include the following courses:

ARTS 101 Basic Design I
ARTS 102 Basic Design II
ARTS 111 Drawing I
ARTS 112 Drawing II
ARTS 216 Art History Survey to 1450
ARTS 217 Art History Survey from 1450

Either: ARTS 355 Topics in Western Art
OR ARTS 365 Topics in Non-Western Art
Either: ARTS 382 Twentieth-Century Art
OR ARTS 384 Contemporary Art Forms
ARTS 460 Art and Christ
ARTS 490 Senior Thesis

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

ARTS 201 Beginning Painting
ARTS 221 Beginning Sculpture
ARTS 230 Beginning Photography
ARTS 231 Beginning Printmaking
ARTS 240 Beginning Mixed Media
ARTS 241 Beginning Ceramics
ARTS 245/345/455 Selected Studio Media
ARTS 250 Introduction to Graphic Design
PHIL 270 Philosophy of the Arts
ARTS 285 Selected Topics
ARTS 295 Special Study
ARTS 301 Intermediate Painting
ARTS 321 Intermediate Sculpture
ARTS 330 Intermediate Photography
ARTS 331 Intermediate Printmaking
ARTS 340 Intermediate Mixed Media
ARTS 341 Intermediate Ceramics
ARTS 350 Graphic Design 2: Typography
ARTS 401 Advanced Painting
ARTS 421 Advanced Sculpture
ARTS 430 Advanced Photography
ARTS 431 Advanced Printmaking
ARTS 440 Advanced Mixed Media
ARTS 441 Advanced Ceramics
ARTS 495 Special Study
THEA 125/325 C Theatre Laboratory

Art: Interdisciplinary Major

Major Requirements

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

Required courses for an art interdisciplinary major are:
ARTS 101 Basic Design I
ARTS 111 Drawing I
ARTS 216 Art History Survey to 1450 or ARTS 217 Art History Survey from 1450

Art Minor

21 credits to include the following courses:
ARTS 101 Basic Design I*
ARTS 111 Drawing I
ARTS 216 Art History Survey to 1450
ARTS 217 Art History Survey from 1450

Take 9 additional hours of studio electives.

Students must:

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

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

Athletic Training

See **Health and Human Performance**.

Biblical Studies

The biblical studies major provides a good foundation for some church ministries, work with youth and parachurch organizations, teaching Bible in Christian school settings, and for further graduate work in Bible and theology. The student who majors in Bible will acquire an in-depth working knowledge of Scripture, its backgrounds, and methods of interpretation. A biblical studies concentration may be combined with many other majors for a biblical studies interdisciplinary major (see below).

Biblical Studies Major (BA)

Major Requirements

Requirements for the biblical studies major are: 39 semester hours, not counting BIBL 100 nor the first semester of BIBL 101/BIBL 102. 18 of these hours must be from upper-division courses (including at least 6 hours at the 400 level). Courses must be distributed as follows:

- 18 hours in biblical studies (BIBL). Greek may be applied as biblical studies credit,
- 6 hours in Christian ministries (CHMN) including either CHMN 360 Perspectives in Christian Education or CHMN 390 Theological Foundations of Christian Ministry
- 9 hours in religion (RELI) including RELI 380 Christian Beliefs and either RELI 401 or RELI 402 Christianity in History
- 6 hours in philosophy (PHIL)
- No more than 2 hours in BIBL 495 Special Study may be counted.

Biblical Studies: Interdisciplinary Major

Major Requirements

The student may apply to the Department of Religious Studies for approval as an interdisciplinary major in biblical studies. This major consists of two 24-semester-hour blocks, one in biblical studies and the other in another major field. The student's application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives. Requirements for the biblical studies block are:

- 12 semester hours in biblical studies (BIBL)
- 6 semester hours in religion (RELI), including RELI 380 Christian Beliefs
- 3 semester hours in philosophy (PHIL)
- CHMN 360 Perspectives in Christian Education or CHMN 390 Theological Foundations of Christian Ministry

Biblical Studies Minor

18 semester hours (12 of which must be upper division) distributed as follows:

- 12 hours in Bible (BIBL) (200 level and above)
- 3 hours in Christian ministries (CHMN)
- 3 hours in religion (RELI) or philosophy (PHIL)

Biology

Biology Major (BS)

Major Requirements

Requirements for the biology major consist of 34 semester hours in biology and 18-19 additional hours in chemistry and mathematics to include the following courses:

Biology
BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 350 Genetics
BIOL 360 Ecology
BIOL 491 Senior Seminar I
BIOL 492 Senior Seminar II
(BIOL 384 Research Methods and BIOL 496 Senior Thesis may each be substituted for one Senior Seminar.)

Plus an additional 16 hours of upper-division biology courses. An upper-division botany course is highly recommended.

Chemistry
CHEM 211 General Chemistry I
CHEM 212 General Chemistry II
CHEM 331 Organic Chemistry I

Plus one of the following:
CHEM 310 Analytical Chemistry
CHEM 332 Organic Chemistry II

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

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

The chemistry, mathematics, and physics courses also fulfill up to 12 hours of the sciences requirement for general education. A minimum grade of C- must be obtained in all biology and chemistry courses for graduation.

Thesis Option

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

1. Complete an acceptable research proposal and the Research Methods course (BIOL 384) by the end of the spring semester of the junior year.
2. Take up to 4 hours of Biological Research (BIOL 465) between the spring semester of their junior year and graduation, and Senior Thesis (BIOL 496) during the spring semester of their senior year.
3. Complete a written thesis acceptable to the thesis committee by April 1 of their senior year.
4. Prepare a poster and give an oral presentation of their research prior to graduation.

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

Business and Economics

Accounting Major (BA)

Major Requirements

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

Special General Education Requirements

COMM 100 Introduction to Communication
A MATH course, not a CSIS course, for the general education mathematics requirement

Business Core

ACCT 271 Principles of Financial Accounting
ACCT 272 Principles of Managerial Accounting
BUSN 110 Introduction to Business
BUSN 240 Statistics for Business and Economics
BUSN 300 Management
BUSN 310 Financial Management
BUSN 340 Marketing
BUSN 360 Business Law
ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics

Accounting Core

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

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

Accounting Minor (20 hours)

Required:
ACCT 271 Principles of Financial Accounting
ACCT 272 Principles of Managerial Accounting
ACCT 371 Financial Accounting and Reporting I
ACCT 372 Financial Accounting and Reporting II

At least 6 credits from the following:
ACCT 370 Accounting Information Systems
ACCT 350 Taxation
ACCT 471 Advanced Accounting
ACCT 472 Auditing
ACCT 485 Selected Topics

Business Administration Major (BA)

Major Requirements

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

To remain in the major, a student must maintain a minimum cumulative GPA of 2.75 in the major. Also, a minimum grade of C- must be obtained in all major courses for graduation. Field experiences and internships are encouraged.

Special General Education Requirements

COMM 100 Introduction to Communication
A MATH course, not a CSIS course, for the general education mathematics requirement

Freshman Year (3 hours)

BUSN 110 Introduction to Business

Principles Core (15 hours)

ACCT 271 Principles of Financial Accounting
ACCT 272 Principles of Managerial Accounting
BUSN 240 Statistics for Business and Economics
ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics

Functional Core (12 hours)

BUSN 300 Management
BUSN 310 Financial Management
BUSN 340 Marketing
BUSN 380 Information Systems

Concentrations (12 hours)

Only one concentration will be listed on your transcript, and students with that concentration will be given priority in the

senior-level courses.

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

Finance

BUSN 471 Finance I - Investments, Financial Markets, and Institutions
BUSN 472 Finance II - Advanced Corporate Finance
BUSN 490 Senior Capstone Course
(ACCT 371, 372 Financial Accounting and Reporting are recommended.)
BUSN 475 Field Experience (encouraged)

International Business

BUSN 440 International Management
BUSN 490 Senior Capstone Course
ECON 460 International Trade and Finance

Management

BUSN 475 Field Experience (encouraged)
BUSN 480 Organizational Behavior
BUSN 490 Senior Capstone Course
ECON 430 Managerial Economics

Marketing

BUSN 420 Marketing Communication and Strategy
BUSN 450 Marketing Research and Decision Making
BUSN 475 Field Experience (encouraged)
BUSN 490 Senior Capstone Course

Business Minor (21 hours)

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

Economics Major (BA)

Economics is the study of how human societies coordinate to meet needs. It is thus a science concerned with decision making, allocation, social customs, and political realities. It draws upon philosophy, mathematics, history, and other social sciences to study such issues as individual and household choice making, the behavior of firms and industries, the allocative and regulatory roles of government, and the social challenges of economic growth, distribution, unemployment, inflation, globalization, and environmental issues. In keeping with the university's mission and objectives, the faculty examine economic topics from the perspectives of faith, emphasizing such themes as service, stewardship, and justice.

The economics major serves the needs of students preparing for careers as economists in business, government, or education, as well as offering an undergraduate social science major of interest to students anticipating graduate study in business administration, law, public policy, public administration, or advanced studies in economics.

Major Requirements (41 hours required)

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

6 hours from the following options:
ECON 475 Field Experience
ECON 485 Selected Topics
ECON 495 Special Study

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

6 hours from the following outside electives:
GSCI 485 Selected Topics: History and Philosophy of Science
MATH 201 Calculus I
MATH 202 Calculus II
MATH 301 Calculus III
MATH 320 Linear Algebra
PHIL 230 Ethics
PHIL 260 Social Theory
PHIL 380 History of Philosophy Survey
PHIL 382 History of Philosophy Seminar

Economics Minor (18 hours)

ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics

Plus a minimum of 12 hours from the following:
BUSN 240 Statistics for Business and Economics
ECON 340 Public Economics
ECON 360 Global Political Economy
ECON 430 Managerial Economics
ECON 460 International Trade and Finance
ECON 475 Field Experience
ECON 485 Selected Topic
ECON 495 Special Study

Chemistry

The chemistry department offers two majors, a traditional chemistry major and a chemistry major with a biochemistry concentration. These degrees are designed for students who plan to enter a variety of careers, including teaching, chemical

research, environmental chemistry, forensic science, pharmacy, graduate school, and medicine.

Chemistry Major (BS) – Chemistry Concentration

Major Requirements

Requirements for the chemistry major consist of 39-40 semester hours in chemistry and 19 additional hours in mathematics and physics to include the following:

Chemistry

CHEM 211 General Chemistry I
CHEM 212 General Chemistry II
CHEM 310 Analytical Chemistry
CHEM 320 Advanced Inorganic Chemistry
CHEM 331 Organic Chemistry I
CHEM 332 Organic Chemistry II
CHEM 401 Physical Chemistry I
CHEM 402 Physical Chemistry II

Students must take two of the following three courses:
CHEM 341 Biochemistry I
CHEM 380 Advanced Organic
CHEM 430 Advanced Instrumental Analysis

An additional 3-4 hours of upper-division chemistry courses also are required.

Additional Requirements:

Mathematics

MATH 201, 202, 301 Calculus I, II, III

Physics

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

The mathematics and physics courses also fulfill up to 12 hours of the science requirements for general education. A minimum grade of C- must be obtained in all chemistry courses for graduation.

Chemistry Major (BS) - Biochemistry Concentration

Major Requirements

Requirements for the chemistry major consist of 47- 48 semester hours in chemistry and 27 additional hours in biology, mathematics, and physics to include the following:

Chemistry

CHEM 211 General Chemistry I
CHEM 212 General Chemistry II
CHEM 310 Analytical Chemistry
CHEM 320 Advanced Inorganic Chemistry
CHEM 331 Organic Chemistry I
CHEM 332 Organic Chemistry II
CHEM 341 Biochemistry I
CHEM 342 Biochemistry II
CHEM 401 Physical Chemistry I

CHEM 402 Physical Chemistry II

Students must take three of the following courses. At least one course must be from CHEM and one from BIOL.
BIOL 310 Developmental Biology
BIOL 330 Animal Physiology
BIOL 350 Genetics
BIOL 410 Molecular Biology
BIOL 420 Cell Biology
CHEM 320 Advanced Inorganic Chemistry
CHEM 380 Advanced Organic
CHEM 430 Advanced Instrumental Analysis

Additional Requirements:

Biology
BIOL 101,102 General Biology

Mathematics
MATH 201, 202, 301 Calculus I, II, III

Physics
Either PHYS 201, 202 General Physics
Or PHYS 211, 212 General Physics with Calculus

The biology, mathematics, and physics courses also fulfill up to 12 hours of the science requirements 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. Students who pursue the thesis option must:

1. Enroll in at least 1 hour of Chemical Research (CHEM 465) each semester, beginning the spring semester of their junior year, through the spring semester of their senior year.
2. Submit the first copy of a written thesis to the thesis committee by April 1 of their senior year. The final, edited copy is due to the thesis committee the last day of classes during the spring semester.
3. Prepare a poster and give an oral presentation of their research.

In some cases, students may apply research conducted off campus to the CHEM 465 requirement. Students who participate in off-campus research programs may petition the thesis committee for special consideration of the thesis option. The thesis committee must receive the petition by the beginning of the fall semester of the student's senior year. The thesis committee may elect to substitute the off-campus experience for a portion of the CHEM 465 requirement.

Christian Ministries

The Christian ministries major enables students to enter Christian service in local churches and parachurch organizations, providing biblical and theological preparation and an excellent base for graduate studies in a wide variety of ministry fields. Typical careers are positions as pastors, missionaries, youth pastors, and Christian education directors. Requirements for a major in Christian ministries consist of 41 semester hours with a 25-semester-hour core consisting of the courses outlined below. A minimum of 18 hours shall be from upper-division courses. A limit of 4 hours of field experience can apply to the major.

Christian Ministries Major (BA)

Major Requirements

Required Core Courses:
RELI 380 Christian Beliefs (3)
RELI 401 or 402 Christianity in History (3)
CHMN 130 Christian Discipling (4)

Choose two of three:
CHMN 390 Theological Foundations of Christian Ministry (3)
CHMN 360 Perspectives in Christian Education (3)
CHMN 420 Speaking as Ministry (3)

6 hours in biblical studies (BIBL)
3 hours in philosophy (PHIL)
An additional 16 semester hours in one of four possible areas of concentration: church recreation, educational ministry, missions, and youth ministry.

Church Recreation Concentration (17 hours)

CHMN 370 Camp Programming and Counseling (3)
CHMN 440 Camp Administration (2)
CHMN 475 Field Experience (2)
HHPE 380 Experiential Recreational Leadership (3)
HHPA 120 Lifelong Fitness (2)
CHMN 320 Relational Bible Teaching (2)
Choose one:
RELI 340 Christian Classics (3)
RELI 350 Spiritual Formation (3)
RELI 490 Contemporary Religious Life (3)

Educational Ministry Concentration (Shared Praxis) (16 hours)

CHMN 391 Shared Praxis I: Introduction to Educational Ministry (4)
CHMN 392 Shared Praxis II: The Christian Story and Vision (4)
CHMN 491 Shared Praxis III: Methods and Skills in Ministry (4)
CHMN 492 Shared Praxis IV: Supervised Field Experience (4)

Missions Concentration (16 hours)

RELI 330 Introduction to the World Christian Movement (3)
RELI 360 Cross-Cultural Christian Outreach (3)
RELI 440 World Religions (3)
RELI 460 Issues in Contemporary Missions (3)

CHMN 475 Field Experience (2)
CHMN elective (2)

Youth Ministry Concentration (16 hours)
CHMN 330 Youth Leadership (4)
CHMN 381 Counseling (3)
PSYC 311 Child Development (3)
PSYC 314 Adolescent Development (3)
Either CHMN 370 Camp Programming and Counseling (3)
OR HHPE 380 Experiential Recreational Leadership (3)

Christian Ministries: Interdisciplinary Major

Major Requirements

An interdisciplinary major may be elected through application and approval of the department. The interdisciplinary major consists of 48 semester hours, with a minimum of 24 semester hours in Christian ministries. For the Christian ministries block, the student will select one of four concentrations: church recreation, educational ministry (Shared Praxis), missions, or youth ministry. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives.
Requirements for the Christian ministries block:
12 hours in Christian ministries (CHMN), including CHMN 130 Christian Discipling and CHMN 360 Perspectives in Christian Education
RELI 380 Christian Beliefs (3)
6 hours in biblical studies (BIBL)
3 hours in philosophy (PHIL)
Also offered is an interdisciplinary block in the area of camping ministries utilizing the requirements of a camping minor. Details are available from the Department of Religious Studies office.

Camping Minor - Administrative Track (19 hours)

ACCT 271 Principles of Financial Accounting (3)
BUSN 110 Introduction to Business (3)
BUSN 300 Management (3)
CHMN 370 Camp Programming and Counseling (3)
CHMN 440 Camp Administration (2)
CHMN 475 Field Experience (2)
Choose CHMN 230 The Christian and the Outdoors or SOCI 300 Group Dynamics (3)

Camping Minor - Programming Track (19 hours)

CHMN 230 The Christian and the Outdoors (3)
CHMN 370 Camp Programming and Counseling (3)
CHMN 440 Camp Administration (2)
CHMN 475 Field Experience ((2)
Choose 4 HHP camp-related activity courses (ex: HHPA 103, 108, etc.) (4)
Choose 5 hours from:
CHMN 320 Relational Bible Teaching (2)
CHMN 330 Youth Leadership (4)

HHPE 380 Experiential Recreational Leadership (3)

Christian Ministries: Church Recreation Minor (21-22 hours)

(12 of which must be upper division)
CHMN 370 Camp Programming (3)
CHMN 440 Camp Administration (2)
CHMN 475 Field Experience (2)
HHPE 380 Recreational Leadership (3)
HHPA 120 Lifelong Fitness (2)
Choose 1:
CHMN 130 Christian Discipling (4)
OR CHMN 360 Perspectives in Christian Education (3)
OR CHMN 390 Theological Foundations of Christian Ministry (3)
Choose 1:
RELI 340 Christian Classics (3)
OR RELI 350 Spiritual Formation (3)
OR RELI 490 Contemporary Religious Life (3)
Choose 3 hours from biblical studies (BIBL) courses (200 level or above)

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

(12 of which must be upper division)
CHMN 391 Shared Praxis I: Introduction to Educational Ministry (4)
CHMN 392 Shared Praxis II: The Christian Story and Vision (4)
CHMN 491 Shared Praxis III: Methods and Skills in Ministry (4)
CHMN 492 Shared Praxis IV: Supervised Field Experience (4)
Choose 1:
CHMN 130 Christian Discipling (4)
OR CHMN 360 Perspectives in Christian Education (3)
OR CHMN 390 Theological Foundations of Christian Ministry (3)
OR biblical studies (BIBL) elective (3-4)

Christian Ministries: Missions Minor (18-20 hours)

(12 of which must be upper division)
RELI 330 Introduction to the World Christian Movement (3)
RELI 360 Cross-Cultural Christian Outreach (3)
RELI 440 World Religions (3)
RELI 460 Issues in Contemporary Missions (3)
Choose 1:
CHMN 130 Christian Discipling (4)
OR CHMN 360 Perspectives in Christian Education (3)
OR CHMN 390 Theological Foundations of Christian Ministry (3)
Choose 3-4 hours from biblical studies courses

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

(12 of which must be upper division)
CHMN 330 Youth Leadership (4)
CHMN 381 Counseling (3)
PSYC 314 Adolescent Development (3)
Choose CHMN 370 Camp Programming and Counseling (3)
OR HHPE 380 Experiential Recreational Leadership (3)
Choose 1:
CHMN 130 Christian Discipling (4)
OR CHMN 360 Perspectives in Christian Education (3)
OR CHMN 390 Theological Foundations of Christian Ministry (3)
Choose 3 hours from biblical studies (BIBL) courses (200 level or above)

Cinema and Media Communication

See Communication Arts - Cinema and Media Communication.

Cognitive Science

Cognitive Science Major (BS)

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

Special General Education Requirements
BIOL 331 Human Anatomy and Physiology I
MATH 201 Calculus I or MATH 260 Discrete Mathematics
PHIL 210 Introduction to Philosophy
PSYC 150 General Psychology
SOCI 310 Cultural Anthropology

Major Requirements (43 hours)
PSYC 320 Neuroscience
PSYC 450 Systems of Psychology
PSYC 490 Senior Seminar

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

Survey Courses

Choose seven of the following:

COMM 340 General and Cultural Linguistics

CSIS 440 Artificial Intelligence (AI)

LITR 360 Values Through Story and Myth

MATH 290 Mathematical Logic

PHIL 340 Logic

PSYC 350 Social Psychology

PSYC 360 Learning

PSYC 370 Cognition

PSYC 410 Sensation and Perception

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

Communication Arts

Communication Arts Major (BA)

Major Requirements

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

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

Performance Core Courses

COMM 200 Persuasive Communication

COMM 210 Interpersonal Communication

COMM 324 Argumentation and Critical Thinking

Either WRIT 230 Introduction to Journalism

OR WRIT 310 Professional Writing and Desktop Publishing

Theory Core Courses

COMM 300 Theoretical Approaches to Communication

COMM 400 Critical Approaches to Communication

COMM 480 Senior Capstone: Ethical and Spiritual Dimensions of Communication

Practicum

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

Electives

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

15 additional hours from:

Communication arts (COMM)

Cinema & media communication (CMCO)

CHMN 420 Speaking as Ministry

AND/OR up to 6 hours of writing courses from:
WRIT 210 Practical Grammar and Editing
WRIT 230 Introduction to Journalism
WRIT 310 Professional Writing and Desktop Publishing
WRIT 330 Writing for Publication

Cinema and Media Communication Major (BA)

Major Requirements

The cinema and media communication major combines the liberal arts emphasis of communication arts with hands-on experiences in video, film, and digital media production. An extensive selection of electives allows the student to design a program that fits individual needs or interests. The major consists of 45 required semester hours distributed as follows:

Theory Core Courses (9 hours)

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

Production Core (18 hours)

CMCO 230 Introduction to Video Production
CMCO 243 Introduction to Audio
CMCO 250 Digital Multimedia Production
CMCO 260 Scriptwriting for Media
CMCO 350 Editing Video
CMCO 475 Field Experience
CMCO 490 Senior Portfolio

Choose an area of concentration and 18 hours of its associated electives from the categories below:

Audio Production Concentration

Students in the audio production concentration focus on audio techniques for music recording and mixing; sound design for film, video, and new media; and production for radio. Students in the audio production concentration must complete 18 hours of classes, including:

Required:

CMCO 343 Sound Design
CMCO 344 Studio Sound Recording

Electives:

CMCO 233 Contemporary Christian Songwriting and Producing
CMCO 481 Advanced Production Workshop I
CMCO 482 Advanced Production Workshop II
MUSI 110 Understanding Jazz
MUSI 180 Introduction to Music Technology
THEA 330 Stage Lighting and Sound
OR -- up to 16 credits of coursework at the Contemporary Music Center Program in Martha's Vineyard.

Film Studies Concentration

Although the lines between video and film are blurring more and more with each passing year, this concentration is designed to allow those who prefer working with film to gain experience working with 8mm and/or 16mm film. Students in the film studies concentration must complete 18 hours of classes including:

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

CMCO 320 Dramatic Scriptwriting

CMCO 430 Producing and Directing Video

CMCO 475 Field Experience

CMCO 495 Special Study

NWFC* Cinematography

NWFC* Intermediate Cinematography

NWFC* Optical Printing

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

Journalism Concentration

The journalism concentration encompasses writing, editing, and producing material for print, radio, television, and Internet news media, as well as opportunities for documentary video production. Students in the journalism concentration must complete 18 hours of classes, including:

Required:

WRIT 230 Introduction to Journalism

CMCO 270 Broadcast News I

CMCO 481 Advanced Production Workshop I

CMCO 482 Advanced Production Workshop II

Electives:

CMCO 333 Camera and Lighting

CMCO 355 Event Video Production

CMCO 370 Broadcast News II

CMCO 430 Producing and Directing Video

CMCO 470 Journalism II

CMCO 475 Field Experience

CMCO 495 Special Study

OR -- up to 15 hours of credit of course work at the Summer Institute for Journalism in Washington, D.C.

Multimedia/Animation Concentration

Students in the multimedia/animation concentration study techniques for designing Internet websites, producing 2-D and 3-D animation, and special effects using a combination of creativity, aesthetics, and computer software. Students in the multimedia/animation concentration must complete 18 credits, including:

Required:

CMCO 360 Animation I

CMCO 363 Motion Graphics and Special Effects

Electives:

CMCO 333 Camera and Lighting

CMCO 355 Event Video Production

CMCO 460 Advanced Animation

CMCO 475 Field Experience

CMCO 481 Advanced Production Workshop I

CMCO 482 Advanced Production Workshop II

ARTS 230 Beginning Photography

ARTS 330 Intermediate Photography

ARTS 350 Graphic Design 2: Typography

ARTS 450 Graphic Design 3: Design Applications

CSIS 314 Client-Server Systems

CSIS 330 Computer Graphics

OR -- up to 15 hours from the Australia Studies Center or the ORU Media Technology Summer Institute.

Production Concentration

Students in the production concentration learn all the basics of film and video production, from scriptwriting to post-production. In addition, students have the opportunity to concentrate on their favorite aspects of production, including directing, cinematography, editing, and sound. Students in the production concentration must complete 18 hours of classes, including:

Required:

CMCO 333 Camera and Lighting

CMCO 481 Advanced Production Workshop I

CMCO 482 Advanced Production Workshop II

Electives:

CMCO 310 Intermediate Directing

CMCO 320 Dramatic Scriptwriting

CMCO 343 Sound Design

CMCO 355 Event Video Production

CMCO 430 Producing and Directing Video

CMCO 475 Field Experience

CMCO 495 Special Study

Organizational Communication Major (BA)

Major Requirements

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

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

Communication Core Courses (21 hours)

COMM 320 Introduction to Public Relations

COMM 370 Organizational Communication

COMM 380 Leadership Communication

COMM 480 Senior Capstone: Ethical and Spiritual Dimensions of Communication

Either COMM 200 Persuasive Communication

OR COMM 324 Argumentation and Critical Thinking

Either BUSN 475 Field Experience

OR COMM 305 Professional Communication Activities

OR COMM 475 Field Experience

Either CMCO 250 Digital Media Production

OR CMCO 260 Scriptwriting for Media

OR WRIT 310 Professional Writing

Business Core (17 hours)

BUSN 110 Introduction to Business

BUSN 300 Management

BUSN 340 Marketing

BUSN 420 Marketing Communication and Strategy

BUSN 480 Organizational Behavior

Electives (3-4 hours)

Select one course from the following options:

ACCT 271 Principles of Financial Accounting

BUSN 380 Information Systems

BUSN 440 International Management

COMM 210 Interpersonal Communication

COMM 230 Mass Media and Popular Culture

COMM 300 Theoretical Approaches to Communication

COMM 310 Conflict Resolution

COMM 360 Nonverbal Communication

Communication Arts Minor (20 hours)

COMM 100 Introduction to Communication

COMM 300 Theoretical Approaches to Communication

Either COMM 200 Persuasive Communication

OR COMM 210 Interpersonal Communication

Select 11 hours from the following:

CMCO 230 Introduction to Video Production

COMM 230 Mass Media and Popular Culture

COMM 305 Professional Communication Activities (2 hours maximum)

COMM 310 Conflict Resolution

COMM 320 Introduction to Public Relations

COMM 340 General and Cultural Linguistics

COMM 360 Nonverbal Communication

COMM 380 Leadership Communication

COMM 400 Critical Approaches to Communication

THEA 220 Oral Interpretation of Literature

WRIT 230 Introduction to Journalism

Cinema and Media Communication Minor (18 hours)

CMCO 230 Introduction to Video Production

CMCO 250 Digital Multimedia Production

Either CMCO 260 Scriptwriting for Media

OR CMCO 320 Dramatic Scriptwriting

Either COMM 230 Mass Media and Popular Culture

OR COMM 330 Reviewing Film and Television

Choose six hours from the following:

CMCO 243 Introduction to Audio

CMCO 245 Broadcast News

CMCO 260 Scriptwriting for Media

CMCO 320 Dramatic Scriptwriting

CMCO 355 Event Video Production

CMCO 475 Field Experience

CMCO 495 Special Study

COMM 230 Mass Media and Popular Culture

COMM 330 Reviewing Film and Television

Computer and Information Science

Computer and Information Science Major (BS)

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

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

Major Requirements

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

Computer Science Concentration

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

Choose 18 hours from the following:
CSIS 220 Digital Logic Design
CSIS 300 Numerical Methods
CSIS 314 Client-Server Systems
CSIS 321 Software Engineering
CSIS 330 Computer Graphics
CSIS 340 Database Systems
CSIS 350 Data Communications and Networks
CSIS 370 Object-Oriented Programming
CSIS 434 Parallel Computing
CSIS 440 Artificial Intelligence (AI)
CSIS 450 Network Administration
CSIS 480 Principles of Compiler Design

Required supporting courses in mathematics:
MATH 201 Calculus I

MATH 260 Discrete Mathematics

Information Science Concentration

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

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

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

Required supporting course in mathematics:
MATH 260 Discrete Mathematics

Minor Requirements

The computer and information science minor requires 18 semester hours. The minor consists of 9 required hours and 9 upper-division elective hours.

Computer science minor required courses:
CSIS 201 Introduction to Computer Science I
CSIS 202 Introduction to Computer Science II
CSIS 310 Data Structures and File Processing

Economics

See Business and Economics, Economics Major.

Education

See Teacher Education, Elementary Education Major.

Engineering

Engineering Major (BS)

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

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

Upon entering, students interested in majoring in engineering should contact an engineering advisor. There are specific general education requirements for engineering majors (see General Education Requirements for Engineering). There is also a sequence for courses in the major. In addition, the major requires the following courses:

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

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

Mathematics and Natural Science
MATH 310 Differential Equations
PHYS 211 General Physics with Calculus I
PHYS 212 General Physics with Calculus II

Plus a math elective, selected from the following:
MATH 300 Numerical Methods
MATH 320 Linear Algebra
MATH 331 Probability

Electrical Engineering Concentration

ENGE 300 C Programming with Applications
ENGE 311 Electronic Devices and Circuits
ENGE 312 Applications of Electronic Devices
ENGE 330 Electrical Signals and Networks
ENGE 340 Digital Signal Processing
ENGE 360 Electromagnetic Fields and Waves
ENGE 420 Microprocessors

Choose 9 hours of electrical engineering electives from the following:
ENGE 410 Digital System Design
ENGE 430 Communication Systems
ENGE 440 Electric Machines and Power Systems
ENGE 460 Microwave Engineering and Applications

Mechanical Engineering Concentration

ENGM 300 Computational Methods
ENGM 312 Applications of Engineering Thermodynamics
ENGM 320 Mechanics of Materials
ENGM 330 Fluid Mechanics
ENGM 350 Machine Dynamics and Vibrations
ENGM 370 Control Systems Engineering
ENGM 380 Heat Transfer
ENGM 400 Mechanical Engineering Design

Choose 9 hours of mechanical engineering electives from the following:
ENGM 410 Materials and Processes in Manufacturing
ENGM 430 Acoustics and Noise Control
ENGM 450 Vehicle Systems Dynamics
ENGM 470 Combustion, Emissions, and Air Pollution

Applied Science Major (BS)

For students interested in pursuing an engineering degree in a discipline other than electrical or mechanical engineering (e.g. chemical,* civil, computer, environmental, aerospace, etc.), George Fox University offers a dual degree 3/2 program. Students attend George Fox for three years, taking most of their general education, mathematics, science, and lower-division engineering courses. They may then qualify to transfer to any other engineering school, where they spend two more years completing their engineering degree. Students completing this five-year program will receive two bachelor of science degrees: an applied science degree from George Fox University after their fourth year, and an engineering degree from the cooperating engineering school after their fifth year.

*It is strongly recommended that students interested in pursuing the 3/2 option in chemical engineering also enroll in CHEM 331, 332 Organic Chemistry and CHEM 401, 402 Physical Chemistry during their three years at George Fox University.

Major Requirements

Requirements for an applied science major consist of 50 semester hours, to include the following:
ENGE 250 Electric Circuit Analysis
ENGM 210 Statics and Dynamics
ENGM 311 Engineering Thermodynamics
ENGR 151 Engineering Principles I

ENGR 152 Engineering Principles II
ENGR 250 Principles of Materials Science
MATH 310 Differential Equations
PHYS 211 General Physics with Calculus I
PHYS 212 General Physics with Calculus II

Choose 3 hours of engineering electives from the following:
ENGE 220 Digital Logic Design
ENGE 311 Electronic Devices and Circuits
ENGE 330 Electrical Signals and Networks
ENGM 312 Applications of Engineering Thermodynamics
ENGM 320 Mechanics of Materials
ENGM 330 Fluid Mechanics

Choose 6 hours of math electives from the following:
MATH 300 Numerical Methods
MATH 320 Linear Algebra
MATH 331 Probability

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

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

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

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

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

English as a Second Language

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

The Intensive English Program, taught in the ELI at George Fox University, prepares international students to meet the challenges of academic study in English.

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

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, spiritual, and social awareness. Lower-level courses stress basic language skills, whereas higher-level courses concentrate increasingly on academic skills.

The core courses at each level develop speaking, listening, reading, and writing skills, as well as vocabulary and grammar.

Cultural orientation, interaction with native speakers in the university community, and attendance at campus functions and academic lectures are incorporated into ELI learning activities.

At the highest level, students enroll for credit in one regular academic course together with ELI courses that are designed to help develop the language and academic skills necessary for success. In order to successfully complete the ELI and be admitted to George Fox University as a traditional undergraduate, students must fulfill the following: write at level 4 or higher on the ELI writing test; successfully complete the advanced level of the ELI with a grade of at least C in every class; earn a grade of at least C (no less than 70 percent) in the designated regular academic course; receive the recommendation of ELI faculty based on English language skills and academic performance. After completing the ELI, international students enroll for at least 12 credits in non-ELI courses at George Fox and pay regular tuition. During their first semester they are also required to take ESLA 295 to support their transition.

Students receive academic credit for their ELI course work as follows: up to 16 credits for 100-level courses and up to 15 credits for 200-level courses. ELI credit counts as elective credit toward a bachelor's degree.

Family and Consumer Sciences

Family and Consumer Sciences Major (BS)

Major Requirements

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

Family and Consumer Sciences Concentration

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

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

The following courses, totaling 44 hours, are required for a concentration in family and consumer sciences:
FCSC 120 Apparel Construction
FCSC 211 Foods I
FCSC 212 Foods II
FCSC 220 Fashion and Society
FCSC 230 Textiles Science
FCSC 280 Marriage and the Family
FCSC 290 Meal Management
FCSC 300 Nutrition
FCSC 311 Child Development
FCSC 330 Residential Architecture
FCSC 350 Resource Management
FCSC 351 Interior Design I
FCSC 354 Kitchen and Bath Planning
FCSC 360 Consumer Buying
FCSC 490 Senior Seminar
Either FCSC 320 Fashion Merchandising
OR FCSC 370 Pattern Drafting and Apparel Design

Fashion Merchandising / Interior Design Concentration

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

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

The following courses, totaling 45 hours, are required for a concentration in fashion merchandising and interior design:

BUSN110 Introduction to Business
FCSC 120 Apparel Construction
FCSC 220 Fashion and Society
FCSC 230 Textiles Science
FCSC 320 Fashion Merchandising
FCSC 330 Residential Architecture
FCSC 350 Resource Management
FCSC 351 Interior Design I
FCSC 354 Kitchen and Bath Planning
FCSC 360 Consumer Buying
FCSC 370 Pattern Drafting and Apparel Design
FCSC 475 Field Experience
FCSC 490 Senior Seminar
Either BUSN 300 Management
OR BUSN 340 Marketing

Take two of the following four classes:
FCSC 352 Interior Design II
FCSC 353 Interior CAD
FCSC 378 Apparel CAD
FCSC 460 Apparel Market Analysis

Foods and Nutrition in Business Concentration

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

Special General Education Requirements

CHEM 151 General, Organic, and Biological Chemistry I
ECON 201 Principles of Microeconomics

The following courses, totaling 44 hours, are required for a concentration in foods and nutrition in business:
ACCT 271 Principles of Financial Accounting
BUSN 110 Introduction to Business
BUSN 300 Management
BUSN 340 Marketing
FCSC 211 Foods I
FCSC 212 Foods II
FCSC 290 Meal Management
FCSC 300 Nutrition
FCSC 310 Food, Culture, and Society
FCSC 344 Quantity Food Production and Management
FCSC 350 Resource Management
FCSC 360 Consumer Buying
FCSC 430 Nutrition and the Life Cycle

FCSC 475 Field Experience
FCSC 490 Senior Seminar

Cooperative 3-1 Degree Program Concentration with the Fashion Institute of Design and Merchandising
George Fox University offers a cooperative degree program with the Fashion Institute of Design and Merchandising (FIDM) in Los Angeles, California. This cooperative program allows students to attend George Fox University for three years during which the student completes all general education classes, elective classes, and a minimum of 14 specified hours in the fashion merchandising/interior design concentration.

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

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

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

Family and Consumer Sciences Minors

1. Family and Consumer Sciences (21 hours)
Take all of the following:
FCSC 120 Apparel Construction
FCSC 211 Foods I
FCSC 212 Foods II
FCSC 220 Fashion and Society
FCSC 351 Interior Design I
Choose a minimum of 3 of the following classes: FCSC 230, 280, 290, 300, 310, 311, 320, 330, 344, 350, 352, 353, 354, 360, 370, 380, 460, 490

2. Fashion Merchandising / Interior Design (18-20 hours)
Take all of the following:
FCSC 120 Apparel Construction
FCSC 220 Fashion & Society
FCSC 230 Textiles Science
FCSC 351 Interior Design I
Choose a minimum of 3 of the following classes: FCSC 320, 330, 352, 353, 354, 370, 378, 380, 460

3. Foods and Nutrition (20 hours)
Take all of the following:
FCSC 211 Foods I
FCSC 212 Foods II
FCSC 290 Meal Management
FCSC 300 Nutrition
FCSC 310 Food, Culture & Society

FCSC 344 Quantity Food Production & Management
FCSC 430 Nutrition During the Life Cycle

French

French Minor

Prerequisite for entry in the minor: completion of French 202 Intermediate French II or placement test.
Requirements for a minor in French:
FREN 301 Intermediate/Advanced French I
FREN 302 Intermediate/Advanced French II
FREN 490 Study Abroad (12-16 hours in an approved program, depending on placement exam)

Graphic Design

See Art, Graphic Design.

Health and Human Performance

Health and Human Performance Major (BS)

General Education Requirements

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

Major Requirements

Athletic Training Concentration

Students wishing to prepare for a career in athletic training should consult with the athletic training program director within the first two weeks of the fall semester of their freshman year. Students must complete a minimum of 40 observational hours in the athletic training room to be eligible for acceptance in the athletic training education program.

Students make formal application for admission to the athletic training education program through the program director in the spring of their freshman year. Application must be made by March 15 of the semester prior to formal entry into the athletic training concentration. A maximum of ten students will be accepted into the Athletic Training Education Program.

Admission to the program is based on a minimum cumulative GPA of 2.75 or better on all college-level courses including required prerequisites (PSYC 150, BIOL 311, BIOL 312, HHPE 390, and HLTH 233); two written recommendations; two written essays; a minimum predicted college GPA of 2.65 using the George Fox University admission and financial aid standards; meeting technical standards as described in the *Athletic Training Education Program Policies and Procedures Manual* (ATEP PPM); good standing with Student Life as described in the George Fox University *Student Handbook*; and submission of the formal application no later than March 15. Generally, any application submitted after March 15 will not be considered for admission the following school

year. Admission to the program is required before applicants may work as athletic training students within the Athletic Training Student Eduation Program or declare Athletic Training as a concentration.

Transfer students must demonstrate the completion of a basic college level first aid/CPR course and the completion of at least 75 athletic training internship hours working under the guidance of a BOC certified athletic trainer. In addition, the supervising certified athletic trainer must write one of the letters of recommendation. Upon acceptance into the program, the student must follow the academic course plan as described in the ATEP PPM. Guidelines covering transfer credit are stated in the ATEP PPM. Transfer credit generally will not be granted for practicum (sequence courses: HHPE 374 through HHPE 379).

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

Special General Education Requirements

PSYC 150 General Psychology

Requirements for the athletic training concentration in health and human performance are 50 hours and include the following courses:

BIOL 311 Human Anatomy and Physiology I
BIOL 312 Human Anatomy and Physiology II
HHPA 135 Weight Training
HHPE 228 Conditioning/Body Mechanics and Aerobics
HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training
HHPE 364 Psychosocial Intervention and Referral in Athletic Training
HHPE 366 General Medical Conditions in Athletic Training
HHPE 374 Athletic Training Practicum I
HHPE 375 Athletic Training Practicum II
HHPE 376 Athletic Training Practicum III
HHPE 377 Athletic Training Practicum IV
HHPE 378 Athletic Training Practicum V
HHPE 379 Athletic Training Practicum VI
HHPE 384 Pharmacology in Athletic Training
HHPE 390 Care and Prevention of Athletic Injuries
HHPE 394 Kinesiology
HHPE 400 Recognition of Athletic Injuries
HHPE 413 Therapeutic Exercise
HHPE 414 Therapeutic Modalities
HHPE 430 Exercise Physiology
HHPE 490 Senior Seminar
HLTH 210 Drug Education
HLTH 233 Responding to Emergencies
HLTH 300 Nutrition
PSYC 340 Statistical Procedures

Fitness Management Concentration

Requirements for the fitness management concentration in health and human performance are 49-50 hours, of which 25 hours must be upper division.

The requirements are distributed as follows:
BIOL 311 Human Anatomy and Physiology I
BIOL 312 Human Anatomy and Physiology II
HHPA 130 Aquatics (a Red Cross Lifeguarding or Water Safety Instructor Certificate can be used to fulfill this requirement)
HHPE 200 History and Principles of Physical Education
HHPE 223 Tumbling/Gymnastics
HHPE 228 Conditioning/Body Mechanics and Aerobics
HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training
HHPE 380 Experiential Recreational Leadership
HHPE 390 Care and Prevention of Athletic Injuries
HHPE 394 Kinesiology
HHPE 420 Exercise Prescription
HHPE 430 Exercise Physiology
HHPE 460 Physical Education for the Exceptional Student
HHPE 470 Motor Development and Motor-Skill Learning
HHPE 475 Fitness Management Field Experience
HHPE 490 Senior Seminar
HLTH 230 First Aid and Safety
HLTH 300 Nutrition

Choose one course from the following:
HHPE 400 Recognition of Athletic Injuries
HHPE 480 Tests and Measurements in Physical Education
HLTH 240 Stress Management

Health Preteaching Concentration

Students who wish to become health teachers are essentially entering a five-year program. They will take the health preteaching concentration within the Department of Health and Human Performance. Upon successful completion of this four-year concentration, students are directed to enter a one-year Master of Arts in Teaching Program. Upon completion of the MAT program the student will have completed the master's degree and be certified to teach health.

Special General Education Requirements

PSYC 150 General Psychology

The following 48 semester hours are required for the health preteaching concentration:
BIOL 311 Human Anatomy and Physiology I
BIOL 312 Human Anatomy and Physiology II
EDUC 250 Teaching as a Profession
EDUC 334 Health and Physical Education Methods
HHPE 200 History and Principles of Physical Education
HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training
HHPE 394 Kinesiology
HHPE 430 Exercise Physiology
HHPE 460 Physical Education for the Exceptional Student
HHPE 490 Senior Seminar

HLTH 210 Drug Education
HLTH 230 First Aid and Safety
HLTH 240 Stress Management
HLTH 280 Marriage and the Family
HLTH 300 Nutrition
HLTH 320 Contemporary Health Issues
PSYC 340 Statistical Procedures

Physical Education Preteaching Concentration

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

Requirements for the K-12 physical education preteaching concentration in human performance consist of 51-52 hours, 28 of which must be upper-division courses.

BIOL 311 Human Anatomy and Physiology I
BIOL 312 Human Anatomy and Physiology II
EDUC 250 Teaching as a Profession
EDUC 334 Health and Physical Education Methods
HHPA 109 Ballroom Dance
HHPA 130 Aquatics (a Red Cross Lifeguarding or Water Safety Instructor Certificate can be used to fulfill this requirement)
HHPE 200 History and Principles of Physical Education
HHPE 221 Basketball/Golf
HHPE 222 Field Sports
HHPE 223 Tumbling/Gymnastics
HHPE 226 Tennis/Volleyball
HHPE 232 Recreational Games, Individual and Team
HHPE 300 Coaching Theory and Practice
HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training
HHPE 394 Kinesiology
HHPE 410 Teaching Physical Education
HHPE 420 Exercise Prescription
HHPE 430 Exercise Physiology
HHPE 460 Physical Education for the Exceptional Student
HHPE 470 Motor Development and Motor-Skill Learning
HHPE 480 Tests and Measurements in Physical Education
HHPE 490 Senior Seminar
HLTH 210 Drug Education
HLTH 230 First Aid and Safety

Choose 1 elective course from the following:
HHPE 310 Coaching Basketball
HHPE 320 Coaching Baseball/Softball
HHPE 330 Coaching Soccer
HHPE 340 Coaching Track
HHPE 350 Coaching Volleyball
HHPE 390 Care and Prevention of Athletic Injuries

HLTH 300 Nutrition

Health and Human Performance: Interdisciplinary Major

Major Requirements

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

Requirements for the human performance block include the following:
EDUC 334 Health and Physical Education Methods
HHPA 109 Ballroom Dancing
HHPA 130 Aquatics (a Red Cross Lifeguarding or Water Safety Instructor Certificate can be used to fulfill this requirement)
HHPE 228 Conditioning/Body Mechanics and Aerobics
HHPE 370 Camp Programming and Counseling
HHPE 380 Experiential Recreational Leadership
HHPE 440 Camp Administration
HLTH 230 First Aid and Safety
5 hours selected from any 200-level-or-above health education or human performance courses.

History

History Major (BA)

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:

Either HIST 110 Western Civilization to 1648
OR HIST 120 Western Civilization from 1648
HIST 150 America and the World
HIST 290 Introduction to Historical Studies
HIST 490 History Seminar

History Minor (18 hours)

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

International Studies

International Studies Major (BA)

Major Requirements

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

INTL 230 Introduction to International Relations
INTL 310 Cultural Anthropology
INTL 440 World Religions
INTL 490 International Studies Senior Seminar
Either INTL 330 Introduction to the World Christian Movement
OR RELI 360 Cross-Cultural Christian Outreach
Either INTL 460 International Trade and Finance
OR ECON 360 Global Political Economy
The second year of a modern foreign language
8 hours of INTL 475 Culture-Oriented Fieldwork

Two additional courses from the following:
COMM 300 Theoretical Approaches to Communication
COMM 340 General and Cultural Linguistics
COMM 350 Introduction to TESOL (Teaching English to Speakers of Other Languages)
ECON 360 Global Political Economy
ECON 460 International Trade and Finance
FREN 495 Special Study (French)
HIST 250 Latin America
HIST 331 England to 1688
HIST 332 England Since 1688
HIST 340 History of the Middle East
HIST 343 History of Southern Africa
HIST 360 Modern Russia
HIST 370 Far East
HIST 421 Europe from the Age of Enlightenment to 1890
HIST 422 Europe 1890-Present
INTL 303 International Conflict and Peace
LITR 236 Ancient World Literature
LITR 237 World Literature, Medieval to Modern
LITR 238 Contemporary World Literature
RELI 360 Cross-Cultural Christian Outreach
RELI 460 Issues in Contemporary Missions
SOCI 380 Race, Ethnicity, and Class
SPAN 495 Special Study (Spanish)

Supporting Minors for International Studies

International studies is an interdisciplinary major designed for students with an interest in international vocations. Students taking this major as preparation for foreign missionary service or graduate studies in missions and intercultural concerns are

encouraged to take a minor in the Department of Religious Studies (in biblical studies, Christian ministries, or religion). Students with interest in diplomacy or politics are encouraged to consider a minor in political science or peace studies. Those wishing to prepare for work in relief and development should consider a minor in business or economics.

