

# GEORGE FOX COLLEGE 1994-95 COLLEGE CATALOG

- [Catalog conversion notes](#)



# TABLE OF CONTENTS

**GEORGE FOX COLLEGE  
STUDENT SERVICES**

**THE COLLEGE  
16**

**ACADEMIC PROGRAMS AND SERVICES**

<b>GEORGE FOX COLLEGE</b>	<b>*</b>
<b>SOCIAL WORK</b>	<b>118</b>
<b>SOCIOLOGY</b>	<b>120</b>
<b>SPANISH</b>	<b>122</b>
<b>THEATRE</b>	<b>123</b>
<b>WRITING</b>	<b>125</b>
<b>GRADUATE PROGRAMS</b>	<b>126</b>
<b>ACADEMIC REGULATIONS</b>	<b>148</b>
<b>ADMISSIONS</b>	<b>155</b>
<b>FINANCES</b>	<b>161</b>
<b>DIRECTORIES</b>	<b>176</b>
<b>COLLEGE CALENDAR*</b>	<b>187</b>

## GEORGE FOX COLLEGE

1994-95

### GEORGE FOX COLLEGE

NEWBERG, OREGON 97132

503-538-8383

#### **A College of Distinction**

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

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

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

## THE COLLEGE

### PURPOSE

#### MISSION AND OBJECTIVES

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

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

#### STATEMENT OF FAITH

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

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

### **STUDENT OUTCOMES**

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

### **ACCREDITATION AND MEMBERSHIPS**

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

The College is a member of the national Christian College Consortium, the Christian College Coalition, the American Council on Education, the Association of American Colleges, the College Scholarship Service, the Council of Independent Colleges, the American Association for Higher Education, the Friends Association catioprterve ciarit

George Fox College's "place" is Oregon, the lower Willamette Valley, Newberg, and a 73-acre tree-shaded campus on a wooded ravine in a residential neighborhood. This place offers a variety to meet most interests: a friendly community close (23 miles) to a major metropolitan environment of 1.5 million people, located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing and easy access to rugged coastal beaches just an hour away





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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**The President's/Development Offices**, opened in 1991, are a remodeled residence at Sheridan

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

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

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

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

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

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

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

**The Coleman Wheeler Sports Center**, completed in 1977, is the College's largest building. It contains the James and Lila Miller Gymnasium, featuring three basketball courts and seating for

## STUDENT LIFE

### STUDENT ACTIVITIES AND ORGANIZATIONS

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

### ATHLETICS

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

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

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

1. To provide a well-rounded schedule of intercollegiate athletic competition for men and women in sports designed to encourage participation by a segment of the student body and that complements and is consistent with the educational goals of the institution
2. To encourage physical fitness and the development of physical skills and emotional control; to

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

Any student whose behavior is dishonest, destructive, unethical or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may result in suspension or dismissal

In accordance with Christian convictions honoring the body as the temple of the Holy Spirit, the college community accepts a lifestyle that forbids immoral sexual behavior and the use or possession of alcohol, tobacco or illegal drugs. Obscene or pornographic articles or literature and

With the exception of seniors living in College-owned apartments, resident students are required to

## **STUDENT SERVICES**

### **STUDENT LIFE OFFICE**

This office, located in Wood-Mar Hall, is responsible for the organization and programming of residence housing, new student orientation, counseling, student government, health services, career services, student activities, and campus ministries. This office also offers individual attention to problems arising among students. Students are encouraged to contact this office whenever they are concerned about aspects of college life not specifically related to curricular programs. The Vice President for Student Life coordinates these services and programs

### **CAREER SERVICES OFFICE**

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

### **FINANCIAL AID OFFICE**

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

### **HEALTH SERVICES**



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

## ACADEMIC PROGRAMS AND SERVICES

### **COURSE CHALLENGE PROGRAMS**

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

### **ADVANCED PLACEMENT**

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

### **COLLEGE LEVEL EXAMINATION PROGRAM**

The Educational Testing Service of the College Board provides nationally recognized standardized



The American Studies Program was created to provide field experience and study opportunities in Washington, D.C., for diverse majors and personal interests. The program is based on the idea of integrating faith and learning through both a real-life work experience and a study program. Students spend their time in Washington serving as interns, participating in an academic seminar program, and living in a small Christian community

Further information and application forms are available from the Registrar

### **CONSORTIUM VISITOR PROGRAM**

The Christian College Consortium, described on page 6, sponsors a student visitors program intended as an enrichment to those disciplines where personnel and courses may be somewhat limited. Normally this one-semester experience should be part of the junior year or the first semester of the senior year. Application forms and a descriptive brochure are available from the Registrar.

The program permits a student in good standing to enroll for one semester at one of the other consortium colleges. Qualifying students must have at least a 2.5 grade point average and have completed prior to application one or more semesters free of academic or citizenship probation

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

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

### **FIELD EDUCATION**

This program, commonly referred to as "field experience,"

Evaluation of the field experience is based upon successful completion of the stated individualized objectives in the Learning Plan. Field experience may be “pass” or “no pass” at department option or, in absence of department policy, at the student’s option.

### **INTERNATIONAL TRADE INSTITUTE**

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

### **LOS ANGELES FILM STUDIES CENTER**

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

Inside Hollywood: The Work and Workings of the Film Industry

Keeping Conscience: Ethical Challenges in the Entertainment Industry

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

Students who complete the semester may then apply for a semester-long internship in their field of interest. See the Registrar for further details and application forms

### **MALHEUR FIELD STATION**

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

### **OICA CROSS-REGISTRATION**

A full-time student may take one course a semester for no additional tuition at one of the neighboring institutions in the Oregon Independent Colleges Association (OICA). Only courses not available on the home campus may be selected. Cross-registration is initiated by application through the George Fox College Registrar

### **OREGON THEOLOGICAL CONSORTIUM CROSS-REGISTRATION**

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

### **INTERNATIONAL STUDY PROGRAMS**

#### **JUNIORS ABROAD**

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

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

1. Students must have maintained three consecutive years of full-time enrollment. Transfer students may receive partial support for transportation expenses; requests for such support should be made to the Director of Overseas Study
2. Students may include tuition costs of this course as part of their block tuition for the spring semester preceding the May tour, and will be billed for whatever credits exceed the 17 1/2-hour limit.



**CENTER FOR PEACE LEARNING**

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

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

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

**COMPUTERS ACROSS THE CURRICULUM**

This program provides a Macintosh computer to each faculty member and every full-time traditional undergraduate student, beginning with the class matriculating in the fall of 1991. The cost of the computer is included in tuition. The purpose of the program is to enhance the experience of teaching, learning and research during the years spent in college. Professors in departments use their computers to make classroom presentations, share software programs and documents with students, and develop software specifically for their courses. Instructional software programs developed at other colleges and universities also are used in the classroom and laboratory

The program also features a newly equipped Macintosh laboratory located in the Murdock Learning Resource Center. This lab is open to all students and contains color computers, laser printers, a scanner, CD-ROM and laser disc drives. The Campus Computer Store provides computers, software and supplies to the campus, as well as hot line technical support and computer repair services.

**ENGLISH LANGUAGE INSTITUTE**

George Fox College offers an intensive English as a Second Language program during the academic year for international students who need to improve their academic English skills. For details of curriculum, credit and enrollment, see page 34

**FRESHMAN EXPERIENCE PROGRAM**

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

All first-time freshman students who matriculate fall semester participate in the Freshman Experience Pro-gram. Students meet in small groups with an assigned faculty advisor for a required one-hour Freshman Experience Seminar for the first five weeks of the fall semester. The faculty advisor also meets with students individually for academic advising. A returning student peer advisor is assigned to a group and maintains one-on-one contact with each freshman to assist with the transition to college life. This program provides new college students with the opportunity to interact-beyond the residence hall and traditional classroom setting-with each other, with a faculty member, and with a returning student during the first semester of enrollment

**HERBERT HOOVER SYMPOSIA**

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

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

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

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

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

#### **INTENSIFIED STUDIES PROGRAM**

The Intensified Studies Program offers to a select number of students an opportunity to seek knowledge more freely and responsibly through a special honors colloquium and through significant projects of independent research. Students with a grade point average of 3.25 or better



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

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

BIO 101, 102            General Biology

CHE 111, 112           General Chemistry

CHE 325, 326           Organic Chemistry

PHY 201, 202           General Physics

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

Other courses highly recommended are as follows:

BIO 310                Embryology

BIO 322                Comparative Vertebrate Anatomy

BIO 330                Animal Physiology

BIO 350                Genetics

BIO 370                Microbiology

BIO 420

## GENERAL EDUCATION

### General Education Requirements

General education requirements total 54 semester hours. Certain lower- and upper-division courses in general education are required of all students. The specified courses and the options listed below provide knowledge and skills in support of cultural perspectives and major programs. Since some majors have specified certain of the options stated below, students should check the major requirements described for their selected majors. Except for such specifications, students may not use the same course to fulfill both general education and major requirements. Additionally, all first-semester freshman students who matriculate in the fall are required to enroll for GED 130 Freshman Experience Seminar

### Bible and Religion

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

Total: 10

### Communication

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

### Health and Human Performance

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

### Humanities

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

American Economic and Social History (HST 340)  
American Thought and Culture (HST 481, 482)  
(b)

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

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

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

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

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

2. Humanities: This requirement is satisfied with 11 hours chosen from any of the categories,

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

**GED 210B Employment Strategies**

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

**GED 220 Survey of Art**

2 hours. A survey of the elements and concepts of art theory and practice as reflected in culturally and historically significant painting, sculpture, architecture, and other art forms. Recommended for the sophomore year or above

**GED 240 Perspectives in Education**

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

**GED 375 Cultural Experience**

Maximum 12 hours. Supervised experience in a cultural setting that contributes to the educational goals of the student. This may include, but is not limited to, Juniors Abroad study tours.  
Prerequisite: Consent of advisor and school dean

**Course Numbering System**

Courses are designed for levels of experience and difficulty, and the course numbering system reflects this. Courses numbered 100 to 299 are lower-division level and normally are open to freshmen and sophomores. Courses numbered 300 to 499 are upper-division level and normally are open to juniors and seniors. Freshmen may not enroll in courses at the 300 and 400 level except by permission of the chairperson of the department in which the course is offered. A 300-numbered course may be open to sophomores. Exceptions may be made when prerequisites are met and general education requirements have been fulfilled on schedule

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

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

Course numbers ending in "1" and "2" or in "8" and "9" (e.g., CHE 111, 112) designate courses offered throughout the year. A continuing course may not be entered in the second semester without completing the previous semester or obtaining the permission of the instructor

Course numbers ending in "75" designate supervised teaching or field education courses for which application is necessary through the Registrar. See "Field Education" on page 18.

Courses designated "285" and "485" are special classes that may be offered in any department to reflect single-time offerings of visiting professors or group seminars

Courses designated "295" and "495" are individualized special study programs not a part of the regular curriculum. Entry application forms are available from the Registrar and, when completed, become a learning contract between the student and the instructor

All "475," "485," and "495" courses are limited to juniors and seniors who are majoring in the field. A student may not be enrolled in more than four hours of 295/495 in any regular semester and may not accumulate more than 12 hours of 295/495 for graduation

Many 300- and 400-level courses are offered in alternate years. If a year of offering is stated, it should be assumed that the course will be offered in alternate years only

A GED prefix refers to general education

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

### **Majors and Degrees**

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

### **Admission to an Undergraduate Major**

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

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

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

### **Interdisciplinary Majors**

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

Mathematics (B.S.)  
Music (B.A.)  
Psychology (B.A. or B.S.)  
Religion (B.A.)  
Secondary Education  
Biology (B.S.)  
Chemistry (B.S.)  
Drama (minor)  
Health (B.S.)  
Home Economics (B.S.)  
Language Arts (B.A.)  
Mathematics (B.S.)

## UNDERGRADUATE PROGRAMS

### ACCOUNTING

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

### APPLIED SCIENCE

(B.S. Degree from George Fox College)

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

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

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

### Major Requirements

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

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

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

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

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

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

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

### BIBLICAL STUDIES

(B.A. Degree)

### Major Requirements



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

20 hours in biblical studies

6 hours in Christian ministries

8 hours in religion (including REL 380 Christian Beliefs)

6 hours in philosophy

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

## **BIOLOGY**

*(B.S. Degree)*

### **Major Requirements**

Requirements for a biology major consist of 34 semester hours, including the following courses:

BIO 101, 102 General Biology

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

BIO 350 Genetics

BIO 360 Ecology

BIO 420 Cell Biology

BIO 491, 492 Senior Seminar

A thesis reporting independent research is required for graduation and involves approval of subject

MTH 240 Statistical Procedures

**Common Core**

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

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

**Concentration**

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

**Accounting**

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

One upper-division economics course

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

**Economics**

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

**Management**

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

One of the following:

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

**Marketing**

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

**International Business and Economics**

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

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

**Management and Information Science**

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

**CHEMISTRY**

*(B.S. Degree)*

**Major Requirements**

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

CHE 111, 112      General Chemistry

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

Requirements for a communication arts major consist of 36 semester hours (exclusive of general education courses) distributed as follows:

**Performance Core Courses**

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

**Theory Core Courses**

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

**Practicum**

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

**Electives**

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

**COMMUNICATION/VIDEO PRODUCTION**

*(B.A. Degree)*

**Major Requirements**

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

**Production Core Courses**

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

**Theory Core Courses**

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

**Electives**

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

**COMPUTER AND INFORMATION SCIENCE**

*(B.S. Degree)*

**Major Requirements**

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

**Computer Science Track**

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

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

Choose nine hours from the following:

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

Choose two hours from the following:

CIS 322	Systems Development Seminar
CIS 475	Field Experience

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

### Information Science Track

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

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

Choose nine hours from the following:

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

Choose two hours from the following:

CIS 322	Systems Development Seminar
CIS 475	Field Experience

Required business courses:

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

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

### ECONOMICS

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

### EDUCATION

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

**ENGINEERING**

See "Applied Science"

**ENGLISH AS A SECOND LANGUAGE**

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

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

To prepare international students to enter into academic life at George Fox College as full and successful participants, ELI courses develop the students' general English proficiency, academic skills, and cultural and social awareness. Lower-level courses stress basic language skills, while higher-level courses concentrate increasingly on academic skills. The core courses at each level

**Major Requirements**

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

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

**HOME ECONOMICS**

*(B.S. Degree)*

**Major Requirements**

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

**Foods and Nutrition in Business Track**

Foods and nutrition in business is a multidisciplinary major incorporating academic cores in consumer-oriented food science education, human nutrition, and business

Course work in food composition and preparation, analysis of consumer trends, and recognition of global food issues prepares students as food professionals, while course work in human nutrition and contemporary nutrition issues equips them with the knowledge base necessary to work in areas of fitness management, diet analysis, and consumer nutrition education. The third core of course work serves as the medium for the utilization of this knowledge base, preparing students for careers in industries requiring the skills of food specialists, including new product development, test kitchens, recipe development, and food product promotion

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

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

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

**Fashion Merchandising/Interior Design Track**

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

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

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

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

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

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

George Fox College offers a cooperative degree program with the Fashion Institute of Design and Merchandising in Los Angeles, California. This cooperative program provides for students to



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

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

## HUMAN PERFORMANCE

*(B.S. Degree)*

### GENERAL EDUCATION REQUIREMENTS IN HUMAN PERFORMANCE

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

1. Human performance activity or adapted activity classes
2. Any health class (except HEA 310 School Health Program) will satisfy a maximum of two hours of the requirement
3. Up to two hours may be waived upon successful completion of proficiency tests in selected areas. A current Red Cross Lifeguarding or Water Safety Instruction certificate will waive one hour without further examination
4. Two credits toward the four-hour requirement may be earned on intercollegiate athletic teams. Only one credit in any one sport will count
5. Any professional activity class meets one hour of the requirement. By permission only

### Major Requirements

#### Athletic Training Major Track

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

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

BIO 221, 222



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

### **MANAGEMENT**

*(M.B.A. Degree)*

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

### **MANAGEMENT OF HUMAN RESOURCES**

*(B.A. Degree)*

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

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

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

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

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

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

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

### **CREDIT FOR LIFE LEARNING**

George Fox College recognizes that college-level learning occurs in many environments in addition to the traditional college classroom. The College provides an opportunity for MHR students to earn

**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

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

**Major Requirements**

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

Requirements for the biblical studies block:

10 hours in biblical studies

8 hours in religion, including REL 380 Christian Beliefs

3 hours in philosophy

CHM 360 Perspectives in Christian Education

Requirements for the religion block:

10 hours in religion, including REL 380 Christian Beliefs

8 hours in biblical studies

3 hours in philosophy

CHM 360 Perspectives in Christian Education

Requirements for the Christian ministries block

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

12 hours in Christian ministries, including

CHM 130 Christian Discipling, and

CHM 360 Perspectives in Christian Education

6 hours in biblical studies

3 hours in philosophy

REL 380 Christian Beliefs

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

**INTERNATIONAL STUDIES WITH RELIGION EMPHASIS**

International studies is an interdisciplinary major designed to prepare students for foreign missionary service or for other international vocations. Students taking this major as preparation