Leadership Studies

Leadership Studies Minor

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

Requirements (18-21 hours) include:
COMM 380 Leadership Communication
LEAD 491 Leadership Seminar I
LEAD 492 Leadership Seminar II
LEAD 493 Leadership Seminar III
LEAD 494 Leadership Seminar IV
SOCI 300 Group Dynamics
Either LEAD 475 Leadership Experience or an approved alternative practicum

Choose one course from each of the following groupings:
BUSN 300 Management
COMM 324 Argumentation and Critical Thinking
PSCI 410 Community Mediation

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

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

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

Mathematics

Mathematics Major (BS)

Special General Education Requirements
CSIS 201 Introduction to Computer Science I

Major Requirements
Requirements for a mathematics major consist of 37 semester hours, to include the following courses:
MATH 201 Calculus I
MATH 202 Calculus II
MATH 290 Mathematical Logic
MATH 301 Calculus III
MATH 320 Linear Algebra

MATH 331 Probability
MATH 490 Senior Seminar

Select 15 hours from the following:
MATH 260 Discrete Mathematics
MATH 310 Differential Equations
MATH 332 Mathematical Statistics
MATH 340 Number Theory
MATH 350 Modern Geometry
MATH 410 Algebraic Structures
MATH 420 Real Analysis

Choose one required supporting course:
CSIS 130 Web-based Programming
CSIS 202 Introduction to Computer Science II
CSIS/MATH 300 Numerical Methods

Music

Music Major (BA)

Major Requirements

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

Music Core (32.5-33 hours)

MUSI 121 Theory I
MUSI 122 Theory I
MUSI 130 Music in World Cultures
MUSI 131 Sight Singing and Ear Training
MUSI 132 Sight Singing and Ear Training
MUSI 180 Introduction to Music Technology
MUSI 221 Theory II
MUSI 222 Theory II
MUSI 311 Music History
MUSI 312 Music History
MUSI 320 Form and Analysis
MUSI 400 Music and Christian Faith
MUSI 490 Senior Recital/Project
Either MUSI 200 Basic Conducting
OR MUSI 460 Advanced Conducting (with permission)

Composition Concentration

(Total with Music Core: 54.5-55 hours)
MUSA 105/305 (Applied Music) and MUSA Ensemble credits to total 10 hours, with no fewer than four semesters in either area.
MUSI 310 Counterpoint

MUSI 430 Instrumentation and Orchestration

A total of 8 hours of the following:
MUSI 225 Composition I (two semesters)
MUSI 425 Composition II (four semesters)

General Concentration

(Total with Music Core: 47.5-48 hours)
MUSA 105/305 (Applied Music) and MUSA Ensemble credits total 10 hours, with no fewer than four semesters in either area.
MUSI courses total 5 hours, at least 3 of which must be upper division

Performance Concentration

(Total with Music Core: 44.5-57 hours)
MUSA 105/305 Applied Music (eight semesters)
MUSA 115-365 Large Ensemble (eight semesters) (Chehalem Symphony Orchestra, Concert Choir, Master Chorus, or Symphonic Band is required in addition to other ensembles)

Preteaching Concentration

(Total with Music Core: 53.5-54 hours)
The preteaching concentration in music prepares the student to take the Oregon Praxis Examination in music as preparation for application to George Fox University's **Master of Arts in Teaching** Program or another similar program.

EDUC 250 Teaching as a Profession
MUSA 105/305 (Applied Music) and MUSA Ensemble credits to total 10 hours, with no fewer than four semesters in either area
MUSI 271 Music Techniques Instrumental
MUSI 272 Music Techniques Vocal
MUSI 410 Elementary Music Methods
MUSI 411 Middle Level and High School Music Methods

Music Education Major (BA)

Music education admissions requirements, policies, and procedures are listed in the Teacher Education section.

Music Core (32.5 hours)

MUSI 121 Theory I
MUSI 122 Theory I
MUSI 130 Music in World Cultures
MUSI 131 Sight Singing and Ear Training
MUSI 132 Sight Singing and Ear Training
MUSI 180 Introduction to Music Technology
MUSI 200 Basic Conducting
MUSI 221 Theory II
MUSI 222 Theory II
MUSI 311 Music History
MUSI 312 Music History
MUSI 320 Form and Analysis
MUSI 400 Music and Christian Faith
MUSI 490 Senior Recital/Project

Applied Music and Ensembles (8.5 hours)

MUSA Ensemble credits to total 5 hours (seven consecutive semesters)
MUSA 105/305 Applied Music to total 5 hours

Note: All music majors must pass the departmental keyboard proficiency requirements.

Professional Courses (27 hours)

EDUC 240 Perspectives in Education
EDUC 341 Learning Theory
EDUC 370 Curriculum and Instruction
EDUC 375 Student Teaching I and Classroom Management
EDUC 475 Student Teaching II
EDUC 490 Senior Seminar
PSYC 310 Lifespan Human Development

Instrumental Track

In addition to the Music Core, Applied Music and Ensemble, and Professional Courses requirements, students pursuing the instrumental track complete the following:
MUSI 271 Music Techniques Instrumental
MUSI 272 Music Techniques Vocal
MUSI 410 Elementary Music Methods
MUSI 411 Middle Level and High School Music Methods
MUSI 460 Advanced Conducting
Private voice lessons or class voice to total 1 hour

Choral Track

In addition to the Music Core, Applied Music and Ensemble, and Professional Courses requirements, students pursuing the instrumental track complete the following:
MUSI 273 Instrumental Music Techniques for Choral Conductors
MUSI 410 Elementary Music Methods
MUSI 411 Middle Level and High School Music Methods
MUSI 460 Advanced Conducting
Class guitar or vocal diction to total 1 hour

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. A solo recital and achievement of upper-division standing is required of all music majors. The recital is given in the senior year after the student has been granted upper-division standing and has passed a recital hearing given before the applied music faculty.

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

Individual instruction is offered in voice, piano, organ, strings, woodwinds, brass, percussion, drum set, bass guitar, and guitar. Music majors are required to enroll in applied music lessons each semester.

Each semester will include:

A. Thirteen thirty-minute lessons
B. A jury (on the Monday of each final exam week)
C. A minimum of 10 lessons (or roughly 75 percent of the lessons) must be attended by a student in order to receive a

passing grade in applied music.

D. Incomplete grades will only be given for applied lessons with instructor approval. (Further instruction fees may apply.)

Students are charged a $260 instructional fee each semester per credit. Each credit reflects 13 thirty-minute lessons at a rate of $20.00 per lesson.

Lessons will be made up if the teacher had to be absent or a student was unable to come to a lesson due to extended illness (with the appropriate nurse's or doctor's verification). It is the responsibility of the teacher or student to notify the other in advance if a lesson cannot be attended. Make-up lessons for any other reasons generally will not be given.

Through the second full week of lessons in each semester, students may discontinue study and be charged only for the number of scheduled lessons to date. Any of the lessons missed during the two-week period because of an extended illness will be made up. Any lesson missed because the teacher had to be absent will also be made up. Any lessons missed without a valid reason, as stated above, will not be made up but will still be charged to the student's account.

Students who discontinue lessons after the end of the second week may officially withdraw without receiving a grade providing the registrar's office is apprised before the official "last day to withdraw from class" printed in the current class schedule, BUT they will forfeit the instructional fee charged for the entire semester. The applied teacher will receive the total amount. One exception to this manner of dealing with charges is when students are incapacitated or have an official doctor's order to discontinue study (legitimate examples include a drummer who breaks an arm or a vocalist who develops vocal nodules and must be silent for a significant period of time). Any refund in these special cases will be given only for the remaining weeks of study after the student has met with the applied instructor.

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

Music: Interdisciplinary Major

Major Requirements

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

Minor Requirements

Music

Minor hours (18.5 hours)

Take all of the following:
MUSI 121 Theory I
MUSI 122 Theory I
MUSI 131 Sight Singing and Ear Training
MUSI 132 Sight Singing and Ear Training
MUSI 200 Basic Conducting
MUSI 311 Music History
MUSI 312 Music History

Applied Music (2 hours)
MUSA 105/305 Applied Music
MUSA 105/305 Applied Music

Ensembles (1 hour)

Church Music
Minor Courses (18 hours)

Take all of the following:
MUSI 121 Theory I
MUSI 131 Sight Singing and Ear Training
MUSI 200 Basic Conducting
MUSI 272 Music Techniques Vocal

Applied Voice (MUSA 105VC):
MUSA 105 Applied Music
MUSA 105 Applied Music

For 1.5 hrs, take MUSA 125,135, 325, 335

For 2 hrs, take MUSA 105PN, 105OR, MUSI 135

Select 6-7 hours from the following:

MUSI 340 Church Music History and Administration
MUSI 400 Music and the Christian Faith

Keyboard specialists, take MUSI 380 Keyboard Improv

Non-KB specialists may take MUSI 485 or 495
MUSI ____ _____ 1.00 ___ ___

Minor in Music Theatre (21 hours)
Take all of the following:
Music Theory Component (4)
MUSI 121 Theory I
MUSI 131 Sight Singing/Ear Training

Applied Music Component (3)
MUSA 125C/135C Concert Choir
or MUSA 135B/335B Chorale
MUSA 105 VC Applied Voice
or MUSA 125T/325T Music Theatre Voice Class

Dance Component (1)
HHPA 107/307 Dance Performance

or HHPE 109/309 Ballroom Dancing

Theatre Component(10)
THEA 100 Acting I - Fundamentals
THEA 200 Acting II - Stage Voice and Movement
THEA/MUSI 350 Music Theatre Performance
THEA 125/325 A,B,C,D Theatre Lab (acting, directing, design, technology)

Electives: select at least 3 hours from remaining THEA or MUSI courses. (3)

See also Minor in Music Theatre (Theatre Minor).

Nursing

Nursing Major (BS)

The profession of nursing and nursing education is in a state of continual development. As the profession and health care have advanced, the need for nurses who are committed to a high level of intellectual inquiry is constantly increasing. A bachelor of science degree in nursing from George Fox University will prepare students to function in increasingly complicated health care environments. The major requires 45 hours of core courses in nursing and 24 hours of other requirements. There are specific general education requirements for nursing majors.

Nursing Admissions and Progression Criteria

To be considered for admission into the nursing major, the following criteria MUST be met:

1. Cumulative GPA of 2.8. Cumulative grade point average should include all transfer courses.
2. Satisfactory scores on Test of Essential Academic Skills (TEAS).
3. A two-page statement addressing each of the following:
    a. Factors that drew you to nursing.
    b. Your conception of the role(s) of the professional nurse.
    c. Your goals as a professional nurse
    d. A description of any cross-cultural experiences
    e. A description of any volunteer and/or work experiences
    f. Any educational, social, and personal barriers you have overcome
    g. How faith, values, beliefs have shaped and will impact your life and professional career
4. Two letters of reference. At least one must be from an individual not associated with George Fox University.
5. Health Certification Requirements. Students applying to the nursing program must complete and submit the following information along with completed application to the nursing major. If not completed, your application will not be considered for admission into the nursing major:
    a. Proof of current immunizations for polio, diphtheria, tetanus, second MMR, and hepatitis B vaccination.
    b. Titer for varicella (chicken pox) is required only if you do not know if and when you have had chicken pox. If you have had chicken pox, include year of disease on health record.
    c. Negative Mantoux or PPD (TB) test needs to be current through the school year. (Students must provide a copy of an updated test for their files each year). If the student has had a positive Mantoux or PPD, he/she will need documentation of a negative chest X-ray to be submitted with the application. If chest X-ray is positive, the student needs to see his/her health care provider. Admission to the nursing program may occur only after the department receives verification of a negative sputum culture.

d. Current CPR certification - American Heart Association (recommended) or Red Cross. All students are required to provide proof of current CPR certification with application.

Continuation in the nursing program is dependent on satisfactory academic performance and the demonstration of the character and ethics needed for success in the profession. Students must:

1. Maintain a cumulative GPA of 2.8 or higher
2. Attain grades of C or better in all professional coursework
3. Achieve satisfactory evaluations of performance in clinical experiences

Nursing students are subject to the policies contained in the *Nursing Policies and Procedures Handbook*.

General Education Requirements:

1. Senior Capstone: 3 hours, GEED 490 Faith, Liberal Arts, and the World

2. Bible and Religion: at least 10 hours from stated options

3. Communications: 3 hours, COMM 100 Introduction to Communication Arts required

4. Health and Human Performance: 3 hours from stated options

5. Humanities: 11-12 hours from stated options, PHIL 230 Ethics required

6. Mathematics: 3 hours, MATH 180 College Algebra required unless waived for SAT 600; if MATH 180 is waived, choose one of MATH 190, MATH 201, MATH 202, MATH 301

7. Natural Sciences: 8 hours, BIOL 331/332 Human Anatomy and Physiology I, II required

8. Social Sciences: 6 hours, PSYC 150 General Psychology and SOCI 150 Principles of Sociology required

9. Globalization: 6 hours from stated options, SOCI 310 Cultural Anthropology required

Major Requirements:

Nursing
NURS 200 Nursing Fundamentals
NURS 203 Nursing Fundamentals Practicum
NURS 210 Health Assessment
NURS 300 Medical-Surgical Nursing I
NURS 303 Medical-Surgical Nursing I Practicum
NURS 310 Health Care Informatics
NURS 320 Medical-Surgical Nursing II
NURS 323 Medical-Surgical Nursing II Practicum
NURS 330 Nursing Research
NURS 340 Mental Health Nursing
NURS 343 Mental Health Nursing Practicum
NURS 350 Pharmacology
NURS 400 Public Health Nursing
NURS 403 Public Health Nursing Practicum
NURS 410 Nursing Administration/Leadership
NURS 413 Nursing Administration/Leadership Practicum
NURS 420 Maternity Nursing
NURS 423 Maternity Nursing Practicum

Additional Required Courses:

BIOL 320 Pathophysiology
BIOL 370 Microbiology
CHEM 151/152 Gen. Organic & Bio Chemistry
HTLH or FCSC 300 Nutrition
PSYC 310 Lifespan Human Development
One of: PSYC 340 Statistics OR SOCI 340 Statistics
OR MATH 240 Statistics

Organizational Communication

See Communication Arts.

Peace and Conflict Studies

Peace Studies Minor

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

Minor Requirements (21 hours)

PSCI/SOC 303 International Conflict and Peace (3)
PSCI 390 Peace Research (3)
PSCI 475 Field Experience (3)

Four of the following courses:
BIBL 390 Biblical Basis for Peacemaking (3)
COMM 310 Conflict Resolution (3)
ECON 360 Global Political Economy (3)
HIST 220/420 War and Conscience in the United States (3)
PSCI 230 Introduction to International Relations (3)

Certificate in Conflict Management

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

1. Either COMM 200 Persuasive Communication, or COMM 210 Interpersonal Communication
2. Either BUSN 480 Organizational Behavior, or PSYC/SOCI 300 Group Dynamics, or PSYC/CHMN 381 Counseling
3. COMM/PSCI 310 Conflict Resolution
4. PSCI 410 Community Mediation

5. Field experience in a conflict resolution or mediation program or agency, to be tailored to the individual student's needs (taken after PSCI 410 or concurrently with it).

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

Philosophy

Philosophy is a classic liberal arts major, training students to think well and communicate clearly. A philosophy major prepares students for a wide variety of options in graduate school, including history, law, law enforcement, literature, philosophy, and theology. Skills in critical thinking and clear communication also prepare students well for careers in business and industry. Most important, philosophical skills are central to the active life of the mind.

Philosophy Major (BA)

Major Requirements

Philosophy majors take 36 hours, 24 of which must be upper division.

18 hours are required of all majors:
PHIL 210 Introduction to Philosophy (3)
PHIL 230 Ethics (3)
Either PHIL 340 Logic or COMM 324 Argumentation and Critical Thinking (3)
PHIL 380 History of Philosophy Survey (3)
PHIL 382 History of Philosophy Seminar (3)
PHIL 415 Contemporary Philosophers and Problems (3)

Majors select a specialization track from these options:

1. Comparative Theology: RELI 380 Christian Beliefs and RELI 440 World Religions (6)
2. Literature: LITR 350 Literary Criticism and a 3-hour upper-division literature course (6)
3. Peace Studies: BIBL 390 Biblical Basis for Peacemaking and PSCI 303 International Conflict and Peace or PSCI 310 Conflict Resolution (6)
4. History: HIST 490 History Seminar and a 3-hour upper-division history (HIST) course (6)

Students may, with department approval, create other specialization tracks on the models of options 1-4. The track must include a methodology course and an upper-division content course.

Exclusive of courses taken to fulfill above requirements, majors take 12 elective hours from the following:
COMM 324 Argumentation and Critical Thinking (3)
LITR 360 Values Through Story and Myth (3)
PHIL 260 Social Theory (3)
PHIL 270 Philosophy of the Arts (3)
PHIL 310 Christian Apologetics (3)
PHIL 330 Philosophy of Religion (3)
PHIL 415 Contemporary Philosophers and Problems (3)
PHIL 285/485 Selected Topics* (2-3)
PHIL 495 Special Study (1-3)

*Note: recent PHIL 285/485 topics have included apologetics, philosophy of science, and philosophy of sex, singleness, and marriage.

Philosophy Minor (18 hours)

PHIL 210 Introduction to Philosophy
PHIL 230 Ethics
PHIL 380 History of Philosophy Survey

Choose 9 hours from the following:
LITR 360 Values Through Story and Myth
PHIL 260 Social Theory
PHIL 270 Philosophy of the Arts
PHIL 280 Introduction to Political Philosophy
PHIL 300 American Political Theory
PHIL 310 Christian Apologetics (3)
PHIL 330 Philosophy of Religion
PHIL 340 Logic
PHIL 382 History of Philosophy Seminar
PHIL 415 Contemporary Philosophers and Problems
Or any other philosophy course (with faculty approval)

Political Science

Political Science Major (BA)

Major Requirements

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

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

At least five of the following courses:
PSCI 190 American Government
PSCI 220/420 War and Conscience in the United States
PSCI 230 Introduction to International Relations
PSCI 240 State and Local Government
PSCI 260 Introduction to Law
PSCI 280 Introduction to Political Philosophy
PSCI 285/485 Selected Topics

PSCI 300 American Political Theory
PSCI 303 International Conflict and Peace
PSCI 310 Conflict Resolution
PSCI 350 Seminar on the First Amendment
PSCI 360 Criminal Rights and Equal Protection
PSCI 390 Peace Research
PSCI 410 Community Mediation
PSCI 430 Women and Politics in American History
PSCI 440 Christianity and Politics in America
PSCI 450 Campaigns and Elections

Majors may also take the following courses as electives:
COMM 380 Leadership Communication
ECON 340 Public Economics
ECON 360 Global Political Economy
HIST 310 Herbert Hoover and His Times
INTL 200 Cultural Geography
LEAD 491 Leadership Seminar I
LEAD 492 Leadership Seminar II
LEAD 493 Leadership Seminar III
LEAD 494 Leadership Seminar IV
PSYC 340 Statistical Procedures or SOCI 340 Statistical Procedures (highly recommended)
SOCI 260 Social Theory
SWRK 461 Social Policy I
SWRK 462 Social Policy II

Political Science Minor (18 hours)

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

Psychology

Psychology Major (BA)

Major Requirements

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

Special General Education Requirements

SOCI 150 Principles of Sociology

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

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

One course from the following (3 hours):
PSYC 330 Personality Theories
PSYC 350 Social Psychology
PSYC 353 Culture and Psychology
PSYC 440 Psychology of Religion

One course from the following (3 hours):
PSYC 311 Child Development
PSYC 312 Adult Development
PSYC 314 Adolescent Development

One course from the following (3 hours):
PSYC 381 Counseling
PSYC 400 Psychological Testing
PSYC 420 Abnormal Psychology
PSYC 430 Drugs and Alcohol

Two courses from the following (6 hours):
PSYC 320 Neuroscience
PSYC 360 Learning
PSYC 370 Cognition
PSYC 410 Sensation and Perception

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

Choose 9 hours of psychology electives.

Psychology Major (BS)

Major Requirements

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

Special General Education Requirements

SOCI 150 Principles of Sociology

Requirements for a BS in psychology consist of a minimum of 40 hours, including the following courses:
PSYC 150 General Psychology
PSYC 340 Statistical Procedures
PSYC 391 Research Methods
PSYC 392 Advanced Research Methods
PSYC 450 Systems of Psychology

PSYC 490 Senior Seminar

One course from the following (3 hours):
PSYC 330 Personality Theories
PSYC 350 Social Psychology
PSYC 353 Culture and Psychology
PSYC 440 Psychology of Religion

One course from the following (3 hours):
PSYC 311 Child Development
PSYC 312 Adult Development
PSYC 314 Adolescent Development

One course from the following (3 hours):
PSYC 381 Counseling
PSYC 400 Psychological Testing
PSYC 420 Abnormal Psychology

Two courses from the following (6 hours):
PSYC 320 Neuroscience
PSYC 360 Learning
PSYC 370 Cognition
PSYC 410 Sensation and Perception

Choose 9 hours of psychology electives.

Psychology Minor (18-19 hours)

PSYC 150 General Psychology
PSYC 311 Child Development
PSYC 450 Systems of Psychology

Select one concentration:

Experimental Psychology
Choose three of the following:
PSYC 320 Neuroscience
PSYC 350 Social Psychology
PSYC 360 Learning
PSYC 370 Cognition
PSYC 391 Research Methods
PSYC 400 Psychological Testing
PSYC 420 Abnormal Psychology

Counseling/Clinical Psychology
Choose three of the following:
PSYC 330 Personality Theories
PSYC 350 Social Psychology
PSYC 381 Counseling
PSYC 382 Advanced Counseling
PSYC 400 Psychological Testing

PSYC 420 Abnormal Psychology

PSYC 430 Drugs and Alcohol

Educational Psychology - Education Majors

EDUC 341 Learning Theory

EDUC 342 Inclusion

Choose two of the following:

PSYC 314 Adolescent Development

PSYC 330 Personality Theories

PSYC 370 Cognition

PSYC 381 Counseling

PSYC 400 Psychological Testing

Educational Psychology - Non-education Majors

Choose three of the following:

PSYC 312 Adult Development

PSYC 314 Adolescent Development

PSYC 330 Personality Theories

PSYC 350 Social Psychology

PSYC 360 Learning

PSYC 370 Cognition

PSYC 381 Counseling

PSYC 400 Psychological Testing

Quaker Studies

Quaker Studies Minor (19 hours)

Take all of the following as a 10-hour core:
RELI 260 History and Doctrine of Friends (3)
RELI 350 Spiritual Formation (3)
RELI 385 Quaker Seminar (1)
RELI/HIST 402 Christianity in History II (3)

Choose one of the following:
BIBL 390 Biblical Basis for Peacemaking (3)
HIST 220/420 War and Conscience in the United States (3)
PSCI 310 Conflict Resolution (3)

Choose two of the following:
PHIL 330 Philosophy of Religion (3)
PSCI 310 Conflict Resolution (3)
PSYC 440 Psychology of Religion (3)
RELI/SOCI 230/430 Sociology of Religion (3)
RELI/HIST 401 Christianity in History I (3)

Religion

Religion serves as a foundational major in a number of areas. It helps students build a solid foundation from several perspectives: Christian history, theology, biblical studies, and practical ministry. It also explores the larger context of world religions. A religion major is ideal preparation for graduate work in theology, other Christian studies (especially for those hoping to teach at the college or seminary level), and ministry (seminary). It is also excellent preparation for those desiring to immediately enter some form of ministry. Learning to think critically and develop the life of the Spirit are fostered by the religion major.

Religion Major (BA)

Requirements for a major in religion consist of 39 semester hours, including the following. A minimum of 18 hours shall be from upper-division courses. A limit of 3 hours of field experience can apply to the major:

- 9 hours in biblical studies (BIBL), not counting BIBL 100 nor the first semester of BIBL 101/BIBL 102
- 6 hours in Christian ministries (CHMN), including either CHMN 360 Perspectives in Christian Education or CHMN 390 Theological Foundations of Christian Ministry
- 12 hours in religion (RELI) as follows: RELI 380 Christian Beliefs, RELI 401, RELI 402 Christianity in History, and RELI 440 World Religions
- 6 hours in philosophy (PHIL)
- 6 hours of religion (RELI) electives

Religion: Interdisciplinary Major

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

Requirements for the Religion block:

- CHMN 360 Perspectives in Christian Education or CHMN 390 Theological Foundations of Christian Ministry
- 10 hours in religion (RELI), including RELI 380 Christian Beliefs
- 8 hours in biblical studies (BIBL)
- 3 hours in philosophy (PHIL)

Religion Minor

(20-21 hours, with a minimum of 14 upper-division hours)
RELI 330 Introduction to the World Christian Movement (3)
RELI 380 Christian Beliefs (3)
RELI 440 World Religions (3)
Choose two of the following:
RELI 340 Christian Classics (3)
RELI 350 Spiritual Formation (3)
RELI 490 Contemporary Religious Life (3)
Choose one Quaker Seminar
Choose at least one church history course from among the following:
RELI 260 History and Doctrine of Friends (3)
RELI 401 Christianity in History I (3)
RELI 402 Christianity in History II (3)
Take 3-4 hours of 200-400 level biblical studies (BIBL) electives

---

Romance Languages

Romance Languages Minor (22 hours)

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

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

Either select two of the following:
SPAN 350 Latin American Culture and Civilization
SPAN 410 Introduction to Spanish Literature
SPAN 420 Introduction to Latin American Literature

Or enroll for 6 or more hours in an approved study abroad program in a Spanish-speaking or French-speaking country. Credits abroad must be 300-level or above.

Social Work

Social Work Major (BS)

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

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

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

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

Graduation Requirement: All social work major courses must be completed with a C or better grade.

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

Recommended general education courses
ECON 202 Principles of Macroeconomics
SOCI 310 Cultural Anthropology

Major Requirements (48 hours required)
SWRK 180 Introduction to Social Welfare
SWRK 260 Social Theory
SWRK 331 Human Behavior in the Social Environment I
SWRK 332 Human Behavior in the Social Environment II
SWRK 340 Statistical Procedures
SWRK 390 Research Seminar

SWRK 391 Social Work Practice I
SWRK 392 Social Work Practice II
SWRK 393 Social Work Practice III
SWRK 461 Social Policy I
SWRK 462 Social Policy II
SWRK 475 Field Experience/Practicum I
SWRK 476 Field Experience/Practicum II
SWRK 477 Field Experience/Practicum III
SWRK 490 Senior Seminar

Choose three hours from the following:
PSYC 420 Abnormal Psychology
SOCI 360 Crime and Deviance
SOCI 380 Race, Ethnicity, and Class
SOCI 410 Juvenile Delinquency
SWRK 400 Child Welfare Services
SWRK 450 Aging in Society
SWRK 485 Selected Topics

Choose one required supporting course (3 hours):
PSCI 150 Introduction to Political Science
PSCI 190 American Government
PSCI 240 State and Local Government

Social Welfare Minor (18 hours)

SWRK 180 Introduction to Social Welfare
SWRK 200 Social Issues
SWRK 260 Social Theory

Choose one of the following two-semester sequences:
SWRK 331 Human Behavior in the Social Environment I
SWRK 332 Human Behavior in the Social Environment II
or
SWRK 461 Social Policy I
SWRK 462 Social Policy II

Choose 3 hours from the following:
SOCI 360 Crime and Deviance
SOCI 380 Race, Ethnicity, and Class
SOCI 410 Juvenile Delinquency
SWRK 400 Child Welfare Services
SWRK 450 Aging in Society
SWRK 485 Selected Topics

Sociology

Sociology Major (BA)

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

Major Requirements (39 hours required)

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

Sociology Minor (21 hours)

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

Choose three from the following (9 hours):
SOCI 200 Social Issues
SOCI 300 Group Dynamics
SOCI 310 Cultural Anthropology
SOCI 350 Social Psychology
SOCI 360 Crime and Deviance
SOCI 380 Race, Ethnicity, and Class
SOCI 390 Research Seminar
SOCI 410 Juvenile Delinquency
SOCI 450 Aging in Society
SOCI 475 Field Experience

Spanish

Spanish Major (BA)

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

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

Major Requirements

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

SPAN 301 Intermediate/Advanced Spanish I
SPAN 302 Intermediate/Advanced Spanish II
SPAN 340 Spanish Culture and Civilization
SPAN 350 Latin American Culture and Civilization
SPAN 410 Introduction to Spanish Literature
SPAN 420 Introduction to Latin American Literature
SPAN 480 Senior Capstone

Spanish Minor (20 hours)

Prerequisites:
SPAN 201 and 202 Intermediate Spanish, or equivalent.

Choose one of the following options:

Option 1
Take 20 hours of the following:
SPAN 301 Intermediate/Advanced Spanish I
SPAN 302 Intermediate/Advanced Spanish II
SPAN 340 Spanish Culture and Civilization
SPAN 350 Latin American Culture and Civilization
SPAN 410 Introduction to Spanish Literature
SPAN 420 Introduction to Latin American Literature

Option 2
SPAN 301 Intermediate/Advanced Spanish I
SPAN 302 Intermediate/Advanced Spanish II
Take 15-18 credit hours in an approved study abroad program in a Spanish-speaking country.
Credits abroad must be at 300-level or above.

Teacher Education: Elementary Education and Music Education

Policies and Procedures

The teacher education program at George Fox University is designed to prepare teachers for careers in public and private schools

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

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

Secondary Education

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

Admission to Teacher Education

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

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

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

Transfer Students in Elementary and Music Education

Any student transferring to George Fox University must meet the same requirements for admission as those who have entered the university as incoming freshmen. Admission to the university does not guarantee admission to the teacher education program. This application must be directed to the teacher education department when the student is in his/her first professional course, usually during the first semester at the university.

Elementary education majors must complete the following courses at George Fox University:
EDUC 240 Perspectives in Education (Fingerprints and Character Question Form are required.)
EDUC 313 Elementary Mathematics Methods
EDUC 370 Curriculum and Instruction
EDUC 375 Student Teaching I and Classroom Management
EDUC 380 Social Studies Methods
EDUC 383 Science Methods

EDUC 401 Language Arts and Children's Literature
EDUC 402 Literacy Methods
EDUC 475 Student Teaching II
EDUC 490 Senior Seminar

Music education majors must complete the following courses at George Fox University:
EDUC 240 Perspectives in Education (Fingerprints and Character Question Form are required)
EDUC 370 Curriculum and Instruction
EDUC 375 Student Teaching I and Classroom Management
EDUC 475 Student Teaching II
EDUC 490 Senior Seminar
MUSI 410 Elementary Music Methods
MUSI 411 Middle Level and High School Music Methods

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 university and the student's professional education courses with a GPA of 2.75 or better.

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

Admission to Student Teaching
Acceptance into the teacher education program does not guarantee assignment for student teaching.

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

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

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

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

1. Examination and/or demonstration of competence. The student may demonstrate competence in written or verbal ways or in the execution of specific tasks.

2. Experience. The student may request that recent directly related experiences be accepted in satisfaction for course work or field experience. The student is required to submit documentation to support this request.
3. The student may request evaluation of other academic work completed satisfactorily to be granted equivalent credit.

Elementary Education Major (BS)

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

Major Requirements

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

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

All of the above plus:
EDUC 352 Middle Level Methods
Either EDUC 351 Middle Level Education
OR PSYC 314 Adolescent Development

Music education requirements are listed with the music degrees.

Teaching English to Speakers of Other Languages (TESOL)

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

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

TESOL Minor (19-21 hours)

SOCI 310 Cultural Anthropology
Either COMM 340 General and Cultural Linguistics
OR EDUC 470 Applied English Linguistics: Oral and Literary
Either COMM 350 Introduction to TESOL
OR EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum
Either RELI 360 Cross-Cultural Christian Outreach
OR EDUC 472 Intercultural Communication in the ESOL/Bilingual Context
Either EDUC 471 Second Language Acquisition
OR EDUC 474 Assessing ESOL/Bilingual Student Learning and Language Proficiency
One year of a foreign language

TESOL Minor Elective
Either COMM 465 TESOL Field Experience or EDUC 478 ESOL/Bilingual Practicum - Early Childhood/Elementary

---

Theatre

Theatre Major (BA)

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

Major Requirements

Theory Core (18 hours)
LITR 379 Shakespeare
THEA 130 Stagecraft
THEA 240 Understanding Drama
THEA 340 Theatre as Ministry
THEA 420 Theatre Management
THEA 440 Theatre History

Electives (6 hours from the following courses)
CMCO 320 Dramatic Scriptwriting
CMCO 430 Producing and Directing Video

COMM 230 Mass Media and Popular Culture
THEA 160/360 Improvisational Theatre Workshop
THEA 220 Oral Interpretation of Literature
THEA 285/485 Selected Topics
THEA/MUSI 350 Music Theatre Performance

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

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

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

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

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

Theatre: Interdisciplinary Major

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 Christian ministries, theatre and literature, theatre and communication media and broadcast, and theatre and business administration (marketing/management). See your faculty advisor for more information.

Minor in Theatre (19 hours)

Take all of the following (13 hours)
THEA 100 Acting 1 - Fundamentals
THEA 130 Stagecraft
THEA 340 Theatre as Ministry

THEA 440 Theatre History
THEA 125/325 A, B, C, D Theatre Lab: (acting, directing, design, technology)

Select at least 6 hrs from the following (6 hours)
THEA 200 Acting II - Stage Voice and Movement
THEA 220 Oral Interpretation of Literature
LITR 240 Understanding Drama
THEA 300 Acting III - Contemporary Scene Study
THEA 330 Stage Lighting and Sound
THEA 350 Music Theatre Performance
THEA 370 Directing for Theatre
THEA 400 Acting IV - Shakespeare
THEA 420 Theatre Management
THEA 430 Scenic Design
THEA 495 Special Study
THEA 125/325 A,B,C,D Theatre Lab: (acting, directing, design, technology)
THEA 160/360 Improvisational Theatre Workshop
THEA 165/365 George Fox University Players: Drama Touring Troupe
THEA 275/475 Field Experience
THEA 285/485 Selected Topics

Minor in Music Theatre (21 hours)

Take all of the following:
Music Theory Component (4)
MUSI 121 Theory I
MUSI 131 Sight Singing / Ear Training

Applied Music Component (3)
MUSA 125/325 C - Concert Choir
or MUSA 135/335 B - Chorale
MUSA 105 VC - Applied Voice
or MUSI 125/325 T - Music Theatre Voice Class

Dance Component (1)
HHPA 107/307 Dance Performance
or HHPA 109/309 Ballroom Dancing

Theatre Component (10)
THEA 100 Acting I - Fundamentals
THEA 200 Acting II - Stage Voice and Movement
THEA / MUSI 350 Music Theatre Performance
THEA 125/325 A, B, C, D Theatre Lab (acting, directing, design, technology)

Electives: select at least 3 hours from remaining THEA or MUSI courses. (3)

Writing/Literature

Writing/Literature Major (BA)

Major Requirements

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

Literature Core
LITR 350 Literary Criticism

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

Two of the following three sequences:
LITR 236, 237, 238 World Literature (two of the three courses)
LITR 326, 327, 328 American Literature (two of the three courses)
LITR 376, 377, 378 British Literature (two of the three courses)

Writing Core
WRIT 200 Understanding Literature
WRIT 230 Introduction to Journalism

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

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

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

Writing Minor

WRIT 200 Understanding Literature (3 hours)
Two WRIT/LITR electives (6 hours)
Three WRIT electives (9 hours)

Literature Minor

WRIT 200 Understanding Literature (3 hours)
Two WRIT/LITR electives (6 hours)
Three LITR electives above the 300 level (9 hours)

Accounting

Additional courses are listed under Business and Economics.

ACCT 271 Principles of Financial Accounting

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

ACCT 272 Principles of Managerial Accounting

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

ACCT 275 Field Experience

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

ACCT 350 Taxation

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

ACCT 370 Accounting Information Systems

2 hours. This course will emphasize the mechanical aspects of accounting and will cover both manual and computerized accounting systems. The course is designed for the accounting major.
Prerequisite: ACCT 271 Principles of Financial Accounting.

ACCT 371, 372 Financial Accounting and Reporting

4 hours each semester. A comprehensive study of generally accepted accounting principles, including a review of their historical development and a thorough study of the underlying theory supporting them. A detailed study of many specific problems associated with the measurement and reporting of complex business transactions.
Prerequisite: ACCT 271 Principles of Financial Accounting.

ACCT 471 Advanced Accounting

4 hours. Accounting for specific types of entities, such as partnerships and not-for-profit organizations. The accounting problems encountered in business combinations and foreign currency translation will be studied.
Prerequisites: ACCT 272 Principles of Managerial Accounting and ACCT 370 Accounting Information Systems.

ACCT 472 Auditing

4 hours. An introduction to the standards and procedures observed by Certified Public Accountants in the examination of financial statements. Special areas of study will include evaluation of internal control, ethical considerations, legal environment, the auditor's reports, and evidence-collecting and evaluation.
Prerequisites: ACCT 272 Principles of Managerial Accounting and ACCT 370 Accounting Information Systems.

ACCT 475 Field Experience

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

ACCT 485 Selected Topics

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

ACCT 495 Special Study

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

American Sign Language

AMSL 101, 102 American Sign Language

2 hours each semester. Offered 2007-08. An introduction to American Sign Language (ASL), the language of the deaf culture in the United States and Canada. The course introduces ASL signs and basic ASL grammar and syntax, and develops an understanding and appreciation of the adult deaf culture. Receptive and expressive skills in conversational ASL are taught. Practice outside the classroom required.

Art

ARTS 101 Basic Design I

3 hours. ARTS 101 is an introduction to materials, techniques, and theory related to two-dimensional design. Additional course fee is required.

ARTS 102 Basic Design II

3 hours. ARTS 102 focuses on three-dimensional design. Hands-on projects are the primary learning mode. Additional course fee is required.

ARTS 111, 112 Drawing I and II

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

ARTS 201 Beginning Painting

3 hours. Introduces students to materials, methods, and techniques used in painting with acrylics or oils. Additional course fee is required.
Prerequisite: ARTS 111 Drawing, or instructor's permission.

ARTS 216 Art History Survey to 1450

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

ARTS 217 Art History Survey from 1450

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

ARTS 221 Beginning Sculpture

3 hours. Introduction to the materials, methods, and techniques used in sculpture. Additional course fee is required.

ARTS 230 Beginning Photography

3 hours. Introduction to the materials, methods, and techniques used in photography. Additional course fee is required.

ARTS 231 Beginning Printmaking

3 hours. An introduction to screen printmaking, and relief printmaking (woodcut, linocut, collagraph) techniques and methods. Additional course fee is required.

ARTS 240 Beginning Mixed Media

3 hours. Introduction to the materials, methods, and techniques used for mixed media artwork. Additional course fee is required.

ARTS 241 Beginning Ceramics

3 hours. Introduction to basic hand-building techniques and surface design. Additional course fee is required.

ARTS 245/345/445 Selected Studio Media

3 hours. A lecture/studio course that deals with an area of interest and faculty specialty, such as watercolor, kiln-worked glass, jewelry, encaustic painting, and bookmaking. The lower-division class is required of the student in the given topic before thay can take a more advanced course. The student under a different topic may repeat this course. Student may need to purchase additional supplies.

ARTS 250 Introduction to Graphic Design

3 hours. Introduction to the materials, methods, and techniques used in graphic design. Additional course fee is required.

ARTS 285 Selected Topics

1-3 hours. A lecture/studio class that deals with areas of interest and specialty in studio and graphic arts. Student may need to purchase additional supplies.

ARTS 295/495 Special Study

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

ARTS 301 Intermediate Painting

3 hours. A further development of the students' knowledge and use of the materials, methods, and techniques used in painting with acrylics or oils. Additional course fee is required.
Prerequisite: ARTS 201 Beginning Painting.

ARTS 321 Intermediate Sculpture

3 hours. A further development of the students' knowledge and use of the materials, methods, and techniques used in sculpture. Additional course fee is required.
Prerequisite: ARTS 221 Beginning Sculpture.

ARTS 330 Intermediate Photography

3 hours. Provides an opportunity for further development of skills and for the introduction of more advanced techniques. Additional course fee is required.
Prerequisite: ARTS 230 Beginning Photography.

ARTS 331 Intermediate Printmaking

3 hours. A further development of the students' knowledge and use of printmaking (silkscreen, woodcut, linocut, collagraph) and a further introduction to intalio and etching techniques and methods. Additional course fee is required.
Prerequisite: ARTS 231 Beginning Printmaking.

ARTS 340 Intermediate Mixed Media

3 hours. A further development of the students' knowledge and use of the materials, methods, and techniques used for mixed media artwork. Additional course fee is required.
Prerequisite: ARTS 240 Beginning Mixed Media.

ARTS 341 Intermediate Ceramics

3 hours. A further development of the students' knowledge and skill in throwing, hand building, and firing techniques in ceramics. Additional course fee is required.
Prerequisite: ARTS 241 Beginning Ceramics.

ARTS 350 Graphic Design 2: Typography

3 hours. Provides an opportunity for further development of skills and an in-depth exploration of letterforms, typographic conventions, and production techniques. Additional course fee is required.
Prerequisite: ARTS 250 Introduction to Graphic Design.

ARTS 355 Selected Topics in Western Art

3 hours. Offered 2007-08. An in-depth study of a specific era or group found within Western art, such as studies in the Baroque and Rococo, Renaissance, or Women in Art. Specific topics will be dependent on the instructor's area of specialization.

ARTS 360 Illustration

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

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

ARTS 365 Selected Topics in Non-Western Art

3 hours. Offered 2006-07. Art and its relationship to a non-Western culture, e.g., African, Asian, Latin American. Specific topic will be dependent on the instructor's area of specialization.

ARTS 382 Twentieth-Century Art

3 hours. Art and its relationship to Western culture of the 20th century. Additional course fee is required.

ARTS 383 History of Visual Communications

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

ARTS 384 Contemporary Art Forms

3 hours. Offered 2006-07. An exploration into the forms, movements, and artists found within the current art scene of the 21st century. Special emphasis will be placed on looking at new forms and genres of art such as video, performance, digital, art activism, time-based art, and installation.

ARTS 401 Advanced Painting

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

ARTS 421 Advanced Sculpture

3 hours. Advanced development within the materials, methods, and techniques used in sculpture. Additional course fee is required.
Prerequisite: ARTS 321 Intermediate Sculpture.

ARTS 430 Advanced Photography

3 hours. Focuses on the individual artistic development of students as they combine techniqes and subject matter into a personal style of visual communication. Additional course fee is required.
Prerequisite: ARTS 330 Intermediate Photography.

ARTS 431 Advanced Printmaking

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

ARTS 440 Advanced Mixed Media

3 hours. Focuses on the individual artistic development of students as they combine techniques and subject matter into a personal style of visual communication. Additional course fee is required.
Prerequisite: ARTS 340 Intermediate Mixed Media

ARTS 441 Advanced Ceramics

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

ARTS 450 Graphic Design 3: Design Applications

3 hours. Advanced studies in the exploration of concepts for solving visual communications problems with emphasis on the use of

design-specific software packages on pieces for students' professional portfolios. Additional course fee is required.
Prerequisite: ARTS 350 Graphic Design 2: Typography.

ARTS 451 Packaging, Public Graphics, Signage
3 hours. Design, use, production, and evaluation of product packaging, public graphics, and signage, including exploration of related material and environmental issues. Course will concentrate on computer-assisted production techniques, mock-up presentation, and portfolio development.
Prerequisite: ARTS 450 Graphic Design 3: Design Applications, or by permission.

ARTS 460 Art and Christ
3 hours. Offered 2007-08. A study of the relationship between art and Christianity in the contemporary world. Designed primarily for studio art majors.
Prerequisites: Either ARTS 382 20th Century Art History or ARTS 384 Contemporary Art Forms.

ARTS 475 Field Experience
3 hours. Field Experience provides on-site work experience at an approved business or institutional site.
Prerequisite: art major with senior standing.

ARTS 485 Selected Topics
1-3 hours. A lecture/studio class that deals with areas of interest in art, such as watercolors, calligraphy, or special topics in art history. Student may need to purchase additional supplies.

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

Biblical Studies

BIBL 100 Bible Survey

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

BIBL 101, 102 Literature of the Old and New Testaments

3 hours each semester. Using selected books and portions, the Old and New Testaments will be studied with attention given to historic contexts, major religious themes, and literary forms of the Bible.

BIBL 240 Wisdom Literature

3 hours. The wisdom literature of the Old Testament is investigated historically, literarily, and theologically. The origin and development of the biblical wisdom traditions in the books of Proverbs, Job, and Ecclesiastes are considered in the context of the broader, international wisdom of the ancient Near East and the intertestamental literature. Taking BIBL 100 Bible Survey or BIBL 101 Literature of the Old Testament first is recommended.

BIBL 250 The Psalms

3 hours. An exploration of the Psalms with special attention to their forms, themes, and original cultural settings as well as how the Psalms have been preserved and applied in the community of faith. Students will also consider approaches to interpreting and learning from the Psalms today. Taking BIBL 100 Bible Survey or BIBL 101 Literature of the Old Testament first is recommended.

BIBL 260 Life of Christ

3 hours. The Synoptic Gospels — Matthew, Mark, and Luke — form the foundation for this inquiry into the life and teaching of Jesus Christ. Taking BIBL 100 Bible Survey or BIBL 102 Literature of the New Testament first is recommended.

BIBL 310 Old Testament History

3 hours. Offered 2007-08. The history of ancient Israel is studied employing the text of the Old Testament narratives in Genesis through Esther, the evidence of archaeology, and other ancient Near Eastern texts. Theological messages and developments will be explored.

Prerequisite: BIBL 100 Bible Survey or BIBL 101 Literature of the Old Testament.

BIBL 330 The Prophetic Writings

4 hours. Offered 2006-07. This course studies the origin and historical development of ancient Israelite prophecy and its culmination in the canonical books of the prophets. The historical and social setting of the prophets will be considered, along with the spiritual themes that dominate and characterize them.

Prerequisite: BIBL 100 Bible Survey or BIBL 101 Literature of the Old Testament.

BIBL 340 Between the Testaments

3 hours. Offered 2007-08. 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.

Prerequisites: BIBL 100 Bible Survey or BIBL 101 and 102 Literature of the Old and New Testaments.

BIBL 350 Writings of John

3 hours. This course explores what it means to believe in Jesus Christ, the Son of God, as depicted in the Johannine Gospel and Epistles. Special attention will be given to John's Christology, sociological setting, and message as they relate to the lives of modern readers. Taking BIBL 100 Bible Survey or BIBL 102 Literature of the New Testament first is recommended.

BIBL 385 Selected Bible Topics

3 hours. The study of a book or portion of the Bible or a major biblical theme with the purpose of gaining deeper understanding of the biblical topic and of growing in the skills of studying and interpreting the Bible. Topics will vary according to the professor's expertise and research interests as well as the perceived needs of students' educational experiences. May be repeated for different topics.

Prerequisites: BIBL 100 Bible Survey or BIBL 101 and 102 Literature of the Old and New Testaments or by permission.

BIBL 390 Biblical Basis for Peacemaking

3 hours. Offered 2007-08. Focusing centrally on Jesus' teachings about peacemaking, this course deals with the biblical treatment of peacemaking, including the prophetic and apocalyptic visions of the kingdom, and the interpretations of these teachings by the early church. Attention also will be given to what it means to work for peace in today's world, as co-laborers with Christ.

Prerequisite: BIBL 100 Bible Survey or BIBL 102 Literature of the New Testament.

BIBL 411, 412 Acts and the Pauline Epistles

3 hours each semester. Offered 2006-07. An extensive study of the mission and teachings of the New Testament church, as shown in the Acts and the Epistles attributed to Paul. Special attention will be given to ways early Christians dealt with struggles between Jewish and Gentile Christianity, and applications will be made for the church today. The fall semester studies Acts 1-15, Galatians, and Romans. The spring semester studies Acts 15-28 plus the other Epistles of Paul.

Prerequisite: BIBL 100 Bible Survey or BIBL 102 Literature of the New Testament.

BIBL 480 General Epistles

3 hours. Offered 2006-07. As a study of the non-Pauline letters of the New Testament - Hebrews, James, I and II Peter, and Jude - this course explores the character of Jewish Christianity and its implications for the broader church.

Prerequisite: BIBL 100 Bible Survey or BIBL 102 Literature of the New Testament.

BIBL 485 Selected Topics

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

BIBL 495 Special Study

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

Biology

BIOL 100 Foundations of Biology

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

BIOL 101, 102 General Biology

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

BIOL 275/475 Field Experience

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

BIOL 300 Evolution

2 hours. Offered 2007-08. A study of mechanisms involved in natural selection and assumptions required. Topics include history of the theory, geochronology, molecular biology, developmental biology, paleontology, comparative physiology, biochemistry, and biogeography. The interface of evolution and Christianity are examined. Two lectures per week.
Prerequisites: BIOL 101 and 102 General Biology.

BIOL 310 Developmental Biology

4 hours. Theories and study of differentiation as they apply to growth and development of animals, with some emphasis on the mechanism involved. Includes historical topics, fertilization, embryonic organization, cell induction, histogenesis, organogenesis, and developmental morphogenesis of echinoderms, frogs, chicks, and pigs. Three lectures and one three-hour laboratory per week. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology or BIOL 331 and 332 Human Anatomy and Physiology.

BIOL 331, 332 Human Anatomy & Physiology

4 hours each semester. Structure and function of the human body. Fall semester topics include basic chemistry, body organization, integument, skeleton, muscles, and the nervous system, including special senses. Spring semester topics include cardiovascular, reproductive, endocrine, respiratory, urinary, and digestive systems. The course meets general education requirements and is designed for nonscience majors. Three lectures and one laboratory per week. BIOL 332 may be taken without BIOL 331. Additional course fee is required.

BIOL 320 - Pathophysiology

3 hours. A study of the basic principles, processes, and physiological changes of alterations in body systems. Three lectures per week.
Prerequisites: BIOL 330 Animal Physiology or BIOL 331 and 332 Human Anatomy and Physiology.

BIOL 322 Comparative Vertebrate Anatomy

4 hours. Offered 2007-08. The comparative study of the structure and functional morphology of organisms in the phylum Chordata. Laboratory will emphasize dissection of representative vertebrate animals. Three one-hour lectures and one three-hour laboratory per week.
Prerequisites: BIOL 101 and 102 General Biology or BIOL 331 and 332 Human Anatomy and Physiology.

BIOL 330 Animal Physiology

4 hours. Investigation of physiological principles in animals, with emphasis on mechanisms of integration and homeostasis at

cellular, organ, and system levels. Topics include muscular, neural, vascular, excretory, and endocrine interactions. Three lectures and one three-hour laboratory per week. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology or BIOL 331 and 332 Human Anatomy and Physiology.

BIOL 340 Plant Physiology
4 hours. Offered 2007-08. A study of plant function from the molecular to the organismic level. Photosynthesis, respiration, water relations, growth and development, mineral nutrition, and practical applications will be covered. Three lectures and one three-hour laboratory period per week.
Prerequisites: BIOL 101 and 102 General Biology.

BIOL 350 Genetics
4 hours. A general genetics course covering Mendelian genetics, population genetics, and an introduction to molecular biology. This course fulfills the requirement for biology majors, and is appropriate for those with an interest in current topics in genetics, including inheritable diseases, cloning, and other recent scientific breakthroughs. Three lectures and one three-hour laboratory per week. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology or BIOL 331 and 332 Human Anatomy and Physiology.

BIOL 360 Ecology
4 hours. An analysis of population, community, and ecosystem dynamics. Laboratory will emphasize field measurements, computer modeling, and behavior. Three lectures and one three-hour laboratory per week, and one required field trip to the Malheur Field Station. Additional course fee required.
Prerequisites: BIOL 101 and 102 General Biology.

BIOL 370 Microbiology
4 hours. A course in the structure, metabolism, classification, and health aspects of microorganisms. Methods of microbiological investigation are emphasized. Three lectures and one three-hour laboratory period per week. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology or BIOL 331 and 332 Human Anatomy and Physiology or permission of course instructor.

BIOL 380 Ornithology
4 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. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology.

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

BIOL 390 Systematic Botany
4 hours. Offered 2006-07. 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. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology.

BIOL 410 Molecular Biology
*4 hours.*Offered 2006-07. A course in contemporary molecular genetics which will include the organization, storage, retrieval, and transfer of genetic information at the molecular level. Viral, prokaryotic, and eukaryotic systems will be examined. Laboratory will include practical experience with many methodologies important to this subdiscipline of biology. Three lectures and one four-hour laboratory per week. Additional course fee is required.

Prerequisites: BIOL 350 Genetics and CHEM 331 Organic Chemistry.

BIOL 420 Cell Biology

4 hours. This course includes the study of cell physiology, energetics, neurobiology, muscle biology, and cell signaling. Other topics that will be discussed are cancer and immunology at the cellular level. Laboratory will focus on current cell culturing and analysis techniques. Three lectures and one three-hour laboratory per week. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology or BIOL 331 and 332 Human Anatomy and Physiology, and CHEM 331 Organic Chemistry. CHEM 340 Biochemistry is suggested.

BIOL 430 Histology

4 hours. Offered 2006-07. 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. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology.

BIOL 440 Cadaver Anatomy

2 hours. A course designed for the pre-health-care student whose application to graduate schools will be enhanced by the study of cadaver skeletons/muscles. This is a lab-based course. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology, BIOL 331 and 332 Human Anatomy and Physiology, and permission of course instructor. Recommended: BIOL 330 Animal Physiology.

BIOL 460 Invertebrate Zoology

4 hours. Offered 2007-08. 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. Additional course fee is required.
Prerequisites: BIOL 101 and 102 General Biology.

BIOL 465 Biological Research

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

BIOL 485 Selected Topics

1-4 hours. Offered when special needs arise or when sufficient enrollment permits. Course content includes specific interests of faculty or visiting professors, or special training required by graduate or professional schools.
Prerequisites: BIOL 101 and 102 General Biology or BIOL 331 and 332 Human Anatomy and Physiology and permission of instructor.

BIOL 491, 492 Senior Seminar

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

BIOL 496 Senior Thesis

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

Business

Additional courses are listed under Accounting and Economics.

BUSN 110 Introduction to Business

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

BUSN 240 Statistics for Business and Economics

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

BUSN 275/475 Field Experience

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

BUSN 300 Management

3 hours. A study of the theory and practice of management. The course involves discussion and application of areas such as social responsibility, strategy, problem solving, communication, change, job performance, and financial/operational controls.
Prerequisites: BUSN 110 Introduction to Business, junior status.

BUSN 310 Financial Management

3 hours. An introduction to the finance function of a business entity. Specific topics to be studied include capital budgeting, cost of capital determination, sources of financing, leverage and its effect on the profits and risk of business, and managing the asset mix and capital structure of a business.
Prerequisites: ACCT 272 Principles of Managerial Accounting and BUSN 240 Statistics for Business and Economics.

BUSN 340 Marketing

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

BUSN 360 Business Law

3 hours. Covers the legal aspects of common business transactions. Includes the law of contracts, agency, negotiable instruments, and other phases of private law.

BUSN 380 Information Systems

3 hours. An introduction to systems and development concepts, information technology (IT), and application software. Explanation of how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage. Examination of the changing role of digital information in society. Introduction to concepts of networking and telecommunications.
Prerequisite: BUSN 110 Introduction to Business.

BUSN 420 Marketing Communication and Strategy

4 hours. Consideration of promotional strategies, with particular emphasis on evaluation and selection of advertising media,

public relations, selling, and management of the promotion mix. Investigation of the international aspects of marketing to include importing, exporting, and the role of multinational firms.
Prerequisites: BUSN 340 Marketing, senior status.

BUSN 440 International Management
4 hours. Managing and organizing global operations, with attention to both multinational corporations and nonprofit organizations. Consideration will be given to the strategy and structure of international business, the practices of international commerce, the challenges of living and working in other cultures, and career development in a global context.
Prerequisite: completion of the functional core in business.

BUSN 450 Marketing Research and Decision Making
4 hours. Research methods for marketing decisions. Topics include defining research needs, the formulation of research questions, consideration of alternative methodologies, sources of data and information, sampling, and interpretation and reporting of findings. Consideration of strategies for decision making relative to the marketing mix. Examination of forecasting, pricing, and decision-making models.
Prerequisites: BUSN 240 Statistics for Business and Economics, BUSN 340 Marketing, senior status.

BUSN 471 Finance I - Investments, Financial Markets, and Institutions
4 hours. Topics will include: 1) investments — stock and bond valuation, market efficiency, modern portfolio theory, asset allocation, and risk and return evaluation; 2) portfolio simulation; and 3) role and management of financial intermediaries including the U.S. banking system and other depository institutions.
Prerequisite: BUSN 310 Financial Management.

BUSN 472 Finance II - Advanced Corporate Finance
4 hours. Topics will include: 1) short-term working capital management, such as cash and marketable securities, accounts receivable, inventory, and sources of short-term financing; and 2) long-term financial decisions such as capital structure, dividend policy, sources of long-term financing. The emphasis will be on case analyses.
Prerequisite: BUSN 310 Financial Management.

BUSN 480 Organizational Behavior
4 hours. This course examines the complex and dynamic interactions of people and organizations in society. Particular focus will be on organizational theory, human perception, motivation, group dynamics, power, conflict, culture, leadership, organizational development, and managing change.
Prerequisite: BUSN 300 Management.

BUSN 485 Selected Topics
1-3 hours. Occasional special courses chosen to fit the interests and needs of students and faculty.

BUSN 490 Senior Capstone Course
4 hours. A final senior course concerned with the dynamics of strategic management. Specific focus will be on thinking strategically, managing change within the organizational culture, and developing leadership skills. The course is highly integrative in nature, incorporating many of the integral components of marketing, accounting, finance, economics, and management. Students will form consulting teams to work with a business to develop a comprehensive strategic plan.
Prerequisites: completion of the functional core in business, senior status.

BUSN 495 Special Study
1-3 hours. Independent study of subjects outside regular offerings of particular interest to business and economics majors.

Regular reading reports and conferences are scheduled.

For upper-division business administration majors only. By permission.

Chemistry

CHEM 100 Chemistry of Life

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

CHEM 110 Chemistry and Our Environment

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

CHEM 151/152 General, Organic, and Biological Chemistry

4 hours each semester. This course covers introductory and intermediate principles of chemistry. Special emphasis is placed on those aspects of general and organic chemistry that are pertinent to biochemistry. This course provides a background for students with interests in 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. Additional course fee is required.

CHEM 211/212 General Chemistry

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

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

CHEM 310 Analytical Chemistry

3 hours. Offered 2006-07. An introduction to the principles and techniques of quantitative chemical analysis. Subject matter includes volumetric and complexometric analysis; neutralization, precipitation, and oxidation-reduction titrations; solubility; statistical methods of data analysis; UV/Vis and atomic absorption spectroscopy; fluorescence spectroscopy; and chromatographic methods. Three lectures and one three-hour laboratory per week. Additional course fee is required.

Prerequisites: CHEM 211 and 212 General Chemistry

CHEM 320 Advanced Inorganic Chemistry

3 hours. Offered 2007-08. A survey of topics in inorganic chemistry, including atomic structure, chemical bonding, periodic trends of structure, physical properties and reactivities of the elements, group theory as applied to molecular structure, and nonmetal and transitionmetal chemistry. The laboratory portion will be an introduction to classical and modern techniques for synthesizing inorganic compounds of representative and transition metal elements and the extensive use of spectroscopy and other physical measurements to characterize compounds. The syntheses and characterization of inorganic materials is also included. Three lectures and one three-hour laboratory per week. Additional course fee is required.

Prerequisites: CHEM 211 and 212 General Chemistry

CHEM 331/332 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. Additional course fee is required.

Prerequisites: CHEM 211 and 212 General Chemistry

CHEM 341/342 Biochemistry

4 hours each semester. A systematic and theoretical study of the biochemical activities of living cells. Topics to be covered will include: the structure, properties and molecular interactions of biomolecules, metabolic pathways, bioenergetics, and metabolism of biomolecules, and RNA, DNA and protein synthesis. Three lectures and one three-hour laboratory per week. Additional course fee is required..

Prerequisites: CHEM 331 and 332 Organic Chemistry

CHEM 380 Advanced Organic Chemistry

3 hours. Offered 2007-08. An advanced study of organic reactions and structures including, reaction mechanisms, linear free energy relationships, isotope effects, pericyclic reactions, spectroscopy, and molecular modeling. The laboratory will include the synthesis, isolation, and identification of organic compounds. Spectroscopy will be emphasized for the analysis of compounds. Three lectures and one four-hour laboratory per week. Additional course fee is required.

Prerequisites: CHEM 331 and 332 Organic Chemistry.

CHEM 401/402 Physical Chemistry

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

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

CHEM 430 Advanced Instrumental

3 hours. Offered 2006-07. Principles and techniques of modern instrumental physiochemical and analytical measurements. Subject matter includes laboratory electronics; electrochemical methods; Fourier transform infrared absorbance spectroscopy; nuclear magnetic resonance; and mass spectrometry. Particular attention is given to the design and function of the instruments used in these techniques. Two lectures and one three-hour laboratory per week. Additional course fee is required.

Prerequisite: CHEM 310 Analytical Chemistry

CHEM 465 Chemical Research

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

CHEM 475 Field Experience

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

Prerequisite: instructor's permission

CHEM 485 Selected Topics

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

Prerequisite: upper-division standing

Christian Ministries

CHMN 120 Incarnational Youth Ministry: Young Life

1 hour. A study of the theological and historical background for relational ministry with young people. Students will gain practical ministry skills that will be useful in ministering relationally with middle school and high school students. Students will also learn to communicate the Gospel and their faith in a contextualized manner for an adolescent culture as well as a post-modern culture.

CHMN 130 Christian Discipling

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

CHMN 230 The Christian and the Outdoors

3 hours. Offered 2007-08. 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. Additional course fee is required.

CHMN 235/435 Walkabout

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

CHMN 275/475 Field Experience

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

CHMN 320 Relational Bible Teaching

2 hours. Offered 2006-07. An analysis of the concept of Bible teaching in a small-group setting. Classroom practice in using the various methods as they relate to home Bible studies, camp settings, or the Sunday school.

CHMN 330 Youth Leadership

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

CHMN 360 Perspectives in Christian Education

3 hours. A study of the historical background and philosophical development in Christian education, with an examination of the influence of these antecedents upon theory and practice. Contemporary trends in current and emerging ministries will be assessed against such perspectives.

CHMN 370 Camp Programming and Counseling

3 hours. Offered 2007-08. 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. Additional course fee is required. (Identical to HHPE 370.)

CHMN 381 Counseling

3 hours. A study of theory and technique of person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching, or

mental health settings. Open to sophomores and above. Recommended as a prerequisite for field experience work (PSYC 475). (Identical to PSYC 381.)
Prerequisite: PSYC 150 General Psychology. Recommended: PSYC 330 Personality Theories.

CHMN 390 Theological Foundations of Christian Ministry
3 hours. A study of the relationships of theology to Christian ministry. This course explores the ways in which particular theologies affect the practice of ministry in the church.

CHMN 391 Shared Praxis I: Introduction to Educational Ministry
4 hours. An exploration of an individual's call to ministry and a study of present praxis in Christian educational ministry, with emphasis on storytelling and community building. This is the first of four semesters. Department interview required. Additional course fee is required.
Prerequisite: sophomore or junior standing and approval by department.

CHMN 392 Shared Praxis II: The Christian Story and Vision
4 hours. A study of the faith life of the Christian community, expressed through Scripture, traditions, liturgies, theology, and church history, as it relates to Christian educational ministry. This is the second of four semesters. Additional course fee is required.
Prerequisite: CHMN 391 Shared Praxis I: Introduction to Educational Ministry.

CHMN 420 Speaking as Ministry
3 hours. A practical course providing methods and introductory techniques for preparation and delivery of Christian speaking as ministry. A variety of message construction types will be studied, and students will have opportunity to speak and receive student and instructor evaluation. This course will cover sermon preparation and delivery, devotional and inspirational speaking, extemporaneous sharing, and broader aspects of communicating Christian truth.

CHMN 440 Camp Administration
2 hours. Offered 2006-07. Designed to develop a basic understanding of programming, business, and leadership at an administrative level. A weekend camping trip is required. Additional course fee is required. (Identical to HHPE 440.)
Prerequisite: CHMN 370 Camp Programming and Counseling or permission of the instructor.

CHMN 485 Selected Topics
2-3 hours. Occasional special courses chosen to fit the interests and needs of students and faculty.

CHMN 491 Shared Praxis III: Methods and Skills in Ministry
4 hours. A study of ministry methods and skills that will enable students to appropriate the Christian story and vision to their own ministry contexts. This is the third of four semesters. Additional course fee is required.
Prerequisite: CHMN 392 Shared Praxis II: The Christian Story and Vision.

CHMN 492 Shared Praxis IV: Supervised Field Experience
4 hours. Active involvement in an area of Christian ministry through supervised experience, and reflection on ministry experiences through class support and discussion. This is the fourth of four semesters.
Prerequisite: CHMN 491 Shared Praxis III: Methods and Skills in Ministry.

CHMN 495 Special Study
1-3 hours. Individual research. Open to qualified students upon application.

Cinema and Media Communication

CMCO 230 Introduction to Video Production

3 hours. An introduction to the language and the technical, creative, and aesthetic elements of the video production process. Course includes basic lighting, sound, camera operation, composition, and design of visual elements, producing, and directing through both classroom and supervised laboratory experiences. This class includes a 1.5-hour lab per week.

CMCO 233 Contemporary Christian Songwriting and Producing

3 hours. Offered 2007-08. Working with professionals in the contemporary Christian music field, students will learn basic techniques of songwriting including lyrics and song structure. Students will write their own songs, which they will then produce and record.

Prerequisite: CMCO 344 Studio Sound Recording or permission of instructor.

CMCO 243 Introduction to Audio

3 hours. Offered 2006-07. Concentrating on recording, editing, and mixing multitrack audio on a digital platform. The course will look at special recording techniques for (a) human voices in speaking, singing, and dramatic performance; (b) musical instruments; (c) dramatic sound effects. Students will complete projects in editing and mixing of multitrack sound programs.

CMCO 250 Digital Multimedia Production

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

CMCO 260 Scriptwriting for Media

3 hours. Offered 2006-07. An introduction to the styles, techniques, content, and forms of television writing. Both dramatic (sitcom and dramatic features) and nondramatic (news and informational) forms of writing are covered. The writing of several short scripts is required in the course.

Prerequisite: WRIT 110 Freshman Composition.

CMCO 270 Broadcast News I

3 hours. Offered 2007-08. Striking a balance between analysis and production, Broadcast News looks at the historical roots and current trends of television news. Students put this analytical knowledge to the test in producing their own news stories to air on cable TV.

Prerequisite: CMCO 230 Introduction to Video Production or permission of instructor.

CMCO 310 Intermediate Directing

3 hours. Offered 2007-08. Working with classmates as crew, students take turns directing scenes from Hollywood movies in this hands-on directing workshop. Beyond storyboarding and shot planning, this class focuses on working with actors, working with crew, and other skills required for balancing the technical and the artistic aspects of directing.

Prerequisite: CMCO 230 Introduction to Video Production or permission of instructor.

CMCO 320 Dramatic Scriptwriting

3 hours. Offered 2007-08. An introduction to the art of writing for film. Dramatic structure is emphasized and plot scenarios, dialogue, and characterization are among several topics examined and exercised. Students create scripts for original features, short films, or plays. The writing experience is complemented through an examination of the business aspects of writing,

including spec-scripts, agents, and the Hollywood system.
Prerequisite: CMCO 260 Scriptwriting for Media or permission of instructor.

CMCO 333 Camera and Lighting
3 hours. This course explores the various camera and lighting techniques used in film and digital video production. Students will focus on applying lighting techniques and camera movement to create specific visual effects. Students will apply the ideas discussed in the text and lectures to a series of in-class explorations, in addition to scenes filmed outside of class.
Prerequisite: CMCO 230 Introduction to Video Production or permission of instructor.

CMCO 343 Sound Design
3 hours. This class explores the use of digital sound technology to record, edit, and mix audio for film and television. Students will use their audio skills to record sound both in the field and in the recording studio.
Prerequisite: CMCO 243 Introduction to Audio or permission of instructor.

CMCO 344 Studio Sound Recording
3 hours. Offered 2007-08. Students will learn to record music and vocal tracks in a digital multitrack studio environment. Students will produce music, advertising, and other audio projects in this hands-on studio course.
Prerequisite: CMCO 243 Introduction to Audio or permission of instructor.

CMCO 350 Editing Video
3 hours. Offered 2006-07. Theory and practice in editing the moving image. Analysis of Hollywood and avant-garde styles of editing is followed by practice exercises illustrating each concept.
Prerequisite: CMCO 230 Introduction to Video Production or permission of instructor.

CMCO 355 Event Video Production
3 hours. This course concentrates on live multicamera production of sporting, theatrical, and entertainment events. The course concentrates on producing and directing components, but also features setting up multicamera remote systems for video broadcast. May be repeated for a maximum of 6 hours total.
Prerequisite: CMCO 230 Introduction to Video Production or permission of instructor.

CMCO 360 Animation I
3 hours. Offered 2006-07. An introduction to the fundamentals of animation production, from traditional cel animation to 2-D computer animation. In this hands-on workshop, students will produce short animation projects.

CMCO 363 Motion Graphics and Special Effects
3 hours. Offered 2008-09. Students explore different means of producing special effects using digital computer imaging, blue-screens, compositing, and old-fashioned movie magic. Students will also learn how to create animated text sequences and video graphics.

CMCO 370 Broadcast News II
3 hours. Offered 2006-07. This class takes students out of the classroom into the field to learn Electronic News Gathering (ENG). As part of the class, students produce a news program to be aired on cable access or campus TV network.
Prerequisite: CMCO 270 Broadcast News or permission of instructor.

CMCO 430 Producing and Directing Video
3 hours. Offered 2007-08. An advanced course in video directing and producing. Students explore the process of preproduction, production, and postproduction of original short feature videos for the Fox Film Festival, working as either producer or director.

Additionally, short documentaries are completed for television broadcast.
Prerequisite: CMCO 350 Editing Video.

CMCO 460 Advanced Animation
3 hours. Offered 2008-09. Students continue to develop their skills in 2-D or 3-D animation, including techniques for creating characters in the digital domain, transformation, and movement.
Prerequisite: CMCO 360 Animation I or permission of instructor.

CMCO 470 Journalism II
3 hours. Offered 2007-08. Students hone journalistic skills in areas such as interviewing techniques, cultivating sources, investigative reporting, and editing and layout.
Prerequisite: WRIT 230 Introduction to Journalism or permission of instructor.

CMCO 475 Field Experience
2-10 hours. An internship experience designed to give students an opportunity to practice video and film techniques and principles in an off-campus, professional setting. Students choose from a variety of options – cable, broadcast, corporate, medical, or commercial production facilities – based on the student's goals and interests. Up to 3 hours may apply to the communication media major.
Prerequisite: instructor's permission.

CMCO 481 Advanced Production Workshop I
3 hours. Offered 2008-09. In this intensive hands-on production course, students will draw on all their filmmaking skills to produce 10- to 30-minute shorts – narrative, documentary or animated -- for their portfolios and film festivals. This semester focuses on pre-production and production, including script breakdown, casting, and actual filming.
Prerequisites: CMCO 310 Intro to Directing, CMCO 320 Dramatic Scriptwriting, CMCO 333 Camera & Lighting, CMCO 343 Sound Design, CMCO 350 Editing Video, CMCO 430 (Producing & Directing), or permission of instructors. Admission to the class is a competitive process based on the student proposal and script.

CMCO 482 Advanced Production Workshop II
3 hours. Offered 2008-09. This course continues the project started in Advanced Production Workshop I into post-production, including editing, sound design, color correction, and DVD authoring.
Prerequisite: CMCO 481 or permission of instructors.

CMCO 490 Senior Portfolio
1 hour. Offered 2006-07. The Senior Portfolio class helps prepare students for entry into the professional realm by developing networking and marketing strategies, and by preparing a professional reel of their best work, which will be critiqued by members of the local media industry. (To be taken during the student's senior year.) *Prerequisite: instructor's permission.*

CMCO 495 Special Study
1-3 hours. Individual study in an area of special interest to the student. Offered to exceptional students at the discretion of a faculty member.

Communication Arts

COMM 100 Introduction to Communication

3 hours. An introduction to the study of human communication. Application of communication principles to interpersonal, group, and public contexts. Particular emphasis on the practice of public speaking. Students will prepare and deliver several oral presentations.

COMM 200 Persuasive Communication

3 hours. A presentation of key principles of persuasion as they are reflected in typical organizational communication contexts. Focus on developing a planning sequence that will function as a practical guide for designing, executing, and evaluating communication events. Students will be expected to develop a "real world" communication event, e.g., publicity campaign, speech, newsletter.
Prerequisite: COMM 100 Introduction to Communication or equivalent.

COMM 210 Interpersonal Communication

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

COMM 230 Mass Media and Popular Culture

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

COMM 275 Field Experience

1-10 hours. Experience in supervised field situations, generally off campus, involving extensive communication activity. Admission to course and amount of credit determined by the faculty supervisor. Pass/No Pass.

COMM 285 Selected Topics

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

COMM 300 Theoretical Approaches to Communication

3 hours. A study of the major sources of communication theory (e.g., meaning theory, uncertainty reduction theory, humanistic psychology, relational theory, information processing) together with specific, contemporary exemplifications of each approach. Special focus on the nature and progress of scientific inquiry in communication theory.
Prerequisite: 6 hours of communication arts or media communication courses, including COMM 100 Introduction to Communication.

COMM 305 Professional Communication Activities

1-3 hours. Offered each term. Structured to give students experience in "real world" communication events, generally on campus. May be repeated for a maximum of 6 hours total. Pass/No Pass.

COMM 310 Conflict Resolution

3 hours. 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 PSCI 310.)

COMM 315 Forensics

1-3 hours. This course prepares students to create competitive speeches and debates in regional intercollegiate tournaments. May be repeated for a maximum of 6 hours total.

COMM 320 Introduction to Public Relations

3 hours. A course designed to introduce and develop a clear concept of public relations as a communication profession. Topics to be covered include the function of public relations in both public and private enterprises; the process of planning and implementing a public relations communication campaign; techniques for communicating with various publics; and the laws and ethics governing the practice of public relations.

Prerequisite: one course in business or communication arts.

COMM 324 Argumentation and Critical Thinking

3 hours. A course in practical reason. Includes a survey of theories of argumentation, analysis of public arguments, and several speeches, including a debate.

Prerequisite: COMM 100 Introduction to Communication or instructor's permission.

COMM 330 Reviewing Film and Television

3 hours. The critical analysis of the moving image, including television programming and film. Employs textual, contextual, and ethical methods for illuminating the relationship of these media artifacts to modern culture, both secular and religious.

Prerequisite: one communication arts or cinema and media communication course.

COMM 340 General and Cultural Linguistics

3 hours. Offered 2006-07. A study of the nature of verbal symbols as they function in communication. The course will include phonetic transcription, semantics, modern grammatical theories, history of the English language, and modern English dialects.

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

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

COMM 360 Nonverbal Communication

3 hours. Offered 2006-07. A study of the nonverbal dimensions of interpersonal communication. Includes a consideration of physical behavior, facial expression, eye behavior, personal appearance, personal space, clothing, touch, voice, and use of objects as means of communication and in relation to verbal communication. Involves participation in nonverbal simulations and exercises.

Prerequisite: one communication arts course.

COMM 370 Organizational Communication

3 hours. An examination of organizations from a communication vantage point. Combines study of theoretical perspectives with skill development. Students will build organizational communication competencies through understanding the nature of communication in the organizational context and by practicing effective communication skills. Possible topics include communication networks and climates, superior-subordinate relationships, computer-mediated communication, organizational identification, communication audits, group and team communication, interviewing, meetings, and presentations.

COMM 380 Leadership Communication

3 *hours*. An introduction to the study and practice of leadership from a communication perspective. Particular focus on the relationship between communicating and leading. Examination of leadership concepts and theories in organizational, group, and public contexts. Students will analyze their personal leadership styles and develop leadership communication skills through team projects and classroom exercises.
Prerequisite: sophomore standing or above.

COMM 400 Critical Approaches to Communication
3 hours. Methods of rhetorical criticism as applied to public communication of the past and present, including but not limited to speeches, broadcasts, films, and campaigns. Analysis of current trends in rhetorical criticism.
Prerequisite: COMM 300 Theoretical Approaches to Communication or permission of the instructor.

COMM 410 Gender Communication Across Cultures
3 hours. Offered 2007-08. A course designed to introduce students to the nature and function of gender differences in communication on a cross-cultural basis. Examines biological, cultural, linguistic, and power theories that attempt to explain these differences. Focus given to verbal (spoken and written) language as well as nonverbal communication codes. Counts toward globalization requirement.

COMM 465 TESOL Field Experience.
1-3 hours. Supervised teaching experience in a school or community program for learners of English as a second language.
Prerequisite: COMM 350 Introduction to TESOL or EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum. **COMM 475 Field Experience**
1-10 hours. Experience in supervised field situations, generally off campus, involving extensive communication activity. Admission to course and amount of credit determined by the faculty supervisor. Pass/No Pass.

COMM 480 Senior Capstone: Ethical and Spiritual Dimensions of Communication
3 hours. Designed to integrate skills and concepts from communication course work with ethical and spiritual principles through readings, written assignments, and assessment instruments. Students will complete portfolios that will include work samples and department exit exams along with a statement of what it means to be a Christian communicator. A service component may be included as part of the course.

COMM 485 Selected Topics
3 hours. A variety of topics may be offered that reflect the interests of faculty, visiting professors, and students.

COMM 495 Special Study
1-3 hours. Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of a faculty member.

Computer and Information Science

CSIS 130 Web-Based Programming

3 hours. An introduction to computer programming using HTML and JavaScript. The emphasis of the course is placed on fundamental concepts of computer programming through the creation of interactive Web pages. The course is designed for students who want to learn more about the World Wide Web and its applications.

CSIS 201, 202 Introduction to Computer Science

3 hours each semester. A foundational course for the study of computer and information science. The course covers an overview of programming methodology and gives the student an ability to write computer programs using standard style and structure. Programming projects are completed in one or more high-level languages.
Prerequisite: high school algebra or equivalent.

CSIS 220 Digital Logic Design

4 hours. Introduction to digital systems and binary codes, Boolean algebra and digital logic devices, combinational logic circuits and design methods, ROM and RAM memory elements, and sequential logic circuits, and design methods. Laboratory experience includes TTL logic circuits, and CAD tools. Three lectures and one laboratory per week. (Identical to ENGE 220.)
Prerequisite: ENGR 152 Engineering Principles II or CSIS 201 Introduction to Computer Science I or equivalent.

CSIS 300 Numerical Methods

3 hours. Offered 2007-08. A study of numerical solutions of mathematical problems, including nonlinear equations, systems of linear equations, polynomial approximations, root finding, integration, and differential equations. Computer programs are written to solve these problems. (Identical to MATH 300.)
Prerequisites: MATH 202 Calculus II and either CSIS 201 Introduction to Computer Science or ENGR 152 Engineering Principles II.

CSIS 310 Data Structures and File Processing

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

CSIS 314 Client-Server Systems

3 hours. Offered 2007-08. This course provides an introduction to constructing complete information systems based on the client-server model. On the client side, we introduce graphical user-interfaces, their design and implementation, as well as commonly used tools such as database access clients, and report generators. On the server side, we introduce database management systems and the use of server-side programming tools that provide connectivity for clients and access to database systems. Along the way, students are introduced to the basics of distributed computing and computer networks.
Prerequisite: CSIS 202 Introduction to Computer Science II.

CSIS 321 Software Engineering

3 hours. Offered 2007-08. An introduction to the strategies used in producing quality software. The life cycle of software development is presented and utilized. Larger projects are undertaken by teams of students in the initial phases.
Prerequisite: CSIS 202 Introduction to Computer Science II.

CSIS 330 Computer Graphics

3 hours. Offered 2006-07. An introduction to the concepts of computer graphics, particularly those used with microcomputers. Basic programming and mathematical tools used in producing graphics are explored and applied in several projects.
Prerequisites: CSIS 310 Data Structures and File Processing and MATH 190 Precalculus Mathematics.

CSIS 340 Database Systems

3 hours. Offered 2007-08. A study of the organization of database systems for information storage, retrieval, and security. Examples of hierarchic, network, and relational-based systems are presented.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 350 Data Communications and Networks

3 hours. Offered 2006-07. An introduction to the field of communications among computers and computer systems, with an emphasis placed on LANS (Local Area Network Systems) and the OSI model. Students will experience the installation of one or more network systems.
Prerequisite: CSIS 202 Introduction to Computer Science II.

CSIS 360 Computer Architecture and Assembly Language

3 hours. Offered 2006-07. An introduction to digital computer hardware architecture and organization. Topics include digital logic, processor design, instruction sets, and system architecture. Programs written in assembly language will be used to gain hands-on experience with the underlying system architecture.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 370 Object-Oriented Programming

3 hours. Offered 2006-07. This course covers the fundamental concepts of object-oriented programming languages, including data abstraction and typing, class inheritance and generic types, prototypes and delegation, concurrency control and distribution, object-oriented databases, and implementation. Object-oriented solutions will be developed in one or more high-level languages.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 420 Structures of Programming Languages

3 hours. Offered 2006-07. A study of the basic design of computer programming languages, with the greater emphasis placed on semantics (over syntax). A comparative analysis is made among several of the common languages.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 430 Analysis of Algorithms

3 hours. Offered 2007-08. An introduction to the design and analysis of algorithms. The course covers the fundamentals of analyzing algorithms for correctness and time and space bounds. Topics include advanced sorting and searching methods, graph algorithms, geometric algorithms, matrix manipulations, string and pattern matching, set algorithms, and polynomial computations.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 434 Parallel Computing

3 hours. Offered 2007-08. A theoretical and practical survey of parallel processing, including a discussion of parallel architectures, parallel programming languages, and parallel algorithms. Students will program one or more parallel computers in a higher-level parallel language.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 440 Artificial Intelligence (AI)

3 *hours*. Offered 2007-08. This course introduces the student to the basic concepts and techniques of artificial intelligence, knowledge representation, problem solving, and AI search techniques. AI solutions will be developed in an appropriate AI language.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 450 Network Administration
3 hours. Offered 2006-07. This course introduces the student to system administration of a LAN. Topics covered include adding and removing users; monitoring and controlling processes; adding, removing, and managing groups; mounting and unmounting filesystems; monitoring and troubleshooting a TCP/IP network; managing and controlling network and system security; and administration of network file systems.
Prerequisite: CSIS 350 Data Communications and Networks.

CSIS 460 Operating Systems
3 hours. A study of the organization and architecture of computer systems. The major principles of operating systems are presented, along with case studies involving actual operating systems.
Prerequisite: CSIS 310 Data Structures and File Processing.

CSIS 471 Senior System Development I
1 hour. In the senior system development sequence, students apply their knowledge and software engineering skills gained through course work to a substantial computer/information science project. In the first semester, projects are defined and necessary background research along with feasibility studies are completed. Students must also consider the ethical, moral, and social impact of their systems. Collaboration with other departments of the university is encouraged.
Prerequisite: at most, three semesters from graduation.

CSIS 472 Senior System Development II
3 hours. The projects that were initiated in the first semester are fully developed and implemented. Use of analysis, design, implementation, and testing techniques are applied throughout the project. The system development sequence culminates in the oral presentations and formal written reports of the projects.
Prerequisite: CSIS 471 Senior System Development I.

CSIS 475 Field Experience
1-3 hours. Supervised experience with an off-campus industry, business, or institution, using computer science or data processing. For upper-division computer information science majors only.

CSIS 480 Principles of Compiler Design
3 hours. Offered 2006-07. This course introduces the student to the basics of building a compiler using a multiphase translation process. It covers lexical analysis, parsing, and translation to abstract syntax using modern parser generator technology. It discusses binding of identifiers and symbol table organization, and a variety of intermediate representations that are suitable for backend analysis. Other topics include type checking, attribute grammar representations, and printing from abstract syntax.
Prerequisite: CSIS 310 Data Structures and File Processing. (CSIS 420 Structures of Programming Languages preferred.)

CSIS 485 Selected Topics
1-10 hours. A scheduled class with topics chosen to meet the special needs and interests of students, faculty, or visiting professors. For upper-division computer information science majors only.

CSIS 490 Applied Software Development
1-3 hours. Special software development projects designed and completed by the student in an area that applies computers. This

is an independent-study course and is supervised by staff in both the computer area as well as in the selected area of study. For upper-division computer information science majors only, by permission.

CSIS 495 Special Study

1-3 hours. Individual study in areas of special interest. For upper-division computer information science majors only, by permission.

Economics

Additional courses are listed under Accounting and Business.

ECON 201 Principles of Microeconomics

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

ECON 202 Principles of Macroeconomics

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

ECON 340 Public Economics

3 hours. Offered 2006-07. An overview of the economic role and impact of government, including topics in public finance, fiscal policy, monetary policy, and the banking system, and the economics of regulation.
Prerequisites: ECON 201 Principles of Microeconomics and ECON 202 Principles of Macroeconomics.

ECON 360 Global Political Economy

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

ECON 430 Managerial Economics

4 hours. The course will focus on the application of economic theory and quantitative methods to management decision making. Topics include analysis of consumer demand and market structure, pricing practices, production and cost analysis, optimization techniques, forecasting, and risk analysis.
Prerequisites: ECON 201 Principles of Microeconomics, ECON 202 Principles of Macroeconomics, and BUSN 240 Statistics for Business and Economics.

ECON 460 International Trade and Finance

4 hours. An overview of international economics with attention to international trade, economic cooperation, foreign exchange, international banking, and global financial institutions. Attention is given to trade policies, bilateral and multilateral trade negotiations, the functioning of firms in the international economy, and reform of the global financial architecture. (Identical to INTL 460.)
Prerequisites: ECON 201 Principles of Microeconomics and ECON 202 Principles of Macroeconomics.

ECON 475 Field Experience

3-6 hours. Supervised experiences in business, financial and research firms, and government agencies. For upper-division students only, by permission.

ECON 485 Selected Topics

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

ECON 495 Special Study

2-3 hours. Subject matter and credit arranged for the needs of the individual student. For upper-division students only, by permission.

Education

EDUC 240 Perspectives in Education

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

EDUC 250 Teaching as a Profession

2 hours. This is a one-semester introductory course on the teaching profession for those planning to enroll in an MAT program. An emphasis will be placed on cultural diversity and reform-related issues from a K-12 perspective. Students will expand their understandings of the field of education and the role of teachers by participating in a 30-hour in-the-classroom field experience, and 10-hour service learning opportunity. The George Fox University MAT program application process and requirements will be discussed. (This course is not part of the undergraduate elementary education major.) Sophomore or junior standing required.

EDUC 275 Field Experience

1-2 hours. An elective field placement individually designed with approval of the instructor. Does not substitute for required field assignments; 40 hours fieldwork per credit is required.

EDUC 285/485 Selected Topics

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

EDUC 313 Elementary Mathematics Methods

2 hours. Examine and openly challenge knowledge, beliefs, and assumptions about the learning and teaching process. Engage in activities designed to enhance conceptual knowledge and connect it to procedural understanding. Explore what it means to teach mathematics in a standards-based system (i.e., using standards to plan instruction, using scoring guides to assess student work, critically examining curricula). Admission to Teacher Education Program is required.
Corequisites: EDUC 322 Early Childhood Methods, EDUC 375 Student Teaching I and Classroom Management, EDUC 380 Social Studies Methods, EDUC 383 Science Methods, and EDUC 401 Language Arts and Children's Literature.

EDUC 321 Early Childhood Education

3 hours. Early childhood distinctives regarding growth, development, and learning, with attention to implications for classroom management and organization, parent involvement, and program operation. Admission to Teacher Education Program is required.
Corequisites: EDUC 342 Inclusion, EDUC 370 Curriculum and Instruction, EDUC 373 Fine Arts Methods, and EDUC 401 Language Arts and Children's Literature.

EDUC 322 Early Childhood Methods

3 hours. This methods course focuses on the formulation and implementation of developmentally appropriate curriculum, instruction, materials, and assessment for young children, ages 3-8 years. Student facilitators create and implement lesson plans with young children in an integrated curriculum in the content areas of art, health, language arts, math, music, and social studies. Admission to Teacher Education Program is required.
Corequisites: EDUC 313 Elementary Mathematics Methods, EDUC 375 Student Teaching I and Classroom Management, EDUC 380 Social Studies Methods, EDUC 383 Science Methods, and EDUC 402 Literacy Methods.
Prerequisite: EDUC 321 Early Childhood Education.

EDUC 334 Health and Physical Education Methods

3 hours. This course examines and offers opportunities to apply health and physical education methods. Sophomore standing and

admission to Teacher Education Program is required.

EDUC 341 Learning Theory

2 hours. A survey of learning theories and possible applications in the elementary classroom are explored. Admission to Teacher Education Program is required.

Corequisite or prerequisite: PSYC 311 Child Development.

EDUC 342 Inclusion

2 hours. A survey of current knowledge about the diverse abilities of learners in the regular classroom, with an emphasis on methods for including students and assisting their learning processes. Attention given to needs of bicultural students with disabilities. Admission to Teacher Education Program is required.

Corequisites: EDUC 321 Early Childhood Education, EDUC 370 Curriculum and Instruction, EDUC 373 Fine Arts Methods, and EDUC 401 Language Arts and Children's Literature.

EDUC 351 Middle-Level Education

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

EDUC 352 Middle-Level Methods

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

EDUC 370 Curriculum and Instruction

3 hours. Generic methods of teaching, planning curriculum, and both formal and informal assessment of pupil learning as used in teaching. Needs of students from generational poverty are examined. Admission to Teacher Education Program is required.

Corequisites: EDUC 321 Early Childhood Education, EDUC 342 Inclusion, EDUC 373 Fine Arts Methods, EDUC 401 Language Arts and Children's Literature.

EDUC 373 Fine Arts Methods

2 hours. Using the basic principles and elements of music and art, students will explore making connections between subjects in the elementary curriculum. Admission to Teacher Education Program is required.

Corequisites: EDUC 321 Early Childhood Education, EDUC 342 Inclusion, EDUC 370 Curriculum and Instruction, EDUC 373 Fine Arts Methods, EDUC 401 Language Arts and Children's Literature.

EDUC 375 Student Teaching I and Classroom Management

2 hours. A laboratory experience consisting of general and specific tasks, managing and instructing pupils and assisting teaching in the classroom. Patterns of classroom management and organized community building will be discussed including responding to needs of the bicultural child. An additional one hour is required for students intending to add the middle-level authorization and is in addition to the two-hour requirement. Please see advisor.

Corequisites: EDUC 313 Elementary Mathematics Methods, EDUC 322 Early Childhood Methods, EDUC 383 Science Methods, and EDUC 402 Literacy Methods.

EDUC 376 Student Teaching I for Middle-Level Authorization

1 hour. A laboratory experience consisting of general and specific tasks, managing and instructing pupils and assisting teaching in the classroom.

Prerequisites: EDUC 351 Middle-Level Education, EDUC 352 Middle-Level Methods, and EDUC 375 Student Teaching I and

Classroom Management.

EDUC 380 Social Studies Methods

2 hours. Research-based methods for teaching social studies. Issues of cultural proficiency addressed.
Corequisites: EDUC 313 Elementary Mathematics Methods, EDUC 322 Early Childhood Methods, EDUC 375 Student Teaching I and Classroom Management, EDUC 383 Science Methods, and EDUC 402 Literacy Methods.

EDUC 383 Science Methods

2 hours. Students will study, experience, and practice research-based science pedagogy appropriate to grades K-8 in a self-contained school setting. Activities include writing and research on science education, demonstration of science teaching practice, and supervised teaching experience. Students will develop, critique, and implement science curriculum.
Corequisites: EDUC 313 Elementary Mathematics Methods, EDUC 322 Early Childhood Methods, EDUC 375 Student Teaching I and Classroom Management, and EDUC 402 Literacy Methods.

EDUC 401 Language Arts and Children's Literature

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

EDUC 402 Literacy Methods

4 hours. Methods and materials for language arts teaching in the areas of reading and writing, with an emphasis on the use of children's literature.
Corequisites: EDUC 313 Elementary Mathematics Methods, EDUC 322 Early Childhood Methods, EDUC 375 Student Teaching I and Classroom Management, EDUC 380 Social Studies Methods, EDUC 383 Science Methods.

EDUC 430 History and Foundations of Literacy Learning

2 hours. Spring and summer semesters. Format: classroom centered. Thoughtful classroom practice depends on sound theory. This course examines some current competing theories, looks at the implications of various literacy theories as they impact classroom decision making, and, through reading and discussion, develop a personal understanding of literacy processes. The linguistic framework of reading and its place in the language arts will also be explored.

EDUC 431 Analysis of Reading and Writing Assessments

2 hours. Offered fall and summer semesters. Classroom teachers become acquainted with a wide variety of methods for assessing student progress in reading and writing. Administration and scoring of these tests will be explored. Information about how testing results can facilitate teaching and learning is the goal.

EDUC 432 Advanced Strategies in Literacy Instruction: Assessment and Remediation

2 hours. Summer semester. Format: classroom centered. This course focuses on current methods and materials for reading/literacy instruction. The strategies used by proficient readers will be explored and teaching methods will be modeled and implemented. Methods of assessment and strategies for remediation will also be explored.

EDUC 433 Advanced Studies in Children's and Adolescent Literature

2 hours. Offered summer semester. Format: classroom centered. This course focuses on a critical examination of children's literature as literature, considers curriculum development based on children's literature, and on a further development of a broad understanding of literacy learning issues.

EDUC 434 Issues and Application of Literacy Instruction

2 hours. Offered spring semester. Format: classroom centered. This course focuses on the issues related to public and

school-based concerns about literacy learning. The discussion of issues will lead to research-based applications that can be translated into the classroom practice at the elementary, middle, or high school level.

EDUC 436 Reading and Writing in the Content Areas

2 hours. Offered fall semester. Format: classroom centered. This course focuses on the reading and writing needs of the student at the middle level and in the high school. The teaching of critical reading and writing strategies will be included as well as assessment tools. This course is required for those pursuing the middle level and high school authorizations of the Reading Endorsement, but is appropriate for teachers of all levels.

EDUC 437 Emergent Literacy

2 hours. Offered summer semester. This course explores theoretical principles and practices based on current research. Emphasis is on strategies for coming to print, print conventions, and reading aloud. Shared, guided, and independent reading and writing is also explored. These strategies are based on theoretical assumption from the psychology of language and cognition development and linguistics.

EDUC 438 Organization of Reading Programs

3 hours. Offered fall semester. Format: classroom centered. The content of this course includes: the organization of reading programs within the context of state and federal regulation and within the structure of the school-wide program; the types of testing used to diagnose and monitor student progress; the methods that can be used to involve parents, paraprofessionals, and volunteers; and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

EDUC 439 Early Childhood and Elementary Reading Practicum

2 hours. Offered fall and spring semesters. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at both authorization levels. *Prerequisites: EDUC 430 History and Foundations of Literacy Learning, EDUC 431 Analysis of Reading and Writing Assessments, EDUC 432 Advanced Strategies in Literacy Instruction, EDUC 438 Organization of Reading Programs, or by permission. Pass/No Pass.*

EDUC 470 Applied English Linguistics: Oral and Literary

3 hours. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

EDUC 471 Second Language Acquisition

2 hours. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.
Prerequisite or concurrent enrollment: EDUC 470 Applied English Linguistics: Oral and Literary.

EDUC 472 Intercultural Communication in the ESOL/Bilingual Context

2 hours. Examines the diverse and dynamic role of culture in the ESOL student's language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum

3 hours. Examines strategies for planning, managing, and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

EDUC 474 Assessing ESOL/Bilingual Student Learning and Language Proficiency

3 hours. Examines principles, issues, and approaches useful for assessing the English competencies of ESOL students. Emphases are placed on developing appropriate assessment tools for the ESOL classroom and on properly interpreting tests that are used for program placement.

EDUC 475 Student Teaching II

12 hours. A full-time laboratory experience in which principles and methods of teaching are applied under supervision of a classroom teacher and college supervisor. Pass/No Pass.

EDUC 478 ESOL/Bilingual Practicum - Early Childhood/Elementary

2 hours. Fall and spring semesters. A supervised practicum in an approved early childhood and elementary school demonstrating knowledge and strategies developed in the ESOL/bilingual courses. Candidates set goals for professional growth in the English-language teaching field.

Prerequisites: successful completion of all required ESOL/bilingual courses (or their equivalent) and approval of the faculty advisor. Course is offered on a Pass/No Pass basis only.

EDUC 490 Senior Seminar

3 hours. Seminar discussion of current trends and issues in education, as well as job transition and related issues.

EDUC 495 Special Study

1-3 hours. Directed independent study open to upper-division students only. May not be used to substitute for required courses.

Prerequisite: instructor's permission.

Electrical Engineering

ENGE 220 Digital Logic Design

4 hours. Introduction to digital systems and binary codes; Boolean algebra and digital logic devices; combinational logic circuits and design methods; ROM and RAM memory elements; sequential logic circuits and design methods. Laboratory experience includes TTL logic circuits and CAD tools. Three lectures and one laboratory per week. Additional course fee is required. (Identical to CSIS 220.)

Prerequisite: ENGR 152 Engineering Principles II or CSIS 201 Introduction to Computer Science I.

ENGE 250 Electrical Circuit Analysis

4 hours. Basic concepts of DC and AC electrical circuits. Voltage-current relationships for circuit elements; Kirchhoff's laws; Thevenin and Norton theorems. Basic transient and sinusoidal steady-state analysis; phasor analysis; frequency response, resonance, and measurement concepts. Applications of the transistor and operational amplifier. Analysis and design aided by PSpice simulation software. Three lectures and one laboratory per week. Additional course fee is required.

Corequisite: MATH 310 Differential Equations.

Prerequisite: PHYS 212 General Physics with Calculus.

ENGE 300 C Programming with Applications

3 hours. Introduction to the C programming language as a means to perform low-level access and control of hardware with a high-level language. Custom software applications, portability issues, application of pointers, and introduction to data structures. Applications to engineering problems, including data acquisition and control systems. Additional course fee is required.

Prerequisites: ENGE 220 Digital Logic Design and MATH 202 Calculus II.

ENGE 311 Electronic Devices and Circuits

4 hours. Introduction to the terminal characteristics of active semiconductor devices. Operation and small-signal models of diodes, junction and field-effect transistors, and operational amplifiers. Basic single-stage and multistage amplifiers: gain, biasing, and frequency response. Switching characteristics of transistors in saturation and cutoff. Three lectures and one three-hour laboratory per week. Additional course fee is required.

Prerequisites: ENGE 220 Digital Logic Design, ENGE 250 Electrical Circuit Analysis, and ENGR 250 Principles of Materials Science.