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

**Sociology** (15 hours required):

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

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

A foreign language is recommended for this major

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

**TEACHER EDUCATION**

See also the "Graduate Programs" section of the catalog for requirements for the graduate

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

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

### **Admission to Teacher Education**

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

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

Admission to the program is based upon attainment of a cumulative GPA of 2.75 or better on all college-level courses, including transfer credits; completion of appropriate basic skills tests; acceptable faculty recommendations; satisfactory physical and mental health; and exemplary social and moral behavior. Admission to the program is expected before students may register for the professional education core courses (junior year for elementary education majors and senior year for secondary teaching majors)

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

### **Transfer Students in Education**

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

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

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

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

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

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

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

### **Special Students: Teaching Credential Only**

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

### **Admission to Student Teaching**

Acceptance into the teacher education program does not guarantee assignment for student teaching. Application for admission to student teaching is made by filing required forms not later than the first week of the semester preceding the semester for which the assignment is requested. Admission to student teaching is based upon continued good standing; favorable recommendations; an attained cumulative GPA of 2.75 or better on all college-level courses, including transfer credits, and an average GPA of 2.75 or better in the teaching major; completion of the required teaching major and professional courses with no grade below "C"; passing scores on appropriate basic skills and content area examinations; and a minimum of 15 semester hours completed in residence prior to student teaching

### **Planning the Program**

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

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



*MAJOR REQUIREMENTS*

The following 42 semester hours are required:

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

One elective course in the major

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

**Health Education Teaching**

**MAJOR REQUIREMENTS**

The following 44 semester hours are required:

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

One home economics course

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

**Language Arts Teaching**

*(B.A. Degree)*

**MAJOR REQUIREMENTS**

The following 44 semester hours are required:

**Communication Arts**

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

**Literature**

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

**Writing**

WRI 200	Interpreting Literature
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Two courses from the following:

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

One elective course in the major

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

**Mathematics Teaching**

*(B.S. Degree)*

**MAJOR REQUIREMENTS**

The following 42 semester hours are required:

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

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

### Music Teaching

*(B.A. Degree)*

#### MAJOR REQUIREMENTS

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

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

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

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

### Physical Education Teaching

*(B.S. Degree)*

#### MAJOR REQUIREMENTS

The following 44 semester hours are required:

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

HHP 480 Tests and Measurements in Physical Education

HHP 490 Senior Seminar

BIO 221, 222 Human Anatomy and Physiology

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

### Social Studies Teaching

(B.S. Degree)

#### MAJOR REQUIREMENTS

The following 45 semester hours are required:

HST 490 History Seminar

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

U.S. History

HST 102 America and the World

Two out of the following:

HST 340 American Economic and Social History

HST 481 American Thought and Culture to 1865

HST 482 American Thought and Culture Since 1865 Geography

GEO 200 Cultural Geography and Global Relationships Economics

ECO 201 Principles of Economics

ECO 360 Global Political Economy

PSY 400 Tests and Measurements Government

PSC 210 American Government

One additional course from

PSC 240 State and Local Government (recommended)

PSC 260 Introduction to Law Sociology

SOC 200 Social Problems

SOC 310 Cultural Anthropology

Electives:

Two courses selected from

HST 380 The African-American Experience in the United States

HST 430 Vietnam Experience

PSC 250 International Conflict and Peace

PSC 310 Conflict Resolution

PSC 340 International Relations

PSC 220/420 War and Conscience in the United States

PSY 350 Social Psychology

PSY 360 Learning

SOC 330 Urban Problems

SOC 380 Ethnic Groups and Social Minorities

SOC 410 Juvenile Delinquency

GED 375 Cultural Experience

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

### Secondary Teaching Minors

#### Drama Teaching

##### MINOR REQUIREMENTS

The following 16 semester hours are required:

THE 120 Introduction to Acting

THE 240 Understanding Drama

THE 255/455



Four hours of electives chosen from:

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

**Mathematics Teaching**

(Certifies to teach up to and including Algebra I)

*MINOR REQUIREMENTS*

**Practicum**

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

**Recommended**

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

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

**THEATER: INTERDISCIPLINARY****MAJOR**

*(B.A. Degree)*

**Major Requirements**

An interdisciplinary major may be elected through application and approval of the Communication Arts Department and theatre faculty. The student application must show how the proposed interdisciplinary major meets reasonable academic and vocational objectives. The interdisciplinary major consists of 48 semester hours, 24 in theatre arts and the remainder in another academic discipline. Creative options include theatre and music, theatre and religion, theatre and Christian ministries, theatre and video production, theatre and business (marketing/management), or theatre and sociology.

**WRITING/LITERATURE**

*(B.A. Degree)*

**Major Requirements**

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

**Literature Core**

LIT 350            Literary Criticism (3 hours)

Two of the following three courses (6 hours):

LIT 240            Understanding Drama  
LIT 340            Poetry  
LIT 440            Novel

Two of the following three sequences (12 hours):

LIT 231, 232 Masterpieces of World Literature





## ART

Survey of Art is offered under GED 220

### **ART 101, 102 Basic Design 3 hours each semester.**

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

### **ART 111, 112 Drawing 3 hours each semester.**

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

### **ART 201 Painting 3 hours.**

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

### **ART 285 Selected Topics 1-3 hours.**

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

### **ART 301 Intermediate Painting 3 hours.**

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

### **ART 295/495 Special Study 1-3 hours.**

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

## BIBLICAL LANGUAGES

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

Offered 1995-96. A beginning course in the Greek of the New Testament, including vocabulary, grammar, declensions, conjugations and special constructions. The First Epistle of John and various other selections from the New Testament are read. The second semester may be applied as biblical studies major credit

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

4 hours each semester. Offered 1995-96. The language of ancient Israel as preserved in the Hebrew Bible is encountered inductively through the study of the text of Esther. Mastery of basic vocabulary, grammar and syntax of narrative Hebrew prose is the goal of this two-semester sequence. The second semester may be applied as biblical studies major credit

## **BIBLICAL STUDIES**

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

### **BIB 240 Wisdom Literature 2 hours.**

The wisdom literature of the Old Testament is investigated historically, literarily and theologically. The origin and development of the biblical wisdom traditions in the books of Proverbs, Job and Ecclesiastes are considered in the context of the broader, international wisdom of the ancient Near East and the intertestamental literature

### **BIB 260 Life of Christ 2 hours.**

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

### **BIB 270 Writings of John 2 hours.**

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

### **BIB 310 Old Testament History 3 hours.**

Offered 1995-96. The history of ancient Israel is studied employing the text of the Old Testament narratives in Genesis through Esther, the evidence of archaeology and other ancient Near Eastern texts. Theological messages and developments will be explored

### **BIB 330 The Prophetic Writings 4 hours.**

Offered 1994-95. This course studies the origin and historical development of ancient Israelite prophecy and its culmination in the canonical books of the prophets. The historical and social setting of the prophets will be considered, along with the spiritual themes that dominate and characterize them

### **BIB 340 Between the Testaments 3 hours.**

Offered 1995-96. An introduction to history, literature and theological developments in Israel between 400 B.C. (Ezra) and the first century A.D. (Christ), to provide the basis for understanding both the conclusion of the Old Testament period and the origins of Judaism and Christianity

### **BIB 390 Biblical Basis for Peacemaking 2 hours.**

Offered 1995-96. Focusing centrally on Jesus' teachings about peacemaking, this course deals with the biblical treatment of peacemaking, including the prophetic and apocalyptic visions of the Kingdom, and the interpretations of these teachings by the early church. Attention also will be given to what it means to work for peace in today's world, as co-laborers with Christ

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

Offered 1994-95. An extensive study of the mission and teachings of the New Testament church, as shown in the Acts and the Epistles attributed to Paul. Special attention will be given to ways early Christians dealt with struggles between Jewish and Gentile Christianity, and applications will

be made for the church today. The fall semester studies Acts 1-15, Galatians and Romans. The spring semester studies Acts 15-28 plus the other Epistles of Paul

**BIB 480 General Epistles 2 hours.**

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

**BIB 485 Selected Topics 2 hours.**

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

**BIB 495 Special Study 1-3 hours.**

Individual research. Open to qualified students upon application

## BIOLOGY

### **BIO 100 Foundations of Biology 3 hours.**

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

### **BIO 101, 102 General Biology 4 hours each semester.**

An introduction to life science for biology majors, premedical and preveterinary students, and others with an interest in science. Topics include cellular biology, genetics, development, ecology,



**BIO 350 Genetics 4 hours.**

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

**BIO 360 Ecology 3 hours.**

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

**BIO 370 Microbiology 3 hours.**

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

**BIO 380 Ornithology 3 hours.**

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

**BIO 390 Systematic Botany 3 hours.**

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

**BIO 420 Cell Biology 3 hours.**

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

**BIO 460 Invertebrate Zoology 3 hours.**

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

**BIO 485 Selected Topics 1 or more hours.**

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

**BIO 491, 492 Senior Seminar 1 hour each semester.**

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

**BIO 495 Biological Research 1-4 hours.**

## BUSINESS

Additional courses are listed under Accounting and Economics

### **BUS 110 Introduction to Business 3 hours.**

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

### **BUS 250 Computer Applications 3 hours.**

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

### **BUS 275 Field Experience 1-3 hours.**

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

### **BUS 280 Research Methods in Business and Economics 3 hours.**

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

### **BUS 300 Management 3 hours.**

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

### **BUS 320 Human Resources Management 3 hours.**

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

### **BUS 330 Small Business Management and Entrepreneurship 3 hours.**

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

### **BUS 340 Marketing 3 hours.**

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

### **BUS 350 International Marketing 3 hours.**

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

### **BUS 360 Business Law 3 hours.**

Covers the legal aspects of common business transactions. Includes the law of contracts, agency, negotiable instruments and other phases of private law. Prerequisite: BUS 110 Introduction to Business.