ENGE 312 Applications of Electronic Devices

4 hours. Analog and digital applications of electronic devices: amplifiers, oscillators, filters, modulators, logic circuits, and memory elements. Feedback, stability, and noise considerations. Emphasis on practical design problems and the formulation of design objectives. Three lectures and one three-hour laboratory per week. Additional course fee is required.

Prerequisite: ENGE 311 Electronic Devices and Circuits.

ENGE 330 Electrical Signals and Networks

4 hours. Fundamental concepts of continuous-time and discrete-time signals and systems. Linear time-invariant systems, the convolution integral, and impulse response. Fourier series and frequency domain analysis. Fourier, Laplace, and z-transform techniques. Principles of feedback, sampling, and modulation. Theoretical and practical aspects of electrical networks. Loop and nodal analysis of multi-port networks. Admittance, impedance, and transmission parameters, matrix solutions. Additional course fee is required.

Prerequisite: ENGE 250 Electrical Circuit Analysis.

ENGE 340 Digital Signal Processing

3 hours. Sampling as a modulation process, aliasing, the sampling theorem, the Z-transform and discrete-time system analysis,

direct and computer-aided design of recursive and nonrecursive digital filters, the Discrete Fourier Transform (DFT) and Fast Fourier Transform (FFT), digital filtering using the FFT, analog-to-digital and digital-to-analog conversion, effects of quantization and finite-word-length arithmetic. Additional course fee is required.
Prerequisite: ENGE 330 Electrical Signals and Networks

ENGE 350 Electrical Network Analysis
*3 hours.*Theoretical and practical aspects of electrical networks. Loop and nodal analysis of multi-port networks. Admittance, impedance, and transmission parameters; matrix solutions. Butterworth, Chebyshev, and other useful network response functions; network theorems. Synthesis of passive and active networks. Additional course fee is required.
Prerequisite: ENGE 250 Electrical Circuit Analysis.

ENGE 360 Electromagnetic Fields and Waves
3 hours. Theoretical study of static and dynamic electric and magnetic fields. Gauss' law and the static electric field; boundary value problems in electrostatics. Effects of dielectric and magnetic media properties. Magnetostatics; Faraday's law and applications. Maxwell's equations for time-varying fields; wave propagation; Poynting's theorem. Numerical methods and computer simulation tools in electromagnetics are introduced. Additional course fee is required.
Prerequisites: MATH 310 Differential Equations and PHYS 212 General Physics with Calculus.

ENGE 410 Digital System Design
3 hours. Practical aspects of digital design with Hardware Description Languages including the design, construction, and testing of significant digital subsystems. Explorations of advanced digital design concepts such as timing-driven synthesis, integration of intellectual property and design for reuse. Extensive use is made of computer-aided engineering (CAE) tools and Field-Programmable-Gate-Array (FPGA) technology in course assignments. Two lectures and one two-hour laboratory per week. Additional course fee is required.
Prerequisite: ENGE 420 Microprocessors.

ENGE 420 Microprocessors
4 hours. Principles of hardware and software microcomputer interfacing. Microprocessor characteristics, memory peripheral devices, microcomputer structures, and I/O interface device control. Assembly language programming. Design projects involve the construction and programming of a microprocessor-based system. Three lectures and one three-hour laboratory per week. Additional course fee is required.
Prerequisite: ENGE 300 C Programming with Applications.

ENGE 430 Communication Systems
3 hours. Introduction to analog and digital communications theory and applications. Topics include encoding, modulation and multiplexing techniques, spectral analysis, transmission line effects, noise analysis and filtering, multiple-channel and fiber optic communications, telecommunication systems, and data communications applications. Additional course fee is required.
Prerequisite: ENGE 330 Electrical Signals and Networks.

ENGE 440 Electric Machines and Power Systems
3 hours. Introduction to electric machines and electric power utility systems. AC and DC rotating machines; single- and three-phase motors and generators; transformers and solid-state devices, power transmission lines, load flow analysis, system faults, and system modeling and design. Includes lab assignments to enhance course theory and to give hands-on experience.
Prerequisites: ENGE 330 Electrical Signals and Networks and ENGE 360 Electromagnetic Fields and Waves and

ENGE 460 Microwave Engineering and Applications
3 hours. Study of microwave circuits, devices, and techniques as applied to cellular communications and other modern systems.

Propagation and reflection on ideal and lossy transmission media. Smith chart and S-parameter tools. Strip lines, microstrip and coplanar lines, and cross talk. Analysis and design of microstrip circuits. Introduction to antenna fundamentals. Includes computer and laboratory exercises. Two lectures and one three-hour laboratory per week. Additional course fee is required. *Prerequisites: ENGE 312 Applications of Electronic Devices, ENGE 330 Electrical Signals and Networks, and ENGE 360 Electromagnetic Fields and Waves.*

Mechanical Engineering

ENGM 210 Statics and Dynamics

4 hours. A two-part course beginning with rigid bodies in equilibrium. A quantitative description of forces, moments, and couples acting upon engineering structures at rest is developed. The free-body diagram is used extensively to understand the equilibrium of a whole physical system through isolation of each component particle, or body. The second part of the course considers the mathematical description of rigid bodies in motion under the action of forces, moments, and couples. Students learn how to describe the geometry of motion (kinematics) and then move into two- and three-dimensional kinetic analysis. Additional course fee is required.
Prerequisites: MATH 202 Calculus II and PHYS 211 General Physics with Calculus.

ENGM 300 Computational Methods

2 hours. Solution to problems in mechanical engineering using numerical techniques. Development of numerical models beginning with physical model analysis, description of appropriate governing equations, selection of critical parameters, choice of solution methodology, and application of numerical solution procedure. Applications selected from a wide variety of topics in mechanical engineering. Solution techniques to include finite difference and finite element methods. Additional course fee is required.
Prerequisites: ENGR 152 Engineering Principles II, MATH 310 Differential Equations, and ENGM 320 Mechanics of Materials.

ENGM 311 Engineering Thermodynamics

3 hours. Classical treatment of thermodynamics emphasizing the first and second laws and their application to closed and open (control volume) systems undergoing steady, unsteady, and cyclic processes. Introduction to vapor power systems. Tabular and graphical thermodynamic property data are used in analytical work. Additional course fee is required.
Prerequisite: PHYS 212 General Physics with Calculus.

ENGM 312 Applications of Engineering Thermodynamics

3 hours. Advanced topics in the first and second laws of thermodynamics, availability, and irreversibility. Vapor and gas power cycles, mixtures of gases and vapors, introduction to combustion theory, nonreacting and chemically reacting flows. Applications to spark and compression ignition engines, gas and vapor turbines, refrigeration systems, heat exchangers, and psychrometrics. Two lectures and one three-hour laboratory per week. Additional course fee is required.
Prerequisite: ENGM 311 Engineering Thermodynamics.

ENGM 320 Mechanics of Materials

3 hours. Behavior of deformable body systems under combinations of external loading is presented. Analysis of stress, deformation, strain, failure fatigue, and creep are included. Mathematical, graphical, and energy methods are utilized. Additional course fee is required.
Prerequisites: ENGM 210 Statics and Dynamics and ENGR 250 Principles of Materials Science.

ENGM 330 Fluid Mechanics

3 hours. Presentation and development of fundamental concepts of fluids as continua, including velocity and stress fields, and viscosity. Fluid statics, hydrostatic analysis of submerged bodies, and manometry methods. Development of the governing equations of mass, momentum, and energy conservation for fluid motion using both integral and differential techniques. Incompressible inviscid flow, dimensional analysis and similitude, and flow in pipes and ducts. Boundary-layer concepts. Additional course fee is required.
Prerequisites: ENGM 311 Engineering Thermodynamics and MATH 310 Differential Equations.

ENGM 350 Machine Dynamics and Vibrations

3 hours. Kinematic and dynamic analysis of basic mechanisms with an introduction to kinematic synthesis. Fundamentals of vibration theory and their application to lumped parameter systems. Both single- and multi-degree of freedom systems having steady-state and transient responses are considered. Concepts of machine dynamics and design are supplemented with mathematical, graphical, and computer techniques and analysis. Applications using dynamic analysis software are included. Additional course fee is required.
Prerequisites: ENGM 210 Statics and Dynamics and MATH 310 Differential Equations.

ENGM 370 Control Systems Engineering
3 hours. This course covers various aspects of control system engineering including dynamic system modeling, control system stability and performance analysis. Special attention is given to compensator design by PID and lead-lag algorithms. Principles of closed loop mechanical, electrical, hydraulic, pneumatic, and thermodynamic systems are considered. Laboratory experiments include both MATLAB simulations and PLC programming with applications. Two lectures and one laboratory per week. Additional course fee is required.
Prerequisite: MATH 310 Differential Equations.

ENGM 380 Heat Transfer
4 hours. Fundamental aspects of steady-state and transient heat transfer by conduction, convection, and radiative transport modes. Analytical and semi-empirical methods of forced and natural convection systems. Conjugate analysis of multi-mode problems using numerical methods is presented. Heat exchanger design, boiling, and condensation are also included. Three lectures and one three-hour laboratory per week. Additional course fee is required.
Corequisite: ENGM 300 Computational Methods. Prerequisite: ENGM 330 Fluid Mechanics.

ENGM 400 Mechanical Engineering Design
4 hours. Fundamental principles for the synthesis, analysis, and design of mechanical elements and systems. The use of statics, dynamics, mechanics of materials, and failure theories to evaluate mechanical systems under static and dynamic loading. Application of design techniques to specific mechanical components such as gears, springs, shafts, bearings, and fasteners, with an emphasis on design for manufacturability. Computer modeling tools including finite element analysis are utilized. Three lectures and one three-hour laboratory per week. Additional course fee is required.
Prerequisites: ENGM 320 Mechanics of Materials and ENGM 350 Machine Dynamics and Vibrations.
Corequisite: ENGM 300 Computational Methods

ENGM 410 Materials and Processes in Manufacturing
3 hours. Mechanical and metallurgical fundamentals of cutting operations, metal forming by deformation, material fabrication, and nontraditional processing. Manufacturing systems, concepts in production, green design, and design for manufacturability (DFM). Special emphasis on silicon crystal growth methods and silicon wafer fabrication processes. Additional course fee is required.
Prerequisite: ENGM 400 Mechanical Engineering Design.

ENGM 430 Acoustics and Noise Control
3 hours. Theory and practice in the analysis and measurement of sound and vibration as applied to noise control. Basic concepts of vibration and acoustic theory are developed, and a variety of sound and vibration measuring equipment is used in laboratory experiments. Practical aspects of noise control as applied to products, machinery, buildings, vehicles, and other systems. Topics include sound propagation; sound in small and large enclosures, and design of enclosures, ducts, and mufflers; isolation and damping.
Prerequisites: ENGM 330 Fluid Mechanics and ENGM 350 Machine Dynamics and Vibrations.

ENGM 450 Vehicle Systems Dynamics

3 hours. Several different vehicle systems (automotive, truck, railway freight vehicles, and passenger transport systems) are described analytically from road/track to passenger/load. Topics include tire/wheel construction and modeling, contact mechanics, suspension design, power transmission, steering mechanisms, braking, vibratory causes/effects, and safety requirements. Vehicle system modeling with ADAMS (ADAMS/Car and ADAMS/Rail) computational dynamic analysis software is introduced.
Prerequisite: ENGM 400 Mechanical Engineering Design.

ENGM 470 Combustion, Emissions, and Air Pollution

3 hours. The fundamentals of combustion science and engineering applications of combustion theory based on the background of chemistry, thermodynamics, fluid mechanics, and heat transfer. Stoichiometry, flame temperature, chemical kinetics, combustion of premixed gases, diffusion flames, single droplet combustion. Combustion of two-phase flow systems and ignition. Introduction to the quantitative analysis of products of combustion from the perspective of emissions and air pollution. Effects and sources of air pollution. General control strategies for particulates, vapors, and product gases such as the oxides of sulfur and nitrogen are presented. Additional course fee is required.
Prerequisites: ENGM 312 Applications of Engineering Thermodynamics and ENGM 380 Heat Transfer.

ENGM 485 Selected Topics

2-4 hours. Occasional special courses chosen to fit the interests and needs of engineering students and faculty. Additional course fee is required.

General Engineering

ENGR 151, 152 Engineering Principles I and II

2 hours each semester. Introduction to the concepts and methods of engineering problem solving and design. Topics include the following: analysis and design methodologies, structured computer programming, basic principles of engineering graphics, the visualization and modeling of real-world systems, and an introduction to the history and ethics of the engineering profession. Computer-aided design (CAD) tools, solid modeling and simulation software, and mathematics software applications are presented. Students work on numerous team design projects, communicating their results through oral and written reports. Meets twice weekly in a lecture/lab environment. Additional course fee is required.
Prerequisite: MATH 190 Precalculus Mathematics or equivalent.

ENGR 250 Principles of Materials Science

3 hours. The science underlying the behavior of engineering materials, including the relation between atomic structure and mechanical, electrical, and magnetic properties in metals, ceramics, polymers, composite materials, and semiconductors. Phase diagrams, heat treatment, and corrosion mechanisms are also presented. Laboratory exercises are included to enhance course theory and to provide hands-on experience with materials measurement apparatus and analysis techniques. Two lectures and one laboratory per week. Additional course fee is required.
Prerequisites: CHEM 211 General Chemistry and PHYS 212 General Physics with Calculus.

ENGR 275/475 Engineering Internship Experience

1-4 hours. Supervised experience with an off-campus industry, business, or institution where the student is working in some engineering-related discipline. Admission and credit hours determined by instructor.

ENGR 481 Senior Design I

1 hour. Offered 2006-07. In the senior design sequence, students apply their knowledge and design skills gained through course work to an industry-based project. In the first semester, interdisciplinary teams are formed to begin projects in conjunction with participating industrial sponsors. Necessary background research and feasibility studies are completed. Students must also consider the ethical, moral, environmental, and social impact of their designs. Collaboration with other departments of the university is encouraged. Additional course fee is required.
Prerequisite: senior standing in the engineering major.

ENGR 482 Senior Design II

3 hours. The projects that were initiated in the first semester are further developed through simulation, prototyping, and testing. Use of analytic, computer, experimental, and design techniques are applied throughout the project. The design sequence culminates in the construction of the projects, oral presentations, and formal written reports. Additional course fee is required.
Prerequisite: ENGR 481 Senior Design I.

ENGR 485 Selected Topics

2-4 hours. Occasional special courses chosen to fit the interests and needs of engineering students and faculty. Additional course fee is required.

ENGR 490 Senior Seminar

1 hour. Offered 2006-07. A capstone course for the engineering major. Discussion of current trends and issues in the engineering profession. Features invited speakers from the industrial sector. Additional course fee is required.
Prerequisite: senior standing in the engineering major or by permission.

English as a Second Language

ESLA 005 Conversation Tutorial

1 hour. Each student is paired with an American student for conversation, orientation to life in a new culture, and optional academic tutoring. Pass/No Pass.

Level A (Beginning/Low Intermediate)

ESLA 050 Reading

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

ESLA 060 Writing and Grammar

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

ESLA 070 ESL Freshman Experience

2 hours. Offered fall semester. An introduction to life at George Fox University. Through various group activities, beginning/low intermediate-level students learn about life on campus, Christianity and chapel, study skills, and use of library resources. Students explore aspects of American culture and Oregon geography and history in food labs, field trips, and group projects. This course provides many opportunities for students to use English in communication and to practice language skills consistent with their level. Pass/No Pass.

ESLA 080 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.

ESLA 090 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.

Level B (Intermediate)

ESLA 150 Academic Reading

4 hours. This course concentrates on improving students' reading fluency through extensive reading of fiction and nonfiction books and systematic development of vocabulary, reading speed, and study skills. Reading lab and vocabulary lab are required.

ESLA 160 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. A major goal is to improve keyboarding and word-processing skills.

ESLA 170 ESLA Freshman Experience

2 hours. Offered fall semester. An introduction to life at George Fox University. Through various group activities, intermediate-level students learn about life on campus, Christianity and chapel, study skills, and use of library resources. Students explore aspects of American culture and Oregon geography and history in food labs, field trips, and group projects. This

course provides many opportunities for students to use English in communication and to practice skills consistent with their level. Pass/No Pass.

ESLA 180 Speech, Listening, and Note-taking
4 hours. This course provides training and practice in academic speaking and listening. Students give various types of formal speeches and learn strategies for taking accurate and comprehensive notes from academic lectures.

ESLA 190 Introduction to Christianity
2 hours. Offered spring semester. Through video, readings, and class discussion, students are introduced to the life of Christ and the foundations of Christianity. This course also provides a context for practice of English listening, reading, speaking, and writing skills.

Level C (Advanced)

ESLA 240 Adjunct Listening
3 hours. This course cultivates skills of listening and note-taking in academic lectures, including identifying main ideas and distinguishing supporting information, understanding relationships among ideas, and taking notes that reflect this understanding. Assignments are based on lectures from the general education course in which students are concurrently enrolled. Video lab and group tutorial are required.

ESLA 250 Adjunct Reading
3 hours. An intensive course to improve academic reading skills, including vocabulary, reading speed, reading strategies, and test taking. Assignments are based on class texts from the general education course in which students are concurrently enrolled. Reading lab and vocabulary lab are required.

ESLA 260 Academic Writing
5 hours. This course provides instruction and practice in the types of writing commonly found in college courses, including the research paper, essays and essay exams, and reaction papers. Process, organization, and mechanics are emphasized. Principles of advanced English grammar and usage are applied in writing assignments.

ESLA 280 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.

Transition

ESLA 285/485 Selected Topics
3 hours. Occasional special courses chosen to fit the needs and interests of students interested in teaching English as a second language.

ESLA 295 Writing Tutorial
1 hour. Students in their first semester after completing the ELI and new students who score between 500 and 550 on the paper-based TOEFL or between 173 and 213 on the computer-based TOEFL meet individually with a faculty member to improve their ability to write in English and to develop more effective study strategies. Pass/No Pass.

Teaching English

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

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

Family and Consumer Sciences

FCSC 120 Apparel Construction

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

FCSC 211, 212 Foods I, II

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

FCSC 220 Fashion and Society

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

FCSC 230 Textiles Science

3 hours. Offered 2007-08. Survey of the sources and properties of natural and manmade fibers, yarn and fabric construction, and finishes. Emphasis on fabric selection, use, and care; labeling legislation and economics; and the consumer's role in influencing textile and clothing legislation. Laboratory experience included.

FCSC 275 Field Experience

1-4 hours. The student will engage in a career-related experience within their area of concentration. Permission of instructor required.

FCSC 280 Marriage and the Family

3 hours. A study of marriage and the family from a sociological perspective, including historical, cross-cultural, and economic backgrounds. A Christian faith perspective will emphasize the worth of people, the importance of the family as a place of nurture, and the gift of marriage. (Identical to SOCI 280 and HLTH 280.)

FCSC 285/485 Selected Topics

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

FCSC 290 Meal Management

2 hours. Offered 2006-07. 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.
Prerequisites: FCSC 211 and 212 Foods or instructor's permission.

FCSC 300 Nutrition

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

FCSC 310 Food, Culture, and Society

3 hours. A study of the food habits characteristic of our world's great civilizations. Emphasis on the investigation of global

foodways through historical, social, and religious perspectives. Weekly laboratory provides opportunity to prepare foods from cultures studied. Additional course fee is required.

FCSC 311 Child Development

3 hours. A study of physical, intellectual, personality, social, and moral development from the prenatal period through late childhood. (Identical to PSYC 311.)
Prerequisite: PSYC 150 General Psychology.

FCSC 320 Fashion Merchandising

3 hours. Offered 2006-07. 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.

FCSC 330 Residential Architecture

2 hours. Offered 2007-08. A study of housing trends, building systems, and historical housing. Emphasis on the psychological, social, and economic needs of various family types. Site selection, planning, and construction of housing emphasized. Includes a section on historical housing.

FCSC 344 Quantity Food Production and Management

3 hours. Offered 2007-08. Quantity food production principles for the successful organization and management of an effective, operative food service. Surveys administrative responsibilities, menu planning, preparing food to specific standards, cost controls, and nutritional value. Includes a laboratory experience focusing on quality control, finances, and computer assistance.
Prerequisite: FCSC 211 Foods I.

FCSC 350 Resource Management

2 hours. Offered 2006-07. A study of resource allocation (time, money, energy) and its relationship to attainment of desired values, goals, and standards. Emphasis is placed on the application of management principles individually and within the family.

FCSC 351 Interior Design I

3 hours. Application of the elements and principles of design in planning and selecting materials and furnishings for the living environment. Emphasis on space planning, green design, and universal design by creating functional and aesthetically pleasing residential designs. Includes a section on historical furniture.

FCSC 352 Interior Design II

2 hours. Offered 2006-07. Emphasis on the business knowledge and professional skills needed for a career in interior design, both private and professional. Emphasis on working with clients and development of a portfolio project.
Prerequisite: FCSC 351 Interior Design I or instructor's permission.

FCSC 353 Interior CAD

3 hours. Offered 2007-08. An introduction to computer-aided design applications using drafting techniques for interior design. Emphasis placed on space-planning principles.
Prerequisite: FCSC 351 Interior Design I or instructor's permission.

FCSC 354 Kitchen and Bath Planning

3 hours. A study of residential kitchen and bath design with focus on appliances, fixtures, construction methods, cabinets, surface materials, and graphics. Students will produce detailed hand drafted floor plans in accordance with NKBA guidelines. Course will include an introduction to perspective drawing in relation to kitchen and bath spaces.

Prerequisite: FCSC 351 Interior Design.

FCSC 360 Consumer Buying

3 hours. Offered 2006-07. Examination of the consumer as an active agent in the marketplace. Course defines contemporary consumption patterns and uses the decision-making process to familiarize the consumer with appropriate resource allocation to attain desired goals.

FCSC 370 Pattern Drafting and Apparel Design

3 hours. Offered 2007-08. A study of the flat-pattern method of garment design. Each student will use advanced fitting principles to produce a basic fit garment and a personal sloper. The sloper will be used in the production of an original design using flat-pattern techniques. Included in the process is construction of the original design in half-scale and full-scale. Additional course fee is required.
Prerequisite: FCSC 120 Apparel Construction.

FCSC 378 Apparel CAD

3 hours. Offered 2006-07. Emphasis on clothing design by use of draping techniques. Course includes introductory unit focusing on computer-aided-design processes. Each student will complete an original design in half-scale using draping techniques.
Prerequisite: FCSC 120 Apparel Construction.

FCSC 380 Evolution of World Dress

3 hours. Important events in history, combined with values, technology, and conflict, have influenced dress from 3000 B.C. to the early 1900s. The origins of dress are analyzed from the ancient world to the Middle Ages, to the periods identified as Renaissance, Baroque, and Rococo, and terminating with clothing styles from the early 20th century.

FCSC 430 Nutrition and the Life Cycle

3 hours. Offered 2007-08. Survey of human nutrition science and contemporary issues affecting stages of the life cycle, from conception to the aging adult. Emphasis on the role diet plays in the development and treatment of chronic disease.
Prerequisite: FCSC/HLTH 300 Nutrition, or instructor's permission.

FCSC 460 Apparel Market Analysis

3 hours. Offered 2006-07. Students will examine the role that the textile and apparel industry plays within a global context. Exploring the influence of the interconnective global structures for facilitating and managing textile and apparel trade.

FCSC 475 Field Experience

1-4 hours. The student will engage in a career-related experience within his or her area of concentration.
Prerequisite: instructor's permission.

FCSC 285/485 Special Topics

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

FCSC 490 Senior Seminar

3 hours. Emphasis placed on careers in family and consumer sciences, including graduate school exploration and market readiness skills. The student will design, plan, and present a senior capstone project.
Prerequisite: senior standing.

French

Note: Placement testing is generally required of all students prior to registration for their first French course at George Fox University. Placement tests are typically administered during orientation.

FREN 101, 102 Introductory French
4 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. Our three 65-minute class sessions include lab time.

FREN 201, 202 Intermediate French
4 hours each semester. A systematic approach to the study of French with extensive practice in speaking and writing. Three class sessions and one laboratory per week.
Prerequisite: FREN 102 Introductory French II or placement by exam.

FREN 275/475 Field Experience
1-10 hours. Supervised experience in a situation demanding extensive use of French. Admission and credit hours determined by instructor.

FREN 285/485 Selected Topics
2-4 hours. Occasional special courses chosen to fit the needs and interests of students and faculty.

FREN 295/495 Special Study
1-4 hours. Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

FREN 301, 302 Intermediate/Advanced French
4 hours each semester. A thorough review of French to develop an intermediate proficiency in the language. Activities include reading authentic texts, writing short essays, and developing conversational skills. **Three class sessions and one laboratory per week.**
Prerequisite: FREN 202 Intermediate French II or placement by exam.

FREN 490 Study Abroad
12-16 hours. A one-semester overseas experience. Students take university courses while living abroad in France. Application, completion of FREN 302, and junior standing or above required. All programs of study subject to the approval of the French faculty and the director of overseas study.

General Education

The following list includes both required general education courses and interdisciplinary elective courses that serve particular purposes.

GEED 100 Effective College Learner

1 hour. A course related to the Academic Success Program through which personal confidence is enhanced by instruction in study skills, methods, and tools used by successful college students. It may be taken during the spring semester by students not in the Academic Success Program.

GEED 130 Freshman Seminar

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

GEED 170 Freshman Honors Seminar

1 hour. Members of the entering freshman class who are invited to apply for honors at admission, and whose applications are accepted, take this seminar in the middle five weeks of fall semester. Students are introduced to the interdisciplinary pursuit of knowlege at the university level, examining a current public issue from a wide variety of disciplinary perspectives, using creative class activities and assignments. Students who earn an excellent rating are eligible to continue in the University Scholars program.
Prerequisite: admission as an incoming freshman to the University Scholars program.

GEED 214 Claim Your Career Calling

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

GEED 216 Become Workplace Familiar

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

GEED 218 Find Suitable Employment

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

GEED 271, 272 Honors Colloquium

1 hour each semester. Investigation of a variety of issues and subjects from a broad interdisciplinary perspective, through

readings, discussions, creative activities, excursions, and written projects. Typically team-taught by faculty from different disciplines, over the course of a year the student uses the methods and frames of reference of nearly every discipline in the liberal arts curriculum to learn about several engaging topics. Class activities are designed to prepare students to do interdisciplinary University Scholars projects during their junior year.
Prerequisite: admission to the University Scholars Program and at least sophomore class standing.

GEED 285/485 Selected Topics
1-3 hours. A variety of topics may be offered to meet the special needs and interests of students, faculty, or visiting professors.

GEED 355 Cross-Cultural Experience — Domestic
3 hours. This course offers a variety of cross-cultural study tours designed to enhance the intercultural awareness of our campus community and to gain appreciation for various cultural perspectives different from the students' own. Each individual course includes in-depth study from a variety of perspectives, such as the fine arts, religion, language, natural or behavioral science, or history. The course includes class meetings followed by travel to various locations throughout the U.S. Students interact with the local culture through informal and formal contacts. (Offered in May Term through the Juniors Abroad program. Students must meet the Juniors Abroad eligibility requirements.) Additional course fee is required.

GEED 365 Cross-Cultural Experience — International
3 Hours. This course offers a variety of cross-cultural study tours designed to enhance the intercultural and international awareness of our campus community and to gain appreciation for various cultural perspectives different from the students' own. Each individual course includes in-depth study from a variety of perspectives, such as the fine arts, religion, language, natural or behavioral science, or history. The course includes class meetings followed by travel to various locations throughout the world. Students interact with the local culture through informal and formal contacts. (Offered in May Term through the Juniors Abroad program. Students must meet the Juniors Abroad eligibility requirements.) Additional course fee is required.

GEED 375 Cultural Field Experience
1-12 hours. Supervised experience in a cultural setting that contributes to the educational goals of the student. Pass/No Pass.
Prerequisites: permission of advisor and the academic dean.

GEED 371, 372 University Scholars Projects
1 hour each. In conjunction with an upper-division course of the student's choosing, the student proposes a significant interdisciplinary research project. Once approved by the professor of the home course and the USP director, the student completes the project under the supervision of a senior peer mentor, publicly presents the project results, and submits the project to the undergraduate academic journal.
Prerequisites: GEED 271 and 272 Honors Colloquium and permission of the USP director.

GEED 455 Student-Designed Service Activity
1-2 hours. Completion of a student-designed academically rich interdisciplinary service activity equivalent in scope, effort, and impact to a Public Interest Applied Research Project (see GEED 465).
Prerequisites: GEED 371 and 372 University Scholars Projects.

GEED 465 Public Interest Applied Research
1-2 hours. Completion of a Public Interest Applied Research project under the supervision of the USP director or another faculty member. PIAR projects are connected to real-world problems, are interdisciplinary, normally require two semesters for completion, are typically done in groups of two or more, and are performed in cooperation with at least one organization or group in the off-campus community.
Prerequisites: GEED 371 and 372 University Scholars Projects and permission of the USP director.

GEED 471, 472 Undergraduate Academic Journal

1 hour each semester. Service on the editorial committee, or as a senior editor, on the *Undergraduate Academic Journal*. *Prerequisites: GEED 371 and 372 University Scholars Projects and permission of the USP director.*

GEED 490 Liberal Arts and Critical Issues

3 hours. An advanced liberal arts course integrating the varied strands of general education in a rich capstone integrative common experience. Students will be challenged to develop coherence in a Christian worldview, deepen their understanding of how we know truth about the world around us and our moral duty in it, practice taking an interdisciplinary approach to basic problems of human existence, and develop as potential Christ-like leaders in public issues. Specific topics to be explored vary from semester to semester.

Geography

GEOG 200 Cultural Geography and Global Relationships

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

Greek

GREK 201, 202 Hellenistic Greek I

4 hours each semester. A beginning course in the Greek of the New Testament, including vocabulary, grammar, declensions, conjugations, and special constructions. The First Epistle of John and various other selections from the New Testament are read. The second semester may be applied as biblical studies major credit.

GREK 301, 302 Hellenistic Greek II

4 hours each semester. Offered 2006-07. The continuation of the course in the Greek of the New Testament, including vocabulary, grammar, and special constructions. Emphasis is placed on readings from biblical texts and exegesis of those texts. *Prerequisite: GREK 202 Hellenistic Greek I (second semester).*

German

GRMN 101, 102 Introductory German

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

GRMN 201, 202 Intermediate German

3 hours each semester. Offered on sufficient demand. A thorough review of German language structures, with extensive practice in reading and speaking. Students read short stories and articles and present oral and written reports. Language lab listening and interaction are required.

Prerequisite: GRMN 102 Introductory German II or two years of high school German or by testing.

General Science

GSCI 120 Environmental Science

3 hours. This course will introduce the conceptual, interdisciplinary framework of environmental science by examining its physical, biological, and social components. Topics to be considered will include an inventory of the earth's resources, ecological principles and the responses of systems to anthropogenic stress; population growth; biodiversity and conservation; and environmental sustainability. Two lectures and one laboratory per week.

GSCI 130 Fundamentals of Geology

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

GSCI 285/485 Selected Topics

3 hours. A variety of topics may be offered to meet the special needs and interests of students, faculty, or visiting professors.

Hebrew

HEBR 201, 202 Introduction to Biblical Hebrew

4 hours each semester. The language of ancient Israel as preserved in the Hebrew Bible is encountered inductively through the study of the text of Esther. Mastery of basic vocabulary, grammar, and syntax of narrative Hebrew prose is the goal of this two-semester sequence. The second semester may be applied as biblical studies major credit.

HEBR 295/495 Special Study

1-4 hours. Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

Human Performance Activities

HHPA 101/301 Basic Rock Climbing

1 hour. The purpose of this course is to provide basic instruction in rock-climbing techniques. The course will cover belaying, knots, top-roped climbing, rappelling, and basic anchor setup. Students will be exposed to both indoor and outdoor rock climbing. Additional course fee is required.

HHPA 103/303 Backpacking

1 hour. Students will learn the skills and knowledge necessary to prepare for and enjoy a safe wilderness camping experience. Specific skills include planning and packing for a trip, choosing appropriate equipment and clothing, preparing nutritious foods while in the outdoors, managing risk and appropriately responding in emergencies, reading maps, route finding, using a compass, and using the wilderness responsibly and courteously.

HHPA 104/304 Bicycle Fitness

1 hour. Each student will have the opportunity for a general education of the use of the bicycle as a tool for recreation, fitness, and a general knowledge of the essential aspects of maintenance and repair.

HHPA 106/306 Badminton

1 hour. This course is designed to give students knowledge and competency in the areas of skill, rules, etiquette, and strategy in badminton.

HHPA 107/307 Dance Performance

1 hour. This beginning-to-intermediate class is designed primarily to introduce students to the basic principles and techniques of various forms of dance performance including ballet, jazz, funk, and hip-hop. Students will participate in individual, group, and final class performances. Emphasis will be placed on identifying correct body alignment, improving posture, balance, rhythm, coordination, timing, flexibility, strength, endurance, and choreography.

HHPA 108/308 Canoeing

1 hour. This course is designed to introduce students to the sport of canoeing and will include instruction designed to assist camping minor students in acquiring the skill and knowledge necessary to conduct teaching sessions in a camp setting. Additional course fee is required.

HHPA 109/309 Ballroom Dance

1 hour. Instruction in basic to intermediate steps and etiquette in ballroom dance including 6 count and 8 count swing, fox-trot, waltz, and tango.

HHPA 112/312 Fitness Walking

1 hour. Designed to provide students with an introductory experience, which has the potential to develop into a lifelong health/wellness activity. The student will become familiar with the contributions this regular activity can make toward development of improved fitness and a healthier lifestyle. A regular weekly walking routine and understanding of primary physiological and anatomical principles are significant by-products of the course.

HHPA 113/313 Pickleball

1 hour. This course is designed to give students knowledge and competency in the areas of skill, rules, etiquette, and strategy in the game of pickleball.

HHPA 114/314 Golf/Racquet Games

1 hour. This course is designed to develop the fundamental skills involved in the game of golf and racquet sports and to understand the rules and etiquette of each so as to prepare students to enjoy these games as lifelong activities.

HHPA 119/319 Racquetball

1 hour. This course is designed to give students knowledge and competency in the areas of skill, rules, etiquette, and strategy in racquetball.

HHPA 120 Lifelong Fitness

2 hours. Students in this course will learn to think critically about their personal health and wellness in the context of Christian commitment. They will learn scientific principles of aerobic conditioning and weight training. Popular lifetime fitness activities will be introduced. Special emphasis will be placed on developing and maintaining lifestyle habits that optimize well-being.

HHPA 122/322 Survival Techniques

1 hour. At the end of the course the student will be able to justify the need for emergency preparedness; elaborate on the philosophical, psychological, and physiological aspects of survival; demonstrate the basic skills necessary to keeping alive in emergencies; and demonstrate ability to improvise in wilderness survival situations. Additional course fee is required.

HHPA 125/325 Adapted Activities

1 hour. This course is designed for those students who are unable to take regular physical education classes due to the presence of disabilities or illness. Programs are individualized to meet the abilities and needs of those involved. Those who must follow a physician's prescribed program of exercise will be assisted in that program.

HHPA 126/326 Skiing/Snowboarding

1 hour. This course is designed to improve your skiing or snowboarding. You will learn new skills, improve your fitness, enjoy new challenges on the mountain, and gain a renewed appreciation of God's gifts and creation. Specific objectives depend on your level of expertise and will be explained by your professional ski/snowboard instructor. Additional course fee is required.

HHPA 127/327 Soccer/Floor Hockey

1 hour. This course will use lectures, practice sessions, and tournament play to acquaint students with the fundamental techniques and strategies of floor hockey and soccer. Floor hockey will be played during the first seven weeks of the semester, soccer during the last seven weeks.

HHPA 129/329 Tennis

1 hour. Instruction in skills, techniques, rules, and strategies in double and singles. Students will recognize the value of tennis as a potential lifetime recreational activity.

HHPA 130/330 Aquatics

1 hour. This course is intended to introduce the basics of swimming and is appropriate for all ranges of swimming aptitude. This course will prepare HHP majors to teach the five basic swimming strokes, and will prepare all students who intend to pursue certification as a lifeguard and/or obtain the Water Safety Instructor's certification. Additional course fee is required.

HHPA 133/333 Volleyball

1 hour. The student will be instructed in the fundamental techniques, strategies, drills, and understanding of the game of volleyball.

HHPA 134/334 Wallyball

1 hour. This course will use lectures, practice sessions, video analysis, and tournament play to acquaint students with the fundamental techniques and strategies of wallyball.

HHPA 136/336 Weight Training

1 hour. This course is designed to teach the physiological principles and training techniques involved in effective strength training and to apply those principles in a 13-week strength-conditioning program.

HHPA 137/337 Aerobic-Step Exercise

1 hour. This course is designed primarily to introduce students to the basic principles and techniques of step exercise, to improve cardiovascular endurance, muscular strength and endurance, flexibility, agility, and motor skill performance. Emphasis will be placed upon identifying correct body alignment and postural deviations, proper use of step and strength equipment, and proper warm-up and cool-down stretches. Additional course fee is required.

HHPA 138/338 Aerobic-Cross Training

1 hour. This course is designed primarily to introduce students to the basic principles and techniques of cross-training exercise and to improve cardiovascular endurance, muscular strength and endurance, flexibility, agility, and motor skill performance. Emphasis will be placed upon identifying correct body alignment and postural deviations, proper use of step, cardio, and strength equipment, and proper warm-up and cool-down stretches. Additional course fee is required.

HHPA 139/339 Advanced Racquetball

1 hour. This class is designed to take students past the beginning level (e.g. HHPA 119/319 Racquetball) in basic skills and help them learn to play at a more skillful and competitive level.

HHPA 140/340 Self-Defense

1 hour. Twan-Chi means fellowship and is designed to teach students how to rationally respond to any situation in life with confidence, control, and protection. Various techniques of self-defense, as well as how to fall, roll, basic strikes, kicks, pressure points, and submission holds will be taught. Students will learn technique to control fear, anxiety, and their own body when involved in person-to-person contact.

HHPA 145/345 Intercollegiate Athletics

1 hour. 2 credits toward the physical education general education requirement may be earned in athletics, but no more than 1 hour in any one sport may be counted toward the requirement.

Health and Human Performance Education

HHPE 200 History and Principles of Physical Education

2 hours. Offered 2006-07. A survey of the history and development of physical education and athletics in America. The course will also emphasize fundamental principles of physical education and sport.

HHPE 221 Basketball/Golf

1 hour. Offered 2006-07. Intermediate to advanced instruction in skills, teaching techniques, rules, and strategy for basketball and golf.

HHPE 222 Field Sports

1 hour. Offered 2006-07. Beginning to intermediate instruction in skills, teaching techniques, rules, and strategy. Flag football, soccer, speedball, and korfball are emphasized.

HHPE 223 Tumbling/Gymnastics

1 hour. Offered 2007-08. Beginning to intermediate instruction in skills, teaching techniques, spotting, and safety factors involved in tumbling and gymnastics.

HHPE 226 Tennis/Volleyball

1 hour. Offered 2007-08. Intermediate to advanced skills and techniques, with emphasis on learning how to teach basic skills and drills. Tournament organization and game administration are included.

HHPE 228 Conditioning/Body Mechanics and Aerobics

1 hour. Offered 2007-08. Instruction in concepts related to developing and maintaining physical fitness and movement skills.

HHPE 232 Recreational Games, Individual and Team

1 hour. Offered 2006-07. Intermediate to advanced instruction in skills, teaching techniques, rules, and strategy for archery, badminton, and recreational games.

HHPE 295 Special Study

1-3 hours. Individual research under the guidance of the faculty.
Prerequisite: consent of the instructor.

HHPE 300 Coaching Theory and Practice

2 hours. Offered 2006-07. The development of a philosophy of coaching. Emphasizes the psychological, sociological, and technical aspects of athletic participation.

HHPE 310 Coaching Basketball

2 *hours*. Offered 2007-08. An analysis of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games, and techniques of scouting are stressed.
Prerequisite: instructor's permission.

HHPE 320 Coaching Baseball/Softball

2 hours. Offered 2006-07. 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.

HHPE 330 Coaching Soccer

2 hours. Offered 2006-07. An analysis of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games, and techniques of scouting are stressed.

Prerequisite: instructor's permission.

HHPE 340 Coaching Track

2 hours. Offered 2007-08. A study of the techniques and principles of coaching each event. The organization of practice sessions and the strategy for — and administration of — track meets are discussed.

Prerequisites: varsity experience and consent of the instructor.

HHPE 350 Coaching Volleyball

2 hours. Offered 2007-08. 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.

HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training

2 hours. Offered 2006-07. Instruction in the planning and implementation of health, physical education, athletic training, and athletics programs. Course content will include curriculum design, budget formation, facility design, and coordination. Professional conduct and ethics will be stressed.

HHPE 364 Psychosocial Intervention and Referral in Athletic Training

3 hours. Offered 2006-07. Examines the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, intervene, and when appropriate refer to a recognized professional, the sociocultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity.

HHPE 366 General Medical Conditions in Athletic Training

2 hours. Offered 2007-08. Examines the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. Students will be introduced and exposed to various health care providers.

HHPE 370 Camp Programming and Counseling

3 hours. Offered 2007-08. 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. Additional course fee is required. (Identical to CHMN 370.)

HHPE 374, 375, 376, 377, 378, 379 Athletic Training Practicum I, II, III, IV, V, VI

1 hour. Supervised experience in an athletic training environment. Additional study required, with an emphasis on athletic training techniques and athletic injury management. Course to be repeated each semester. Permission required for HHPE 374.

Prerequisite for HHPE 374: BIOL 331 and 332 Human Anatomy and Physiology, HHPE 390 Care and Prevention of Athletic Injuries, HLTH 233 Responding to Emergencies. Acceptance into the Athletic Training Education Program.

Prerequisites for HHPE 375: HHPE 374 Athletic Training Practicum I, HHPE 394 Kinesiology, HHPE 400 Recognition of Athletic Injuries, HLTH 210 Drug Education.

Prerequisite for HPPE 376: HHPE 375 Athletic Training Practicum II.

Prerequisite for HPPE 377: HHPE 376 Athletic Training Practicum III, HLTH 300 Nutrition.

Prerequisites for HHPE 378: HHPE 228 Conditioning/Body Mechanics and Aerobics, HHPE 360 Organization and Administration of Health, Physical Education, and Athletic Training, HHPE 364 Psychosocial Intervention and Referral in Athletic Training, HHPE 377 Athletic Training Practicum IV, HHPE 413 Therapeutic Exercise.

Prerequisite for HHPE 379: HHPE 366 General Medical Conditions in Athletic Training, HHPE 378 Athletic Training Practicum V,

HHPE 384 Pharmacology in Athletic Training, HHPE 430 Exercise Physiology.

HHPE 380 Experiential Recreational Leadership

3 hours. A study of theory and practice of experiential leadership in adventure and recreation education/programming. Leadership styles, techniques, methods, and practices will be the core subjects taught in this highly experiential class involving an outdoor lab component.

HHPE 384 Pharmacology in Athletic Training

1 hour. Offered 2007-08. An emphasis on the knowledge, skills, and values required of an athletic trainer on pharmacologic applications, including indications, contraindications, precautions, interactions, and governing regulations relevant to the treatment of injuries and illnesses of the physically active.

Prerequisites: BIOL 331 and 332 Human Anatomy and Physiology.

HHPE 390 Care and Prevention of Athletic Injuries

3 hours. An introductory survey of athletic training. Emphasis will be on terminology, injury prevention, evaluation, treatment, and emergency care procedures. Common taping techniques also will be presented. Additional course fee is required.

HHPE 394 Kinesiology

3 hours. Application of human anatomy and physical laws to the explanation of movement activities. Special emphasis is given to detailed analysis of various sports activities.

Prerequisites: BIOL 331 and 332 Human Anatomy and Physiology.

HHPE 400 Recognition of Athletic Injuries

3 hours. Course will examine "normal" human anatomy, mechanisms of athletic injury, and deviation from "normal"; anatomy in an athletic injury. Practice time will be given on techniques of evaluation. Permission required.

Prerequisites: BIOL 331 and 332 Human Anatomy and Physiology I and II,\ and HHPE 390 Care and Prevention of Athletic Injuries.

HHPE 410 Teaching Physical Education

2 hours. Offered 2006-07. Development of competence, style, and confidence in teaching physical education for the physical education major. Emphasis is given to analysis of objectives, unit and lesson planning, instruction methods, means of evaluation, and class procedures and control.

HHPE 413 Therapeutic Exercise

2 hours. Offered 2007-08. Course will examine exercise procedures as the first modality for rehabilitation of the injured athlete. Also examines the role of exercise for the prevention of injuries, as well as rehabilitation to all major joints and musculature of the body. Includes a lab for practice.

Prerequisites: HHPE 390 Care and Prevention of Athletic Injuries and HHPE 394 Kinesiology.

HHPE 414 Therapeutic Modalities

2 hours. Offered 2007-08. Course will examine the role of therapeutic modalities including thermal modalities, electrical agents, deep heating agents, and mechanical modalities in the rehabilitation of the injured athlete. Includes a lab for practice.

Prerequisites: HHPE 390 Care and Prevention of Athletic Injuries and HHPE 400 Recognition of Athletic Injuries.

HHPE 420 Exercise Prescription

3 hours. Offered 2006-07. Application of exercise testing and prescription of individuals ranging from athletes to special populations. Includes aspects of nutrition, disease, training methods, and exercise responses.

Prerequisites: BIOL 331 and 332 Human Anatomy and Physiology.

HHPE 430 Exercise Physiology

3 hours. Offered 2007-08. Application of principles of physiology to physical activity. Special attention is given to the effect of exercise on the various body systems and the construction of training programs.
Prerequisites: BIOL 331 and 332 Human Anatomy and Physiology.

HHPE 440 Camp Administration

2 hours. Offered 2006-07. Designed to develop a basic understanding of programming, business, and leadership at an administrative level. A weekend camping trip is required. Additional course fee is required. (Identical to CHMN 440, but doesn't have prerequisite.)

HHPE 460 Physical Education for the Exceptional Student

3 hours. Offered 2006-07. This course considers the nature and etiology of disability and handicapping conditions, as well as the implications for and development of appropriate physical education programs.

HHPE 470 Motor Development and Motor-Skill Learning

3 hours. Offered 2007-08. A study of the development of motor skills. Psychological principles of learning are applied to motor-skill learning. A review of research and an inquiry into the effect of various conditions on the learning and performance of motor skills from early childhood through the adult years.

HHPE 475 Fitness Management Field Experience

6 hours. Supervised field experience for senior human performance majors in the fitness management major track. Field experience takes place in a variety of settings, including health clubs, YMCAs, cardiac rehabilitation programs, nutritional centers, senior citizen centers, and community recreation programs. By permission only, with application made one semester in advance of placement.

HHPE 480 Tests and Measurements in Physical Education

2 hours. Offered 2006-07. Emphasis is given to methods of evaluation in programs of physical education. Testing procedures, standard tests, physical examinations, and evaluation activities are discussed.

HHPE 485 Selected Topics

2-3 hours. A seminar dealing with various topics, as announced, that represent current faculty interests and competencies.

HHPE 490 Senior Seminar

1 hour. Research of current issues in health, physical education, and athletics. Senior thesis and public presentation of thesis is required.

HHPE 495 Special Study

1-3 hours. Individual research under the guidance of the faculty.
Prerequisite: instructor's permission.

History

HIST 110 Western Civilization to 1648

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

HIST 120 Western Civilization from 1648

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

HIST 150 America and the World

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

HIST 220/420 War and Conscience in the United States

3 hours. An exploration of American thought on the subject of war, both today and in past crises such as the American Revolution, Civil War, wars with the American Indians, the world wars, Vietnam War, and the Gulf War; a study of the official position major church bodies have taken in regard to war; and the experiences of individuals who refused to fight. (Identical to PSCI 220/420.)

HIST 250 Latin America

3 hours. Offered 2006-07. Latin American countries from colonial times to the present, with an emphasis on the conditions that have led to the crises of recent years.

HIST 280 Introduction to Political Philosophy

3 hours. A study of great political thinkers and issues from Socrates to the present. Students are encouraged to understand and evaluate these thinkers in their historical contexts, and to consider them as philosophers whose insights are relevant for contemporary debates. (Identical to PHIL 280 and PSCI 280.)

HIST 290 Introduction to Historical Studies

3 hours. An introduction to the basic skills, methods, and resources of historical scholarship; the types of historical literature and scholarship; Christian foundations for historical interpretation; historical schools of interpretation; and the uses of historical scholarship.

HIST 300 American Political Theory

3 hours. A survey of the major developments in U.S. political theory from the Puritans to the present. The relationship between Christianity and American political theory is given special attention. (Identical to PHIL 300 and PSCI 300.)

HIST 310 Herbert Hoover and His Times

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

HIST 330 The American West

3 hours. Examines the relationship of the American West to the rest of the nation through its exploration, settlement, and development. Special attention is given to the Pacific Northwest and to the Native American experience.

HIST 331 England to 1688

3 hours. The growth of the English nation from Roman times to the Glorious Revolution, with special attention given to constitutional and religious development.

HIST 332 England Since 1688

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

HIST 340 History of the Middle East

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

HIST 343 History of Southern Africa

3 hours. A study of the history of southern Africa from about 1500 to the present with particular attention to the native groups of the region, Dutch colonization and British imperialism, and relations between diverse ethnic groups in the last two centuries.

HIST 360 Modern Russia

3 hours. A study of 20th-century Russia and other former Soviet republics, with emphasis on their current significance in the world and the factors in their history that brought the Revolution of 1917 and the collapse of the Soviet Union.

HIST 370 Far East

3 hours. Political and cultural developments of China and Japan.

HIST 380 The African-American Experience in the United States

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

HIST 390 Peace Research

1-3 hours. Directed research on peace subjects, both current and historical. Students will normally write a major research paper. (Identical to PSCI 390.)

HIST 401 Christianity in History I

3 hours. Offered 2007-08. The development of Christianity from its appearance within the Greco-Roman world through the medieval period, and its influence as a base for culture in the West. (Identical to RELI 401.)

HIST 402 Christianity in History II

3 hours. Offered 2007-08. Christianity's development from the dawn of the Protestant Reformation through its global spread during the modern era, observing its historical context and relationship to the surrounding cultures. (Identical to RELI 402.)

HIST 410 Classical Greece and Rome

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

HIST 419 Medieval Europe

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

HIST 421 Europe from the Age of Enlightenment to 1890

3 hours. European political, economic, cultural, and intellectual developments from the late 17th century through 1890.

HIST 422 Europe 1890-Present

3 hours. Europe in the 20th century, with emphasis on the upheavals of the two world wars and the status of the European states today.

HIST 430 The Vietnam Experience

3 hours. A study of the culture and counterculture of the 1960s and early 1970s, particularly as impacted by the war in Vietnam; a study of patriotism and protest.

HIST 456 Classics of American History

3 hours. This course is a seminar that allows students to study some of the great works of American history. In addition to mastering the historical knowledge the books provide, students will develop an advanced understanding of both the social and political climate within which the books were written, and the histiographical traditions that informed the interpretations.

HIST 457 The Colonial Experience, 1607-1763

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

HIST 458 The Making of the American Republic, 1754-1825

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

HIST 459 The Era of the Civil War, 1825-1898

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

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

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

HIST 469 Recent America, 1945-Present

3 hours. Studies America as the leader of the western world during the Cold War and how that role impacted the social, economic, intellectual, and political currents in American life. This course also examines the rise of interest groups, the increased political prominence of ethnic and women's groups, and the impact of these groups on American culture.

HIST 470 Renaissance and Reformation

3 hours. The political, social, and religious life of Europe from the beginning of the Renaissance to the Peace of Westphalia, with emphasis on the various reform movements and their impact on the modern world.

HIST 475 Field Experience

2-10 hours. Supervised experiences in museums, historical societies, and government agencies. For upper-division history majors only, by permission.

HIST 485 Selected Topics

3 hours. Occasional special courses scheduled to fit the interests of students and faculty and the needs of a shifting society. A course in presidential elections is offered in presidential-election years (2008, 2012).

HIST 490 History Seminar

3 hours. The course examines the methods professional historians use in writing history and the main currents in American historiography through the reading of America's most influential historians. Working closely with the instructor, students are required to write a research paper based on primary sources. The paper will be permanently retained by the history faculty.

HIST 495 Special Study

1-3 hours. Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division history majors only, by permission.

Health Education

HLTH 210 Drug Education

2 hours. Issues concerned with the use, misuse, and abuse of selected pharmacological agents. Social, psychological, physical, and moral implications are considered. Particular consideration is given to ergogenic aids in athletics.

HLTH 230 First Aid and Safety

1 hour. Instruction in first aid and safety and leading to certification in first aid and cardiopulmonary resuscitation (CPR). Additional course fee is required.

HLTH 233 Responding to Emergencies

1 hour. Students will receive instruction in Basic First Aid and CPR for the Professional Rescuer using the curriculum of the American Red Cross, leading to American Red Cross certification in First Aid and CPR/AED for the Professional Rescuer. Additional course information will meet first aid competencies outlined by the Athletic Training Education Program. Permission of the instructor required. **HLTH 240 Stress Management**

3 hours. Offered 2007-08. A study of causes, symptoms, and results of stress. Introduces practical techniques to alleviate stress, promote relaxation, and encourage a healthy lifestyle.

HLTH 280 Marriage and the Family

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

HLTH 285/485 Selected Topics

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

HLTH 300 Nutrition

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

HLTH 320 Contemporary Health Issues

3 hours. Offered 2006-07. A study of our nation's current health problems and concerns. Emphasis on health consumerism and current trends, diseases, the sanctity of life, and fitness. Goal is to develop an educated view on current health issues.

International Studies

INTL 200 Cultural Geography and Global Relationships

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

INTL 230 Introduction to International Relations

3 hours. Introduction to the principles and study of interstate relations in the contemporary world. Special attention is given to the issues of sovereignty, the United Nations, and international law. (Identical to PSCI 230.)

INTL 303 International Conflict and Peace

3 hours. This course considers the causes of international conflict and possible approaches to their resolution. An emphasis is placed on strategies to prevent and resolve conflicts without the use of violence. (Identical to PSCI 303 and SOCI 303.)

INTL 310 Cultural Anthropology

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

INTL 330 Introduction to the World Christian Movement

3 hours. Offered 2006-07. The biblical basis and history of missions are considered, with a special focus upon the modern missionary movement of the last 200 years. (Identical to RELI 330.)

INTL 440 World Religions

3 hours. A comparative study between Christianity and other prominent religions of the world, such as Buddhism, Islam, Hinduism, and contemporary kinds of alternative religion. (Identical to RELI 440.)

INTL 460 International Trade and Finance

4 hours. An overview of international economics with attention to international trade, economic cooperation, foreign exchange, international banking, and global financial institutions. Attention is given to trade policies, bilateral and multilateral trade negotiations, the functioning of firms in the international economy, and reform of the global financial architecture. (Identical to ECON 460.)

Prerequisites: ECON 201 Principles of Microeconomics and ECON 202 Principles of Macroeconomics.

INTL 475 Culture-Oriented Fieldwork

3-12 hours. Supervised experiences in a non-American culture. For upper-division international studies majors or minors only, by permission.

INTL 490 International Studies Senior Seminar

3 hours. Required of senior international studies majors, the course emphasizes the investigation of theoretical and current applications of interdisciplinary research in international studies. Students with a significant interest in international issues are welcome, with the consent of the instructor. A research paper based upon primary source materials is the main assignment of the course.

Japanese

JPNS 101, 102 First-Year Japanese

3 hours each semester. A study of the structures of the Japanese language, with practice in listening, speaking, reading, and writing. The culture of Japan is presented as an integral component of language study.

JPNS 201, 202 Second-Year Japanese

3 hours each semester. A thorough review of Japanese language structures, with intensive practice in reading, speaking, and writing. Language lab listening and interaction are required.

Prerequisite: JPNS 102 First-Year Japanese II or two years of high school Japanese or by testing.

Leadership Studies

LEAD 235/435 Residence Life Seminar

1 hour. An integrative seminar linking residence-life leadership, course work, and group exercises. Examines the educational implications of residence life by giving attention to what causes dissonance in the lives of undergraduates, how community is created, and how leaders function as models on a college campus. Open to current members of the residence life staff only. Pass/No Pass.

LEAD 275/475 Leadership Experience

1-3 hours. Designed to provide students with an opportunity to develop their leadership skills through work or volunteer experience. All leadership experience proposals subject to the approval of the leadership studies program directors. Possible placements might include leading a church youth group, directing a social-concern project, managing the campus radio station, or serving as a member of student government. Pass/No Pass.

LEAD 491 Leadership Seminar I

1 hour per semester/four semesters total. Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass.

LEAD 492 Leadership Seminar II

1 hour per semester/four semesters total. Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass.

LEAD 493 Leadership Seminar III

1 hour per semester/four semesters total. Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass.

LEAD 494 Leadership Seminar IV

1 hour per semester/four semesters total. Integrative seminar linking leadership practicum, course work, and readings. Topics include servant leadership, transformational leadership, and leadership development. Occasional retreats and other off-campus activities. Pass/No Pass.

Literature

LITR 100 Introduction to Literature

3 hours. Explores the major genres, themes, and elements of literature.

LITR 220 Great American Writers

3 hours. A brief survey of American literary history, combined with a close study of some of the most engaging works and writers in the tradition.

LITR 236 Ancient World Literature

3 hours. Introduces and examines as literary texts significant works of world mythologies. Readings will stress those cross-cultural themes and literary forms exemplifying the ideals, values, and concerns that have shaped our shared human condition. The course will survey myths from African, Middle Eastern, Asian, Native American, Meso-American, Oceanic, and European literatures. Universal motifs and unique differences in these traditional sacred and secular stories will be examined with an eye to understanding how myths underpin cultural, community, and individual values, ethical teachings, and spiritual experiences that continue to inform the world's cultures.

LITR 237 World Literature, Medieval to Modern

3 hours. Considers works written in Africa, the Middle East, Asia, Oceania, Europe, and the Americas during the medieval and early modern periods. Students will examine culturally defining texts that reflect both the uniqueness of culture and the universality of literary themes. Students will read a sample of texts written between the medieval period and 1900. The focus will be on texts that continue to be important to the culture they represent, such as *The Tale of Genji, Journey to the West, The Thousand and One Nights, The Divine Comedy*, and *Shakuntala*.

LITR 238 Contemporary World Literature

3 hours. Examines contemporary literatures across the world in order to explore both the similarities and differences in literary styles and themes. Because so much current non-Western literature is influenced by Western literature, culture, and values, students will consider historical background, including colonial, post-colonial, or political readings of writers such as Chinua Achebe, Gabriel Gárcia Márquez, Nadine Gordimer, LuXün, and Jamaica Kincaid.

LITR 240 Understanding Drama

3 hours. A study of significant plays from the classical period to the present, both as literary works and staged productions, the goal being a deeper understanding and appreciation of drama as a symbolic form. Primary focus is on literary values, with attention also given to the constraints and interpretations embodied in the staging, acting, and directing of a play. (Identical to THEA 240.)

LITR 270 Great British Writers

3 hours. An introduction to British literary history, combined with a close study of some of the most engaging works and writers in the tradition.

LITR 280 Literary Foundations of Women's Studies

3 hours. Introduces students to literature that presents the groundwork for women's studies and considers a selection of contemporary texts that apply that perspective. Reading will include significant novels, poems, and essays that demonstrate the history of women's contribution to literature, culture, and Christianity.

LITR 285/485 Selected Literary Topics

3 hours. An occasional course that allows professors and students to investigate interesting literary byways. Past selections have included studies in science fiction, the literature of human rights, the short story, and the works of particular authors.

LITR 326 American Literature to 1865

3 hours. A selective look at early American literature, from 1607 to 1865. Examines themes, movements, and writers who influenced and were influenced by the growth of the new nation.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 327 American Literature, 1865-1914

3 hours. A selective look at the literature of the United States, from 1865 to 1914. Particular attention is given to the masters of realistic and naturalistic fiction, and to the poets who most clearly influenced modern poetry.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 328 American Literature, 1914-Present

3 hours. A selective look at the literature of the United States, from 1914 to the present. Particular attention is given to the masterworks of Modernism, especially to those that have proven influential in contemporary literature.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 340 Poetry

3 hours. A study of poetry as a distinct literary form, including the major genres of poetry and the strategies for reading and analyzing poems, including the use of figurative language, scansion, and symbolism. Explores the interaction of form and content and the relationship of text to context.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 350 Literary Criticism

3 hours. Introduces students to various schools of literary criticism. Students will practice using different critical approaches to writing about literature. Recommended for juniors and seniors.
Prerequisite: 6 hours of literature courses or permission of instructor.

LITR 360 Values Through Story and Myth

3 hours. A consideration of selected writers and works that attempt to understand, explore, and transmit values through narrative. Works considered will range from fiction to nonfiction, including essays, short stories, film, poems, and novels. The focus is on issues related to gender, the environment, and the social/political community as they reveal and define our contemporary world and its cultural values structures.

LITR 376 British Literature to 1660

3 hours. A selective look at the literature of the British Isles, from the earliest texts through 1660. Particular attention is given to the Anglo-Saxon, Medieval, and Renaissance periods.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 377 British Literature, 1660-1830

3 hours. A selective look at the literature of the British Isles during the Restoration, the Neoclassical, and the Romantic periods. Particular attention is given to the emergence of the novel and the poets who most clearly influenced the continuing development of poetry.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 378 British Literature, 1830-Present

3 hours. A selective look at the literature of the British Isles during the Victorian, Modern, and Contemporary periods. Particular attention is given to the literature of doubt and faith, the development of the novel, and post-Colonial issues.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 379 Shakespeare
3 hours. A consideration of the life and works of the poet/playwright and the sociopolitical history of the Renaissance. The course will examine the sonnets and a selection of the plays from each genre: comedy, tragedy, history, and tragicomedy.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 385 Major Authors
3 hours. Focuses on a major author or authors, changing from year to year according to the professor's expertise. The course considers the different phases of the career and development of the author's art, as well as the appropriate contexts in which she or he wrote, and his or her legacy for later writers. May be repeated for different authors.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 440 A Study of the Modern Novel
3 hours. Examines the modern novel as a distinct literary form through the analysis of important world writers. Discusses such issues as the relationship between novelistic structure and ideology.
Prerequisite: another LITR course or equivalent or permission of instructor.

LITR 495 Special Study
1-3 hours. Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of a faculty member.

Mathematics

MATH 095 Math Skills

1-3 hours per semester. Individually designed mathematical training to meet the needs and goals of any individual student. The extent of this training will be determined through a testing process. Topics covered include basic math, elementary algebra, and intermediate algebra. This course does not fulfill general education requirements. *This course is pre-college level and carries no credit toward degree requirements.*

MATH 150 The World of Mathematics

3 hours. An introduction to various topics of modern mathematics from an elementary point of view so as to be understandable to nonmathematics and nonscience majors and to foster an appreciation for the art, history, beauty, and applications of mathematics. Topics will be covered that allow students to do the mathematics involved without needing a strong mathematical background.

MATH 180 College Algebra

3 hours. An algebra course designed for students who have a good background in high school algebra and are prepared to cover the major topics of algebra in more depth and breadth. Applications of algebra will be emphasized in this course. This course does not serve as a prerequisite for the calculus sequence.
Prerequisite: high school algebra or equivalent.

MATH 190 Precalculus Mathematics

4 hours. A course for students who are preparing to take calculus or other courses requiring a similar background. In addition to studying the topics found in a college algebra course, this course will focus on trigonometry and an introduction to exponential and logarithmic functions.
Prerequisite: high school algebra or its equivalent. Students who have taken MATH 180 College Algebra may not take this course for credit.

MATH 201, 202 Calculus I, II

4 hours each semester. A study of differential and integral calculus for functions of one variable. Additional topics include polar coordinates, infinite series, and parametric equations.
Prerequisite: MATH 190 Precalculus Mathematics or equivalent.

MATH 211 Foundations of Elementary Mathematics I

4 hours. This course utilizes a constructivist approach to the fundamental ideas of elementary and middle school mathematics. This course focuses on elementary number theory, arithmetic operations, and algebra, and the NCTM process strands of problem solving, representation, and communication. Additional course fee is required.

MATH 212 Foundations of Elementary Mathematics II

4 hours. This course utilizes a constructivist approach to the fundamental ideas of elementary and middle school mathematics. This course focuses on geometry, measurement, data analysis, statistics, and probability, and the NCTM process strands of reasoning and proof and connections.

MATH 240 Statistical Procedures

3 hours. Offered 2007-08. An introduction to probability and statistics with content and application directed toward the natural and physical sciences. Topics to be covered include methods of describing data, probability, random variables and their distributions, estimation, hypothesis testing, linear regression, and correlation.

Prerequisite: MATH 180 College Algebra or equivalent.

MATH 260 Discrete Mathematics

3 hours. An introduction to discrete mathematics. Topics covered include sets, functions, math induction, combinatorics, recurrence, graph theory, trees, and networks.
Prerequisite: MATH 190 Precalculus Mathematics or equivalent.

MATH 290 Mathematical Logic

3 hours. Offered 2007-08. This course is intended to facilitate a smooth transition from lower-level, computation-oriented math courses to upper-level, more theoretical courses. Topics include symbolic logic, methods of proof, and set theory.
Prerequisite: MATH 201 Calculus I.

MATH 300 Numerical Methods

3 hours. Offered 2007-08. A study of numerical solutions of mathematical problems, including nonlinear equations, systems of linear equations, polynomial approximations, root finding, integration, and differential equations. Computer programs are written to solve these problems. (Identical to CSIS 300.)
Prerequisites: MATH 202 Calculus II and either CSIS 201 Introduction to Computer Science I or ENGR 152 Engineering Principles II.

MATH 301 Calculus III

3 hours. This course is an extension of MATH 201 and 202 Calculus I and II to functions of more than one variable. Topics include vectors, vector-valued functions, partial derivatives, and multiple integration.
Prerequisite: MATH 202 Calculus II

MATH 310 Differential Equations

3 hours. A study of the theory, methods of solution, and applications of ordinary differential equations. Methods include series solutions and LaPlace transforms.
Prerequisite: MATH 301 Calculus III.

MATH 320 Linear Algebra

3 hours. Offered 2006-07. A study of matrices and their properties and application, linear transformations, and vector spaces.
Prerequisite: MATH 202 Calculus II.

MATH 331 Probability

3 hours. Offered 2007-08. A study of sample spaces, combinatorial methods, discrete and continuous distributions, moment-generating functions, and the central limit theorem.
Prerequisite: MATH 301 Calculus III.

MATH 332 Mathematical Statistics

3 hours. Offered 2007-08. A study of statistical methods — including estimators, confidence intervals, tests of statistical hypotheses, and correlation analyses — from a theoretical point of view, including applications.
Prerequisite: MATH 331 Probability.

MATH 340 Number Theory

3 hours. Offered 2006-07. An introduction to the basic properties of whole numbers, including such topics as prime numbers, Euclid's algorithm, Fermat's Theorem, congruences, and Diophantine equations. The course will emphasize historical development of the relevant topics.

Prerequisites: MATH 202 Calculus II and MATH 290 Mathematical Logic.

MATH 350 Modern Geometry

3 hours. Offered 2006-07. A rigorous study of Euclidean geometry and an introduction to non-Euclidean geometries.
Prerequisites: MATH 202 Calculus II and MATH 290 Mathematical Logic.

MATH 410 Algebraic Structures

3 hours. Offered 2007-08. A study of groups, rings, integral domains, fields, polynomial rings, and algebraic number systems.
Prerequisites: MATH 202 Calculus II and MATH 290 Mathematical Logic.

MATH 420 Real Analysis

3 hours. Offered 2006-07. An introduction to the fundamental concepts in real analysis including limits, continuity, sequences, series, differentiation, and integration.
Prerequisites: MATH 290 Mathematical Logic and MATH 301 Calculus III.

MATH 485 Selected Topics

1-3 hours. A class with topics in mathematics chosen to fit special needs or interests of students, faculty, or visiting professors.
Prerequisite: consent of the instructor.

MATH 490 Senior Seminar

2 hours. Offered 2006-07. A seminar for junior and senior math majors to explore current topics selected by the instructor. Emphasis will be placed on significant student involvement in the classroom.
Prerequisite: junior or senior standing.

MATH 495 Special Study

1-3 hours. Independent study of mathematical topics outside the regular offerings. Topics include advanced calculus, mathematical statistics, topology, real and complex analysis, and others. For upper-division mathematics majors only, by permission.

Applied Music and Ensembles

MUSA 105/305 VC Applied Voice

1 or 2 hours. Study of proper voice production, with emphasis on posture, breathing, and resonance. Studies from the standard repertoires, including English songs, Italian classics, German lieder, French art songs, oratorio and operatic arias, and selected contemporary works. Additional course fee is required.

MUSA 105/305 PN Applied Piano

1 or 2 hours. Technical exercises, scales, and arpeggios in various rhythms; études of varying difficulty, such as those by Duvernoy, Burgmuller, Heller, Czerny, and Clementi. Repertoire from the historical periods are studied, including selected contemporary composers. A select group of concerti are also studied. Additional course fee is required.

MUSA 105/305 OR Applied Organ

1 or 2 hours. Basic study of pedal and manual techniques. Standard works from the Baroque, Classic, Romantic, and Modern periods. Additional course fee is required.

MUSA 105/305 ST Applied Strings

1 or 2 hours. Instruction on violin, viola, cello, and string bass. Basic fundamentals, posture, bow, and arm techniques, shifting, and vibrato. Included are scale and arpeggio studies and works from the standard solo and orchestral repertoire. Additional course fee is required.

MUSA 105/305 WW Applied Woodwinds

1 or 2 hours. Instruction on flute, clarinet, oboe, saxophone, and bassoon. Tone production, scales, and arpeggios in various articulations. Includes technical studies and works from the standard solo and orchestral repertoire. Additional course fee is required.

MUSA 105/305 BR Applied Brass

1 or 2 hours. Instruction on trumpet, French horn, trombone, baritone, and tuba. Technical studies include tone production, scales, and arpeggios with various articulation. Works from the standard solo and orchestral repertoire are studied. Additional course fee is required.

MUSA 105/305 PR Applied Percussion

1 or 2 hours. Instruction on snare drum, tympani, the mallet instruments, and drum set. An in-depth study of all the percussion instruments used in the wind ensemble and orchestra. Additional course fee is required.

MUSA 105/305 GT Applied Guitar

1 or 2 hours. Study of playing techniques, with emphasis on chordal knowledge and basic strums. Solos and ensemble pieces will be included for each student at his or her performance level. Additional course fee is required.

MUSA 105/305 JZ Applied Jazz Piano *1 or 2 hours*. A study of improvisational methods through task-oriented performance of selected jazz repertoire. The goal of this class is to introduce concepts and practice methods used by jazz artists to gain provisation skills and to apply them to your own practice and performace over selected jazz repertoire. Additional course fee is required.

Ensembles

MUSA 115/315 Master Chorus

1/2 hour. This chorus is composed of members of the community and open to all university students, faculty, and staff, and alumni singers. The chorus, usually accompanied by orchestra, performs a major and/or master sacred choral work each spring. Handel's *Messiah* is usually performed every third year.

MUSA 125C/325C Concert Choir

1/2 or 1 hour. The Concert Choir is committed to excellent choral singing in a wide variety of styles, including contemporary sacred and gospel arrangements, spirituals, and hymn settings. The choir's combined commitment to excellence and ministry finds expression in concerts given on campus and in churches throughout the Northwest. Rehearsals are held four days a week. Membership is by audition.

MUSA 125T/325T Music Theatre

1/2 or 1 hour. Membership is open to all students interested in the production aspects of theatre. This organization offers one major presentation each spring. Works performed include Broadway musicals, light opera, music reviews, and an occasional opera. Orchestra accompaniment generally is used, and productions are completely staged, choreographed, costumed, and lighted. Chorus members and leading roles are selected by audition.

MUSA 135A/335A Chamber Singers

1/2 hour. This ensemble sings a flexible repertoire ranging from Renaissance madrigals through contemporary vocal jazz settings and Christian contemporary gospel. Members present concerts in the Portland region and participate in various campus concerts. Membership is by audition, and requires concurrent enrollment in Concert Choir.

MUSA 135B/335B Chorale

1/2 hour. A chorus of men's and/or women's voices who sing a variety of sacred and secular literature that is appropriate to their skill level. Students learn proper tone production, and sight-reading skills and experience rehearsal techniques that will prepare them for Concert Choir and/or singing beyond graduation. Membership is by permission of the instructor at the beginning of each semester. This class meets twice a week.

MUSA 135H/335H George Fox University Handbell Ringers

1/2 hour. This musical ensemble shares its music with community agencies, churches, and university audiences. Limited to 11 ringers. Open to all by audition/interview.

MUSA 135J/335J Vocal Jazz Ensemble

1/2 hour. A vocal ensemble and rhythm section specializing in the preparation, study, and performance of vocal jazz. Performances are usually for university events and some off-campus concerts. Vocalists will learn to improvise and sing with style and tone appropriate to the idiom. Rhythm section players will learn how to effectively accompany, improvise, and play as a trio. Members must be concurrently enrolled in major ensembles. Membership is by audition and permission of the instructor.

MUSA 145B/345B Symphonic Band

1/2 or 1 hour. The Symphonic Band is a touring ensemble that plays concerts throughout the Northwest. The spring tour repertoire is played in schools, churches, and for chapel. This ensemble serves to train students for careers in instrumental conducting and performing.
Prerequisite: instructor's permission.

MUSA 145J/345J Jazz Ensemble

1/2 hour. An ensemble organized to train instrumentalists in the jazz repertoire. Performances are usually for school events and some off-campus concerts. Members who are music majors must also be enrolled in the Symphonic Band.

MUSA 145K/345K Keyboard Ensemble

1/2 hour. Open to any piano student, regardless of major. The repertoire includes all styles, with emphasis on pieces composed for multiple keyboards. Participants share in performance opportunities. For music majors who are not vocal students or do not play band or orchestral instuments, the course will satisfy the "major ensemble" requirement.

Prerequisite: audition or permission of instructor.

MUSA 155/355 Chehalem Symphony Orchestra

1/2 or 1 hour. The symphony orchestra performs music by the master composers of the Baroque, Classical, Romantic, and Modern eras. Concertos featuring student soloists are often part of the annual repertoire. Community and faculty musicians combine with university students to form this ensemble. Performances include fall and spring concerts, as well as accompaniment of the Master Chorus.

Prerequisite: instructor's permission.

MUSA 165/365 Instrumental Ensemble

1/2 hour. An ensemble organized to meet the needs of the instrumental music student who desires to explore literature for the small ensemble, such as string quartet, brass quartet, woodwind quintet, or flute ensemble.

Music Theory and Literature

MUSI 100 Music Fundamentals

2 hours. This course provides a fundamental understanding of music by considering the basics of musical construction, with examples drawn from the history of music. A study of musical notation, interval recognition, elements of pitch and rhythm, scale and chord construction, essential concepts in harmony, and basic musical forms. The student will be able to experience these fundamental concepts at the piano. No musical or keyboard experience is necessary. This is a general education course for non-music majors.

MUSI 110 Understanding Jazz

2 hours. A study of various aspects and types of jazz, from blues to jazz rock. Students will discover the great jazz artists and learn how to listen to a variety of jazz idioms.

MUSI 120 The World of Music

2 hours. This course acquaints the liberal arts student with a broad range of musical styles reflecting diverse cultures, including classical, jazz, and popular music. Various composers, performers, and their music are listened to and studied. This is a general education course for non-music majors.

MUSI 121, 122 Theory I

3 hours each semester. A course designed to help the student systematically acquire basic information and interrelated skills that will be of value in future musical endeavors as performer, teacher, or composer. Includes work in part writing, keyboard harmony, analysis, and creative writing. Must be taken concurrently with MUSI 131, 132 Sight Singing and Ear Training.

MUSI 125 Voice Class

1 hour. May be repeated for credit. This course is intended to improve and strengthen the voice as a solo instrument. The ability to read music is helpful although not necessary. Attendance and class participation coupled with a minimum of four 15- to 30-minute individual practice sessions each week will enable consistent growth and increased strength. Students will sing individually to the group using exercises and songs worked on in class. The group format and class size provide an excellent built-in performance opportunity.

MUSI 130 Music in World Cultures

2 hours. An introductory thematic study of the roles of music in a variety of world cultures, with emphasis on listening to, viewing, and understanding a broad selection of musical styles mostly outside the Western classical tradition.

MUSI 131, 132 Sight Singing and Ear Training

1 hour each semester (two class hours a week). A lab experience designed to develop proficiency in singing prepared melodies, melodies at sight, rhythmic patterns, and in taking basic melodic dictation. Music majors should register for this lab as a required component of MUSI 121, 122 Theory I, which should be taken concurrently.

MUSI 135 Class Piano

1 hour. May be repeated for credit. Elementary- to intermediate-level class instruction in piano. This class is open to any student regardless of previous experience and does not require an instruction fee in addition to the normal tuition cost. Students working toward achieving the required piano proficiency may choose to study private applied piano with the instructor's consent rather than enroll for Class Piano. Required of all music majors who have not yet met the piano proficiency skill level.

MUSI 150 Keyboard Accompaniment

1 hour. This course provides "on-the-job training" and special insights and skills in the art of accompanying. A wide range of repertoire is studied, from accompanying classical solo artists to accompanying choirs (both classical and gospel), small ensembles, and congregational singing.

MUSI 180 Introduction to Music Technology
2 hours. Introductory work with technological resources basic to work in the music field. Includes hands-on experience with MIDI and sequencing, music notation programs and desktop publishing, digital sound formats, and basic Web authoring.

MUSI 200 Basic Conducting
1 1/2 hours. Introduction to the basic fundamentals of conducting for the music major, the music education major, and the future church musician. Emphasis is placed upon the mastery of simple conducting patterns, cues, and expressive gestures, and common problems in leading group singing and in directing musical ensembles.

MUSI 210 Keyboard Literature
2 hours. Offered 2007-08. Through a variety of keyboard music (harpsichord, piano, organ, and synthesizer), students will acquire an understanding of diverse keyboard approaches from the Baroque through contemporary styles. Recommended for those especially interested in keyboard music.

MUSI 221, 222 Theory II
4 hours each semester. A continuation of Theory I. Includes chromatic harmonies and remote modulations. Introduction to 20th-century harmonic usage. Creative work is required.
Prerequisites: MUSI 121 and 122 Theory I.

MUSI 225 Composition I
1 hour. Individual lessons in composition. Initial inquiry into organization of sound resources, developing techniques for working with musical materials, and composition in small forms. May be repeated for credit.
Prerequisites: MUSI 122 Theory I (second semester) and MUSI 132 Sight Singing and Ear Training II, or instructor's permission.

MUSI 250 Beginning Class Guitar
1 hour. This course offers vital foundational instruction in the techniques of playing guitar. Proper hand position, fingering, and strumming styles, and a broad range of chords are presented. Learn to read music, tab, and understand basic concepts of theory. Have fun playing cool riffs, chord progressions, and songs. Ideal for learning techniques applicable to leading worship.

MUSI 271 Music Techniques Instrumental
2 hours. Offered 2006-07. Fundamental instruction in the technique required to play music instruments at an intermediate level. Attention will be given to the technical aspects of music performance with an emphasis on the various demands related to teaching instrumentalists.
Prerequisites: MUSI 121 and 122 Theory I.

MUSI 272 Music Techniques Vocal *1 hours.* Offered 2006-07. This course is designed to present a practical program to explain the physical, technical, and artistic aspects of singing combining historical pedagogy with current research in acoustics and the physiology of the human voice. We will explore how to coordinate the activities of resonation, articulation, vibration, and energization of the system to produce a freely functioning voice. Students will increase their aural awareness and understand the distinction between speaking and singing. They will learn to problem-solve and diagnose vocal stress in the role of teacher, observer, and student.
Prerequisites: MUSA 105/305 VC or MUSI 125. (MUSI 271 is not a prerequisite for MUSI 272.)

MUSI 273 Instrumental Music Techniques for Choral Conductors
1 hour. Offered 2006-07. A technical overview of woodwind, brass, string, and percussion instruments designed for choral music education students. Emphasis on helping the student troubleshoot and teach the fundamentals of instrumental music.

MUSI 285/485 Selected Topics *1-3 hours.* Selected topics are offered as music electives when special needs arise or when sufficient enrollment permits. Course content includes specific interests of students and faculty.

MUSI 310 Counterpoint
2 hours. Offered 2006-07. Principles of 16th- and 18th-century polyphony. Detailed study of the works of J.S. Bach and his contemporaries. Original composition required.
Prerequisites: MUSI 221 and 222 Theory II.

MUSI 311, 312 Music History
3 hours each semester. A study of the development of music from antiquity through the 20th century. Comparisons are made to the development of the other arts. Concentrated study of music literature emphasizing the change in musical styles during the different historical periods.
Prerequisites: MUSI 121 and 122 Theory I.

MUSI 320 Form and Analysis
2 hours. Detailed study of the structural components of music, including the motive, phrase, and period. Application to principal contrapuntal and homophonic forms of the Classic, Romantic, and Modern periods.
Prerequisites: MUSI 221 and 222 Theory II.

MUSI 340 Church Music (History and Administration)
3 hours. Offered 2007-08. A study of music within the church, viewed historically from the early centuries through the expectations of the contemporary church.

MUSI 350 Music Theatre Performance
3 hours. Offered 2006-07. An introduction to the acting, dance and vocal techniques required for music theatre performance and a formal study of the history of music theatre. Through in-depth scene study, vocal training, dance training and in class performances, the student will be introduced to the various artistic challenges inherent in music theatre since its inception. This course requires additional outside-of-class time for rehearsals and performance of selected material.
Prerequisites: THEA 100 Acting I - Fundamentals, and MUSA 105 V/C Applied Voice or MUSI 125/325 Theatre Lab

MUSI 380 Keyboard Improvisation and Service Playing
2 hours. Offered 2006-07. A practical course for pianists and organists seeking to discover creative approaches in programming and leading the congregation in inspirational worship and celebration.

MUSI 400 Music and Christian Faith
2 hours. Offered 2006-07. A study of the relationships between musical communication and Christian faith and practice. Also includes some preparatory modules for senior recital.
Prerequisites: MUSI 222 Theory II (second semester) and MUSI 312 Music History II or equivalents, and junior or senior standing.

MUSI 410 Elementary Music Methods
3 hours. Offered 2007-08. Students will be introduced to the foundations of elementary music education including the National Standards and current teaching methodologies. Student observation and participation will provide the basis of an understanding of teaching music at the elementary level.

Prerequisites: MUSI 121 and 122 Theory I.

MUSI 411 Middle Level and High School Music Methods

3 hours. Offered 2007-08. Students will investigate the many special teaching demands of music education at the secondary level. Vocal and instrumental music ensembles will be studied to determine the special requirements of these performance groups. Music courses at the secondary level will be examined to determine their individual teaching methodologies.
Prerequisites: MUSI 121 and 122 Theory I.

MUSI 425 Composition II

1 1/2 hours. Individual lessons in composition. Continuing work in composition including (but not limited to) composition in larger forms, digital media, multimovement forms, exploration of style resources.
Prerequisites: MUSI 225 Composition I and admission to upper-division study, or instructor's permission.

MUSI 430 Instrumentation and Orchestration

2 hours. Offered 2007-08. A study of the instruments of the orchestra and band, including their ranges, characteristics, and capabilities. Practical application of the principles of arranging and scoring for orchestral/band instrumental combinations.
Prerequisites: MUSI 221 and 222 Theory II.

MUSI 460 Advanced Conducting

2 hours. Offered 2007-08. A course designed to acquaint the student with advanced choral and instrumental literature. Basic conducting patterns are reviewed and adapted to all aspects of conducting: syncopation, cuing, and expressive gestures.
Prerequisite: MUSI 200 Basic Conducting.

MUSI 475 Field Experience

1-5 hours. Supervised experience in music apprenticeship as conductor, performer, or composer.
Prerequisite: permission of music faculty.

MUSI 485 Selected Topics

1-3 hours. Selected topics are offered as music electives when special needs arise or when sufficient enrollment permits. Course content includes specific interests of students and faculty.

MUSI 490 Degree Recital/Project

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

MUSI 495 Special Study

1-3 hours. Individual research under the guidance of the faculty.
Prerequisite: permission of music faculty.

Nursing

NURS 200 Nursing Fundamentals

1 hour. Exposes students to theories concerning clients in need of primary, acute, and restorative nursing care through the introduction of basic nursing concepts, skills, and techniques of nursing practice, and provides students with a foundation for advanced nursing practice in a variety of health care settings.
Prerequisite: admission to nursing major.

NURS 203 Nursing Fundamentals Practicum

2 hours. Application of health assessment and basic nursing skills in the care of individuals experiencing alterations in biopsychosocial, cultural, and spiritual health status.
Corequisites: NURS 200 Nursing Fundamentals, NURS 210 Health Assessment.

NURS 210 Health Assessment

2 hours. The systematic and continuous collection of biopsychosocial, cultural, and spiritual data through the assessment of clients' strengths and coping resources, actual and potential health problems, and the identification of factors that place clients at risk for alterations in health.
Prerequisite: admission to nursing major.

NURS 300 Medical-Surgical Nursing I

3 hours. The acquisition, integration, and prioritization of theoretical knowledge vital to the care of individuals and groups experiencing alterations in pathophysiological processes of human illnesses and injuries.
Prerequisites: junior status, NURS 200 Nursing Fundamentals, NURS 203 Nursing Fundamentals Practicum, NURS 210 Health Assessment.
Corequisites: NURS 303 Medical-Surgical Nursing I Practicum, NURS 330 Nursing Research, NURS 350 Pharmacology.

NURS 303 Medical-Surgical Nursing I Practicum

3 hours. Implementation of theoretical knowledge vital to the care of individuals and groups experiencing alterations in pathophysiological processes of human illnesses and injuries.
Corequisite: NURS 300 Medical-Surgical Nursing I.

NURS 310 Health Care Informatics

2 hours. An exploration of the emerging impact of technology on health care management and delivery.
Prerequisite: junior status or permission of instructor.

NURS 320 Medical-Surgical Nursing II

3 hours. The acquisition, integration, and prioritization of evidence-based nursing knowledge critical to the care of individuals and families with complex pathophysiological alterations in their biopsychosocial health status.
Prererequisites: NURS 300 Medical-Surgical Nursing I, NURS 303, NURS 330 Nursing Research, NURS 350 Pharmacology.
Corequisites: NURS 340 Mental Health Nursing, NURS 343 Mental Health Nursing Practicum.

NURS 323 Medical-Surgical Nursing II Practicum

4 hours. Acquisition, synthesis, and implementation of theoretical knowledge necessary for the provision of holistic care to individuals and groups experiencing complex pathophysiological alterations in their health status.
Corequisite: NURS 320 Medical-Surgical Nursing II.

NURS 330 Nursing Research

2 hours. An exploration of systematic approaches (quantitative and qualitative) to collecting and analyzing information to enhance students' understanding of factors and phenomena impacting professional nursing practice.
Prerequisite: junior status or permission of instructor.

NURS 340 Mental Health Nursing

2 hours. Exploration of psychiatric nursing principles of mental health promotion and illness prevention; of evidenced-based treatment modalities; of hospital and community treatment options; and of nursing principles applied to specific psychiatric clinical disorders.

Prerequisite: junior status.

Corequisites: NURS 320 Medical-Surgical Nursing II, NURS 323 Medical-Surgical Nursing Practicum II.

NURS 343 Mental Health Nursing Practicum

3 hours. Implementation of theoretical psychiatric nursing principles in the practice setting.

Corequisites: NURS 320 Medical-Surgical Nursing II, NURS 323 Medical-Surgical Nursing Practicum II, NURS 340 Mental Health Nursing.

NURS 350 Pharmacology

3 hours. A study of various drug classifications, their impact on living tissue, and their actions and distributions in the body — pharmacodynamics and pharmacokinetics.

Prerequisites: NURS 200 Nursing Fundamentals, NURS 203 Nursing Fundamentals Practicum, NURS 210 Health Assessment, or permission of instructor.

NURS 400 Public Health Nursing

2 hours. The synthesis of nursing theory and public health theory applied to promoting, preserving, and maintaining the health of populations through the delivery of personal health care services to individuals, families, and groups.

Prerequisites: all nursing courses at junior level.

NURS 403 Public Health Nursing Practicum

3 hours. Application of nursing theory and public health theory in the care of individuals, families, and groups in the community.

Corequisite: NURS 400 Public Health Nursing.

NURS 410 Nursing Administration/Leadership *2 hours.* The study of the contemporary role(s) of an effective nurse leader/administrator/manager as they assess, plan, organize, implement, and evaluate care for groups in acute, primary, and/or community health settings.

Prerequisites: all nursing courses at junior level.

NURS 413 Nursing Administration/Leadership Practicum

3 hours. Facilitate student's transition into the professional role(s) through implementation of leadership theories in acute, primary, and/or community health settings.

Corequisite: NURS 410 Nursing Administration/Leadership.

NURS 420 Maternity Nursing

2 hours. Study of the care of childbearing women and their families throughout all the stages of pregnancy and childbirth.

Prerequisites: all nursing courses at junior level.

NURS 423 Maternity Nursing Practicum

3 hours. Care of women and their families during the events surrounding childbearing.

Corequisite: NURS 420 Maternity Nursing.

Philosophy

PHIL 210 Introduction to Philosophy

3 hours. This introduction to philosophical issues encompasses study of the human quest to understand the meaning of knowledge, art, nature, God, values, and other vital interests. Lectures and reading will introduce the student to the major systems of philosophy developed by thoughtful people over the centuries.

PHIL 230 Ethics

3 hours. Ethics consists of an analysis of the ethical theories and systems by which persons make judgments and choices, with special attention to contemporary moral issues and the modern revival of virtue theory.

PHIL 260 Social Theory

3 hours. A critical study of some major social philosophers from Comte to the present. (Identical to SOCI 260.)
Prerequisites: SOCI 150 Principles of Sociology and PHIL 210 Introduction to Philosophy, or instructor's permission.

PHIL 270 Philosophy of the Arts

3 hours. Offered 2006-07. An introduction to philosophical issues in the arts, such as art and morality, the nature of creativity, aesthetics, and the relation of the arts to worldviews.

PHIL 280 Introduction to Political Philosophy

3 hours. A study of great political thinkers and issues from Socrates to the present. Students are encouraged to understand and evaluate these thinkers in their historical contexts, and to consider them as philosophers whose insights are relevant for contemporary debates. (Identical to HIST 280 and PSCI 280.)

PHIL 285/485 Selected Topics

1-3 hours. A seminar on a topic chosen by the professor. Open to upper-division majors and others by permission.

PHIL 300 American Political Theory

3 hours. A survey of the major developments in U.S. political theory from the Puritans to the present. The relationship between Christianity and American political theory is given special attention. (Identical to HIST 300 and PSCI 300.)

PHIL 310 Christian Apologetics

3 hours. Offered 2006-07. A study of classic and contemporary theistic/atheistic arguments including postmodern assessments of religious belief. (Identical to RELI 310.)

PHIL 330 Philosophy of Religion

3 hours. Examines classic topics in the field, including theistic arguments, the problem of evil, miracles, religious language, and divine attributes.

PHIL 340 Logic

3 hours. Offered 2007-08. Logic involves a study of Aristotelian forms of deductive reasoning, including the syllogism, inductive reasoning, fallacies, and some aspect of symbolic logic, including Venn diagrams, and truth tables. Its goal is to facilitate sound thinking that is both creative and critical.

PHIL 380 History of Philosophy Survey

3 hours. Offered 2006-07. A one-semester survey of the history of Western philosophy. Emphasizes the connections and

contrasts between historical periods.

PHIL 382 History of Philosophy Seminar

3 hours. Offered 2007-08. Examines a particular period in the history of philosophy (e.g. Ancient, Medieval, Enlightenment, 19th Century). Choice of period determined by student interest and professorial competence.
Prerequisite: a philosophy course other than PHIL 340 Logic or instructor's consent.

PHIL 415 Contemporary Philosophers and Problems

3 hours. A study of significant 20th-century philosophers and selected philosophical issues in recent literature.
Prerequisite: a philosophy course other than PHIL 340 Logic or instructor's permission.

PHIL 495 Special Study

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

Physics

PHYS 150 Physics of Everyday Life

3 hours. A relevant and practical introduction to everyday physical phenomena through a conceptual survey of various physics topics, including motion, energy, sound, light, electricity, and relativity. No mathematical background is required. This course meets the general education requirement and is designed for nonscience majors. Two lectures and one laboratory period per week. Additional course fee is required.

PHYS 190 Astronomy

3 hours. An introduction to astronomy covering the solar system, stars, galaxies, and cosmology. The historical context of astronomy will be addresssed along with its complex and dynamic relation to faith. The laboratory experience will allow a firsthand experience with some of the pivotal observations and experiments of astronomy. This course fulfills the general education requirement. Two lectures and one two-hour laboratory per week. Additional course fee is required.

PHYS 201/202 General Physics

4 hours each semester. Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using algebraic methods for analysis. Three lectures and one lab per week. Additional course fee is required.
Prerequisite: MATH 190 Precalculus Mathematics.

PHYS 211/212 General Physics with Calculus

4 hours each semester. Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using calculus methods for analysis. Three lectures and one lab per week. Additional course fee is required.
Prerequisite: MATH 201 Calculus I.

Political Science

PSCI 150 Introduction to Political Science

3 hours. An introduction to the study of the use of political processes to decide public policy and the distribution of resources within and among communities and nations. Systems of government, and individual behaviors and informal political processes within those systems, will be examined using examples from various parts of the world throughout history. In the process, students will begin to explore the major questions of political philosophy, civic leadership, and Christian public ethics.

PSCI 190 American Government

3 hours. The theory and practice of the federal government and the study of key issues in government in general.

PSCI 220/420 War and Conscience in the United States

3 hours. An exploration of American thought on the subject of war, both today and in past crises such as the American Revolution, Civil War, wars with the American Indians, and the world wars; a study of the official position major church bodies have taken in regard to war; and the experiences of individuals who refused to fight. (Identical to HIST 220/420.)

PSCI 230 Introduction to International Relations

3 hours. Introduction to the principles and study of interstate relations in the contemporary world. Special attention is given to the issues of sovereignty, the United Nations, and international law. (Identical to INTL 230.)

PSCI 240 State and Local Government

3 hours. The origins, evolution, structure, and present functions of state, county, and city government, with particular reference to Oregon. Special attention is given to the rising problems of urban government and regional planning.

PSCI 260 Introduction to Law

3 hours. A general study of the role of law and the legal profession in American life, and a survey of the major topics addressed by the law. Attention also is given to the values promoted by our legal system and the Christian's interaction with it.

PSCI 275/475 Field Experience

1-3 hours. Supervised experiences in varied political agencies. A maximum of three hours of credit can be gained through one internship. No more than six hours of internship credit will be counted toward major requirements, and of these no more than three hours may be upper-level credit.

PSCI 280 Introduction to Political Philosophy

3 hours. A study of great political thinkers and issues from Socrates to the present. Students are encouraged to understand and evaluate these thinkers in their historical contexts, and to consider them as philosophers whose insights are relevant for contemporary debates. (Identical to HIST 280 and PHIL 280.)

PSCI 285/485 Selected Topics

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

PSCI 300 American Political Theory

3 hours. A survey of the major developments in U.S. political theory from the Puritans to the present. The relationship between Christianity and American political theory is given special attention. (Identical to HIST 300 and PHIL 300.)

PSCI 303 International Conflict and Peace

3 hours. This course considers the causes of international conflict and possible approaches to their resolution. An emphasis is placed on strategies to prevent and resolve conflicts without the use of violence. (Identical to INTL 303 and SOCI 303.)

PSCI 310 Conflict Resolution

3 hours. A study of communication principles found useful in managing conflict productively. Focus is given to conflict occurring in institutional and organizational settings between individuals and groups. Attention also is given to conflict in social, national, and international settings. (Identical to COMM 310.)

PSCI 320 Constitutional Law: Issues of National Power

3 hours. Considers the powers of the federal judiciary, Congress, and president; the distribution of authority between the national and state governments; and how the Constitution has reflected our evolving theories of politics.

PSCI 350 Seminar on the First Amendment

3 hours. Studies the Supreme Court's interpretation of the First Amendment, with an emphasis on its religion clauses. The political, historical, and theoretical background of the amendment and subsequent cases is carefully considered.

PSCI 360 Criminal Rights and Equal Protection

3 hours. This course focuses on major Supreme Court decisions regarding criminal law and the civil rights of women and racial minorities. The issues of abortion and the death penalty are examined in detail.

PSCI 390 Peace Research

1-3 hours. Directed research on peace subjects, both current and historical. Students will normally write a major research paper. (Identical to HIST 390.)

PSCI 410 Community Mediation

3 hours. A study of mediation skills and their uses in community disputes, including neighborhood conflicts, public policy issues, and as court-annexed alternatives to litigation. Students also will examine the impact of mediation on democratic political theory, on the theory underlying our adversarial legal system, and on Christian views of conflict in the public arena.

PSCI 430 Women and Politics in American History

3 hours. Considers the role of women in politics from colonial days to the present. Special consideration is given to the role of Quaker women and grassroots organizers.

PSCI 440 Christianity and Politics in America

3 hours. This course considers how Christianity and politics have been related throughout American history, how they are related today, and how they should be related. Quaker contributions in each area are carefully considered.

PSCI 450 Campaigns and Elections

3 hours. Considers issues surrounding American campaigns and elections. Special emphasis is placed on the role of political parties and the voting behavior of individuals and groups.

PSCI 490 Senior Seminar

3 hours. This capstone course requires majors to think in a sophisticated manner about the relationship between their Christian faith and politics. In addition, students will complete a major project that requires them to draw together skills and information they have learned in lower-level courses.