### **BUS 370 Organizational Behavior 3 hours.**

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

**BUS 410 Financial Management 3 hours.**

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

Prerequisite: ACC 272 Principles of Accounting

**BUS 420 Advertising and Promotion 3 hours.**

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

Prerequisite: BUS 340 Marketing

**BUS 440 Marketing Management 3 hours.**

Offered 1995-96. A concluding course in marketing with emphasis placed on integrating the

## CHEMISTRY

### **CHE 100 Chemistry of Life 3 hours.**

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

### **CHE 110 Chemistry and Our Environment 3 hours.**

This course will cover introductory concepts of chemistry. Special attention is given to topics of current interest, such as environmental chemistry, polymer chemistry and household chemistry. This course meets general education requirements and is designed for non-science majors. It is recommended for students who need an introduction to chemistry prior to taking CHE 111 General Chemistry. Three lectures and one three-hour laboratory per week

### **CHE 111, 112 General Chemistry 4 hours each semester.**

This course covers fundamental chemical principles, reactions and modern theories. Special emphasis is given to the role of chemistry in everyday life. Three class periods and one laboratory period per week. Prerequisite: High school chemistry, CHE 110 Foundations of Chemistry, or math placement score

### **CHE 310 Analytical Chemistry 4 hours.**

Offered 1994-95. An introduction to the principles and techniques of quantitative chemical analysis. Material includes gravimetric, volumetric and complexometric analysis; neutralization, precipitation and oxidation-reduction titrations; solubility; statistical methods of data analysis; and an introduction to instrumental methods. Two lectures and two three-hour laboratories per week. Prerequisite: CHE 111, 112 General Chemistry

### **CHE 320 Advanced Inorganic Chemistry 3 hours.**

Offered 1995-96. Atomic structure, chemical bonding, periodic trends of structure, physical properties and reactivities of the elements, group theory as applied to molecular structure and nonmetal and transition-metal chemistry. Three lectures per week. Prerequisite: CHE 111, 112 General Chemistry

### **CHE 325, 326 Organic Chemistry 4 hours each semester.**

A study of principles, structure, bonding, reactions and energy as related to carbon chemistry. The laboratory stresses materials, equipment and skills in synthesis, purification and identification of representative groups of organic compounds. Three lectures and one three-hour laboratory per week. Prerequisite: CHE 111, 112 General Chemistry

### **CHE 340 Biochemistry 2 hours.**

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

### **CHE 390 Organic Synthesis and Analysis 3 hours.**

Offered 1995-96. This course will emphasize advanced laboratory techniques for the synthesis, isolation and identification of organic compounds. Spectroscopy will be emphasized for the analysis of compounds. Advanced separation techniques such as gas chromatography and vacuum distillation will be studied. One lecture and two three-hour laboratory periods per week. Prerequisite: CHE 325, 326 Organic Chemistry

### **CHE 401, 402 Physical Chemistry 3 hours each semester.**

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

### **CHE 410 Advanced Chemical Measurements 3 hours.**

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

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

**CHE 420 Advanced Organic Chemistry 2 hours.**

Offered 1995-96. A study of organic reactions not normally covered in introductory courses.





## COMMUNICATION ARTS

### **COM 100 Introduction to Communication 3 hours.**

An introduction to the study of human communication. Application of communication principles to interpersonal, group and public contexts. Particular emphasis on the practice of public speaking. Students will prepare and deliver several oral presentations

### **COM 200 Persuasive Communication 3 hours.**

A presentation of key principles of persuasion as they are reflected in typical organizational communication contexts. Focus on developing a planning sequence that will function as a practical guide for designing, executing and evaluating communication events. Students will be expected to develop a "real world" communication event, e.g., publicity campaign, speech, newsletter, etc. Prerequisite: COM 100 Introduction to Communication, or equivalent

### **COM 210 Interpersonal Communication 3 hours.**

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

### **COM 230 Mass Media and Popular Culture 3 hours.**

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

### **COM 275/475 Field Experience 1-10 hours.**

Experience in supervised field situations, generally off campus, involving extensive communication activity. Admission to course and amount of credit determined by the faculty supervisor

### **COM 285/485 Selected Topics 3 hours.**

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

### **COM 300 Theoretical Approaches to Communication 3 hours.**

A study of the major sources of communication theory (e.g., classical theory, humanistic psychology, symbolic interactionism, information theory, information processing) together with specific, contemporary exemplifications of each approach. Special focus on the nature and progress of scientific inquiry in communication theory. Prerequisite: Six hours of communication arts or communication/video production courses, including COM 100 Introduction to Communication

### **COM 305 Professional Communication Activities 1-3 hours.**

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

### **COM 310 Conflict Resolution 3 hours.**

Offered 1995-96. A study of communication principles found useful in managing conflict productively. Focus given to conflict occurring in institutional and organizational settings between individuals and groups, but attention also given to conflict in interpersonal, national and international settings. (Identical to PSC 310.)

### **COM 320 Introduction to Public Relations 3 hours.**

A course designed to introduce and develop a clear concept of public relations as a communication profession. Topics to be covered include the function of public relations in both public and private enterprises; the process of planning and implementing a public relations communication campaign; techniques for communicating with various publics; and the laws and ethics governing the practice of public relations. Prerequisite: One course in business or communication arts

### **COM 324 Argumentation and Public Policy 3 hours.**



Offered 1994-95. A course in practical reason as applied to public policy. Includes a survey of

## COMMUNICATION/VIDEO PRODUCTION

### **CVP 230 Introduction to Television Production 4 hours.**

An introduction to the language and the technical, creative and aesthetic elements of the television production process. Course includes basic lighting, sound, camera operation, composition and design of visual elements, producing, and directing through both classroom and supervised laboratory experiences

### **CVP 260 Scriptwriting FOR MEDIA 3 hours.**

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

### **CVP 285 Video/Audio Systems 3 hours.**

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

### **CVP 320 DRAMATIC SCRIPTWRITING 3 hours.**

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

### **CVP 350 Editing Video 3 hours.**

Theory and practice in editing the moving image. Analysis of Hollywood and avant-garde styles of editing is followed by practice exercises illustrating each concept. Prerequisite: CVP 230 Introduction to Television Production

### **CVP 355 Bruin Cable Netwrytwr**

**COMPUTER AND**

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

**CIS 420 Structures of Programming Languages 3 hours.**

Offered 1994-95. A study of the basic design of computer programming languages with the greater emphasis placed on semantics (over syntax). A comparative analysis is made among several of the common languages. Prerequisite: CIS 201, 202 Introduction to Computer Science

**CIS 460 Operating Systems 3 hours.**

Offered 1994-95. A study of the organization and architecture of computer systems. The major principles of operating systems are presented along with case studies involving actual operating systems. Prerequisite: CIS 202 Introduction to Computer Science

**CIS 470 Operations Research 3 hours.**

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

**CIS 475 Field Experience 1-3 hours.**

Supervised experience with an off-campus industry, business or institution, using computer science or data processing. For upper-division computer information science majors only

**CIS 485 Selected Topics 1-10 hours.**

A scheduled class with topics chosen to meet the special needs and interests of students, faculty or visiting professors. For upper-division computer information science majors only

**CIS 490 Applied Software Development 1-3 hours.**

Special software development projects designed and completed by the student in an area that applies computers. This is an independent study course and is supervised by staff in both the computer area as well as in the selected area of study. For upper-division computer information science majors only, by permission

**CIS 495 Special Study 1-3 hours.**

Individual study in areas of special interest. For upper-division computer information science majors only, by permission