Psychology

PSYC 150 General Psychology

3 hours. An introduction to the scientific study of human behavior. Major topics include the biological bases of behavior, sensation, perception, thinking, learning, memory, development, emotion, motivation, personality, social interaction, and abnormal behavior. Prerequisite to most other psychology courses.

PSYC 275 Exploratory Field Experience

2-3 hours. An opportunity to observe professionals in the helping environment.

PSYC 310 Lifespan Human Development

3 hours. A study of physical, intellectual, personality, social, and moral development from infancy to old age.
Prerequisite: PSYC 150 General Psychology.

PSYC 311 Child Development

3 hours. A study of physical, intellectual, personality, social, and moral development from the prenatal period through late childhood. (Identical to FCSC 311.)
Prerequisite: PSYC 150 General Psychology.

PSYC 312 Adult Development

3 hours. Offered 2006-07. A study of physical, intellectual, personality, social, and moral development from young adulthood to old age.
Prerequisite: PSYC 150 General Psychology.

PSYC 314 Adolescent Development

3 hours. A study of the unique physical, intellectual, personality, social, and moral developmental changes during the period of adolescence.
Prerequisite: PSYC 150 General Psychology.

PSYC 320 Neuroscience

3 hours. Offered 2006-07. This course provides an overview of the neuropsychological, neuroanatomical, and biochemical basis for mental functions including motor control, object recognition, spatial reasoning, attention, language, memory, and emotion. Methods of neuropsychological research are explored.

PSYC 330 Personality Theories

3 hours. A survey of the major theorists of personality and their theories. Included are psychoanalytic, dispositional, phenomenological, and behavioral theories. An integrative approach will involve synthesis of important elements of theory and Scripture.
Prerequisite: PSYC 150 General Psychology.

PSYC 340 Statistical Procedures

3 hours. Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making.
Prerequisite: high school algebra or equivalent.

PSYC 350 Social Psychology

3 hours. A study of the social and psychological processes of human interaction. Major topics to be covered include conformity,

aggression, self-justification, persuasion, prejudice, attraction, and interpersonal communication. (Identical to SOCI 350.)
Prerequisite: PSYC 150 General Psychology.

PSYC 353 Culture and Psychology

3 hours. This course will cover the nature of culture and its applications to understanding human functioning. Students will examine their own and other cultures, as well as cultural influence on their thought, behavior, and relationships.
Prerequisite: PSYC 150 General Psychology.

PSYC 360 Learning

3 hours. Offered 2007-08. 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.
Prerequisite: PSYC 150 General Psychology.

PSYC 370 Cognition

3 hours. Traditional areas of study in cognitive psychology will be discussed. These areas include perception, attention, memory, reasoning, problem solving, and language. Traditional views as well as current trends will be discussed.
Prerequisite: PSYC 150 General Psychology.

PSYC 381 Counseling

3 hours. A study of theory and technique of person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching, or mental health settings. Open to sophomores and above. Recommended as a prerequisite for field experience work (PSYC 475). (Identical to CHMN 381.)
Prerequisite: PSYC 150 General Psychology.
Recommended: PSYC 330 Personality Theories.

PSYC 382 Advanced Counseling

3 hours. This course builds on the knowledge and skills learned in PSYC 381 Counseling. The course is designed to enhance the clinical skills necessary to form a therapeutic relationship and to connect these skills to a theoretical orientation. A focus of the course is on utilizing counseling skills in various settings including schools and clinics, and with various populations.
Prerequisite: PSYC 381 Counseling.
Recommended: PSYC 330 Personality Theories.

PSYC 391 Research Methods

3 hours. An introduction to methods of psychological research. Students will be involved in designing and conducting experimental research. This course is fundamental preparation for students planning graduate work in psychology or related fields.
Prerequisites: PSYC 150 General Psychology and PSYC 340 Statistical Procedures.

PSYC 392 Advanced Research Methods

3 hours. Students will explore research design, analyses, and computer applications in the areas of cognition, learning, sensation and perception, and development using a variety of hands-on methods.
Prerequisites: PSYC 340 Statistical Procedures and PSYC 391 Research Methods.

PSYC 400 Psychological Testing

3 hours. Offered 2006-07. Students will develop skills in understanding and critically evaluating educational and psychological tests (measures of ability, achievement, personality, and vocational interest). Also, modern principles of "psychometrics" –

data-based analysis of test items, scores, and interpretations – will be emphasized, particularly the reliability and validity of items and scales. Students will have hands-on experience with various tests and will computer-analyze sample data from test development projects.
Prerequisites: PSYC 150 General Psychology and PSYC 340 Statistical Procedures.
Recommended: PSYC 391 Research Methods.

PSYC 410 Sensation and Perception
3 hours. Offered 2007-08. Using psychophysical techniques, students will study sensory systems, including vision, audition, olfaction, taste, touch, and kinesthesis. Classic and current theories of perception and sensation will be discussed.
Prerequisite: PSYC 150 General Psychology.

PSYC 420 Abnormal Psychology
3 hours. A study of the nature, causation, and treatment of the major psychiatric and behavioral disorders.
Prerequisite: PSYC 150 General Psychology.

PSYC 430 Drug and Alcohol
3 hours. Examines the complex interaction of psychological and sociological forces involved in substance abuse. Etiology, treatment options, and efficacy of treatments are reviewed.
Prerequisite: PSYC 381 Counseling.

PSYC 440 Psychology of Religion
3 hours. Offered 2006-07. This course will cover topics such as the human experience of the divine, the psychology of religious development, the psychology of dogmatic beliefs, ritual religious psychopathology, the psychology of conversion, and the psychology of faith. The course will also discuss and critique the body of research on religious behaviors.
Prerequisite: PSYC 150 General Psychology.

PSYC 450 Systems of Psychology
3 hours. The history of the various schools of psychology, their origins, distinguishing characteristics, major contributions, theoretical positions, and contemporary issues are investigated. Required for psychology majors and minors.
Prerequisite: PSYC 150 General Psychology.

PSYC 460 Physiological Psychology
3 hours. Offered 2007-08. This course will introduce students to the fundamental principles of neuroanatomy, psychobiochemistry, and the physiological basis of behavior. A biobehavioral approach to the understanding of behavior will be explored.
Prerequisite: PSYC 150 General Psychology.

PSYC 475 Field Experience
2-10 hours. Supervised experiences in helping activities in mental health agencies and institutions. A maximum of 3 hours may be applied toward a psychology major. For upper-division majors only, by permission.
Recommended: PSYC 381 Counseling or other 300-level psychology course.

PSYC 485 Selected Topics
1-3 hours. A course dealing with various topics, as announced, that represent current faculty interests and competencies and student interest. Previous offerings have included psychology of relationships, drug and alcohol abuse, child and adolescent psychopathology, and psychology of gender.
Prerequisite: PSYC 150 General Psychology.

PSYC 490 Senior Seminar

1 hour. Integration of Christianity and psychology is emphasized. In addition, students make preparations for careers in psychology. Required for all psychology majors.

Prerequisite: senior standing.

PSYC 495 Special Study

1-3 hours. Independent study of subjects outside regular offerings and/or supervised research under the direction of faculty. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division psychology majors only, by permission.

Religion

RELI 230/430 Sociology of Religion

3 hours. A sociological examination of the meaning and function of religion in human society. Gives attention to the development of religious organization, the relationship of religion to class and politics, the nature of the sacred, dimensions of religiosity, and denominational diversity in the United States. (Identical to SOCI 230/430.)

RELI 260 History and Doctrine of Friends

3 hours. This course explores the rich heritage of the Quaker movement in its historical, social, and religious settings. The distinguishing beliefs of Friends and contemporary trends also will be studied, with particular interest in how to apply timeless truths in timely ways.

RELI 270 History and Doctrine of _____ (Selected Churches)

3 hours. Offered upon sufficient demand by denominational leaders, who supply the appropriate course descriptions.

RELI 300 Christian Foundations

3 hours. Christ-centered believers are united in basic understandings that should inform and guide all of life, including service, worship, and vocation. This course introduces a Christian view of the world through the lens of historic theology and its implications for living the Christian life.

RELI 310 Christian Apologetics

3 hours. Offered 2006-07. A study of classic and contemporary theistic/atheistic arguments including postmodern assessments of religious belief. (Identical to PHIL 310.)

RELI 330 Introduction to the World Christian Movement

3 hours. Offered 2006-07. The biblical basis and history of missions are considered, with a special focus upon the modern missionary movement of the last 200 years. (Identical to INTL 330.)

RELI 340 Christian Classics

3 hours. Offered 2007-08. 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.

RELI 350 Spiritual Formation

3 hours. Offered 2006-07. 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.

RELI 360 Cross-Cultural Christian Outreach

3 hours. Offered 2007-08. Cross-cultural communication in Christian ministry, focusing on the concepts of identification, mutuality, the process of cultural change from a biblical perspective, and strategies for cross-cultural outreach.

RELI 380 Christian Beliefs

3 hours. As an introduction to Christian theology, this course considers the basic doctrines of the Christian faith and their application to contemporary living.

RELI 385 Quaker Seminar

1 hour. Designed to address topics of interest to Friends and matters of Quaker faith and practice. Topics will vary from semester to semester, and include sacramentality, worship and ministry, peace and social work, evangelism, leadership, decision making, and Christian testimonies.

RELI 401 Christianity in History I

3 hours. Offered 2007-08. The development of Christianity from its appearance within the Greco-Roman world through the medieval period, and its influence as a base for culture in the West. (Identical to HIST 401.)

RELI 402 Christianity in History II

3 hours. Offered 2007-08. Christianity's development from the dawn of the Protestant Reformation through its global spread during the modern era, observing its historical context and relationships to the surrounding cultures. (Identical to HIST 402.)

RELI 440 World Religions

3 hours. A comparative study between Christianity and other prominent religions of the world, such as Buddhism, Islam, Hinduism, and contemporary kinds of alternative religion. (Identical to INTL 440.)

RELI 460 Issues in Contemporary Missions

3 hours. Offered 2007-08. Selected movements, trends, and leaders of contemporary Christian missions are studied. Lectures, readings, and learning activities are chosen to provide tools and methods for continuing education in missiology.

RELI 485 Selected Topics

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

RELI 490 Contemporary Religious Life

3 hours. Offered 2007-08. The movement, trends, and leaders of contemporary Christianity are studied in their social setting. Lectures and readings are chosen to provide tools and methods for thoughtful and continuing interpretation of religious life. As this is a senior capstone course, students must be juniors or seniors.

RELI 495 Special Study

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

Sociology

SOCI 150 Principles of Sociology

3 hours. An introduction to the study of society, including the study of the shared relationships that create social organization and social processes of society. Required for sociology majors and for admission into the social work major.

SOCI 200 Social Issues

3 hours. A study of the most pressing issues from both a national and international perspective. Focus will be upon urbanization, racial and ethnic relations, and the natural environment. The structural, historical, and cultural roots of these issues will be discussed. (Identical to SWRK 200.)

SOCI 230/430 Sociology of Religion

3 hours. A sociological examination of the meaning and function of religion in human society. Gives attention to the development of religious organization, the relationship of religion to class and politics, the nature of the sacred, dimensions of religiosity, and denominational diversity in the United States. (Identical to RELI 230/430.)

SOCI 260 Social Theory

3 hours. A critical study of major social philosophers from Comte to the present. Required for sociology and social work majors. (Identical to PHIL 260, SWRK 260.)
Prerequisite: SOCI 150 Principles of Sociology or PHIL 210 Introduction to Philosophy.

SOCI 280 Marriage and the Family

3 hours. A study of marriage and the family from a sociological perspective, including historical, cross-cultural, and economic backgrounds. A Christian faith perspective will emphasize the worth of people, the importance of the family as a place of nurture, and the gift of marriage. (Identical to FCSC 280 and HLTH 280.)

SOCI 285 Selected Topics

1-3 hours. A seminar dealing with topics of special interest to students and current faculty.

SOCI 300 Group Dynamics

3 hours. A study and application of principles and techniques involved in interaction of individuals within various groups.
Prerequisite: SOCI 150 Principles of Sociology.

SOCI 303 International Conflict and Peace

3 hours. This course considers the causes of international conflict and possible approaches to their resolution. An emphasis is placed on strategies to prevent and resolve conflicts without the use of violence. (Identical to INTL 303 and PSCI 303.)

SOCI 310 Cultural Anthropology

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

SOCI 320 Men and Women in Society

3 hours. A study of how societies construct gender similarities and differences. The impact of gender upon individuals and social institutions, and the implications of a sociological understanding of gender for the Christian faith will be explored.

SOCI 340 Statistical Procedures

3 hours. Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making.

Recommended for the sophomore or junior year. Required for sociology and social work majors. (Identical to SWRK 340)
Prerequisites: SOCI 150 Principles of Sociology and high school algebra.

SOCI 350 Social Psychology
3 hours. A study of the theories and methods of social interactions in the development of personal and group behavior. The major aim is to encourage an appreciation of the relationship between personal and situational determinants of social behavior. (Identical to PSYC 350)
Prerequisite: SOCI 150 Principles of Sociology or instructor's permission.

SOCI 360 Crime and Deviance
3 hours. An introduction to the study of deviance and criminology, including theoretical and paradigms and research.

SOCI 380 Race, Ethnicity, and Class
3 hours. An interdisciplinary study of the history, problems, and present status, social attitudes, and generalist practice issues involved in working with people of differing racial, ethnic, and class backgrounds in the United States.
Prerequisite: SOCI 150 Principles of Sociology or instructor's permission.

SOCI 390 Research Seminar
3 hours. An overview of quantitative and qualitative research methods in the social sciences. Students will design a research project. Required for sociology and social work majors. (Identical to SWRK 390)
Prerequisites: SOCI 150 Principles of Sociology, SOCI 260 Social Theory, and SOCI 340 Statistical Procedures.

SOCI 410 Juvenile Delinquency
3 hours. A study of the causes and nature of juvenile delinquency, the development of the juvenile court, probation, and other rehabilitative programs.
Prerequisite: SOCI 150 Principles of Sociology or instructor's permission.

SOCI 450 Aging in Society
3 hours. A study of the adult aging process in its diverse social dimensions. An exploration of the aging network and its various services and programs will be a secondary focus of study. (Identical to SWRK 450.)
Prerequisite: SOCI 150 Principles of Sociology or instructor's permission.

SOCI 475 Field Experience
3-6 hours. Supervised experiences in private and public social agencies. For upper-division majors only. A maximum of 6 hours of SOCI 475 Field Experience may be used as electives for majors. By permission.

SOCI 485 Selected Topics
1-3 hours. A special-interest course that addresses current topics in the field of sociology. Course offerings depend on current faculty competencies and student interest. Previous offerings have included a Christian response to the contemporary family, criminal justice, cross-cultural education, death and dying, Native American cultures, sociology of religion, sociology of adolescence, and sociology of literature. Limited to upper-division majors.
Prerequisite: SOCI 150 Principles of Sociology.

SOCI 495 Special Study
1-3 hours. Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division majors only, with permission.

Spanish

Note: Placement testing is generally required of all students prior to registration for their first Spanish course at George Fox University. Placement tests are typically administered during orientation.

SPAN 101, 102 Introductory Spanish
4 hours each semester. An integrated introductory study of Spanish. Listening, speaking, reading, and writing are all integral to learning the language. Cultural aspects of Spain and Latin America are also presented as essential components. At the end of SPAN 102, students should have novice high proficiency as defined by the American Council of the Teaching of Foreign Languages (ACTFL). Placement test required. Three class sessions and one laboratory per week.

SPAN 201, 202 Intermediate Spanish
4 hours each semester. A proficiency-centered approach to the study of Spanish, with extensive practice in listening, speaking, reading, and writing. At the end of SPAN 202, students should have intermediate mid proficiency as defined by ACTFL. Three class sessions and one laboratory per week.
Prerequisite: placement test or SPAN 102 Introductory Spanish II.

SPAN 275/475 Field Experience
1-10 hours. Supervised experience in a situation demanding extensive use of Spanish. Admission and credit hours determined by instructor.

SPAN 285/485 Selected Topics
2-4 hours. Occasional special courses chosen to fit the needs and interests of students and faculty.

SPAN 295/495 Special Study
1-4 hours. Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

SPAN 301, 302 Intermediate/Advanced Spanish
4 hours each semester. A thorough review of Spanish to develop intermediate high proficiency, as defined by ACTFL. Activities include reading authentic texts, writing in a variety of styles, and developing strategies for communication. Three class sessions and one laboratory per week.
Prerequisite: SPAN 202 Intermediate Spanish II or placement by exam.

SPAN 340 Spanish Culture and Civilization
3 hours. An introduction to the cultures and civilizations of the Iberian Peninsula. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Activities include reading authentic texts and listening to native speakers. Areas of study may include history, art, music, the role of religion, governmental systems, and gender differences. Taught in Spanish.
Corequisite: SPAN 301 Intermediate/Advanced Spanish I or instructor's permission.

SPAN 350 Latin American Culture and Civilization
3 hours. An introduction to the cultures and civilizations of Latin America. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Activities include reading authentic texts, field trips, and listening to native speakers. Areas of study may include history, art, music, the role of religion, governmental systems, and gender differences. Taught in Spanish.
Corequisite/Prerequisite: SPAN 302 Intermediate/Advanced Spanish II or concurrent enrollment in SPAN 302 or instructor's permission.

SPAN 410 Introduction to Spanish Literature

3 hours. A one-semester introduction to Spanish peninsular literature. This course introduces students to selected masters and periods of Spanish literature and reflects on matters of faith as revealed in the pieces studied. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Taught in Spanish.

Prerequisite: SPAN 302 Intermediate/Advanced Spanish II or instructor's permission.

SPAN 420 Introduction to Latin American Literature

3 hours. This course introduces students to selected masters and periods of Latin American literature and reflects on matters of faith as revealed in the pieces studied. Students continue to develop skills toward advanced proficiency, as defined by ACTFL. Taught in Spanish.

Prerequisite: SPAN 302 Intermediate/Advanced Spanish II or equivalent.

SPAN 480 Senior Capstone

3 hours. This course synthesizes all the student's skills in Spanish. It includes a portfolio of written work, journal kept while abroad and reflection paper completed upon return to U.S., an oral proficiency interview, and a service-learning project. Meetings with professor focus on integration of faith and learning. Preferably taken after semester abroad.

Social Work

SWRK 180 Introduction to Social Welfare

3 hours. This course serves as an introduction to the philosophy, historical development, and current practices of the social work profession and social welfare in general. Specifically, the knowledge base, values, skills, practices, settings, educational and career opportunities of the profession will be examined. Emphasis is placed on developing awareness of the scope of the profession using a scientific, analytic approach to service delivery and evaluation; relating generalist social work practice to social welfare systems; economic and social justice; and work with diverse, oppressed, and at-risk populations. This course includes community service opportunities and/or social service agency tours. This course is required for those majoring in social work and must be taken prior to entrance into the major.

SWRK 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. (Identical to SOCI 200.)

SWRK 260 Social Theory

3 hours. A critical study of major social philosophers from Comte to the present. Required for sociology and social work majors. (Indentical to PHIL 260, SOCI 260.)
Prerequisite: SOCI 150 Principles of Sociology or PHIL 210 Introduction to Philosophy.

SWRK 285 Selected Topics

1-3 hours. A special-interest class offered on a onetime basis addressing a subject in the field that is of general interest to the university community. By permission.

SWRK 331 Human Behavior in the Social Environment I

3 hours. This course is the first of a two-semester sequence that provides and seeks to apply a basic framework for creating and organizing knowledge of human behavior during the lifespan stages of conception, infancy, childhood, and adolescence and the social environment to situations encountered by generalist practice social workers. Social systems, human development theories, and strengths approaches are critically examined to foster understanding of individual, family, group, organizational, and community behaviors and the impact of the larger environment on these systems. Special attention is given to the impact of human diversity, discrimination, and oppression on the ability of individuals, families, groups, organizations, and communities to reach or maintain optimal health and well-being. *Required for majors.*
Prerequisites: PSYC 150 General Psychology, SOCI 150 Principles of Sociology.

SWRK 332 Human Behavior in the Social Environment II

3 hours. This course is the second of a two-semester sequence that provides and seeks to apply a basic framework for creating and organizing knowledge of human behavior during the lifespan stages of young adulthood, middle adulthood, and later adulthood and the social environment to situations encountered by generalist practice social workers. Social systems, human development theories, and strengths approaches are critically examined to foster understanding of individuals, family, group, organizational, and community behaviors and the impact of the larger environment on these systems. Special attention is given to the impact of human diversity, discrimination, and oppression on the ability of individuals, families, groups, organizations, and communities to reach or maintain optimal health and well-being. Required for majors.
Prerequisites: PSYC 150 General Psychology, SOCI 150 Principles of Sociology, SWRK 331 Human Behavior in the Social Environment I.

SWRK 340 Statistical Procedures

3 hours. Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making. Recommended for the sophomore or junior year. Required for sociology and social work majors. (Identical to SOCI 340.)
Prerequisites: SOCI 150 Principles of Sociology and high school algebra.

SWRK 390 Research Seminar

3 hours. An overview of quantitative and qualitative research methods in the social sciences. Students will design a research project. Required for sociology and social work majors. (Identical to SOCI 390.)
Prerequisites: SOCI 150 Principles of Sociology, SWRK 260 Social Theory, and SWRK 340 Statistical Procedures.

SWRK 391 Social Work Practice I

3 hours. A study of generalist social work practice with individuals. Microlevel theory, skills, and interviewing techniques are applied to generalist social work. The course will cover theory and techniques of person-centered case management that are specifically applicable to work with individuals. A prerequisite for Field Experience/Practicum I (SWRK 475). Required for majors. This class is open to declared social work majors only.
Prerequisites: PSYC 150 General Psychology, SOCI 150 Principles of Sociology, SWRK 180 Introduction to Social Welfare, and formal admission into the social work program.

SWRK 392 Social Work Practice II

3 hours. A study of mezzo-level generalist social work practice with families and groups. Attention is given to a systems framework of generalist social work practice, with a particular focus upon assessment and development of appropriate intervention strategies. A prerequisite for SWRK 476 Field Experience/Practicum II. Required for majors. This class is open to declared social work majors only.
Prerequisite: SWRK 391 Social Work Practice I.

SWRK 393 Social Work Practice III

3 hours. An overview of generalist social work methods practiced with organizations and communities. Attention is given to assessment, planning, implementation, and evaluation of macro-level systems. A prerequisite for SWRK 477 Field Experience/Practicum III. Required for majors. This class is open to declared social work majors only.
Prerequisite: SWRK 392 Social Work Practice II.

SWRK 400 Child Welfare Services

3 hours. Basic principles of child welfare, with emphasis upon the services for families and children needing various types of support. Focus is on developing a knowledge and understanding of child welfare and supportive services.
Prerequisites: SOCI 200 Social Issues and SWRK 180 Introduction to Social Welfare or instructor's permission.

SWRK 450 Aging in Society

3 hours. A study of the adult aging process in its diverse social dimensions. An exploration of the aging network and its various services and programs will be a secondary focus of study. (Identical to SOCI 450.)
Prerequisite: SOCI 150 Principles of Sociology or instructor's permission.

SWRK 461 Social Policy I

3 hours. The policies of contemporary social programs are considered from a national, state, and local perspective. Policy development and analysis are emphasized. Required for majors.
Prerequisites: SWRK 180 Introduction to Social Welfare, SOCI 200 Social Issues, PSCI 150 Introduction to Political Science, PSCI 190 American Government or PSCI 240 State and Local Government, SWRK 475 Field Experience/Practicum I, or instructor's permission.

SWRK 462 Social Policy II

3 hours. This course provides an in-depth analysis of how human needs and values are translated into social policy on both the national and international levels. Special attention is given to advocacy, and the ways in which values and power interests influence the creation of social policy. Examination of selected policies and programs in the areas of income, health, housing, human rights, employment, education, etc. Special attention is given to affirmative action, housing, homelessness, feminization of poverty, and policy analysis and formulation both at the state and federal levels. Implications for generalist social work services will be explored. Required for majors.

Prerequisites: SWRK 461 Social Policy I and SWRK 476 Field Experience/Practicum II, or instructor's permission.

SWRK 475 Field Experience/Practicum I

3 hours (150 practicum hours in the agency). The first course of the field experience/practicum sequence will emphasize micropractice concepts and address orientation to the agency environment; student roles and responsibilities; agency roles and responsibilities; confidentiality issues; nature and process of supervision; establishing goals and objectives; models of integrating classroom learning with the field practicum; person-in-environment; interviewing techniques; identification of research and policy issues; work with special populations and injustices; process recordings; research methods in the agency; and ethical conduct/NASW code of ethics. Required for majors. This class is open to declared social work majors only. Recommended spring of the junior year.

Prerequisite: SWRK 391 Social Work Practice I.

SWRK 476 Field Experience/Practicum II

3 hours (150 practicum hours in the agency). Ideally, SWRK 476 and 477 will occur in a full-year practicum during the student's senior year. The second course in the field experience/practicum sequence will build upon knowledge and experience acquired in SWRK 475 and emphasize mezzo-practice concepts. Course topics will include work with small groups, families; integrating research and evaluation methods in the field experience/practicum; agency evaluation and analysis; referral processes; work with special populations/injustices; ethical dilemmas; ethical conduct/NASW code of ethics; agency recording process; and development of a student portfolio of practicum projects and skills. Required for majors. This class is open to declared social work majors only.

Prerequisites: SWRK 475 Field Experience/Practicum I and SWRK 392 Social Work Practice II.

SWRK 477 Field Experience/Practicum III

3 hours (150 practicum hours in the agency). Ideally, SWRK 476 and 477 will occur in a full-year practicum during the student's senior year. The third course in the field experience/practicum sequence will provide further depth and integration of theory, classroom learning, and experience within the student's field experience/practicum, building on concepts developed in SWRK 476 and emphasizing macropractice concepts. Additional topics will include work with agency boards, communities, governmental systems; implementation of a research project in the agency; community analysis; termination with clients and the agency; addressing social inequities in the student's field experience/practicum; work with special populations and injustices; policy issues; and ethical conduct/NASW code of ethics. Required for majors. This class is open to declared social work majors only.

Prerequisites: SWRK 476 Field Experience/Practicum II, SWRK 393 Social Work Practice III, and SOCI 390 Research Seminar.

SWRK 485 Selected Topics

1-3 hours. A special-interest class that addresses a relevant subject in the field of social work. Previous and projected subjects include, but are not limited to, administration and community planning; cognitive and behavioral theories; crisis and trauma recovery; current issues in social work; medical and mental health services; systemic and ecologic theories; social policy; and treating addictive behaviors.

Prerequisites: SOCI 200 Social Issues and SWRK 180 Introduction to Social Welfare.

SWRK 490 Senior Seminar

3 hours. A required course for majors to be taken during the spring semester of the senior year. The course will focus on consolidating substantive knowledge regarding 1) social welfare policies and services, 2) human behavior in the social environment, 3) the structure and function of communities and human service organizations, 4) methods of inducing change across the micro-, mezzo-, and macrolevels, and 5) methods of scientific inquiry necessary to assess human problems and the effectiveness of professional interventions. Focus also will be upon the integration of social theories with faith and learning. Required for majors.

Prerequisite: SWRK 392 Social Work Practice II.

SWRK 495 Special Study

1-3 hours. Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division majors only, by permission.

Theatre

THEA 100 Acting I – Fundamentals

3 hours. Study of basic principles of acting, including survey of acting theories, performance of scenes, and critical observation and analysis of productions.

THEA 125/325 A, B, C, D Theatre Laboratory

1-3 hours. The practical application of theatre techniques in connection with dramatic productions. Open to any student taking part in a university theatre production. A denotes acting, B denotes directing, C denotes technical, and D denotes design. May be repeated for a maximum of 6 hours total. Instructor's approval required.

THEA 130 Stagecraft

3 hours. Balancing lecture with hands-on experience, the course offers a survey of materials, processes, and equipment in the fabrication, assembly, painting, rigging, and installation of stage scenery, properties, and lighting.

THEA 160/360 Improvisational Theatre Workshop

2 hours. Focus on development of improvisational skills through structured and directed psychological, physical, and social exercises. May be repeated once for credit.

THEA 165/365 George Fox University Players: Drama Touring Troupe

1 hour each semester. Participation in theatre's traveling ensemble. Students must remain with the troupe the entire year. May be repeated to a maximum of four hours credit. Entrance to the course by audition and invitation. Pass/No Pass.

THEA 200 Acting II – Stage Voice and Movement

3 hours. Offered 2006-07. A study of the basic principles and techniques of increasing vocal and physical awareness and production on the stage, including life study projects and an introduction to basic theoretical approaches to voice and movement. This course requires additional outside-of-class time for rehearsal and performance of selected material.
Prerequisite: THEA 100 Acting I - Fundamentals or instructor's permission.

THEA 220 Oral Interpretation of Literature

3 hours. Introduction to the aesthetic bases of speech communication through the analysis and performance of various genres of literature. Attention given to performance of biblical literature, literature of diverse cultures, and the art of storytelling.

THEA 240 Understanding Drama

3 hours. A study of significant plays from the classical period to the present, both as literary works and staged productions, the goal being a deeper understanding and appreciation of drama as a symbolic form. Primary focus is on literary values, with attention also given to the constraints and interpretations embodied in the staging, acting, and directing of a play. (Identical to LITR 240.)

THEA 275/475 Field Experience

1-10 hours. Offered summers only. Supervised experience with off-campus professional, community, church, or camp theatre productions or drama programs. The experience may include acting, directing, technical production, publicity, management, therapy, or any combination thereof. Enrollment by instructor's permission.

THEA 285/485 Selected Topics

3 hours. Characteristically offered as part of May Term. Special courses offered occasionally to meet the needs and interests of

students, professors, and visiting professors, specifically including technical theatre.

THEA 300 Acting III – Contemporary Scene Study
3 hours. Offered 2007-08. A study of the acting and philosophical challenges that face contemporary actors in the professional world of theatre. Through in-depth scene study, structural analysis, in-class presentations, and outside research the student is exposed to the theatre community's various artistic responses to recent political and social movements. This course requires additional outside-of-class time for rehearsal and performance of selected material. Instructor's permission required.

THEA 330 Stage Lighting and Sound
3 hours. An introductory study of the principles of stage lighting and sound design for theatrical production. The emphasis will be on both design and the operation of sound and lighting equipment. Students will apply theory through a number of projects.
Prerequisite: THEA 130 Stagecraft, or instructor approval.

THEA 340 Theatre as Ministry
3 hours. Offered 2006-07. A consideration of theatre skills as tools for meeting human needs in essentially nontheatrical environments. Focus on drama as a service medium rather than as strictly an entertainment vehicle.

THEA 350 Music Theatre Performance
3 hours. Offered 2006-07. An introduction to the acting, dance, and vocal techniques required for music theatre performance and a formal study of the history of music theatre. Through in-depth scene study, vocal training, dance training, and in-class performances, the student will be introduced to the various artistic challenges inherent in music theatre since its inception. This course requires additional outside-of-class time for rehearsals and performance of selected material. (Identical go MUSA 350.)
Prerequisites: THEA 100 Acting I - Fundamentals and MUSA 105 V/C Applied Voice or THEA 125/325 Theatre Lab

THEA 370 Directing for Theatre
3 hours. Offered 2006-07. An introduction to the director's role in theatre through historical and artistic research, comprehensive structural analysis, scene work, the creation of composition, stage pictures, blocking, rhythm, tempo, and an exploration of the working relationships with actors and design teams. This course requires additional outside-of-class time for rehearsal and performance of selected material.
Prerequisite: THEA 100 Acting I - Fundamentals.

THEA 400 Acting IV – Acting Shakespeare
3 hours. Offered 2005-06. An in-depth study of the world and words of Shakespeare. Through classroom exercises, scene study, and outside research the student is exposed to how word choice, syntax, and grammar informs the actor, influences action, exposes character, and creates the world of play. This course requires additional outside-of-class time for rehearsal and performance of selected material. Instructor's permission is required.

THEA 420 Theatre Management
3 hours. Course introduces students to the diverse issues involved in managing a theatre company. It includes an examination of marketing and promotions, financial management, and organizational structures of various types of theatres, with special emphasis given to stage management. Students will be able to apply learned principles to hands-on projects and presentations.
Prerequisite: THEA 130 Stagecraft or instructor approval.

THEA 430 Scenic Design
3 hours. An introductory study of the theories and skills of stage design with an emphasis on script analysis and good visual research. Assignments will guide the student to learning the practices of drafting, perspective drawing, watercolor rendering, and model building. Students will apply these learned techniques and research skills to several projects.

Prerequisite: THEA 130 Stagecraft or instructor approval.

THEA 440 Theatre History

3 hours. Offered 2006-07. A broad survey of the history of theatre dedicated to the research, study, and analysis of the innovators and revolutionaries in playwriting theory, acting, directing, design, and production.

THEA 495 Special Study

1-3 hours. Open to exceptional students who want to explore a specific area in greater depth. Entrance at the discretion of a faculty member.

Writing

WRIT 100 English Skills

3 hours. A course to develop collegiate-level learning and written communication skills, focusing on reading speed and comprehension, vocabulary development, and a review of the standards of sentence structure, punctuation, grammar, and usage. By placement only.

WRIT 103 Individualized English Skills

1-2 hours. Individualized instruction in spelling, reading, composition, and research skills necessary for effective college learning. Pass/No Pass.

WRIT 110 Freshman Composition

3 hours. A course concentrating on expository writing, with an introduction to basic research methods. Argumentative writing is also introduced.

WRIT 200 Understanding Literature

3 hours. An approach to research and writing as a tool for understanding literary texts. Emphasis is placed on providing the knowledge and practice needed to produce original literary scholarship.
Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.

WRIT 210 Practical Grammar and Editing

3 hours. This course will help those who want to understand and to be able to explain to others what can be done to make writing correct, clear, and precise. Focuses on constructing, editing, and correcting sentences and paragraphs. This is not a remedial course.

WRIT 230 Introduction to Journalism

3 hours. A course designed to give fundamental knowledge and experience in reporting, writing, and editing news for the print media.
Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.

WRIT 250 Biography and Autobiography

3 hours. An approach to writing and literature using personal experience to explore events, places, and people through recollections, interviews, diaries, journals, and the personal essay. Selected writers, ancient to contemporary, will be studied as representative models of the form within the genre.
Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.

WRIT 285/485 Selected Topics

3 hours. Occasional special courses chosen to fit the needs and interests of faculty, visiting professors, and students.

WRIT 310 Professional Writing and Desktop Publishing

3 hours. Centers on the study and practice of writing used by communication-writing professionals and others in organizational contexts. Particular emphasis is on desktop publishing and promotional types of writing, including design and production of brochures, newsletters, news releases, memos, position papers, and other promotional pieces.
Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.

WRIT 330 Writing for Publication

3 hours. A workshop approach to the writing of nonfiction articles and other shorter nonfiction forms for periodical magazines. Student-produced material will be submitted to various magazines as part of course expectations. Special attention will be given to Christian periodical markets.
Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.

WRIT 360 Writing Fiction

3 hours. A workshop approach to the writing of fiction. Students will write and prepare for publication original works.
Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.

WRIT 370 Writing Poetry

3 hours. A workshop approach to the writing of poetry. Students will write and prepare for publication original works.
Prerequisite: WRIT 110 Freshman Composition or equivalent, or permission of instructor.

WRIT 495 Special Study

1-3 hours. Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of the faculty.

Academic Support Programs

Libraries

Murdock Learning Resource Center (Newberg) and Portland Center Library (Tigard)
George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center (MLRC) is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The MLRC houses 136,000 print volumes and receives nearly 900 periodical titles. In addition, thousands of full-text periodicals are also available online from both the Newberg campus and the Portland Center, and off campus through a proxy server. The MLRC has several special collections, including the Quaker Collection of basic Quaker books, pamphlets, and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox University, dating from the 1880s, are preserved in a special room. The Hoover Collection contains materials written about President Herbert Hoover and his administration. The Peace Collection contains books and periodicals pertaining to conflict resolution and international peacekeeping.

The Portland Center library houses 67,000 print volumes and receives more than 300 periodicals. The collection is especially strong in religion and counseling. Also located in the Portland Center library are the archives of George Fox Evangelical Seminary.

The university's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library. Students at one site may request books from the other location through the catalog. George Fox is a member of the Orbis Cascade Alliance, a consortium of thirty-four academic libraries in Oregon and Washington. Through "Summit Borrowing," students may conveniently request books and other materials from the consortium's union catalog of over 27 million items. GFU students can also check out directly from any other Orbis Cascade library when presenting their current GFU ID card.

Many licensed indexing/abstracting services and full text journals are made available by the library via the Internet. Journal articles not available through the library may be requested through interlibrary loan. Normally articles are scanned and sent to GFU electronically from other libraries. Users requesting articles will be notified via e-mail as to how to retrieve such documents electronically as a pdf file. George Fox Is a member of OCLC, which provides access to thousands of libraries for interlibrary loan purposes.

On-Campus Academic Programs

Richter Scholar Program

This program provides financial assistance to both graduate and undergraduate students to facilitate advanced research in their fields. The program is funded by annual grants from the Paul K Richter and Evalyn E.C. Richter Memorial Funds. Although the funding is available for research work at any time during the year, the typical undergraduate award provides a stipend for full-time research work in the summer, along with supplies and travel. For more information, see the guidelines on the George Fox Web site.

Academic Success Program

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

Academic Symposia

Each year, George Fox University hosts numerous academic symposia as well as faculty lectures, some of which offer academic or chapel credit to students. On the Newberg campus, the biennial Herbert Hoover Symposium features leading authorities on the life and career of Herbert Hoover. Hoover spent part of his youth in Newberg, attending Friends Pacific Academy, the predecessor school to George Fox University. There is an annual Woolman Forum and Spring Theological Conference. Christian Life Week, Missions Week, Cultural Celebration Week, and Quaker Heritage Week all provide an opportunity to hear guest speakers lecture on related topics. At the Portland Center, the George Fox Evangelical Seminary offers a lecture series on various dates throughout the academic year.

Center for Peace and Justice

This program is the successor to the Center for Peace Learning, established in 1984. Housed in the same location as the Center for Global Studies (described below), it has some of the same goals of enhancing students' understanding about global reconciliation.

The Center for Peace Learning was in part inspired by a concern raised by then U.S. Senator Mark Hatfield that George Fox become more actively committed to issues of peacemaking and reconciliation. These issues had become a substantial part of Senator Hatfield's work in the Senate. Among other achievements, he had much to do with the establishment and funding of the U.S. Institute of Peace. After retiring, Senator Hatfield joined the George Fox faculty and teaches courses in political science and history.

The director of the Center for Peace and Justice coordinates such efforts as:

- The minor in peace studies
- The certificate program in conflict management
- The John Woolman Forum, at which the annual Woolman Peacemaking Award is presented
- Information to students about graduate work in peace studies and careers in peacemaking and reconciliation
- Informational events dealing with peace and justice

Center for Global Studies

This program is jointly housed with the Center for Peace and Justice. Its goal is to deepen students' understanding of global issues through on-campus and off-campus experiences.

Among the programs either sponsored by the center or coordinated with the center are these:

- Semester-long programs of study in various parts of the world and in the United States
- Cooperative programs with various international universities
- Global service forum in the spring semester
- Events that inform students about global issues
- Information about internships and careers dealing with global issues

Computers Across the Curriculum

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

The program also features a computer laboratory located in the Stevens Center. This lab is open to all students and gives access

to computers, laser printers, a color printer, a scanner, CD-ROM, and laserdisc drives. From this lab, students can access the campus network and campus e-mail system. The University Store provides computers, software, and supplies to the university. Also available is a help desk for support and computer repair services.

English Language Institute

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

Freshman Seminar Program

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

All first-time freshman students who matriculate fall semester participate in the Freshman Seminar. Students select a topical seminar designed by advisors to interest and involve students as they begin their college experience. Students meet in small groups with an assigned advisor for a required Freshman Seminar during the first five weeks of the fall semester, for which they earn one credit hour. The advisor also meets with students individually for academic advising. A returning student peer advisor is assigned to a group and maintains one-on-one contact with each freshman to assist with the transition to college life. This program provides new college students with the opportunity to interact—beyond the residence hall and traditional classroom setting—with one another, with a faculty member, and with a returning student during the first semester of enrollment.

Friends Center

In conjunction with George Fox University, Northwest Yearly Meeting has established a Friends Center serving the leadership preparation needs of Friends in the Northwest and beyond. The mission of this center is to recruit, promote, and coordinate the leadership preparation ventures of Friends at George Fox University as a means of furthering the central mission of the university and Northwest Yearly Meeting in fostering Christ-centered faith and practice. The activities of the center are administered by a director, who reports to a board of directors, consisting of Northwest Yearly Meeting, university, and at-large members. While the work of the Friends Center will be especially concerned with the seminary and the undergraduate programs, its contribution should be seen as extending to other programs as well. The Friends Center, therefore, is intended to assist George Fox University in accomplishing its Christ-centered and Quaker mission in any ways that would be serviceable.

University Scholars Program

Selected students go beyond the normal challenges and opportunities of undergraduate life in the new University Scholars honors program. Freshmen selected for entry at admission take a special one-credit Honors Colloquium after their Freshman Seminar, where they experience the creative interdisciplinary exploration of interesting topics that marks the entire University Scholars experience. Those who excel in the Freshman Colloquium, plus others admitted to the program at the end of their freshman year, take the two-semester Honors Seminar as sophomores.

Students who perform with excellence in the Honors Seminar may continue in the program during their junior and senior years. Juniors complete two special University Scholars projects connected to upper-division classes of their choice, unique opportunities to add near-graduate-level scholarship to their undergraduate experience.

Senior University Scholars undertake a challenge that combines top-level scholarship with service. These students may help to produce an undergraduate academic journal, either as the editorial staff, or as senior editors mentoring juniors in their University

Scholars projects. Others, working in teams, conduct Public Interest Academic Service projects to help groups in the community find solutions to problems they face. Students who complete all the elements of the University Scholars program get special recognition on their transcripts and diplomas, and at graduation. Credits they receive as University Scholars can be used to substitute for some regular general education requirements.

May Term

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

Summer School

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

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

Also offered during the summer months are degree-completion courses in social and behavioral studies, management and organizational leadership, management and business information systems, management of human resources and project management programs.

Off-Campus Programs

Tilikum Retreat Center

Christian camping is emphasized through the facilities of university-owned Tilikum, a center for retreats and outdoor ministries for the greater Portland area. Tilikum features year-round programs and facilities with a wide appeal to all ages and denominations. More than 2,500 children and youth enjoy the summer camping program. University students have opportunities for study, recreation, personal renewal, and employment.

Tilikum provides the following kinds of retreat and camp experiences: (1) relational—family groups, men, women, couples, youth, and single parents—with a goal of strengthening the entire family unit; (2) support to local churches—to make available a retreat setting that encourages opportunity for renewal, planning, and spiritual growth; (3) senior adult Elderhostels; and (4) a challenge ropes course for teamwork, personal challenge and growth, and fun through experiential learning.

Consortium Visitor Program

The Christian College Consortium Exchange, described previously, sponsors a student visitors program intended as an enrichment to those disciplines where personnel and courses may be somewhat limited. Normally this one-semester experience should be part of the junior year or the first semester of the senior year. Application forms and a descriptive brochure are available from the registrar.

Although spending a semester at another Christian institution can be very beneficial, there are budgetary limits on the number of students that can be approved for off-campus, semester-long programs. Students should not assume they will automatically be approved for the Consortium Visitor Program and may want to consider applying for one of the other programs as well.

The program permits a student in good standing to enroll for one semester at one of the other consortium colleges. Qualifying students must have at least a 3.0 grade point average, have completed prior to application one or more semesters free of

academic or citizenship probation, and have been approved by the selection committee.

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

Field Education

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

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

Two types of off-campus experiences are available: career and cultural. The career-oriented field experience focuses on two levels, which are "exploratory" (275) and "preparatory" (475). These two levels provide opportunity for initial exposure to a career-interest area and for realistic preparation toward a chosen field.

Academic credit may be earned through participation in an approved field education program. A full-time student may generate up to 12 hours during one semester. Part-time involvement can generate credit at the same rate as other methods of learning. Thirty to 45 clock hours per semester are required for one hour of credit. A maximum of 20 hours may be accumulated in field education between numbers 275, 375, and 475. Twelve hours are allowed between the career-oriented options, 275 and 475. Normally, the three alternatives are broken down as follows:

___ 275 1 to 3 hours

GEED 375 2 to 12 hours

___ 475 2 to 12 hours

Applications for field experience should be requested through the registrar. Applications must be completed, approved by the department chairperson, and submitted to the registrar for enrollment. The vital link to a successful field experience is the faculty sponsor (supervisor) with whom the learning plan is developed and carried out. The program also necessitates a field supervisor at the location of service or employment with whom the faculty sponsor and student interrelate.

Evaluation of the field experience is based upon successful completion of the stated individualized objectives in the learning plan. Field experience is graded pass/no pass.

OICA Cross-Registration

A full-time student may take one course a semester for no additional tuition (if total credits do not exceed 18 semester hours) at one of the neighboring institutions in the Oregon Independent Colleges Association (OICA). Only courses not available on the home campus may be selected. Cross-registration is initiated by application through the George Fox University registrar.

Oregon Extension

The Oregon Extension offers a fall semester of community living and interdisciplinary studies. Forty students from across the country earn 15 hours credit in eight disciplines, studying one course at a time and living in wood-heated cabins in the Cascade Mountains of southern Oregon. Open to juniors and seniors (and determined sophomores) with a 3.0 grade point average, the seminar-style program focuses on contemporary society, human stories, and social theory as they relate to Christianity. Small group discussions and writing tutorials ensure increased academic confidence in speaking, writing, and critical reading.

Backpacking, rafting, a San Francisco trip, and no weekend assignments round out the program. Participation is based on being selected by a faculty committee and is affected by the availability of university funds for off-campus study that particular year.

ROTC Program

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

Semesters Off Campus

Introduction

Students enrolled at George Fox University may enrich their learning experience and in some cases fulfill important requirements for their major by participating in one of the approved programs listed below. For those approved to participate, the cost is similar to staying on campus. Complete information about the programs and the application processes is available in the Center for Global Studies.

Eligibility

- Student must have sophomore standing, including 31 semester hours completed, at the time of application for a semester off campus. Exceptions may be made if necessary for completion of a student's major requirements.
- Student must be enrolled at GFU for a full academic year prior to participation in a semester off campus. Exceptions may be made if necessary for completion of a student's major requirements.
- Student must be in good standing with Student Life.
- Student must be current with student financial accounts.
- Student must have a minimum cumulative GPA of 3.00 to apply for a semester off campus. Students applying to the Scholars Semester at Oxford must have a minimum cumulative GPA of 3.5. Exceptions will be granted to students in good academic standing if a semester off campus is required for completion of the student's major or minor requirements.
- GPA will be one of the factors considered by the committee that selects GFU students to participate in the Semesters Off Campus programs.

Application Process

- Meet with your academic advisor to determine the impact on completing the major and other graduation requirements.
- Obtain the application form from the Center for Global Studies or the GFU website.
- Submit the form and its required attachments (faculty recommendation, transcript request, essay on your interest in the program) as well as the required signatures to the registrar's office, no later than the end of the first week of classes in the spring semester.

Selection Process

After the deadline, the Off Campus Selection Committee meets to review the applications and accepts or rejects them, based on the requirements listed above. The director of global studies then notifies the applicants of their acceptance or rejection.

Approved Programs

The following programs have been approved by the GFU faculty for their academic quality, their Christian focus, and their affordability. Detailed literature about the programs can be obtained at the Center for Global Studies:

- **African Studies Program (AFSP)** — In cooperation with Food for the Hungry International, this program is based in Uganda and has classes and internships in other countries.
- **American Studies Program (AMSP)** — Located in Washington, D.C., with a focus on public policy and featuring an

internship in a public or private agency.