## ECONOMICS

Additional courses are listed under Accounting and Business

### **ECO 201 Principles of Economics 3 hours.**

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

### **ECO 330 Managerial Economics 3 hours.**

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

### **ECO 340 Public Economics 3 hours.**

Offered 1994-95. An overview of the economic role and impact of government, including topics in public finance, fiscal policy, monetary policy and the banking system, and the economics of regulation. Prerequisite: ECO 201 Principles of Economics

### **ECO 350 International Trade and Finance 3 hours.**

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

### **ECO 360 Global Political Economy 3 hours.**

Offered 1995-96. An integrated view of the world economy with particular attention to such topics as economic growth, debt crises, the distribution of wealth and income, the relationships between economic and political systems, the economics of peace and war, and environmental issues. Prerequisite: ECO 201 Principles of Economics, or consent of the instructor

### **ECO 475 Field Experience 3-6 hours.**

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

### **ECO 485 Selected Topics 2-3 hours.**

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

### **ECO 495 Special Study 2-3 hours.**

Subject matter and credit arranged for the needs of the individual student. For upper-division students only, by permission

## EDUCATION

**EDU 275 Field Experience 1-2 hours.**

An elective field placement individually designed with approval of the instructor. Does not substitute for required field assignments; 40 hours field work per credit is required

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

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

**EDU 330 Psychological Foundations of Education 5 hours.**

Competence development in teaching physical education for the physical education major. Emphasis is given to analysis of objectives, unit and lesson planning, instruction methods, means of evaluation, and class procedures and control. Field work may be required. Prerequisite: Junior standing.

**EDU 421 Elementary School Music Methods**







Offered spring semester. Through video, readings and class discussion, students are introduced to the life of Christ and the foundations of Christianity. This course also provides a context for practice of English listening, reading, speaking and writing skills

### **Level C (Advanced)**

#### **ESL 225 Adjunct Reading 3 hours.**

An intensive course to improve academic reading skills, including vocabulary, reading speed, reading strategies and test taking. Assignments are based on class texts from SOC 150 (fall semester) and HST 102 (spring semester), in which students are concurrently enrolled. Reading lab and vocabulary lab are required

#### **ESL 235 Speech 3 hours.**

A practical course to help students improve their academic speaking skills, with emphasis on formal speeches, group presentations, small group interaction and pronunciation

#### **ESL 245 Academic Writing 5 hours.**

This course provides instruction and practice in the types of writing commonly found in college courses, including the research paper, essays and essay exams, and reaction papers. Process, organization and mechanics are emphasized. Principles of advanced English grammar and usage are applied in writing assignments

#### **ESL 255 Adjunct Listening 3 hours.**

This course cultivates skills of listening and notetaking in academic lectures, including identifying main ideas and distinguishing supporting information, understanding relationships among ideas, and taking notes that reflect this understanding. Assignments are based on lectures from SOC 150 (fall semester) and HST 102 (spring semester), in which students are concurrently enrolled. Video lab and group tutorial are required

### **Transition**

#### **ESL 295 Writing Tutorial 1 hour.**

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

### **Regular Course**

#### **ESL 285/485 Selected Topics 3 hours.**

Occasional special courses chosen to fit the needs and interests of students interested in teaching English as a Second Language

## FRENCH

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

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

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

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

**FRE 275/475 Field Experience 1-10 hours.**

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

**FRE 285/485 Selected Topics 2-4 hours.**

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

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

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

**FRE 350 French Culture and Civilization 3 hours.**

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

**FRE 410 French Survey of Literature 3 hours.**

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

**FRE 495 Individual Research or Field Work 1-4**

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

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

**GSC 285/485 Selected Topics 3 hours.**

A variety of topics may be offered to meet the special needs and interests of students, faculty or visiting professors

## **GEOGRAPHY**

### **GEO 200 Cultural Geography And Global Relationships 3 hours.**

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

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

Offered 1995-96. A study of the structures of the German language with practice in listening, speaking, reading and writing. The cultures of Germany and German-speaking countries are presented as integral aspects of learning the language. Language lab listening and interaction are required

## HEALTH EDUCATION

Additional courses are listed under Human Performance

### **HEA 200 Lifestyle Management 3 hours.**

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

### **HEA 210 Drug Education 2 hours.**

Problems concerned with the use, misuse and abuse of selected pharmacological agents. Social, psychological, physical and moral implications are considered. Particular consideration is given to ergogenic aids in athletics

### **HEA 230 First Aid and Safety 2 hours.**

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

### **HEA 240 Stress Management 3 hours.**

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

### **HEA 280 Marriage and the Family 3 hours.**

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

### **HEA 300 Nutrition 3 hours.**

A study of nutrients present in foods and their relation to the nutritive needs of the human body. Emphasis on the young adult along with discussion of contemporary nutrition-related topics of national and global concern. Computer-assisted dietary analysis will be included

**(Identical to HEC 300.)**

### **HEA 310 School Health Program 3 hours.**

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

### **HEA 320 Contemporary Health Issues 3 hours.**





**HST 402 Christianity in History 3 hours.**

Offered 1995-96. Christianity's development from the dawn of the Protestant Reformation through its global spread during the modern era, observing its historical context and relationship to the surrounding cultures. (Identical to REL 402.)

**HST 421 Europe 1789-1890**

## HOME ECONOMICS

### **HEC 120 Apparel Construction 3 hours.**

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

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

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

### **HEC 220 Fashion Merchandising 3 hours.**

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

### **HEC 230 Textiles Science 3 hours.**

Offered 1995-96. Surveys the sources and properties of natural and man-made polymers; yarn and fabric construction; colorations and finishes. Emphasis on fabric selection, use and care; labeling legislation and economics; and the consumer's role in influencing textile and clothing legislation. Laboratory experience included

### **HEC 250 Residential Equipment 2 hours.**

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

### **HEC 260 Retail Apparel Management 2 hours.**

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

### **HEC 275 Field Experience 1-4 hours.**

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

### **HEC 280 Marriage and the Family 3 hours.**

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

### **HEC 285/485 Special Topics 1-4 hours.**

Topics reflecting the special interest of students and faculty

### **HEC 290 Meal Management 2 hours.**

Offered 1994-95. The planning, purchase, preparation and service of foods. Emphasis on time, energy and money management, along with the nutritional needs of individuals and families. Laboratory included. Prerequisite: HEC 211, 212 Foods I, II, or instructor permission

### **HEC 300 Nutrition 3 hours.**

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

### **HEC 310 Cultural Foods 3 hours.**

The social, economic and religious influences of food patterns are examined from regional

**HEC 311 Human Development: Infancy to Adolescence 3 hours.**

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

**HEC 320 Market Analysis for Fashion Merchandising 3 hours.**

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

**HEC 330 Residential Architecture 2 hours.**

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

**HEC 340 Current Trends in Foods 3 hours.**

**HEC 475 Field Experience 1-4 hours.**

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

**HEC 490 Senior Seminar 3 hours.**

Offered 1994-95. A capstone course for those anticipating entrance into home economics-related careers. The emphasis will be on careers in home economics; planning and giving demonstrations and an audiovisual presentation; writing behavioral objectives that are measurable; and building

## HUMAN PERFORMANCE

Additional courses are listed under Health Education

**HPA 100-139 Human Performance Activities 1 hour.**

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

**HPA 125 Adapted Activities 1 hour.**

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

**HPA 145/345 Intercollegiate Athletics 1 hour.**

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

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

**HHP 232 Recreational Games, Badminton and Archery 1 hour.**

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

**HHP 295 Special Study 1-3 hours.**

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

**HHP 300 Coaching Theory and Practice 2 hours.**

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

**HHP 310 Coaching Basketball 2 hours.**

Offered 1995-96. An analysis of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games and techniques of scouting are stressed. Prerequisite: Consent of the instructor

**HHP 320 Coaching Baseball/Softball 2 hours.**

Offered 1994-95. A study of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games and techniques of scouting are stressed. Prerequisite: Consent of the instructor

**HHP 330 Coaching Soccer 2 hours.**

Offered 1995-96. An analysis of systems of play, principles of offense and defense, and strategies of the game. The organization of practice sessions, administration of games and techniques of scouting are stressed. Prerequisite: Consent of the instructor

**HHP 340 Coaching Track 2 hours.**

Offered 1995-96. A study of the techniques and principles of coaching each event. The organization of practice sessions and the strategy for and administration of track meets are discussed. Prerequisites: HHP 224 Softball/Track, varsity experience, and consent of the instructor. USA Track and Field Level I Coaching Certification is available

**HHP 350 Coaching Volleyball 2 hours.**

Offered 1994-95. An analysis of systems of play, principles of offense and defense, and strategies of the game. Organization of practice sessions, administration of games and techniques of scouting are stressed. Prerequisite: Consent of the instructor

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

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

**HHP 365 Current Issues in Athletic Training 1 hour.**

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

**HHP 370 Camp Programming and Counseling 3 hours.**

Offered 1995-96. A camping overview: its historical development and philosophy. Types of camps, program activities, teaching-learning models, leadership recruitment and training with special emphasis on methods of camp counseling are covered. Overnight campout is required. (Identical to CHM 370.)