- **Australia Studies Centre (AUSP)** — Located at Wesley Institute in Sydney; students take a seminar in Australian history, culture, and society. They may choose other courses in theology, music, dance, drama, and design.
- **China Studies Program (CCSP)** — Located at Xiamen, on the southern coast of China, the program features Chinese language, Chinese history, and Intercultural Communications. Students travel to various parts of China as well.
- **Contemporary Music Center (CMCP)** — Located at Martha's Vineyard, Massachusetts, the program is designed to help Christians find their place in the creation, marketing, and consumption of contemporary music.
- **Costa Rica: Veritas Studies Program (VUSJ)** — Veritas Studies Program is located at Veritas University in San José, Costa Rica. This is a language program within a larger Costa Rican University. Students have the opportunity to develop advanced Spanish language skills, as well as study other cultural and social issues as they pertain to the Costa Rican culture. In addition to Spanish language classes, students can take one humanities elective and also complete a service learning project. Home stays are part of the program.
- **France Program (GRCE)** — Located in Dijon, France, and operated by Grace College, the program is designed for students minoring in French. Students take courses at the Centre International d'Etudes Francaise de l'Universite de Bourgogne.
- **Latin American Studies Program (LASP)** — Located in San Jose, Costa Rica, it deals with Latin American culture, history, politics, and economics. There are specialized tracks in language, business, and science.
- **Los Angeles Film Studies Center (LAFS)** — Located in Hollywood, with a focus on cinema and featuring an internship in the film industry.
- **Mexico Program (USCC)** — Located in Cuernavaca, at the Centro de Lengua y Communication Social, the program is for Spanish majors and minors.
- **Middle East Studies Program (MESP)** — Located in Cairo, Egypt; students study Middle Eastern cultures, religions, and conflicts. There are travel opportunities to other countries in the region.
- **Russian Studies Program (RUSP)** — Located in Moscow, St. Petersburg, and Nizhni Novgorod, the program features Russian language, history, and culture.
- **Scholars' Semester in Oxford (OXFD)** — Students participate in a course in Christianity and cultures, an integrative seminar, and participate in tutorials. Students have access to the Oxford libraries and academic programs.
- **Semester in Spain (TRTY)** — Located in Seville, the program is operated by Trinity Christian College and is designed entirely for Spanish majors. Students live in homes while studying language and culture.
- **South American Studies Program (BCAV)** — Located in Santa Cruz, Bolivia, and directly sponsored by George Fox University. Courses cover the religions of South America, the history of Latin America, and the cultures and customs of South America. Classes are held at Universidad Evangelica Boliviana, an interdenominational university founded by World Gospel Mission.
- **Uganda Studies Program (UGSP)** — Located at Uganda Christian College in Kampala, the program features African religions, history, culture, and literature.

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 Juniors Abroad.

Juniors Abroad Objectives:

The student who successfully participates in Juniors Abroad will

a. experience cross-cultural learning opportunities in cultures distinctly different from their own.
b. interact with the host culture through informal and formal contacts;

c. experience what it means to be a cultural "minority;"
d. understand how to participate responsibly in a diverse global community; and
e. learn, through the study of disciplines such as the fine arts, language, science, architecture, or history, how various social institutions affect the host culture.

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 Juniors Abroad.
2. Students must register for either GEED 355 Cross-Cultural Experience-US or GEED 365 Cross Cultural Experience-International.
3. 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.
4. Students will pay room and board and other fees, 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.
5. Students must have a minimum cumulative grade point average of 2.0 at the end of the fall semester preceding the May tour.
6. Students must be in good standing with the Office of Student Life in the fall and spring semesters preceding the May tour (see Standards of Conduct).
7. Students must intend to return and graduate from George Fox University.
8. Student accounts must be current as of Feb. 15 the year of the tour.
9. 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.
10. 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.
11. 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.
12. 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, on a space available basis.

Academic Policies

Academic Sessions and Credits

The traditional undergraduate academic year at George Fox University is divided into two semesters of 15 weeks, including a four-day examination period, plus orientation and registration. In addition, George Fox offers May Term courses, a limited summer program for undergraduates. Occasional short courses and overseas study experiences also are offered.

The unit of credit is the semester hour, which normally is granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Credit for all courses is indicated in semester hours. All student requirements, advancements, and classifications are based on these units.

Class Attendance

The responsibility rests with the student to maintain standards of satisfactory scholarship. Regular class attendance is expected of each student in all courses. Specific consequences of class absences are included in the program guide or syllabus for each course. Students are never "excused" from their course work because of absences, and students are advised to notify professors of absences in advance whenever possible. Professors may request that students provide documentation of reasons for absence before allowing the student to make up work. Documentation includes the following:

- Prolonged illnesses—Students are to visit Health and Counseling Services or their personal physician to obtain verification of the illness.
- Family emergencies—Students need to be able to provide documentation of the emergency.
- Participation in curricular and co-curricular activities—Documentation is provided by the Office of Academic Affairs or the athletic director.

In emergencies, students may contact the student life office or the registrar's office for help with notifying professors.

Classification of Students

Classification is based upon the student's academic standing in terms of hours and grade points at the beginning of the semester. New students will be classified as regular or provisional students when entrance requirements have been met and official transcripts have been received and evaluated.

Full-Time Students

Full-time students are enrolled for a minimum of 12 hours in a standard semester for the undergraduate program. Generally, only full-time students may represent the university in an official capacity, may hold a major office in an organization, or may live in university housing.

Regular Students

Students who have satisfied entrance requirements and are following a program leading to a degree are called regular students. They are classified as follows:

- Freshmen: students who have completed fewer than 31 semester hours
- Sophomores: students who have completed 31 semester hours
- Juniors: students who have completed 62 semester hours
- Seniors: students who have completed 93 semester hours

Special Students

This classification includes nondegree students generally enrolled for fewer than 12 semester hours. Any special student wishing

to enter a degree program must fulfill regular admission requirements.

Probation and Provisional Students

A student whose cumulative GPA falls below the level established for academic progress (see Academic Progress and Eligibility) will be classified as a probation student. A student placed on probation status may continue to receive financial aid, subject to financial aid policies. An applicant who does not meet expectations for admission may be admitted as a provisional student. Provisional undergraduate students are generally required to participate in the George Fox University Academic Success Program (see On-Campus Academic Programs).

Undergraduate students admitted provisionally may not enroll for more than 14 or 15 hours in the first semester and must include at least one semester of WRIT 100 English Skills. At the completion of a term, the Academic Standing Review Committee considers each provisional student's achievement to determine that sufficient progress has been made for continuance.

Services to Disabled Students

Instructional assistance for disabled students is available through the learning laboratory. Where necessary, course requirements are reasonably adjusted based on students' requests and appropriate documentation.

Disabled students needing accommodations in their program or living situation should contact the director of the Academic Resource Center and Disability Services, 503-554-2314, well in advance of attendance, so that specific attention can be made to assist in providing living arrangements and learning accommodations. More information is available at georgefox.edu/offices/disab_services.

Registration

The Office of the Registrar maintains student registration for classes, degree audit information, and grades. Students may change their academic majors and advisors and order transcripts through this office.

All students are expected to register online, within the time period designated on the university calendar and to begin classes on the first day. In addition, each student should be aware of the regulations that appear under Course Numbering System.

Academic Advising

New freshmen may have received initial academic advisement by an admissions counselor. However, all new freshmen are assigned a freshman advisor as part of the Freshman Seminar. This advisor will serve as the academic advisor for the freshman year and will also teach a section of the Freshman Seminar. Freshmen will select a faculty advisor in their area of interest prior to their sophomore year.

Each returning, transfer, and readmit full-time student is assigned a faculty advisor to provide guidance in planning an academic program. This advisor may be changed by request as a student develops an interest area and forms natural lines of helpfulness and acquaintance. Other instructors, teachers, and administrators may serve as resource persons in guidance and counseling.

It is the responsibility of the student to become familiar with policies and procedures outlined in the catalog. For example, many upper-level courses are offered in alternate years, but this should not be a problem if there is advance planning and if courses are taken in the proper sequences. Advisors will aid as requested, but students must be responsible for their own programs.

Academic Load

The student's load will be determined in conference with the student's advisor. Sixteen hours per semester is a normal university load. Students who carry fewer hours are adding considerably to the cost of education by extending the time involved to earn their degree. Ordinarily, the first-semester freshman will register for no more than 16 hours. Provisional students will be limited to 14 or 15 hours. No student may enroll for more than 20 hours, except by special permission of the faculty advisor and

the registrar.

The following is suggested as a satisfactory relationship between the student's academic load and his or her on- or off-campus work:

Academic Load	Work
15-17 hours	Not more than 18 hours
12-14 hours	Not more than 24 hours
10-12 hours	Not more than 30 hours

A common rule of thumb is to anticipate three hours of study for each hour of class. Classes that meet more frequently per week than the credit given will demand less outside study.

Registration Changes (Add / Drop)

After classes begin, registration changes (add or drop) must have the approval of the student's advisor and consent of the instructor.

The last day to add or drop courses or to exercise a pass/no pass option is established in the university calendar.

Course Withdrawal

A student wanting to withdraw from a course must complete a course withdrawal form available from the registrar's office. Without submission of the form, an F is recorded for all courses involved. A course change fee will be assessed.

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.

Official Withdrawal Process From the University

If a student wishes to officially withdraw from all course work at George Fox University either during or at the end of a semester/enrollment period, the student must notify the registrar's office directly to initiate the withdrawal. An official withdrawal begins when a student submits a completed withdrawal form with required approvals to the registrar's office. Additional information is available in the Withdrawal Process section of the Compliance with Federal Laws and Regulations portion of the catalog.

Grading System

Grade Reports

A student's semester grades, with a semester GPA and a cumulative GPA, are posted on the grade report and are available to the student two weeks following the close of each semester. The GPA is based on George Fox University credits only.

Semester grades are determined by the instructor's evaluation of the student's daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned according to the following system:

Letter Grade	Meaning	Points per Semester Hour
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 withdraw	0
X	No grade reported by instructor	0
P	Pass (average or above)	0
NP	Not passing	0

Plus (+) and minus (-) grades may be designated by a professor and will be entered on the transcript. Points will be calculated for the student's GPA accordingly.

An I grade may be granted if a student incurs extended illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. An incomplete grade request (form available from the registrar's office) is initiated with the course instructor. If the instructor determines an incomplete is appropriate s/he will indicate on the form the work to be completed, due date, and grade to be assigned if the work is not completed on time. Final approval or denial of the request is made by the registrar. An I not completed by the date indicated or within one semester will be changed to the grade assigned on the incomplete form.

If a student repeats a particular course, the university counts the course credits only once toward graduation requirements. Only the second grade will count in the cumulative GPA, but the original grade will remain on the student's transcript.

Dean's List

Those who achieve and maintain a 3.5 grade point average or above on 12 or more hours of graded work completed by the end of the semester are eligible for the dean's list.

Pass/No Pass Policy

A student who has a cumulative GPA of 2.0 or better and who has completed 62 semester hours may choose to take one course per semester on a pass/no pass basis from elective courses outside his or her major and the university's general education requirements. An application form must be filed with the registrar no later than the published deadline for exercising the pass/no pass option.

The teacher submits a regular grade to the registrar, who converts the regular grade of C- or above into a pass. A grade below C- becomes a no pass, and the course must be repeated at a satisfactory level to receive credit.

Courses offered only on a pass/no pass basis are field experience (e.g., 275/475); WRIT 103 English Skills; THEA 165/365 George Fox University Players; EDUC 375/475 Student Teaching I, II; Juniors Abroad; and COMM 465. (GEED 130 Freshman Seminar is pass/fail.)

Honors Colloquium (GEED 271, 272, 371, 372) will be graded pass/no pass. All other courses in the university receive grades.

Satisfactory Academic Progress and Eligibility

Students are expected to maintain satisfactory academic progress. Satisfactory academic progress toward a degree as a full-time student is defined as completion at a rate not to exceed 150 percent of the published length of the program while maintaining a cumulative GPA of 1.7 (1-15 hours), 1.8 (16-31 hours), 1.9 (32-47 hours), and 2.0 thereafter. In any case, students entering their third calendar year must be at 2.0 or higher to be maintaining satisfactory academic progress. The standard for satisfactory academic progress for students attending at a less than full-time rate will be adjusted based on the rate of enrollment.

Students who do not maintain satisfactory academic progress will generally not be eligible for financial aid. For additional information on the impact of satisfactory academic progress on financial aid, see the Financial Aid section. In addition, their academic standing will be affected as described below.

Academic Warning, Probation, Suspension, and Dismissal

Whenever the GPA for a given semester is below 2.0, but the cumulative GPA is at or above the required minimum for satisfactory academic progress, the student receives an academic warning. This warning is not a part of the student's permanent record, but it does alert the student to potential difficulties and to potential loss of financial aid eligibility. The student is encouraged to contact his or her academic advisor, who will assist in the development of improved study plans and encourage better use of reading and library skills.

A student is placed on academic probation when his or her cumulative GPA falls below the following standard: 1.7 (1-15 hours), 1.8 (16-31 hours), 1.9 (32-47 hours), and 2.0 thereafter. The student is given one semester of probation to achieve the above standard, after which a student may be suspended. Beginning freshmen may be allowed up to three semesters of academic experience before being suspended. Students who are in their third calendar year and later may be given additional semesters of probation rather than suspension if they show a reasonable chance of meeting graduation standards.

A student not making satisfactory academic progress may be suspended. After one or more semesters have elapsed, the student may apply for readmission, and if admitted, reenter provisionally. The university may suspend any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed.

A student not making satisfactory academic progress may be dismissed from the university. Students who are dismissed may not apply for readmission to George Fox University. The university may dismiss any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed.

Academic Good Standing for Athletics

To remain in good academic standing, a student must not be on academic probation and must have successfully completed at least 24 semester credits during the two most recent semesters. Students must be in good standing to be eligible to participate in intercollegiate athletics sponsored by the university. See Satisfactory Academic Progress and Eligibility section for warning, probation, and suspension policies.

Eligibility for Cocurricular Activities

To be eligible for student government positions, a student must maintain a GPA of 2.25 or higher. In order to participate in cocurricular performances and activities in drama and music, students must meet the same standard as intercollegiate athletes.

Academic Appeals

Academic actions can be appealed to the Undergraduate Academic Standing Committee or appropriate university authorities. This committee may repeal suspensions of students not making satisfactory academic progress when it deems the failure to be due to exceptional circumstances and judges the student has a reasonable chance to meet graduation requirements. Appeals are taken to be good faith actions that request reexamination of academic decisions. Submissions must be in writing delivered to the Office of Academic Affairs. All appeals must be made within limited time frames depending upon the action being appealed. A successful academic appeal does not necessarily result in a reinstatement of financial aid eligibility. A student who has lost aid eligibility due to insufficient satisfactory academic progress and who is wishing to appeal to have his or her financial aid reinstated must indicate so in the academic appeal process. Additional information is available in the Office of Academic Affairs and the Student

Financial Services office.

Final Examinations

Students are required to take final examinations as specified in course syllabi. The final examination schedule covers the last four days of each semester. The schedule is available on the university's Web site. Finals for evening classes take place during finals week, on the evening the class has been held. The entire last week of each semester will be kept free of institutionally sanctioned extracurricular activities, with the exception of prescheduled intercollegiate athletics events. Students wishing to apply for change of final exam time must apply by the end of the 10th week of classes.

Academic Honesty

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to their college life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering, and the disruption of classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation, removal from extracurricular or athletics activities, and suspension.

Graduation Requirements

A student wishing to receive a bachelor of arts or a bachelor of science degree must meet the following requirements:

1. Accumulate at least 126 semester hours with a minimum cumulative and major GPA of 2.0. The GPA is computed on work taken at George Fox University only; (engineering majors must accumulate at least 129 semester hours.)
2. Accumulate at least 42 upper-division semester hours (courses numbered 300 or above);
3. Complete the general education requirements;
4. Complete a major in a chosen area with no grade below a C-;
5. Complete at least 30 semester hours in residency (20 hours must be in senior year; 20 of the last 30 hours must be completed at George Fox University);
6. Complete at least 10 hours of one's major in residency;
7. File an Application for Degree form not later than completion of 93 semester hours toward graduation (normally two semesters before expected graduation);
8. Pay in full all accounts at Student Financial Services. In order to participate in commencement and baccalaureate ceremonies, a student must have completed all degree requirements. Exceptions include a student registered for a postcommencement May Term course that is part of the degree program, and a fourth-year engineering student eligible for the B.S. degree in applied science whose first year in a cooperating engineering school may not be completed at the time of the George Fox University commencement.

Second Degree

A student wishing to receive a second or concurrent degree must meet the following requirements:

1. Complete a minimum of 30 semester hours for the "second" degree above the minimum 126 hours required for the "first" degree;
2. Meet the general education and major requirements for each degree;
3. Be in attendance the last two semesters, or 30 hours, preceding the awarding of the "second" degree;
4. Pay an additional $20 graduation fee if participating in one ceremony; otherwise, pay an additional $50 graduation fee for

the "second" degree.

The above requirements also apply to students who earned their first bachelor's degree at another institution. For these students no general education is required unless the major has specific general education requirements which must be satisfied. Transfer credit will only be awarded for major requirements of the second degree and limited so as not to reduce the minimum requirements above.

Graduation Honors

Summa cum laude is awarded to students with a cumulative GPA of 3.9-4.0, magna cum laude to those with a 3.7-3.899 GPA, and cum laude to those with a 3.5- 3.699 GPA. Transfer students must have completed at least 60 hours at George Fox University to be eligible for honors at graduation.

Honors in the commencement program are computed on grades through the fall semester for spring graduation, and through the previous spring semester for fall graduation. Honors on the final record and transcript are based on all grades received at George Fox University.

Admission

Basis of Undergraduate Admission

The university admits applicants who evidence academic interests and ability, moral character, social concern, and who would most likely profit from the curriculum and Christian philosophy of George Fox University. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, writing sample, and participation in extracurricular activities. Admission is possible for fall or spring semester.
George Fox University does not discriminate against students on the basis of race, color, national or ethnic origin, gender, age, disability or any other status to the extent prohibited under applicable non-discrimination law in the administration of its admission policies, scholarship and loan programs, educational programs, athletics programs, cocurricular activities, or other university-administered programs.

Admission

The Office of Undergraduate Admissions, located on the second floor of the Stevens Center, serves students planning to enroll in traditional undergraduate programs on the Newberg campus. Professional studies admissions, located in the Portland Center, assists students seeking enrollment in the adult undergraduate degree-completion programs. Admissions counselors are available on both the Portland Center and Newberg campus to assist students.

Campus Visitation

Students interested in enrolling at George Fox University are encouraged to visit the campus, preferably when classes are in session. A visit provides an opportunity to observe classes, see the campus facilities, and talk with students and professors. It also will give university personnel an opportunity to get to know the student better. When possible, visits should be arranged five days in advance through the undergraduate admissions office, which is open weekdays, 8 a.m. to 5 p.m., and on Saturdays by appointment.

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, 3; science, 2; mathematics, 2; foreign language, 2; and health and physical education, 1.

Approximately 90 percent of the freshman class enroll with an A or B high-school grade average. The Admissions Committee may offer provisional admission to students with lower high school grades or low entrance examination scores.

Procedures

1. Write to the Office of Undergraduate Admissions, George Fox University, 414 N. Meridian #6089, Newberg, OR 97132, for information and admission forms. Or visit our Web site at www.georgefox.edu.
2. Complete the Application for Admission and return it to the undergraduate admissions office. Include a nonrefundable application fee of $40. The postmark deadlines are: Dec. 1 for Early Action, Feb. 1 for Regular Decision, and Nov. 1 for spring semester.
3. Request an official transcript of academic credit from the secondary school last attended.
4. Have the two recommendation forms in the application packet completed and sent to the admissions office.
5. Submit entrance examination scores. The Scholastic Aptitude Test (SAT) [GFU code is 4325] or American College Test (ACT) [GFU code is 3462] will be accepted. The writing portion of the ACT is not required. Tests should be taken in your

junior year or early in your senior year. Contact your high school principal or counselor for information concerning these tests. Soon after the admission file is completed, the applicant is notified of the Admissions Committee's decision. Updates to test scores will be considered until Feb. 1.

6. If applying for financial aid, a Free Application for Federal Student Aid (FAFSA) must be submitted online at www.fafsa.ed.gov as soon after Jan. 1 as possible. The GFU code for FAFSA is 003194. Forms may be obtained from high school counseling offices or by writing to Student Financial Services at George Fox University. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.
7. A tuition deposit of $300 must be submitted by each new student. This deposit reserves housing and a place in the registration sequence, so the deposit should be submitted as soon as possible following notification of acceptance. For fall semester, deposits are due by May 1 and are fully refundable until that date. After May 1, all deposits are nonrefundable. For spring semester, deposits are due by Dec. 1 and are nonrefundable.

Admission Procedures and Policies for Transfer Students

Procedures

1. Write to the Office of Undergraduate Admissions, George Fox University, 414 N. Meridian #6089, Newberg, OR 97132, for information and admission forms.
2. Complete the Application for Admission and return it to the admissions office. Include a nonrefundable application fee of $40. The priority due date is March 1 for fall semester and Nov. 15 for spring semester.
3. Request an official transcript from each college where previously registered. An applicant may also be asked to furnish a high school transcript.
4. Transfer students applying for admission during the first year out of high school should submit entrance examination scores. The Scholastic Aptitude Test (SAT) or American College Test (ACT) will be accepted. You will also need to submit your final high school transcript.
5. Have the two recommendation forms in the application packet completed and sent to the admissions office. A student must be free from academic or behavioral probation or suspension at all colleges previously attended to be eligible for admission to George Fox University. Soon after the admission file is completed, the applicant is notified of the Admissions Committee's decision.
6. If applying for financial aid, a Free Application for Federal Student Aid (FAFSA) must be submitted online at www.fafsa.ed.gov as soon after Jan. 1 as possible. The GFU code for FAFSA is 003194. Forms may be obtained from your current college financial aid office or by writing to Student Financial Services at George Fox University. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.
7. Have the financial aid office at each college previously attended complete a Financial Aid Transcript and return it to Student Financial Services at George Fox University. The Financial Aid Transcript must be completed whether or not aid was received at these institutions.
8. A tuition deposit of $300 must be submitted by each new student. This deposit reserves housing and a place in the registration sequence, so the deposit should be submitted as soon as possible following notification of acceptance. Until May 1, it is refundable by written request. After May 1 a deposit is not refundable. The spring semester tuition deposit deadline is Dec. 1 and is not refundable after that date.

Policies

Students who have completed work at other educational institutions may be entitled to advanced standing by presenting official transcripts. George Fox University applies the accepted credits toward the general education requirements, electives, and the student's chosen major. Certain criteria are involved in the evaluation:

1. Only course work with a C- or better grade will be accepted. (The GPA does not transfer. A student's GPA is computed on

work at George Fox University only.)

2. A maximum of 64 semester hours may be transferred from community colleges.
3. The OTAA or WTAA degree will satisfy all general education requirements except Bible and religion provided students complete 90 quarter hours (60 semester hours) of transferable credit graded C- or better. The OTAA or WTAA degree may not necessarily meet school, department, or major requirements with regard to courses or GPA.
4. A maximum of 40 semester hours of Bible and Christian ministries may be applied on a degree in a major other than Bible and Christian ministries.
5. A maximum of 15 semester hours of approved correspondence work may be applied toward a degree program.

Transfer credit will be evaluated and assigned a George Fox University course number based on the closest match between the originating course and the George Fox University course descriptions.

Courses that are not equivalent will be assigned to the closest matching four-letter department code and assigned a 285 (lower division) or 485 (upper division) number. HHPA courses will be assigned a 185 (lower division) or 385 (upper division) number.

When the closest match for an originating lower-division course is a George Fox University upper-division course, the number 285 will be assigned and the student may receive a waiver for the upper-division course if required. When the closest match for an originating upper-division course is a George Fox University lower-division course, the student may elect to have a 485 number assigned (to count toward the upper-division course requirement) and receive a waiver for the lower-division course.

Any evaluation of transfer credit is to be considered tentative until the student has completed 12 hours in good standing.

Each student must complete a minimum of 30 semester hours in residence for the bachelor's degree. Twenty hours must be in the senior year. Additionally, transfer students must complete at least 60 hours at George Fox University to be eligible for honors at graduation.

Homeschool Students

George Fox University acknowledges homeschooling as an important form of education and has enrolled numerous homeschooled students through the years. We are looking for students who are interested in learning and integrating their faith with education. Students who attended homeschool during their high school years may be admitted to the university by following the admission procedures for freshmen (outlined above).

We understand that academic records may take on many different formats for homeschool applicants. Acceptable formats include an official transcript showing courses and grades earned, a curriculum outline listing subjects studied and books read, or a portfolio of graded student work. (A GED may be submitted in place of a transcript.)

Individual questions may be directed to the Office of Undergraduate Admissions.

Early Admission of High School Students

An early admission program is available to qualified high school students. This permits study at George Fox University while a student completes a high school program.

Eligibility Requirements

- An applicant must have completed the sophomore year of high school.
- An applicant who has completed the senior year of high school is not eligible.
- Early admission students must receive grades of C or better to remain in the program.

Application Procedures for Early Admission

1. Contact the registrar's 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 course selection.
3. Only one course of no more than 4 hours may be taken during any regular semester.

Cost and Credit

- Early-admission students may take a maximum of 12 semester hours of work with a tuition charge of $50 per credit hour.
- Credit during early admission may be applied to degree programs at George Fox University without additional charge.
- Credit earned during early admission may be transferred to other colleges or universities upon payment of regular tuition and fees in effect at the time the course was taken.
- After the completion of 60 semester hours (two years) at George Fox University, a student may transfer the hours taken during early admission without an additional payment.

Admission Following Participation in the Early Admission Program

A high school student taking courses in the Early Admission Program and wishing to be admitted to the university as a regular student must complete all application procedures for admission to the university. See Basis of Undergraduate Admission. Since an early admission participant has already paid an application fee, an additional fee will not be required.

Advanced Placement — Honors Program

Past learning and present ability may recommend that course work begin at an advanced level. This may involve granting of credit or waiving certain prerequisites or university requirements. See Exemptions and Waivers, Course Challenge Programs, and Intensified Studies Program.

High School Nongraduates

A student who does not hold a high school diploma may be admitted on the basis of the General Educational Development (GED) Test, provided the average standard score is at least 530 with no one score below 480. A high-school or two-year-college counseling center can supply testing details.

International Students

George Fox University is authorized under federal law to enroll nonimmigrant alien students. Prospective students who are not U.S. citizens are encouraged to apply early. To be considered for admission, an international student must complete all general admission procedures required of American students and submit a Declaration of Finances form or demonstrate adequate funds by a certified bank statement. Immunizations must be up to date and documented.

International students (F-1 visa students or J-1 visa students) must show proficiency in the English language by posting a score on the paper-based Test of English as a Foreign Language (TOEFL) of at least 500 or on the computer-based TOEFL of at least 173 and a score on the Test of Written English of at least 4. Students with a score between 500 and 550 (paper-based TOEFL) or between 173 and 213 (computer-based TOEFL) will be provided a tutorial during their first semester at George Fox University to improve their ability to write in English and to develop more effective study strategies. Students not showing proficiency at the above-described levels may apply for admission to the George Fox University English Language Institute (see On-Campus Academic Programs).

Readmission of Former Students

To apply for readmission after an absence of more than one semester, a student should request an Application for Readmission from the Office of Undergraduate Admissions. By May 1, a $300 tuition deposit must be submitted by each

readmitted student. Until May 1, it is refundable. The spring semester tuition deposit deadline is Dec. 1 and is not refundable after that date. Generally readmitted students must meet any new or revised graduation requirements as listed in the catalog at the time of readmission.

Students who drop out to attend another program risk acceptance of that credit on return unless such has been approved by the registrar prior to leaving.

Part-Time Students

Individuals who would like to take less than a full-time load (1–11 hours) may apply as a part-time student. Application forms and counseling regarding courses are available in the registrar's office. Applicants are required to pay the nonrefundable $40 application fee, and tuition is based on the current per-credit-hour rate.

Auditors

Subject to instructor and registrar approval, any regular or special student may audit courses from which he or she wishes to derive benefit without fulfilling credit requirements. Auditors may enroll on a space-available basis. Enrollment for audit must be established with the registrar at time of registration. Class attendance standards are to be met. Auditors pay a reduced tuition rate, generally one-half regular tuition. Students' cost may exceed the block-rate tuition if the audit causes them to exceed the 18-hour maximum. Students do not complete course requirements, and no college credit is earned. Audits will not be changed to credit after the registration change deadline. Students who elect to complete course requirements as an auditor may not request a change to credit after the registration change deadline. Students may not complete or submit additional course work to modify the course registration for credit after the conclusion of the course.

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 $25 per semester is required, plus a fee for materials if such are essential to the course. Students are not eligible to participate in institutional financial aid programs. Unless limited by space, equipment, or essential background, all courses are open. Application is through the registrar's office. A one-time application fee of $40 is required. Counseling in regard to courses is also available in the registrar's office. All department of professional studies courses and graduate program courses are excluded.

Spouse Enrollment Program

Spouses of full-time undergraduate and graduate George Fox University students may take traditional undergraduate courses, without credit, at a reduced rate. After completing a part-time application form and paying a $40 fee, the spouse may take up to two courses per semester for $25 a course.

If the spouse would like credit for the class at a later date, the prevailing tuition charge for the courses at the time they were taken would need to be paid.

Finances

George Fox University maintains high educational standards at the lowest possible cost. A portion of the cost is underwritten by gifts from alumni, friends, churches, businesses, and institutions. An extensive financial aid program assists students in meeting university costs.

The board of trustees reserves the right to adjust charges at any time, after giving due notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year.

Student Financial Services

This office awards scholarships, grants, loans, and other forms of financial assistance, and it bills students for tuition, fees, room and board, and other expenses related to attending college. Representatives and counselors assist with payment plan options and advise students regarding financial aid.

Costs

Estimated costs for typical entering undergraduate student, 2006-07 (two semesters)

	Fall	Spring	Total
Tuition			
(12 to 18 hours)	$11,125	$11,125	$22,250
Student Body Fee	100	100	200
Health and Counseling Fee	60	60	120
Total tuition and fees	**$ 11,285**	**$ 11,285**	**$ 22,570**
Room and Board (Complete food service and residence hall room, double occupancy)	$ 3,605	$ 3,605	$ 7,210
Total, resident students	**$14,890**	**$14,890**	**$ 29,780**

These costs do not include health insurance, travel, books, and personal expenses, which will vary widely among students. Costs of books can be expected to average about $200 to $350 per semester, depending on courses taken.

Tuition, Fees, and Expenses (2006-07)

Tuition—Undergraduate

1 to 11.5 credit hours per semester, per hour	$690
12 to 18 credit hours, per semester	$11,125
More than 18 credit hours per semester, for each additional hour	$690
May Term, per credit hour	$345
Early admission, per credit hour	$50
Seniors (62 and older), service fee per semester	$25
ELI students (20-credit max, plus other restrictions apply), per semester (minimum $3,338 scholarship available; some may qualify for higher scholarship)	$11,125-$3,338=$7,787 net tuition
Audit (per credit hour)	$345

Student Body Membership Fees

Students registered for 12 hours or more per semester	$100 per semester
Students registered for 5-11 hours per semester	$50 per semester

This fee covers the cost of student activities, class dues, social events, the Student Union Building, and subscriptions to Associated Student Community publications.

Health and Counseling Services

Health/Counseling Fee	$60 per semester

This fee provides free access to the physicians, nurse, and counselors in Health and Counseling Services.

Deposits and Admission Fees for 2006-07

Application Fee (nonrefundable, submitted with application for admission)	$40
Tuition Deposit	$300

A tuition deposit is required of all new full-time students and is nonrefundable after May 1. This deposit ensures housing priority and registration privileges based on date of receipt; applied to first-semester bill.

Registration, Records, and Graduation Fees

Late Registration/Confirmation Fee (applicable if registration/confirmation is not made prior to the first day of each semester)	$50
Registration Change Fee (applies to students withdrawing from a portion of their enrollment, but not all; charged per registration transaction after the start of the semester. There is generally no removal of tuition charged after the last day to change registration, or end of the add/drop period.)	$25
Examination Fee (for credit by examination, challenge, or exemption from specific requirement per course)	$60
Graduation Fee	$105
Official Transcripts, per copy (student account must be paid in full)	$3
Rushed Transcript Processing	$10

Departmental Fees

Chemistry/Biology Fees	$10-160
Communication/video production courses	$10-50
Off-campus physical education activity, per semester*	$10-450
Private music lessons, per semester, per credit hour (includes one half-hour lesson per week and use of practice room)	$260

Other: Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from $10 to $100 per class, although some specific courses may be higher. Class fees are available online and in the Student Financial Services and registrar's offices.

*Students pay a fee of $10-$470 to cover costs of facilities, equipment, and transportation for any physical education course conducted off campus, such as swimming, bowling, golf, skiing, and canoeing. Personal rackets are required for tennis and racquetball.

Late Payment Fees

Balances not paid according to payment schedule are subject to a 1-percent-per-month service charge on the unpaid balance. Participants in the monthly payment plan will be assessed a $20 late	$25

fee for payments not received by the 15th of each month.
Insufficient Funds fee per check or failed automatic debit

Major Medical Insurance

George Fox University requires full-time undergraduate students to carry medical insurance and provide proof of coverage. Students who do not document coverage are generally required to enroll in the university's Student Major Medical Insurance Plan. Information on this plan can be obtained from the Health and Counseling Services.

The premium is subject to change each year but is approximately $1,200 for 12 months, payable on the first-semester billing. Coverage is available for students only and is not available for spouse or dependents. Students who need insurance beginning spring semester may enroll by notifying Health and Counseling Services during the fall semester.

Parking Fees/Fines

Student vehicles must be registered with Security Services, and a nonrefundable parking fee paid.

Per semester	$30
Annual	$50
Parking violations (each)	$15-100

Room and Board

Room and board are furnished to resident students as indicated in the following. Residence hall rooms are double occupancy; two-room suites are occupied by four students; houses and apartments (for upper-class students) house from two to 12 people.

All freshman students must participate in the 21-meal plan. Sophomores must participate in the 21 or 14 meal plans. Juniors may choose between 21, 14 and 10 flex or 10 no-flex plans. Seniors may choose any plan or no plan. Seniors in Le Shana may choose the $350 per semester flex, or any meal plan option EXCEPT for the 35 block plan.

	Semester	Year
Residence halls, suites, apartments, and houses	$2,025	$4,050
21 meals per week (available to all students)	1,580	3,160
14 meals per week (sophomores, juniors, and seniors)	1,415	2,830
10 meals per week (juniors and seniors only)	1,255	2,510
10 meals per week (juniors and seniors only) plus $100 flex	1,355	2,710
7 meals per week plus $100 flex points per semester (seniors only)	990	1,980
35 block plan (35 meals per semester, seniors only, not available for Le Shana seniors)	250	500
Any 70 meals (seniors only)	500	1,000
Le Shana-seniors ($350 flex)	350	700

Schedule of Required Deposits

New full-time students are required to pay a $300 tuition deposit by May 1. This deposit will be credited toward first-semester tuition and is nonrefundable after May 1.

Financial Arrangements

All charges made by the university are due Aug. 15 for fall semester, Dec. 15 for spring semester, or may be made on an installment basis through an approved monthly payment plan (an enrollment fee applies). Students receiving scholarships, grants, or loans must complete all necessary arrangements well in advance of the semester start. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that may still be pending when payment is due must have a letter of commitment from the lender acceptable to the university. Service charges will be made on unpaid accounts even though financial aid and loans are pending, so the application process should be started early.

Earnings from student employment positions are generally paid directly to the student although arrangements to have a portion of the wages applied directly to the account may be made in the Student Financial Services office. A limited number of jobs (about 700) are available on campus, fewer than the number of students with student employment awards. **Receiving this award does not guarantee a job**.

Payment for May Term and summer tuition is due in full when billed.

Students may be asked to leave at any time during a semester if the arrangements made at the beginning of the semester are not honored.

Restrictions

The university will withhold transcript of records and diploma until all university bills have been paid. Students will not be permitted to attend for a new semester, including May Term, Juniors Abroad, and summer field experience, until all bills are paid for the previous session.

Removal of Institutional Charges and Financial Aid Policies

Explanation of Terms

The term "Title IV Funds" refers to federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). At George Fox University, these programs include unsubsidized Stafford Loans, subsidized Stafford Loans, Perkins Loans, PLUS Loans, Pell Grants, and Supplemental Educational Opportunity Grants (SEOG). Federal Work-Study wages are not included in return of Title IV aid.

The term "Institutional Financial Aid Funds" refers to George Fox University financial aid dollars, including grants and scholarships.

The "Return" of funds, either Title IV or institutional, refers to the removal of amounts charged, or scheduled to be charged, to the student account.

The "withdraw date" is the date established by the Office of the Registrar in accordance with the Official Withdraw Process. (See Official Withdraw Process.) The "period" used in calculating the return of Title IV and institutional funds is either the payment period or the enrollment period, depending on the academic program involved. Both periods are based on calendar days. They include weekends but exclude scheduled breaks of five days or more. The period used to calculate the removal of institutional charges is always the enrollment period.

The "enrollment period" is defined as the period in which a student is enrolled.

The "payment period" is defined as the loan payment period for which the student is eligible. The payment period is used only when calculating the return of funds for academic programs that have two loan disbursement periods within one academic period, such as the School of Professional Studies MOL and MBIS programs.

A "post-withdrawal disbursement" is a financial aid or loan disbursement that the student was eligible for prior to withdraw, but had not yet received.

Removal of Institutional Charges

Students who choose to reduce their course load, **and who do not completely withdraw from the university,** will generally not receive a removal of tuition, course fees, and other associated fees unless the changes take place prior to the last day to change registration, also known as the end of the add/drop period, which is published in the university's academic calendar and online.

Adjustments of room and board will generally be calculated as follows:

> Students withdrawing from housing and or the meal plan during the first two weeks in the enrollment period will receive a prorated adjustment. After the second week there is no adjustment unless the student withdraws for verified and approved medical or hardship reasons.

After the second week of the enrollment period, there is generally no adjustment of health insurance, student body fees, health counseling fees, activity fees, parking permit fees, and course fees. (Removal of course fees will be considered if the student submits faculty approval showing that the institution did not incur costs as a result of the student's anticipated participation in activities and/or that supplies were not issued.) Generally, there is no adjustment of registration fees or interest. When a student **withdraws completely** from the university for reasons other than documented and verified medical or hardship reasons, refunds of tuition, excluding May Term, will generally be calculated as follows:

- A student whose withdraw date is within the first week of the enrollment period generally receives a 90 percent removal of charges.
- A student whose withdraw date is within week two generally receives a 75 percent removal of charges.
- A student whose withdraw date is within week three generally receives a 50 percent removal of charges.
- A student whose withdraw date is within week four generally receives a 25 percent removal of charges.
- A student whose withdraw date is within week five or later generally receives no adjustment.

Students requesting medical or hardship financial considerations must do so in writing to the Student Financial Services office within 30 days of last date of attendance. Adjustments of May Term tuition will be calculated as follows:

- A student who withdraws prior to day one of the enrollment period generally receives a full removal of charges.
- A student who withdraws on day one generally receives a 50 percent adjustment, regardless of attendance.
- A student who withdraws on day two or later generally will not receive any removal of charges.

Note: No transcripts will be released until the student's account is paid in full. This includes current charges, balances that are the result of financial aid funds returned, fines that may be assessed after the student leaves, and computer buyout fees.

Removal of Institutional Aid

If a student withdraws and is granted a removal of tuition, George Fox University allows the student to retain a percentage of the disbursed institutional financial aid equal to the percentage they have been charged, but not to exceed standard charges minus $100. Standard charges are considered to be tuition, fees, and institutional room and board. The order that institutional financial aid is removed is at the discretion of Student Financial Services.

Removal of Title IV Funds

The Return of the Title IV Federal Funds

These policies apply to students who withdraw entirely or take an approved leave of absence from George Fox University without earning credit for the enrollment period, or to students who are asked to withdraw for academic, disciplinary, or financial reasons.

Note: Both the Return of the Title IV Funds and Removal of Institutional Aid policies and the George Fox University Removal of Institutional Charges Policy must be considered when determining the financial impact of withdrawing completely from the university.

Return of Title IV Funds

Federal law requires that all Title IV funds disbursed to the school be included in the return calculation, including funds in excess of the student account balance that the institution has forwarded to the student and eligible funds pending disbursement. (See Post-withdrawal Disbursement.) Federal Work-Study is excluded.

The percentage of Title IV funds returned is based on the number of calendar days the student was enrolled, including the established withdraw date, and allowable charges.

After 60 percent of the period has transpired, there is no return.

To estimate the amount that will be returned to federal aid programs:

a. Divide the days transpired by the total number of days in the period. (See withdraw date and refund calculation period above.)
b. Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This generally equals the percentage of aid that is considered "earned" and subsequently may be retained.
c. Subtract the percentage of aid retained from 100 percent. This generally, if 40 percent or more, is the percentage that will be returned.

(Example: If a student's withdraw date is established as the 21st day of a period 111 days long, 21 days would be divided by 111 days to equal .1892, which converts to 18.9 percent. This is the amount of aid retained; 100 percent minus 18.9 percent equals 81.1 percent of aid that must be returned.)

When considering the impact of withdrawing, it is recommended that an estimated calculation be requested from the Student Financial Services office prior to withdrawing.

In accordance with federal regulations, the return of Title IV funds is made in the following order:

- Unsubsidized Stafford Loans
- Subsidized Stafford Loans
- Perkins Loans, PLUS Loans
- Pell Grants
- SEOG
- Other Title IV programs

Return of Title IV Funds by the Student

When the Return of Title IV Funds calculation results in the student (or parent for a PLUS Loan) having a repayment responsibility, Student Financial Services will notify the student of his or her responsibility.

Post-Withdraw Disbursement

When a post-withdrawal disbursement is available, the institution may, with the student's or parent's permission, credit the late disbursement to the student account to cover allowable institutional charges. When loans are applied to the student's account, the student is notified of the disbursement. If the student (or parent for a PLUS Loan) wishes to cancel all or a portion of a loan, they must do so, in writing, to Student Financial Services within two weeks of receiving notice of the disbursement.

When the post-withdrawal disbursement results in excess funds being available to the student, or when pending disbursements are needed to cover minor noninstitutional charges:

- Authorization from the borrower is required.
- If the borrower has not signed an authorization, the institution will request the needed authorization either electronically or in writing.
- The borrower will be advised that no late disbursement will be made for these purposes unless authorization is received within 14 days of the date the institution sent the notification.

These policies are in compliance with the Higher Education Reauthorization Act. For refund examples, please stop by Student Financial Services or call 503-554-2291. Continue in Finances to Financial Aid.

Compliance With Federal Laws and Regulations

George Fox University does not discriminate against students on the basis of race, color, national or ethnic origin, gender, age, disability, or any other status to the extent prohibited under applicable non-discrimination law in the administration of its admission policies, scholarship and loan programs, educational programs, athletics programs, cocurricular activities, or other university administered programs.

The following offices may be contacted for information regarding compliance with legislation:
Director of admission: student consumer information
Vice president for finance: wage and hour regulations, The Civil Rights Act of 1964 (race, color, or national origin), and age discrimination
Vice president for student life: Title IX (nondiscrimination on the basis of sex)
Director of Student Financial Services: Title IV (Higher Education Act of 1965 as amended), student consumer information, the Pell Program, Supplementary Educational Opportunity Grants, the Perkins Loan/Direct Loan Program, the Stafford Loan Program, the Parents Loan for Undergraduate Students Program, and the Supplemental Loans for Students Program
Registrar: Rehabilitation Act of 1973, veterans' benefits, Immigration and Naturalization Act, and the Family Educational Rights and Privacy Act

Family Educational Rights and Privacy Act

George Fox University accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Students are afforded the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the university may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The university construes the following information to be "directory information": parents' names and addresses; the student's name, permanent address, local address, temporary address, e-mail address, telephone number, date and place of birth, participation in officially recognized activities and sports, major, dates of attendance, full-time and part-time status, degrees and awards received, class year, the most recent previous school attended, and for members of athletics teams, height, weight, and position played. The university also considers photographs to be directory information. As such, release of photographs also is permitted.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated

statement to the registrar's office within the first two weeks of the semester. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Nondirectory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The registrar's office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admission, personal and academic files, and academic, cooperative education, disciplinary records, and placement records. Students wishing to review their education records must give a written request to the registrar listing the item or items of interest. Only records covered in the act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students may not inspect and review the following as outlined by the act: financial information submitted by their parents; confidential letters and recommendations associated with admission, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record that pertains to the inquiring student.

Complaints of Alleged Violations

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
    - Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation
    - Names and titles of those school officials and other third parties involved
    - A specific description of the education record around which the alleged violation occurred
    - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter
    - The name and address of the school, school district, and superintendent of the district
    - Any additional evidence that would be helpful in the consideration of the complaint

(Adapted from: *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974*, American Association of Collegiate Registrars and Admissions Officers, 1990.)

Drug-Free Environment

George Fox University is concerned about the intellectual, physical, psychological, and spiritual well-being of all its students and employees. The community recognizes the danger to one's physical and psychological well-being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or nonprescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

Disabled Students

The Office of Student Life coordinates services for disabled students. This office also promotes campus awareness of issues and needs of disabled students. Supportive services may be provided, depending on the nature of the disability and availability of resources. Documentation of an existing disability generally will be required.

Specific courses on career exploration, study skills, and writing development are available. Special adaptive physical education classes for students with disabilities are offered through the Department of Health and Human Performance.

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

Anti-Harassment Policy

George Fox University students work in an environment where the dignity of each individual is respected. Demeaning gestures, threats of violence, or physical attacks directed toward another person are not tolerated. This includes hazing or other initiations or any actions that may be hazardous, dehumanizing, harassing, or humiliating to community members. Also included is the use of telephones, United States or campus mail, or e-mail for the purpose of issuing obscene, harassing, or threatening messages. Also, vandalism of property is unacceptable.

Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran's status, or any other status protected under applicable local, state, or federal law is prohibited.

A person may commit criminal harassment if he or she intentionally harasses or annoys another person by:

- Subjecting another person to offensive physical contact
- Publicly insulting another person with abusive words or gestures in a manner intended and likely to provoke a violent response

Sexual Harassment
Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;

2. Submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or student life environment.

The conduct prohibited may be verbal, visual, or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, and grades) in response to sexual contact. More subtle forms of inappropriate behavior such as offensive posters, cartoons, caricatures, comments, and jokes of a sexual nature are prohibited, as they may constitute sexual harassment when they contribute to a hostile or offensive work, academic, or student life environment.

Complaint Procedure for Harassment

If any employee or student believes he or she has witnessed discrimination or harassment, has been discriminated against, or has been subjected to sexual or other forms of harassment, the person should immediately report it as follows:

1. If the alleged incident involves two students (outside the context of student employment), the vice president for student life or the dean of students should be contacted.
2. If the alleged incident involves a student and a faculty member, the academic dean, the provost, or the vice president for student life should be contacted.
3. If the alleged incident involves one or more support staff, administrators, faculty members, or student employees, then a supervisor, the director of human resources, the provost, or any vice president should be contacted.

Complaints are to be investigated promptly and appropriate corrective action taken. No one will suffer retaliation for reporting concerns about discrimination or harassment.

Retaliation is prohibited for good-faith reporting of concerns about discrimination or harassment. Employees who are asked to testify during an investigation are expected to cooperate fully. Retaliation against them for doing so is not tolerated. Any employee found to have engaged in discrimination, harassment, or retaliation is subject to immediate disciplinary action as deemed appropriate by the university, up to and including termination.

Withdrawal Process from the University

The registrar's office is designated by the institution as the contact for all withdraws: part-time, during-semester, or complete withdraws. If a student wishes to officially withdraw from all course work at George Fox University either during or at the end of a semester/enrollment period, the student must notify the registrar's office directly to initiate the withdraw. An official withdraw begins when a student submits a completed form with all required approvals to the registrar's office. In most cases, an exit interview will also be required.

Generally the student will be awarded W grades for all courses affected by an official withdraw.

The student is then considered to be officially withdrawn.

General Information

The student is responsible to return all institutional property to the appropriate office or department, such as library books, keys, athletic equipment, lab equipment. Students are financially responsible for all items not returned.

The student will be notified by Student Financial Services of financial obligations when the withdraw calculation is completed. For a copy of or examples of the removal of institutional charges policy, please contact Student Financial Services.

The official withdraw date is established by the registrar's office. Generally, the withdraw date is the date the withdraw form is completed and submitted to the registrar's office or the date established on the withdraw form.

For during-semester withdraws, students generally lose enrollment privileges five working days after the official withdraw date established by the registrar's office. These services may include, but are not limited to, e-mail, library, student activities, food service, on-campus housing, health, and other related services associated with enrolled student status. The university reserves the right to remove privileges immediately upon official withdraw notification.

Rescind Notification of Intent to Withdraw

If a student wishes to cancel his or her official withdraw from the institution, that student must submit to the registrar's office, in writing, his or her intent to complete the current term of enrollment. This rescinds the student's notification of intent to withdraw.

Unofficial Withdraw

If a student fails to follow the official withdraw process, he or she will be considered to have unofficially withdrawn. If the student unofficially withdraws, the institution will generally use the 50 percent point of term or a documented earlier or later date of academic activity or attendance as the official withdraw date. Generally, the student will be awarded F grades for all courses affected by an unofficial withdraw.

Appeal

An appeal of the established withdraw date is to be submitted in writing to the registrar's office within 60 days from the established withdraw date.

Faculty

This list includes those teaching half time or more under regular faculty contracts, and certain administrative officers with faculty designation.