**HHP 375 Athletic Training Practicum 1 hour.**

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







## JAPANESE

### **JPN 101, 102 First-Year Japanese 3 hours each semester.**

A study of the structures of the Japanese language, with practice in listening, speaking, reading and writing. The culture of Japan is presented as an integral component of language study

### **JPN 201, 202 Second-Year Japanese 3 hours each semester.**

A thorough review of Japanese language structures, with intensive practice in reading, speaking and writing. Language lab listening and interaction are required. Prerequisite: JPN 102 First-Year Japanese, or two years of high school Japanese, or by testing

## LITERATURE

**LIT 100 Major Themes: Introduction to Literature 3 hours.**

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

**LIT 231 Masterpieces of World Literature, Western 3 hours.**

An introduction to selected works in Western literature from the classical to modern periods, stressing those themes and forms that exemplify the ideals and concerns of our shared human condition.

**LIT 232 Masterpieces of World Literature, Non-Western 3 hours.**

An introduction to selected works in non-Western literature, stressing those themes and forms that exemplify the ideals and concerns of our shared human condition

**LIT 240 UNDERSTANDING Drama 3 hours.**

A study of significant plays from the classical period to the present both as literary works and staged productions, the goal being a deeper understanding and appreciation of drama as a symbolic form. Primary focus is on literary values, with attention also given to the constraints and interpretations embodied in the staging, acting and directing of a play. (Identical to THE 240.)

**LIT 285/485 Selected Literary Topics 3 hours.**

A course offered occasionally whereby professors and students may investigate interesting literary byways. Past selections have included studies in science fiction, the literature of human rights, the short story and the works of particular authors

**LIT 320 Literature for Children and Adolescents 3 hours.**

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

**LIT 331 American Literature to 1900 3 hours.**

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

**LIT 332 American Literature, 1900 to Present 3 hours.**

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

**LIT 340 Poetry 3 hours.**

A study of poetry as a distinct literary form, including the major genres of poetry and the strategies for reading and analyzing poems, including the use of figurative language, scansion and symbolism. The course will explore the interaction of form and content and the relationship of text to context. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor.

**LIT 350 Literary Criticism 3 hours.**

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

**LIT 360 Values and Myth in Literature 3 hours.**

A consideration of selected writers and works that attempt to understand, explore and transmit values through narrative. Works considered will range from fiction to non-fiction, including essays, short stories, film, poems and novels. The focus is on issues related to gender, the environment, and the social/political community as they reveal and define our contemporary world and its cultural values structures. Prerequisite: LIT 100 Major Themes: Introduction to Literature, or consent of the instructor.

**LIT 385 Major Authors 3 hours.**

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

**LIT 431 English Literature to 1785 3 hours.**

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

**LIT 432 English Literature, 1785 to Present 3 hours.**

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

**LIT 440 A Study of the Novel 3 hours.**

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

**LIT 495 Individual Research 1-3 hours.**

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

## MANAGEMENT OF HUMAN RESOURCES

### **MHR 401 Dynamics of Group and Organizational Behavior 3 hours.**

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

Emphasis is placed on effective decision making and resolving conflict in groups. Students



## MATHEMATICS

### **MTH 110 Basic Concepts of Algebra 3 hours.**

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

### **MTH 180 College Algebra and Trigonometry 3 hours.**

A standard course in the concepts of algebra and trigonometry including such topics as equation

**MTH 350 Modern Geometry 3 hours.**

## **MUSIC**

### **Applied Music**

**MUA 105/305 Applied Voice 1 hour.**



presentation each spring. Works performed include Broadway musicals, light opera, music reviews and an occasional opera. Orchestra accompaniment generally is used, and productions are completely staged, choreographed, costumed and lighted

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

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

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

This ensemble, composed of talented and versatile singers and instrumentalists, represents the College in churches, high schools, banquets, service clubs and college functions. Their repertoire includes Christian contemporary settings, arrangements of traditional hymns and spirituals, and vocal jazz. Membership is selected through interviews and auditions with representatives of the music, development and admissions departments

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

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

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

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

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

The Concert Band is a touring ensemble that plays concerts throughout the Northwest. A fall pops concert features music from the classical pops to current movie themes. The spring tour repertoire is played in schools, churches and for Chapel. This ensemble serves to train students for careers in instrumental conducting and performing. Admission is by consent of the instructor

**MUA 145J/345J Jazz Ensemble 1/2 hour.**

An ensemble organized to train instrumentalists in the jazz repertoire. Performances are usually for school events and some off-campus concerts. Members who are GFC students must be concurrently enrolled in the Concert Band

**MUA 155/355 Chehalem Symphony Orchestra 1/2 hour.**

The symphony orchestra performs music by the master composers of the Baroque, Classical, Romantic and Modern eras. Concertos featuring student soloists are often part of the annual repertoire. Community faculty musicians combine with college students to form this ensemble. Performances include fall and spring concerts, as well as accompaniment of the Festival Chorus. Admission is by consent of the instructor

**MUA 165/365 Instrumental Ensemble 1/2 hour.**

An ensemble organized to meet the needs of the instrumental music student who desires to explore literature for the small ensemble

**Theory and Literature**

The World of Music is offered under GED 110

**MUS 100 Music Fundamentals 2 hours.**

This course provides a fundamental understanding of music by considering the basics of musical construction, with examples drawn from the history of music. A study of musical notation, interval recognition, elements of pitch and rhythm, scale and chord construction, essential concepts in harmony, and basic musical forms. The student will be able to experience these fundamental concepts at the piano. No musical or keyboard experience is necessary

**MUS 110 Understanding Jazz 2 hours.**

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

**MUS 121, 122 Theory I 3 hours each semester.**

A course designed to help the student systematically acquire basic information and interrelated skills that will be of value in future musical endeavors as performer, teacher or composer. Includes work in part writing, keyboard harmony, analysis and creative writing

**MUS 125 Voice Class 1 hour.**

May be repeated for credit. A course designed for beginning singers who wish to understand, improve and enhance their individual voices. Classroom participation will include instruction in basic vocal technique and care of the voice. Students will learn a variety of song literature and vocal exercises

**MUS 131, 132 Sight Singing and Ear Training**

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

**MUS 250 Folk Guitar Techniques 1 hour.**

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

**MUS 260 Band Techniques 2 hours.**

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

**MUS 285 Selected Topics 1-2 hours.**

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

**MUS 310 Counterpoint 2 hours.**

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

**MUS 311, 312 Music History 3 hours each semester.**

Offered 1994-95. A study of the development of music from antiquity through the 20th century. Comparisons are made to the development of the other arts. Concentrated study of music literature emphasizing the change in musical styles during the different historical periods. Prerequisites: MUS 121, 122 Theory.I

**MUS 320 Form and Analysis 2 hours.**

Offered 1995-96. Detailed study of the structural components of music, including the motive, phrase and period. Application to principal contrapuntal and homophonic forms of the Classic, Romantic and Modern periods. Prerequisites: MUS 221, 222 Theory.II

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

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

**MUS 380 Keyboard Improvisation and Service Playing 2 hours.**

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

**MUS 420 Composition 2 hours.**

Offered 1994-95. Detailed study of representative works in the contemporary musical idiom and

MUS 495 Special Study 1-3

## PHILOSOPHY

### **PHL 210 Introduction to Philosophy 3 hours.**

This introduction to philosophical issues encompasses study of the human quest to understand the meaning of knowledge, art, nature, God, values and other vital interests. Lectures and reading will introduce the student to the major systems of philosophy developed by thoughtful persons over the centuries.

### **PHL 230 Ethics 3 hours.**

Ethics consists of an analysis of the ethical theories and systems by which persons make judgments and choices, with special attention to contemporary moral issues and the modern revival of virtue theory

### **PHL 260 Sociological Theory 3 hours.**

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

### **PHL 340 Logic 3 hours.**

Offered 1995-96. Logic involves a study of Aristotelian forms of deductive reasoning, including the syllogism, inductive reasoning, fallacies, and some aspect of symbolic logic, including Venn diagrams and truth tables. Its goal is to facilitate sound thinking that is both creative and critical

### **PHL 380 History of Philosophy 4 hours.**

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

### **PHL 485 Selected Topics 2 hours.**

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

### **PHL 495 Special Study 1-3 hours.**

Individual research. Open to qualified students upon application

## PHYSICS

### **PHY 150 Physics of Everyday Life 3 hours.**

A relevant and practical introduction to everyday physical phenomena through a conceptual survey of various physics topics, including motion, energy, sound, light, electricity and relativity. No mathematical background is required. This course meets the general education requirement and is designed for non-science majors. Two lectures and one laboratory period per week

### **PHY 201, 202 General Physics 4 hours each semester.**

Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using algebraic methods for analysis

### **PHY 211, 212 General Physics with Calculus 4 hours each semester.**

Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using calculus methods for analysis. Prerequisite: MTH 201 Calculus I

### **PHY 260 Circuit Analysis 4 hours.**

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

## POLITICAL SCIENCE

**PSC 210 American Government 3 hours.**

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

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

Offered 1995-96. An exploration of American thought on the subject of war, both today and in past crises such as the American Revolution, Civil War, wars with the Indians, and the world wars; a study of the official position major church bodies have taken in regard to war, and the experiences of individuals who refused to fight. (Identical to HST 220/420.)

## PSYCHOLOGY

**PSY 150 General Psychology 3 hours.**

An introduction to the scientific study of human behavior. Major topics include biological bases of behavior, sensation, perception, thinking, learning, memory, emotion, motivation, personality, social interaction and abnormal behavior. Prerequisite to all other psychology courses

**PSY 275 Exploratory Field Experience 2-3 hours.**

An opportunity to observe professionals in the helping environment

**PSY 300 Group Dynamics 3 hours.**

A study and application of principles and techniques involved in interaction of individuals within various groups. (Identical to SOC 300.) Prerequisite: PSY 150 General Psychology

**PSY 311 Human Development: Infancy to Adolescence 3 hours.**

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

**PSY 312 Human Development: Young Adulthood To Old Age 3 hours.**

Offered 1995-96. A study of physical, intellectual, personality, social and moral development from young adulthood to old age. This course continues the discussion begun in PSY 311 Human Development: Infancy to Adolescence. Prerequisite: PSY 150 General Psychology

**PSY 330 Personality Theories 3**





Integration of Christianity and psychology is emphasized. In addition, students make preparations for careers in psychology. Required for all psychology majors. Prerequisite: Senior standing

**PSY 495 Special Study/Research 1-3 hours.**

Independent study of subjects outside regular offerings and/or supervised research under the direction of faculty. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division psychology majors only, by permission

## RELIGION

**REL 250 Great Moments, Key Persons in Christianity 2 hours.**

An introduction to the major events and personalities, Western and non-Western, that have shaped the development of Christianity from the time of Jesus to the present. The thought and contributions of individual men and women will be explored in historical context. Significant doctrines will be examined in relation to persons and events

**REL 260 History and Doctrine of Friends 2 hours.**

This course explores the rich heritage of the Quakemovement in its historical, social and religious settings. The distinguishing beliefs of Friends and contemporary trends also will be studied, with particular interest in how to apply timeless truths in timely ways

**REL 270 History and Doctrine of (Selected Churches) 2 hours.**

Offered upon sufficient demand by denominational leaders, who supply the appropriate course descriptions.

**REL 330 Introduction to the World Christian Movement 3 hours.**

Offered 1994-95. The biblical basis and history of missions are considered, with a special focus upon the modern missionary movement of the last 200 years. (Identical to INS 330.)

**REL 360 Cross-Cultural Christian Outreach 3 hours.**

Offered 1995-96. Cross-cultural communication in Christian ministry, focusing on the concepts of identification, mutuality, the process of cultural change from a biblical perspective, and strategies for cross-cultural outreach

**REL 380 Christian Beliefs 3 hours.**

As an introduction to Christian theology, this course considers the basic doctrines of the Christian faith and their application to contemporary living

**REL 401 Christianity in History 3 hours.**

Offered 1995-96. The development of Christianity from its appearance within the Greco-Roman world through the medieval period, and its influence as a base for culture in the West. (Identical to HST 401.)

**REL 402 Christianity in History**

**REL 485 Selected Topics 2 hours.**

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

**REL 490 Contemporary Religious Life 2 hours.**

The movements, trends, and leaders of contemporary Christianity are studied in their social setting. Lectures and readings are chosen to provide tools and methods for thoughtful and continuing interpretation of religious life

**REL 495 Special Study 1-3 HOURS.**

Individual research. Open to qualified students upon application

## **SIGN LANGUAGE**

**ASL 101, 102 American Sign Language 2 hours each semester.**

## SOCIAL WORK

**SWK 180 Social Work Introduction 3 hours.**

An introduction to the historical development and current practices of the social work profession. The course will include visits to some social agencies as a means of exploring social work career possibilities.

**SWK 275 Exploratory Agency Experience 3 hours.**

An opportunity to engage in a variety of activities within a social agency for the purpose of testing interest and aptitude. By permission

**SWK 285 Selected Topics 1-3 hours.**

A special-interest class offered on a one-time basis addressing a subject in the field that is of general interest to the college community

**SWK 311 Human Development: Infancy to Adolescence 3 hours.**

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

**SWK 320 Child Abuse and Family Violence 3 hours.**

Offered 1994-95. A multidisciplinary approach that considers causation, incidence and treatment of families and children experiencing physical and emotional violence in the family

**SWK 360 SOCIAL POLICY 3 hours.**

Offered 1994-95. The policies of contemporary social programs are considered from a national, state and local perspective. Policy development and analysis are emphasized. Prerequisites: SWK 180 Social Work Introduction, and SOC 200 Social Problems

**SWK 381 Counseling 3 hours.**

A study of theory and technique of counseling and psychotherapy. The course is designed to teach theoretical postulates and to introduce effective techniques to those anticipating future work in counseling, teaching or social service settings. Open to sophomores and above. (Identical to CHM 381 and PSY 381.) Prerequisites: SOC 150 Principles of Sociology, SWK 181 Social Work Introduction.

**SWK 391 Social Work Methods I 3 hours.**

A thorough consideration of principles underlying the social work profession and social welfare institutions in the U.S. Principles, policies and settings of both public and private agencies will be considered. Prerequisites: SOC 200 Social Problems, SWK 180 Social Work Introduction and junior standing, or permission of the instructor

**SWK 392 Social Work Methods II 3 hours.**

**SWK 490 Senior Seminar 3 hours.**

A required course for majors to be taken during the spring semester of the senior year that will focus on social policy and contemporary issues, integration of sociology and social work, faith and learning, and career opportunities. Prerequisite: SWK 391 Social Work Methods I

**SWK 495 Special Study 1-3 hours.**

Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division majors only, by permission.

## SOCIOLOGY

**SOC 150 Principles of Sociology 3 hours.**

An introduction to the effort to understand the shared relationships that create social organization and social processes of society

**SOC 200 Social Problems 3 hours.**

A study of current social problems of society with an analysis to understand efforts toward resolution, including Christian response

**SOC 250 International Conflict and Peace 3 hours.**

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

**SOC 150 Principles of Sociology .****SOC 260 Social Theory 3 hours.**

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

**SOC 275 Exploratory Agency Experience 3 hours.**

An opportunity to participate in a variety of activities within a social service agency for the purpose of testing interests and talents. By permission

**SOC 280 Marriage and the Family 3 hours.**

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

**SOC 285 Selected Topics 1-3 hours.**

A seminar dealing with topics of special interest to students and current faculty

**SOC 300 Group Dynamics 3 hours.**

A study and application of principles and techniques involved in interaction of individuals within various groups. (Identical to PSY 300.) Prerequisite: SOC 150 Principles of Sociology

**SOC 310 Cultural Anthropology 3 hours.**

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

**SOC 330 Urban Problems 3 hours.**

Offered 1995-96. A survey study of the nature, scope, causes, effects and alleviation of social, political and economic problems in the urban setting. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

**SOC 340 Statistical Procedures 3 hours.**

Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making. A required course for majors recommended for fall semester of junior year. (Identical to PSY 340 and MTH 240.) Prerequisites: SOC 150 Principles of Sociology, and high school algebra

**SOC 350 Social Psychology 3 hours.**

Offered 1994-95. A study of the social and psychological processes of human interaction. Major topics to be covered include conformity, aggression, self-justification, persuasion, prejudice, attraction and interpersonal communication. (Identical to PSY 350.) Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

**SOC 360 PRISONS, PROBATION AND PAROLE SERVICES 3 hours.**

Offered 1994-95. A multidisciplinary approach that considers correctional services provided for violators, including services for inmates and those in the community, and possible alternative services.



**SOC 380 Ethnic Groups and Social Minorities 3 hours.**

Offered 1995-96. An interdisciplinary study of racial-ethnic attitudes, their origins, and an examination of contemporary racial problems and solutions. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

**SOC 410 Juvenile Delinquency 3 hours.**

Offered 1994-95. A study of the causes and nature of juvenile delinquency, the development of the juvenile court, probation and other rehabilitative programs. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

**SOC 450 Gerontology 3 hours.**

A study of the aging process in its diverse social, psychological and physiological dimensions. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor

**SOC 475 Field Experience 9-12 hours.**

Supervised experiences in private and public social agencies for upper-division majors only. A minimum of six semester hours of SOC 475 Field Experience is required of majors. By permission.