Gary L. Adams, Professor of Education. BS, Portland State University; MS, University of Texas; PhD, University of Oregon. George Fox University 2002-

Wayne V. Adams, Professor of Psychology, Director of the Graduate Department of Clinical Psychology. BA, Houghton College; MA, PhD, Syracuse University. George Fox University 1999-

Greg Allen, Assistant Professor of Professional Studies. BS, MBA, George Fox University. George Fox University 2005-

Paul N. Anderson, Professor of Biblical and Quaker Studies. BA, Malone College; BA, Trinity Lutheran Seminary; MDiv, Earlham School of Religion; PhD, Glasgow University. George Fox University 1989-98, 1999-

Raymond D. S. Anderson, Assistant Professor of Media Communications. BS, University of West Indies; MBA, Nova Southeastern University; PhD, Regent University. George Fox University 2001-

Rebecca Thomas Ankeny, Associate Vice President of Academic Affairs, Professor of English. BA, George Fox University; MA, PhD, University of Oregon. George Fox University 1988-

Patrick L. Bailey, Associate Director of Athletics, Head Men's Baseball Coach. BS, University of Idaho; MEd, University of Oregon. George Fox University 1995-

Robin E. Baker, Provost, Professor of History. BA, Grand Canyon University; MA, Hardin—Simmons University; PhD, Texas A&M University. George Fox University 1999-

Janis B. Balda, Assistant Professor of International Management. BA, Taylor University; MA, Fuller Theological Seminary; MA, Claremont Graduate University; JD, Loyola Law School, Los Angeles; LLM, University of Cambridge. George Fox University 2003-

Wesley D. Balda, Professor of Management, Dean of the School of Management. BA, University of Washington; MA Fuller Theological Seminary; PhD University of Cambridge. George Fox University 2002-

Dirk E. Barram, Professor of Business and Economics, Chair of the Undergraduate Business and Economics Department. BA, Gordon College; MEd, Kent State University; PhD, Michigan State University. George Fox University 1986-

Corey W. Beals, Assistant Professor of Philosophy and Religion. BA, George Fox University; MAR, Yale University Divinity School; MA, PhD, Fordham University. George Fox University 2003-

Stephen R. Bearden, Assistant Professor of Counseling. BA, Olivet Nazarene University; MDiv, MA, Fuller Theological Seminary; PhD, Oregon State University. George Fox University 1996-

Deborah L. Berhó, Associate Professor of Spanish. BA, Northwest Nazarene College; MA, PhD, University of New Mexico. George Fox University 1997-

Virginia D. Birky, Associate Professor of Education. BS, Goshen College; MS, The Ohio State University; PhD, Oregon State University. George Fox University 2000-

Doreen J. Blackburn, Assistant Professor of Education. BA, Bethel College; MA, University of South Dakota; PhD, Texas Woman's University. George Fox University 2003-

Teresa L. Boehr, Associate Professor of Family and Consumer Sciences, Chairperson of the Department of Family and Consumer Sciences. BS, Oregon State University; MA, Linfield College. George Fox University 1985-

John D. Bowman, Professor of Music. BM, Houghton College; DMA, University of Cincinnati. George Fox University 1980-

Bryan R. Boyd, Assistant Professor of Theatre. BA, George Fox University; MFA, University of Portland. George Fox University 2002-

Carol J. Brazo, Instructor-Director of Master of Arts in Teaching Community Format. BA, California Baptist University; MEd, George Fox University. George Fox University 2004-

Irv A. Brendlinger, Professor of Religion. BA, Asbury College; MDiv, Asbury Theological Seminary; MEd, University of Oklahoma; PhD, University of Edinburgh. George Fox University 1993-

Marlene J. Brown, Associate Professor of Business. BA, Moorhead State University; MBA, University of Montana. CPA. George Fox University 2001-

Daniel L. Brunner, Associate Professor of Church History and Pastoral Studies. BA, Northwest Christian College; MDiv, Fuller Theological Seminary; PhD, University of Oxford. George Fox University 1996-

Karen S. Buchanan, Assistant Professor of Education, Chairperson of the Department of Undergraduate Teacher Education. BA, Columbia Christian College; MAT, Lewis and Clark College; EdD, Seattle Pacific University. George Fox University 2004-

Robert E. Buckler, Professor of Psychology. AB, University of California, Los Angeles; MPH, Johns Hopkins University; MD, Georgetown University School of Medicine. George Fox University 1990-

Rodger K. Bufford, Professor of Psychology, Director of Integration for the Graduate Department of Clinical Psychology. BA, The King's College; MA, PhD, University of Illinois. George Fox University 1990-

Gary R. Buhler, Assistant Professor of Art, Director of Donald H. Lindgren Gallery. BS, Western Oregon State College; MFA, University of Arizona. George Fox University 1989-90, 2000-

William C. Buhrow, Jr., Director of Health and Counseling Services, Assistant Professor of Psychology. AA, Baptist Bible College; BA, Cedarville College; MA, Dallas Theological Seminary; MA, PsyD, George Fox University. George Fox University 1994-

George J. Byrtek, Associate Professor of Professional Studies. BS, University of Wisconsin, Stevens Point; MS, National—Louis University; PhD, Walden University. George Fox University 1991-

Clark D. Campbell, Professor of Psychology. BA, Wheaton College; MA, PhD, Western Seminary. George Fox University 1991-

Douglas G. Campbell, Professor of Art, Director of the Hoover Gallery. BA, Florida State University; MFA, Pratt Institute; PhD, The Ohio University. George Fox University 1990-

A. Mark Carlton, Assistant Professor of Education. BA, MA, Pepperdine University; EdD, University of Oregon/Portland State University. George Fox University 2004-

Jan Carpenter, Assistant Professor of Education. MAT, BA, George Fox University. George Fox University, 2005-

Kevin M. Carr, Associate Professor of Education, Chair of MAT. BS, University of Oregon; MS, PhD, University of Idaho. George Fox University 1998-

Stephen J. Cathers, Assistant Professor of Education, Director of Administrative Licensure Program. BA, Westmont College; MS, Portland State University. George Fox University 2003-

Paul H. Chamberlain, Professor of Chemistry, Director of the Juniors Abroad Program. BA, Point Loma College; PhD, University of Nevada, Reno. George Fox University 1977-

R. Carlisle Chambers, Professor of Chemistry. BS, Milligan College; PhD, Emory University. George Fox University 1994-

Charles J. Conniry Jr., Associate Professor of Pastoral Ministries, Director of the Doctoral Program. BA, American Christian

School of Religion; MDiv, Bethel Theological Seminary West; PhD, Fuller Theological Seminary. George Fox University 1998-

Caitlin C. Corning, Professor of History. BA, Seattle Pacific University; MA, PhD, University of Leeds. George Fox University 1996-

Victoria L. Defferding, Assistant Professor of Spanish. BA, University of Oregon; MA, Portland State University. George Fox University 1989-

Lorraine K. DeKruyf, Assistant Professor of Counseling, Clinical Director of School Counseling. BA, Dordt College; MEd, Western Washington University. George Fox University 2002-

Stephen Delamarter, Professor of Old Testament. AA, Wenatchee Valley College; BA, Seattle Pacific University; MAR, MDiv, Western Evangelical Seminary; MA, PhD, Claremont Graduate School. George Fox University 1996-

Kristin M. Dixon, Instructor of Education, Associate Chair of MAT (Salem). BS, MEd, Oregon State University. George Fox University 2004-

Mark W. Doyle, Assistant Professor of Biology. BS, Eastern Oregon State University. PhD, Oregon Health and Science University. George Fox University 2000-

Jeffrey M. Duerr, Associate Professor of Biology. BA, BS, Whitworth College; MS, Portland State University; PhD, University of Hawaii. George Fox University 1999-

Mark Emerson, Assistant Professor of Professional Studies. BA, Linfield College; MDiv, Central Baptist Theological Seminary; PhD, University of Idaho. George Fox University 2003-

Patsy A. Engle, Assistant Professor in Teacher Education. BA, Indiana Wesleyan University; MA, Ball State University. George Fox University 1993-

Richard A. Engnell, Professor of Communication Arts. BA, Biola University; MA, PhD, University of California, Los Angeles. George Fox University 1978-

Michael A. Everest, Associate Professor of Chemistry. BS, Wheaton College; PhD, Stanford University, George Fox University 2001-

Lon Fendall, Associate Professor of History, Director of the Center for Global Studies, Director of the Center for Peace and Justice. BA, George Fox University; MA, PhD, University of Oregon. George Fox University 1971-74; 1985-90; 2000-

Robert J. Fisher, Assistant Professor of Education. BA, University of La Verne; MA, California State University; PhD, University of Southern California. George Fox University 2004-

James D. Foster, Dean of the School of Behavioral and Health Sciences, Professor of Psychology, Chairperson of the Undergraduate Psychology Department. BS, Seattle Pacific University; MA, PhD, The Ohio State University. George Fox University 1980-

Eric T. Funasaki, Associate Professor of Mathematics. BS, Harvey Mudd College; MS, University of Washington; PhD, University of Tennessee. George Fox University 2005-

Kathleen A. Gathercoal, Professor of Psychology, Director of Research for the Graduate Department of Clinical Psychology. AB, Franklin & Marshall College; MA, PhD, Case Western Reserve University. George Fox University 1993-

Jules Glanzer, Dean of George Fox Evangelical Seminary, Associate Professor of Pastoral Leadership. BA, Tabor College; MDiv, Mennonite Brethren Biblical Seminary; DMin, Fuller Theological Seminary. George Fox University 2001-

Steven C. Grant, Associate Professor of Health and Human Performance, Chairperson of the Health and Human Performance Department, Head Coach of Volleyball. BA, Biola University; MEd, Linfield College. George Fox University 1982-

Paul Griffith, Instructor of Education. BS, MEd, University of Portland. George Fox University 2005-

Mark D. Hall, Herbert Hoover Distinguished Professor of Political Science. BA, Wheaton College; MA, PhD, University of Virginia. George Fox University 2001-

Robert L. Hamilton, Associate Professor of Physics. BS, University of Puget Sound; PhD, University of California, Los Angeles. George Fox University 2003-

David M. Hansen, Associate Professor of Computer Science. BS, Oral Roberts University; MS, Washington State University; PhD, Oregon Graduate Institute of Science and Technology. George Fox University 1998-99, 2003-

Robert F. Harder, Professor of Mechanical Engineering, Director of Engineering Program, Chairperson of the Math/Computer Science/Engineering Department. BSME, MSME, Michigan Technological University; PhD, Oregon Graduate Institute of Science and Technology. George Fox University 1988-

Gennie Harris, Instructor of Education. BA, MEd, George Fox University. George Fox University 2004-

Suzanne Harrison, Assistant Professor of Education. BA, MEd, Central Washington University; PhD, Gonzaga University. George Fox University 2004-

Mark O. Hatfield, Distinguished Professor of Politics. BA, Willamette University; MA, Stanford University. George Fox University 1997-

Thomas F. Head, Professor of Economics, Chair of the International Studies Program. BS, MS, University of Oregon; MA, University of California, Berkeley. George Fox University 1971—74; 1976-79; 1983-

W. Scot Headley, Professor of Education, Chair of Educational Foundations and Leadership, Director of Doctor of Education program. BS, MEd, Colorado State University; PhD, The Ohio State University. George Fox University 1994-

Kathleen A. Heininge, Assistant Professor of Writing/Literature. BA, MA, California State University Hayward; PhD, University of California Davis. George Fox University 2004-

Henry C. Helsabeck, Dean of the School of Arts and Sciences, Professor of Mathematics. BA, Culver Stockton College; MA, MA, PhD, University of Missouri. George Fox University 1978-

Edward F. Higgins, Professor of Writing/Literature. BA, LaVerne College; MA, California State College at Fullerton; PhD, Union Graduate School. George Fox University 1971-

Eloise M. Hockett, Instructor of Education, Director of the School of Education Field Services. BAA, BM, University of Minnesota; MEd, George Fox University. George Fox University 2001-

Karen S. Hostetter, Assistant Professor of Health and Human Performance, Head Athletic Trainer. BA, Seattle Pacific University; MS, California State University, Fullerton. George Fox University 2000-

Terry E. Huffman, Professor of Sociology. BA, University of South Dakota; MA, Marshal University; PhD, Iowa State University. George Fox University 2003-

Melanie A. Hulbert, Assistant Professor of Sociology. BA, Western Washington University; MA, PhD, University at Albany, State University of New York. George Fox University 2003-

Martha A. Iancu, Associate Professor of English as a Second Language, Director of the English Language Institute. BA, MA, University of Oregon. George Fox University 1989-

Kerry E. Irish, Professor of History. BA, George Fox University; MA, PhD, University of Washington. George Fox University 1993-

Kendra W. Irons, Assistant Professor of Religious Studies. BA, Friends University; MA, Asbury Theological Seminary; PhD,

Baylor University. George Fox University 2003-

Dale R. Isaak, Assistant Professor of Health and Human Performance, Athletic Trainer. BS, Willamette University; MEd, University of Minnesota; MS, Indiana State University. George Fox University 1995-

Clella I. Jaffe, Professor of Communication Arts, Chairperson of the Department of Communication Arts. BA, Seattle Pacific University; MEd, PhD, Oregon State University. George Fox University 1995-

Craig E. Johnson, Professor of Leadership Studies. BA, Luther College; MA, Wheaton College; PhD, University of Denver. George Fox University 1988-

John M. Johnson, Associate Professor of Mathematics. BS, Northwest Nazarene College; MS, Kansas State University. George Fox University 1984-

Lionel G. Johnson, Assistant Professor of Education. BA, California State University, Los Angeles; MA, PhD, University of Oregon. George Fox University 2003-

Mary J. Johnson, Instructor of Education. BA, Luther College; MEd, George Fox University. George Fox University 2004-

Merrill L. Johnson, University Librarian, Associate Professor. BA, Seattle Pacific University; MLS, University of Oregon. George Fox University 1980-

Michele E. Johnson, Associate Professor of Business. BA, Wayne State University; MBA, University of South Dakota. CPA George Fox University 1997-

Thomas F. Johnson, Professor of Biblical Theology. BPh, Wayne State University; MDiv, Fuller Theological Seminary; ThM, Princeton Theological Seminary; PhD, Duke University. George Fox University 1997-

William G. Jolliff, Professor of Writing/Literature, Chairperson of the Department of Writing/Literature. BS, Central Michigan University; MA, Ashland Theological Seminary; PhD, The Ohio State University. George Fox University 1994-

Karin B. Jordan, Associate Professor of Counseling, Chairperson of Graduate Department of Counseling. BA, Colorado Christian College; MA, Rollins College; PhD, University of Georgia. George Fox University 2001-

Charles D. Kamilos, Portland Center Librarian, Assistant Professor. BA, Northwest Christian College; MDiv, Brite Divinity School—Texas Christian University; MA, University of Iowa. George Fox University 1997-

Kristina M. Kays, Assistant Professor of Psychology. BA, George Fox University; MA, Western Conservative Baptist Seminary; PsyD, George Fox University. George Fox University 2005-

Judith D. Keeney, Instructor of Education. BA, MA, University of Oregon. George Fox University 2004-

David Kerr, Assistant Professor of Art. BA, Judson Baptist College; MA, California State University. George Fox University 2002-

Gary M. Kilburg, Professor of Education. BS, Eastern Oregon State College; PhD, Oregon State University. George Fox University 1992-

Dwight J. Kimberly, Associate Professor of Biology. BA, George Fox University; MS, Oregon State University. George Fox University 1994-

E. Alan Kluge, Professor of Business, MBA Oregon Director. BS, MBA, PhD, Oregon State University. George Fox University 1996-

Christopher J. Koch, Professor of Psychology. BS, Pennsylvania State University; MS, PhD, University of Georgia. George Fox University 1993-

Beth A. La Force, Professor of Education. BS, Malone College; MA, Western Michigan University; PhD, Michigan State University.

George Fox University 1987-

David V. Larson, Instructor of Education. BA, Western Oregon University; MS, Portland State University; George Fox University 2004-

Melinda M. Larson, Assistant Professor of Education. BS, University of Washington; MS, Western Oregon University. George Fox University 2000-

Christina P. Linder, Assistant Professor of Education, Director of MAT – Boise. BA, UCLA; MS, National University in San Diego. George Fox University 2005-

Carleton H. Lloyd, Professor of Management. BA, Columbia Christian College; MA, Eastern New Mexico University; MS, Oregon State University; MSS.W., PhD, University of Texas at Arlington. George Fox University 1994-

Melva Lloyd, Assistant Professor of Professional Studies, Associate Director of School of Professional Studies. BA, George Fox University; MS, Portland State University. George Fox University 2004-

Rhett F. Luedtke, Assistant Professor of Theatre. BA, Valparaiso University; MFA, Illinois State University. George Fox University 2003-

Howard R. Macy, Professor of Religion and Biblical Studies. BA, George Fox University; MA, Earlham School of Religion; PhD, Harvard University. George Fox University 1990-

Margaret L. Macy, Associate Professor of Education. BA, George Fox University; MEd, Wichita State University, PhD, Walden University. George Fox University 1991-

Michael A. Magill, Professor of Mechanical Engineering. BS, MS, PhD, Oklahoma State University. George Fox University 2002-

Anita B. Maher, Associate Professor of Marriage and Family Therapy. BA, Millersville State University; MA, Azusa Pacific University; MA, PhD Fuller Theological Seminary. George Fox University 1996-

Naomi A. Mandsager, Assistant Professor of Counseling. BS, Saint Olaf College, Minn.; MA, Eastern Washington University; PhD, Oregon State University. George Fox University 2004-

Mark S. McLeod-Harrison, Professor of Philosophy. BRE, Briercrest Bible College; BA, Westmont College; MA, Trinity Evangelical Divinity School; PhD, University of California. George Fox University 1999-

Matthew Meyer, Assistant Professor of Media Communications. BA, University of Oregon's Honor College; MA, University of Southern California. George Fox University 2005-

Rand Michael, Associate Professor of Marriage and Family Therapy, Clinical Director of Marriage and Family Therapy. BA, Northwest Nazarene College; MDiv, Nazarene Theological Seminary; DMin, Midwestern Baptist Theological Seminary. George Fox University 1996-

Ronald Mitchell, Associate Professor of Nursing, Director of Nursing. BS, Walla Walla College; MS, California State University, Fresno; PhD, University of Utah, Salt Lake City. George Fox University 2004-

Melanie J. Mock, Associate Professor of Writing/Literature. BA, George Fox University; MA, University of Missouri; PhD, Oklahoma State University. George Fox University 1999-

Ronald L. Mock, Associate Professor of Peace Studies and Political Science, Director of University Scholars Program. BA, George Fox University; M.P.A., Drake University; JD, University of Michigan. George Fox University 1985-

Glenn T. Moran, Professor of Professional Studies, Director of the School of Professional Studies, Boise Center. BS, Colorado State University; MA, University of Colorado; EdD, University of Northern Colorado. George Fox University 1979-86; 1991-

MaryKate Morse, Associate Professor of Spiritual Formation and Pastoral Studies, Director of Master's Programs. BS, Longwood College; MA, MDiv, Western Evangelical Seminary; PhD, Gonzaga University. George Fox University 1996-

David V. Myton, Professor of Education. BA, Youngstown University; MEd, University of Pittsburgh; PhD, The Ohio State University. George Fox University 2002-

Lee Nash, Professor of History. AB, Cascade College; MA, University of Washington; PhD, University of Oregon. George Fox University 1975-

John R. Natzke, Associate Professor of Electrical Engineering. BSEE, Milwaukee School of Engineering; MSEE, Marquette University; PhDEE, University of Michigan. George Fox University 1995-

Robert C. Nava, Assistant Professor of Biology. BS, Oregon State University; MAT, George Fox University. George Fox University 2005-

Roger J. Newell, Associate Professor of Religious Studies. BA, Westmont College; MDiv, Fuller Theological Seminary; PhD, University of Aberdeen. George Fox University 1997-

S. Susan Newell, Assistant Professor of Social Work, Field Director. BA, Westmont College; MSW., Portland State University. George Fox University 1999-

K. Louise Newswanger, Public Services Librarian, Associate Professor. BA, Eastern Mennonite College; MSLS, Drexel University. George Fox University 1992-

Neal P. Ninteman, Assistant Professor of Mathematics. BS, California Polytechnic State University; MS, Stanford University. George Fox University 2000-

Sylvette Norré, Assistant Professor of French. BS, Facultés Universitaires; MAT, University of Utah. George Fox University 2001-

Mark L. Ocker, Assistant Professor of Professional Studies. BA, George Fox University; MAT, Alaska Pacific University. George Fox University 1998-

Susan L. O'Donnell, Assistant Professor of Psychology. BS, MA, PhD, University of Minnesota. George Fox University 2001-

Mary R. Olson, Assistant Professor of Management. BA, MA, Pacific Lutheran University. PhD, University of Idaho. George Fox University 1999-

Paul A. Otto, Professor of History, Chair of the Department of History and Political Science. BA, Dordt College; MA, Western Washington University; PhD, Indiana University. George Fox University 2002-

Katsu Ozawa, Associate Professor of Education. BA, Malone College; MA, Louisiana State University; PhD, Ohio University. George Fox University 2002-

Mary A. Peterson, Assistant Professor of Clinical Psychology. BA, MA, University of Cincinnati; MA, PhD, California School of Professional Psychology. George Fox University 2004-

Donna Kalmbach Phillips, Associate Professor of Education. BS, Eastern Oregon State University; MS, Western Oregon State University; PhD, Oregon State University, George Fox University 1998-

Alex A. Pia, Assistant Professor of English as a Second Language, Director of International Student Services. BA, California State University, Chico; MA, Portland State University. George Fox University 1990-

Donald R. Powers, Professor of Biology, Chairperson of the Department of Biology and Chemistry. BS, Biola University; MS, San Diego State University; PhD, University of California, Davis. George Fox University 1989-

Ludmila Praslova, Assistant Professor of Psychology. Russian Professional Degree, Russian State University of Humanities; MA,

PhD, University of Akron. George Fox University 2002-

Gary L. Railsback, Associate Professor of Education. BS, Northwest Christian College; MA, Fuller Theological Seminary; PhD, University of California, Los Angeles. George Fox University 2000-

Colleen D. Richmond, Associate Professor of Writing/Literature. BA, Oregon State University; MA, Portland State University; PhD, Indiana University of Pennsylvania. George Fox University 1992-

Nicole Miller Rigelman, Associate Professor of Education. BA, MEd, EdD, Portland State University. George Fox University 2001-

Arthur O. Roberts, Professor-at-Large. BA, George Fox University; MDiv, Nazarene Theological Seminary; PhD, Boston University. George Fox University 1953-

Gale Roid, Director of Assessment, Professor of Psychology. AB, Harvard University; MA and PhD, University of Oregon. George Fox University 2005-

Alexander W. Rolfe, Reference Librarian, Assistant Professor. BA, Whitman College; MA, University of Washington; MCIS, University of Washington. George Fox University 2001-

Clifford J. Rosenbohm, Assistant Professor of Social Work, Director of Social Work Program, Chairperson of the Sociology/Social Work Department. BA, Louisiana College; MSW, Southern Baptist Theological Seminary. George Fox University 2002-

Scott M. Rueck, Assistant Professor of Health and Human Performance, Head Coach of Women's Basketball. BS, MAT, Oregon State University. George Fox University 1996-

Richard C. Sartwell, Director of the Friends Center. BA, Malone College; MA, Earlham School of Religion; DMin, George Fox Evangelical Seminary. George Fox University 2003-

Beth A. Schafer, Assistant Professor of Professional Studies. BA, Northwest Nazarene College; MA, Boise State University. George Fox University 2000-

John M. Schmitt, Assistant Professor of Biology. BS, Pacific University; PhD, Oregon Health and Science University. George Fox University 2005-

Mark A. Selid, Assistant Professor of Business. BA, Pacific Lutheran University; MT, Portland State University. CPA George Fox University 1993-

Debora K. Sepich, Assistant Professor/Director of Graduate Programs in the School of Management. BS, MBA, George Fox University. George Fox University 2005-

Richard S. Shaw, Associate Professor of Marriage and Family Therapy. BS, University of Nebraska at Kearney; MA, Asbury Theological Seminary; DMFT, Fuller Theological Seminary. George Fox University 1996-

Marc A. L. Shelton, Associate Professor of Education, Director of Master of Education Program. BS, MA, EdD, University of South Dakota. George Fox University 2000-

R. Larry Shelton, Richard B. Parker Professor of Wesleyan Theology. BA, Pfeiffer College; MDiv, ThM, Asbury Theological Seminary; Th.D., Fuller Theological Seminary. George Fox University 1996-

Byron S. Shenk, Professor of Health and Human Performance. BA, Goshen College; MA, University of Oregon; EdD, University of Virginia. George Fox University 1990-

Sherie L. Sherrill, Instructor of English, Director of English Lab. BA, Seattle Pacific University. George Fox University 1976-

Stephen M. Sherwood, Assistant Professor for Youth Evangelism and Discipleship. BA, Oral Roberts University. George Fox University 2004-

Laura K. Simmons, Associate Professor of Christian Ministries. BA, University of California, Davis; MA, PhD, Fuller Theological Seminary. George Fox University 2001-

Robert M. Simpson, Assistant Professor of Counseling, Clinical Director of School Psychology. BA, MA, San Jose State University; PhD, California School of Professional Psychology in San Francisco. George Fox University 2005-

Kathleen M. Sims, Professor of Nursing. BS, University of Oregon; MS, Oregon Health and Science University; MS, PsyD, George Fox University. George Fox University 2005-

Philip D. Smith, Professor of Philosophy, Chairperson of the Department of Religious Studies. BA, George Fox University; MA, Fuller Theological Seminary; PhD, University of Oregon. George Fox University 1982-

Trenton H. Smith, Assistant Professor of Biology. BS, Western Kentucky University; PhD, University of South Carolina. George Fox University 2002-

Gary Spivey, Assistant Professor of Electrical Engineering. BSEE, University of Arizona; MSEE, PhD, University of Maryland. George Fox University 2003-

Ronald G. Stansell, Professor of Religion. BA, George Fox University; MDiv, Western Evangelical Seminary; DMiss, Trinity Evangelical Divinity School. George Fox University 1985-

Karen L. Straube, Technical Services Librarian, Assistant Professor. BA, Arizona State University; MLS, Emporia State University. George Fox University 2005-

Mark A. Sundquist, Assistant Professor of Health and Human Performance, Head Coach of Men's Basketball. BA, Seattle Pacific University; MS, Portland State University. George Fox University 2000-

Daniel S. Sweeney, Professor of Counseling, Clinical Director of Counseling, Director of Center for Play Therapy. BA, San Jose State University; BA, San Jose Bible College; MA, Azusa Pacific University; PhD, University of North Texas. George Fox University 1996-

Craig B. Taylor, Associate Professor of Health and Human Performance, Director of Athletics. BS, George Fox University; MEd, Linfield College. George Fox University 1975-78; 1980-

Mark E. Terry, Assistant Professor of Art. BS, Willamette University; MS, Western Oregon State University. George Fox University 1997-

Nancy S. Thurston, Professor of Psychology. BA, Hope College; MA, PhD, Central Michigan University. George Fox University 1999-

Tim G. Timmerman, Associate Professor of Art, Chairperson of the Department of Visual Arts. BA, Biola University; MFA, Washington State University. George Fox University 2003-

Dawn E. Todd, Assistant Professor of English as a Second Language. BA, George Fox University; MEd, Oregon State University. George Fox University 2002-

Michael E. Tomlin, Professor of Management. BS, Southern Nazarene University; MEd, Central Oklahoma State University; EdD, University of Wyoming. George Fox University 2005-

Linda Townsend-Johnson, Assistant Professor of Education. BA, MA, Concordia University. George Fox University 2002-

Manfred Tschan, Assistant Professor of Health and Human Performance, Head Coach of Men's Soccer. BS, State Teacher's College, Hofwil, Switzerland; BS, University of Bern; MS, University of Oregon. George Fox University 1988-

Timotheos Tsohantaridis, Associate Professor of Religion. BA, Barrington College; MA, Ashland Theological Seminary; PhD, University of Athens. George Fox University 1985-90; 1993-

Janis L. Tyhurst, Reference Librarian, Assistant Professor. BA, University of California, Irvine; MLS, University of California, Los Angeles. George Fox University 1998-

Patrick W. Vandehey, Assistant Professor of Music, Instrumental Music Director. BM, University of Washington; BA, University of Washington; MS, Portland State University. George Fox University 2003-

Michelle K. Wayte, Assistant Professor of Marketing. BA, Purdue University; MA, DePaul University; PhD, Purdue University. George Fox University 2003-

H. Brent Weaver, Associate Professor of Music. BA, Goshen College; MM, DMA, University of Oregon. George Fox University 2001-

Larry D. Weber, Assistant Professor of Education. BS, MS, Portland State University. George Fox University 2002-

Karen B. Wedeking, Instructor of Education. BS, MEd, Oregon State University. George Fox University 2004-

K. Mark Weinert, Associate Professor of History, Associate Dean of George Fox Evangelical Seminary, Portland Center Director. BA, Anderson College; MDiv, Western Evangelical Seminary; MA, University of Portland; PhD, Vanderbilt University. George Fox University 1982-

Loren W. Wenz, Associate Professor of Music, Chairperson of the Department of Performing Arts. BA, Whitworth College; MA, Eastern Washington University. George Fox University 2002-

Kenneth F. Willson, Associate Professor of Music. BA, George Fox University; MMus, University of Portland; DA, University of Northern Colorado. George Fox University 1987-90; 1992-

Brent D. Wilson, Assistant Professor of Computer Science. BA, Western Oregon State University; MAT, Oregon State University. George Fox University 1994-

Diane F. Wood, Assistant Professor of Family and Consumer Sciences and Education. BA, Oregon State University; MEd, University of Portland. George Fox University 1995-

Debra Drecnik Worden, Professor of Business and Economics. BA, Westminster College; MS, PhD, Purdue University. George Fox University 1994-

James D. Worthington, Dean of the School of Education, Professor of Education. BS, Philadelphia College of Bible; MA, Glassboro State College; PhD, Syracuse University. George Fox University 2003-

Shary L. Wortman, Assistant Professor of Education. BS, Oregon State University; MEd, Oregon State University. George Fox University 2005-

Kent L. Yinger, Associate Professor of New Testament. BA, Wheaton College; MDiv, Gordon—Conwell Theological Seminary; PhD, Sheffield University. George Fox University 2001-

Emeriti Faculty

Michael A. Allen, Professor Emeritus of Sociology. BS, MS, Illinois State University. George Fox University 1976-2002.

Richard E. Allen, Associate Professor Emeritus of Management/Director of Professional Studies. BS, Seattle Pacific University; MS, University of Oregon. George Fox University 1969-2002.

Ralph K. Beebe, Professor Emeritus of History. BA, George Fox University; MEd, Linfield College; MA, PhD, University of Oregon. George Fox University 1955-57; 1974-97.

Wayne E. Colwell, Professor Emeritus of Psychology. BS, John Brown University; MDiv, Grace Theological Seminary; MEd, University of Arkansas; PhD, Arizona State University; George Fox University 1990-98.

Ronald S. Crecelius, Chaplain Emeritus. AB, ThB, George Fox University; MA, Pasadena College; MRE, DD, Western Evangelical Seminary. George Fox University 1967-87.

Gerald W. Dillon, Professor Emeritus of Pastoral Ministry. AB, Kletzing College; BD, Asbury Theological Seminary; MA, State University of Iowa; DD, Azusa Pacific University.

Gary K. Fawver, Professor Emeritus of Outdoor Ministries. BA, Wheaton College; MDiv, Gordon-Conwell Theological Seminary; DMin, Western Seminary. George Fox University 1974-2003.

Robert D. Gilmore, Director Emeritus of Instructional Media. BA, Azusa Pacific University; BD, California Baptist Theological Seminary; MSEd, University of Southern California. George Fox University 1964-67; 1968-95.

William D. Green, Vice President and Dean Emeritus of the College, Professor of Religion. ThB, Malone College; AB, Taylor University; MA, Case Western Reserve University; EDD, University of Tennessee; LHD, George Fox University. George Fox University 1972-89.

Dennis B. Hagen, Professor Emeritus of Music. BA, Whitworth College; MMusEd, Indiana University; BD, Western Evangelical Seminary; PhD, Indiana University. George Fox University 1964-2003.

Mackey W. Hill, Professor Emeritus of History. BA, University of California, Los Angeles; MA, University of the Pacific. George Fox University 1949-74.

Julia H. Hobbs, Professor Emerita of Christian Educational Ministries. BA, Hope College; BD, MTh, Winona Lake School of Theology; PhD, University of Pittsburgh. George Fox University 1975-91.

David J. Howard, Associate Professor Emeritus of Music. BA, Simpson Bible College; BA, MA, San Francisco State College; DMA, Southern Baptist Theological Seminary. George Fox University 1968-85; 1988-2001.

Patricia A. Landis, Professor Emerita of Education, Director of Undergraduate Teacher Education. BA, Seattle Pacific University; MA, University of Washington. George Fox University 1984-99.

Robert E. Lauinger, Associate Professor Emeritus of Music. BS, Portland State University; MM, Indiana University; DMA, University of Arizona. George Fox University 1967-2002.

Hector J. Munn, Professor Emeritus of Chemistry. BS, Seattle Pacific University; MS, PhD, Oregon State University. George Fox University 1958-62; 1966-94.

Allen C. Odell, Professor Emeritus of Ministry. BA, Cascade College; MDiv, Western Evangelical Seminary; DMin, Western Conservative Baptist Seminary.

G. Dale Orkney, Professor Emeritus of Biology. BA, Northwest Nazarene University; MS and PhD, University of Idaho. George Fox University 1964-2002.

Mel L. Schroeder, Associate Professor Emeritus of Drama. BA, Northwest Nazarene University; MA, San Jose State University. George Fox University 1978-83; 1987-2002.

Al Stiefel, Professor Emeritus of Counseling. BA, Eastern Nazarene College; BD, Nazarene Theological Seminary; STM, Boston University School of Theology; PhD, Boston University.

Administration

This list includes members of the President's Cabinet and university administrative personnel.

President's Cabinet

H. David Brandt, PhD, President
Robin E. Baker, PhD, Provost
G. Michael Goins, BA, Vice President for Financial Affairs/Treasurer
Dana L. Miller, MA, Vice President for Marketing and Advancement

President Emeritus

David C. Le Shana, PhD, President Emeritus of George Fox University, President Emeritus of George Fox Evangelical Seminary

Academic Administration

Sheila J. Abercrombie, MA, Institutional Research and Technology Specialist
Wayne V. Adams, PhD, Director of the Graduate School of Clinical Psychology
Rebecca J. Ankeny, PhD, Associate Vice President of Academic Affairs
Ryan R. Backman, BS, Programmer Analyst
Andrew D. Baker, BA, Voice and Network Administrator
Wesley D. Balda, PhD, Dean of the School of Management
John W. Barber, MDiv, Assistant Registrar
Janelle F. Baugh, BA, Senior Programmer Analyst/Assistant Database Administrator
Ginny Birky, PhD, Director of Master of Arts in Teaching Day Program
William C. Buhrow, Jr., PsyD, Dean of Student Services
Melissa A. Bullock, BA, Associate Registrar
M. Blair Cash III, MDiv, MCE, Director of Sports Information
Steve J. Cathers, MS, Director of Administrative Licensure Programs
Paul H. Chamberlain, PhD, Director of Juniors Abroad Program
Charles J. Conniry Jr., PhD, Director of the Doctor of Ministry Program
Russell D. DeVore, MBA, Director of User Services
Lon W. Fendall, PhD, Director of the Center for Global Studies/ Director of the Center for Peace and Justice
James W. Fleming, MA, Director of Administrative Computing
James D. Foster, PhD, Dean of the School of Behavioral and Health Sciences
Jules Glanzer, DMin, Dean of George Fox Evangelical Seminary
Carol C. Green, PhD, Dean of the School of Professional Studies
Robert F. Harder, PhD, Director of Engineering Program
Hank Helsabeck, PhD, Dean of the School of Arts & Sciences
Eloise Hockett, MEd, Director of TSPC Licensure
James P. Hoekema, BS, Network and System Administrator
Colleen V. Huffman, BS, Operations Director for the School of Management
Martha A. Iancu, MA, Director of the English Language Institute
Merrill L. Johnson, MLS, University Librarian
Karin B. Jordan, PhD, Chair of the Graduate Department of Counseling

Charles D. Kamilos, MA, MDiv, Portland Center Librarian
Loren W. Kerns, MA, Online Facilitator for Doctor of Ministry Program
Reid A. Kisling, ThM, Registrar
Patricia A. Kuehne, BS, Public Services Director
Melva R. Lloyd, MS, Associate Director of Professional Studies
Kathryn M. Mayhew, BA, Director of Science Outreach Program
Sean M. McKay, BTh, Systems Administrator
Brian S. McLaughlin, Database Administrator/Programmer Analyst
Ronald Mitchell, PhD, Director of the Department of Nursing
Ronald L. Mock, JD, MPA, Director of University Scholars Program
Glenn T. Moran, EdD, Director of Professional Studies, Boise Center
MaryKate Morse, PhD, Director of Spiritual Formation, George Fox Evanglical Seminary
Joshua G. Nauman, BA, Multimedia Design/Production Specialist
Donna Kalmbach Phillips, PhD, Chair, Master of Arts in Teaching Program
Alex A. Pia, MA, Director of International Student Services
Sheleen E. Quisquirin, BA, Assistant Registrar
Gary L. Railsback, PhD, Coordinator, EdD & MEd Student Research
Clifford J. Rosenbohm, MA, Chair of Undergraduate Department of Sociology/Social Work
Richard C. Sartwell, DMin, Director of the Friends Center
Marc Shelton, EdD, Director of the Master of Education Program
Sherie Sherrill, BA, Director of English Lab
Laura Simmons, PhD, Director of Master of Arts in Christian Ministries Program
Gregory H. Smith, MS, Chief Technology Officer
Carolyn R. Stansell, Director of Student Life and Experiential Learning/Bolivia
Karen Straube, MLS, Technical Services Librarian
Craig Taylor, MEd, Director of Athletics
K. Mark Weinert, PhD, Associate Dean of George Fox Evangelical Seminary/Portland Center Director
Bradley T. Weldon, ASEE, Network and System Administrator
Joanne Wiitala, MS, Director of Placement Services, School of Education
James D. Worthington, PhD, Dean of the School of Education

Business and Related Services

Karon L. Bell, BA, Assistant Vice President for Administration
Lisa R. Burton, BA, Associate Director of Human Resources
Debora C. Cash, BS, Accountant
Robert A. Clarke, MBA, Executive Director of Financial Aid and Student Financial Services
Teresa D. Crawford, Financial Aid Counselor
Gayle Denham, BA, Financial Aid Counselor
Andrew B. Dunn, MBA, Director of University Store
Sherrie G. Frost, Director of Mail Services
Jennifer R. Getsinger, Associate Director of Student Financial Services
G. Michael Goins, BA, Vice President for Financial Affairs/Treasurer
Susan D. Hampton, BA, Financial Aid Counselor
John F. Heitz, Superintendent of Building Repair
Virginia L. Hoover, Superintendent of Custodial Services

David D. Kelley, MBA, Assistant Vice President for Finance
Peggy L. Kilburg, BA, Director of Human Resources
Lisa S. Leslie, MBA, Director of Event Services
John R. Newberry, MA, Superintendent of Facilities for Portland Center
Jared A. Ocker, BS, Programmer Analyst
Catherine M. Sanchez, MS, Associate Director of Student Financial Services
Christine A. Schlarbaum, BS, Financial Aid Counselor
Daniel A. Schutter, BS, Associate Director of Plant Services/Superintendent of New Construction
Ronald D. Shaw, Superintendent of Building Systems
Wilfred M. Smith, Superintendent of Grounds
John M. Stewart, MBA, Associate Director of Portland Center Bookstore
Clyde G. Thomas, BS, Director of Plant Services
Heidi L. Thomason, Financial Aid Counselor
Janet L. Tucker, AS, Senior Accountant

Marketing and Advancement

Dave L. Adrian, BA, Senior Development Officer
Jeong H. Ahn, MS, Graphic Designer
Nancy N. Almquist, BA, Development Officer
Sheila H. Bartlett, BA, Admissions Counselor, Graduate Admissions
Carrie J. Bohl, MBA, Director of Development Services
Rhonda Bonham, BA, Admissions Counselor, Graduate Admissions
Adina R. Briggs, BA, Admissions Counselor, Graduate and Undergraduate Admissions
Tamara L. Cissna, BA, Director of Communications
Brendon J. Connelly, MBA, Director of Graduate and Professional Studies Admissions
Ronecca R. Dockter, BS Associate Director of Development Services
Ryan J. Dougherty, BS, Director of Undergraduate Admissions
Rob C. Felton, MA, Director of Public Information
Gloria A. Foltz, BS, Director of Web Development
Kathleen D. Grant, BA, Admissions Counselor, Professional Studies Admissions
Sandra L. Gregory, BS, Admissions Counselor, Graduate Admissions
Timothy R. Hoffman, BA, Assistant Director of Undergraduate Admissions
Barry A. Hubbell, BA, Communications Specialist/Archivist
James E. Jackson, BS, Development Officer
Richard K. Johnsen, MA, Executive Director of Marketing and Communications
Amy D. Karjala, BS, Executive Director of Development
Erin E. Macy, MS, Admissions Counselor, Undergraduate Admissions
Nathanael C. McIntyre, BA, Director of Alumni Relations
Colin F. Miller, BA, Art Director
Dana L. Miller, MA, Vice President for Marketing and Advancement
Elizabeth E. Molzahn, BA, Admissions Counselor, Graduate Admissions
Travis E. Morgan, BA, Admissions Counselor, Undergraduate Admissions
Sarah Myhre, BA, Admissions Counselor, Undergraduate Admissions
Carol A. Namburi, BA, Admissions Counselor, Professional Studies Admissions
Sean E. Patterson, BA, Editor-Writer
Sherilyn L. Philips, Executive Director of University Relations

Amber A. Russell, MS, Admissions Counselor, Graduate Admissions
Jason A. Schwanz, BS, Director of Systems and Operations for Admissions
Dale E. Seipp, MEd, Executive Director of Admissions
Jeremy C. Stephens, BA, Admissions Counselor, Graduate Admissions
Kristine A. Thompson, BS, Admissions Counselor, Boise
Janelle A. Townsend, BS, Graphic Designer
Lindsey Wallgren, Admissions Counselor, SPS in Boise
Luke D. Welbourn, BA, Admissions Counselor, Undergraduate Admissions
Cynthia Weston, BA, Development Writer
Beth Woolsey, BA, Assistant Director of Visits/Events
Allan T. Zimmerman, BS, Planned Giving Officer
Mandi L. Zollman, BA, Admissions Counselor, Undergraduate Admissions

Student Life

Sarah Thomas Baldwin, MDiv, Campus Pastor, Director of Campus Ministries
William C. Buhrow, Jr., PsyD, Dean of Student Services
Cara J. Copeland, MEd, Assistant Director of Residence Life/Area Coordinator
Andrea M. Crenshaw, BA, Director of Outreach and Discipleship
Kristina D. Findley, MEd, Associate Dean of Student Leadership
Burel J. Ford, MA, Director of Multicultural Services
Timothy S. Goodfellow, MA, Director of Housing
Bonnie J. Jerke, MA, Director of Career Services
David M. Johnstone, MA, Associate Dean/Director of Residence Life
Benjamin J. Kulpa, MA, Area Coordinator
Bradley A. Lau, PhD, Vice President for Student Life
Diana L. McIntyre, BA, Assistant Director of International Student Services
Jonathan D. Morell, MEd, Area Coordinator
William J. Mulholland, BA, Director of Security
Richard N. Muthiah, PhD, Director of the Academic Resource Center
Darren L. Noble, MA, Associate Director of Career Services
Valorie J. Orton, BSN, Nurse
Mark A. Pothoff, MEd, Dean of Students
Creagh H. Schoen, MS, Nurse Practitioner

Tilikum Retreat Center

Carl L. Anderson, BA, Property Manager
Tamra J. Ankeny, BA, Day Camp Manager
John Bedford Holmes, BS, Executive Director
Jeffrey M. VandenHoek, MA, Program Director
Michelle A. Welton, BA, Guest Services Director

Board of Trustees

This list includes the board, ex officio and honorary trustees.

Peter H. Anderson, Beaverton, Oregon, Scientific and Technical Director (retired)

Gloria L. Attrell, Newberg, Oregon, Business Owner, Attrell's Sherwood Funeral Chapel; Attrell's Newberg Funeral Chapel; Showcase of Flowers; Valley View Memorial Park and Mausoleum; Chehalem Pet Cemetery and Cremation Services

G. Kenneth Austin, Jr., Newberg, Oregon, Corporate Owner/President, A-dec, Inc.

Carrie Lamm Bishop, Fishers, Indiana, Senior Business Analyst, Sallie Mae

Nancie M. Carmichael, Camp Sherman, Oregon, Publisher, Writer, Virtue Ministries

Don G. Carter, West Linn, Oregon, Attorney, McEwen Gisvold LLP

Gary W. Chenault, Indianapolis, Indiana, Nonprofit Agency President and CEO, United Way of Delaware County

Dealous L. Cox, West Linn, Oregon, Business Owner, Wilhelm Foods

Gordon L. Crisman, Tualatin, Oregon, VP Regional Wholesale Sales Manager, Fulfillment Center Manager, Washington Mutual Bank

Kate G. Dickson, West Linn, Oregon, President, Leadership Matters, Inc.

Brenda R. Dizer, Tigard, Oregon, Business Continuity Program Manager, Intel Corp.

Steve Fellows, Santa Barbara, California, Executive Vice President and Chief Operating Officer, Cottage Health System

C. W. (Bill) Field Jr., Vancouver, Washington, Gas Company Executive (retired)

Keith G. Galitz, Lake Oswego, Oregon, President/General Manager, Canby Telephone Association

David Green, Beaverton, Oregon, Attorney, Stoel Rives LLP

Dale W. Hadley, Portland, Oregon, CFP/Advisor, The H Group, Inc.

André W. Iseli, Clackamas, Oregon, President, Iseli & Iseli Associates

Steve Jabusch, Kelso, Washington, Vice President, Pacific Northern Environmental Corporation

Jake Lautenbach Jr., Hillsboro, Oregon, Business Owner, Lautenbach's Landscaping, Inc.

Stan Leach, Placentia, California, General Superintendent, Evangelical Friends Church Southwest

Jim Le Shana, Placentia, California, Senior Pastor, Rose Drive Friends Church

John K. Lim, Gresham, Oregon, Founder/Chairman, American Royal Jelly Company

Roger A. Martell, Eagle, Idaho, Accountant, Washington Trust Bank

Deborah A. Martin, Portland, Oregon, Human Services Manager, State of Oregon, Department of Human Service

Judy A. Miller, Tigard, Oregon, Partner, PJ Land Company

Robert G. Monroe, Portland, Oregon, Consulting Engineer (retired)

Stanley D. Morse, Star, Idaho, Senior Chemist, Hewlett-Packard

Charles E. Mylander, Brea, California, Executive Director, Evangelical Friends Mission

Jackson H. Newell, Boise, Idaho, Partner, Baxter-Newell Insurance Services

Barbara D. Palmer, Newberg, Oregon, Senior Vice President, Bank of America

Victor A. Peterson, Hayden Lake, Idaho, Assistant Principal (retired)

Dave Schmidt, Everett, Washington, State Senator, Washington State Senate

William F. Sims, Hayden Lake, Idaho, Attorney (retired)

Stephen M. Tatone, Salem, Oregon, President and CEO, Aldrich Kilbride & Tatone LLC

Kent L. Thornburg, Portland, Oregon, University Professor of Medicine (Cardiology), Oregon Health & Science University, School of Medicine

Nancy A. Wilhite, Eugene, Oregon, Homemaker

William B. Wilson, Longview, Washington, Personal Financial Consultant

Ex Officio

Doug Bailey, Salem, Oregon, Senior Pastor, Salem First Free Methodist Church

H. David Brandt, Newberg, Oregon, President, George Fox University

Colin B. Saxton, Newberg, Oregon, Denominational Superintendent, Northwest Yearly Meeting of Friends Church

Honorary Trustees

Hal L. Adrian, Portland, Oregon, Insurance Executive (retired)

Dorothy E. Barratt, Newberg, Oregon, Christian Education Consultant (retired)

Richard D. Evans, Happy Valley, Oregon, Real Estate

Mark O. Hatfield, Portland, Oregon, United States Senator (retired)

Paul L. Hathaway Jr., Hillsboro, Oregon, Gas Company Executive (retired)

Donald D. Lamm, Newberg, Oregon, Minister (retired)

John R. Lemmons, Kelso, Washington, Lumber Company Executive

Margaret E. Lemmons, Kelso, Washington, Educator (retired)

David Le Shana, Scottsdale, Arizona, President Emeritus

Jack E. Meadows, Fayetteville, Arkansas, Investments

Donald McNichols, Stanwood, Washington, University Professor (retired)

James E. Miller, Portland, Oregon, Investments

Roger M. Minthorne, Newberg, Oregon, Investments Manager

Wayne E. Roberts, Newberg, Oregon, Physician (retired)

Floyd H. Watson, Newberg, Oregon, Bank Executive (retired)

Norman D. Winters, Newberg, Oregon, Public School Administrator (retired)