**SOC 485 Selected Topics 1-3 hours.**

A special-interest course that addresses current topics in the field of sociology. Course offerings depend on current faculty competencies and student interest. Limited to upper-division majors. Previous offerings have included a Christian response to the contemporary family, criminal justice, cross-cultural education, death and dying, Native American cultures, sociology of religion, sociology of adolescence and sociology of literature. Prerequisite: SOC 150 Principles of Sociology.

**SOC 490 Senior Research Seminar 3 hours.**

Emphasis is given to the development of research skills applied in the experimental, community survey, and program evaluation research design. Students will complete a research project. Prerequisites: SOC 150 Principles of Sociology, SOC 260 Sociological Theory, SOC 340 Statistical Procedures. For majors with senior standing

**SOC 495 Special Study 1-3 hours.**

Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division majors only, with permission.

## SPANISH

**SPN 101, 102 First-Year Spanish 3 hours each semester.**

A study of the structure of the Spanish language with practice in listening, speaking, reading and writing. Aspects of the cultures of Spain and Latin America are presented as integral parts of learning the language. Language lab listening and interaction required

**SPN 201, 202 Second-Year Spanish 3 hours each semester.**

A thorough review of Spanish language structures, with extensive practice in speaking and writing. Students read short stories and articles and present oral and written reports. Language lab listening and interaction required. Prerequisite: SPN 102 First-Year Spanish, or two years of high school Spanish, or by testing

**SPN 275/475 Field Experience 1-10 hours.**

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

**SPN 285/485 Selected Topics 2-4 hours.**

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

**SPN 301, 302 Spanish Composition and Conversation 3 hours each semester.**

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

**SPN 311, 312 Spanish and Latin American Survey of Literature 3 hours each semester.**

Offered 1996-97. Study of representative works from the Middle Ages to the present. Introduction to the major themes and forms of Spanish literature to our modern times, as well as to the basic currents and movements in the Spanish-American novel, poetry and short story. Taught in the Spanish language. One semester to focus on Spain, the other on Latin America

**SPN 351, 352 Spanish and Latin American Culture and Civilization 3 hours each semester.**

Offered 1995-96. An introduction for the student who wants to develop an appreciation and better understanding of the culture and civilization of the Spanish-speaking peoples. This course should help the student as an excellent preparation for travel, study and/or mission work in any Spanish-speaking country of the world. One semester to focus on Spain, the other on Latin America

**SPN 495 Individual Research or Field Work 1-4 hours.**

Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll

## **THEATRE**

**THE 120 Introduction to Acting 3**

Open to exceptional students who want to explore a specific area in greater depth. Entrance at the discretion of a faculty member

## WRITING

**WRI 095 English Skills 1-3 hours.**

Offered fall semester as a regular class and other times as individualized study. Focuses on spelling, reading, composition and research skills necessary for effective college learning

**WRI 110 FRESHMAN COMPOSITION 3 hours.**

A course concentrating on expository writing, with an introduction to basic research methods. Technical and argumentative writing also are introduced

**WRI 200 Interpreting Literature 3 hours.**

Offered 1994-95. An approach to writing as a tool for discovering aspects of meaning in fictional, nonfictional, dramatic and poetic texts. Emphasis will be on careful interpretation and development of an effective writing style. Prerequisite: WRI 110 Freshman Composition, or equivalent, or SAT score of 600.

**WRI 230 Introduction to Journalism 3 hours.**

A course designed to give fundamental knowledge and experience in reporting, writing and editing news for the print media. Prerequisite: WRI 110 Freshman Composition, or equivalent, or SAT score of 600.

**WRI 250 Biography and Autobiography 3 hours.**

An approach to writing and literature using personal experience to explore events, places and people through recollections, interviews, diaries, journals and the personal essay. Selected writers, ancient to contemporary, will be studied as representative models of the form within the genre. Prerequisite: WRI 110 Freshman Composition, or equivalent, or SAT score of 600

**WRI 285/485 Special Topics 3 hours.**

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

**WRI 330 Writing for Publication 3 hours.**

A workshop approach to the writing of nonfiction articles and other shorter forms for periodical magazines. Student-produced material will be submitted to various magazines as part of course expectations. Special attention will be given to Christian periodical markets. Prerequisite: WRI 110 Freshman Composition, or instructor's permission

**WRI 350 Creative Writing 3 hours.**

A workshop approach to the writing of imaginative literature including poetry, fiction and drama. Students will write and prepare for publication original works in two areas. Prerequisite: WRI 110 Freshman Composition, or instructor's permission

**WRI 370 Desktop Publishing 3 hours.**

Offered 1995-96. This course will include all phases of the publishing process, including copy selection, editing, art selection, computer layout and design, marketing, and printing using the Macintosh and appropriate software. Prerequisite: WRI 110 Freshman Composition, or instructor's permission

**WRI 475 Field Experience 1-10 hours.**

An opportunity for writing students to apply their skills in a practical arena for businesses, organizations and groups. Special attention given to preparing a portfolio and resume. By permission of the writing faculty

**WRI 495 Individual Research 1-3 hours.**

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



560 Foundational Seminar and REL 585 Individual Specialization (9 hours) are required of all students. Students must maintain a minimum GPA of 3.0

## **COURSE OFFERINGS**

### **Graduate Biblical Studies Courses**

#### **BIB 510 Old Testament Studies 3 hours.**

An investigation of the books of the Old Testament emphasizing thematic and structural elements that enhance the students ability to perceive unity within diversity and that provide a basis for continued theological and integrative studies

#### **BIB 520 New Testament Studies 3 hours.**

Introduction to the New Testament literature employing the same thematic and structural approach initiated in BIB 510 Old Testament Studies

#### **BIB 530 Biblical Theology 3 hours.**

The diversity of Old and New Testament theological expression is studied, with attention to unifying





The initial step involves prepracticum training, a laboratory course designed to introduce basic legal, ethical and professional issues and to prepare the student for direct client contact. The course consists of readings, lectures, team meetings and systematic training in human relations skills, the latter accomplished through supervised group process experiences and interactional dyads. Audio and video recordings of the interaction process are used to provide effective feedback for the student

Following the completion of prepracticum training, the student enrolls in practicum, which generally lasts throughout the second year. The practicum sequence provides the student with ongoing, supervised experience in the application of psychological principles in assessment and psychotherapy in a variety of clinical settings and with a range of problems and clientele. In addition to supervised clinical experience at the training site, the practicum student is involved in weekly training at GFC, including team meetings with peers and faculty members, oversight groups and didactic training

The preinternship sequence of training follows completion of practicum, and generally lasts throughout the third year. The preinternship sequence enables students to further develop their clinical skills and to gain the experience necessary to prepare for internship. During the preinternship sequence, students continue to receive ongoing, supervised experience in assessment and psychotherapy in a variety of clinical settings. Preinternship training also involves supervision of practicum and prepracticum students, weekly team meetings and oversight groups with faculty members, and presentations of advanced topics in a seminar format. The preintern student is encouraged to develop a broad range of clinical skills with diverse clinical populations rather than specialize prematurely. Although specialization is often desirable, it is best done during the internship, or during postdoctoral residency and continued professional training

The final phase of predoctoral clinical training involves a one-year, full-time internship (50 weeks; 2,000 hours). Interns are placed in a variety of supervised clinical settings throughout the U.S. The internship is normally begun in the fifth year and usually consists of a one-year, full-time placement in a single setting, but may be begun in the fourth year and consist of a two-year, half-time placement in one or two settings

A clinical training file is maintained on each student as he or she progresses through the professional training sequence. This file contains evaluations, work samples, and clinical competency ratings on each student. Advancement through the professional training sequence

Theoretical orientations represented by the faculty include psychodynamic, behavioral, cognitive-behavioral, object relational, and psychobiological. Despite their diversity in theoretical orientation, the faculty are united by a common commitment to a Christian worldview, to providing high quality professional training, and to upholding the highest standards of scholarship and clinical expertise among their students

**PROFESSIONAL STANDARDS**

Standards for graduate education in psychology, as well as for practice of psychology, are set by the policies of the American Psychological Association (APA) and those of the relevant state laws and administrative rules. In Oregon these include the Oregon Revised Statutes and Oregon Administrative Rules of the Oregon State Board of Psychologist Examiners. The design, structure and process of graduate education at George Fox College are guided by these statutes and policies. Consequently, in addition to the policies of the College's graduate program, students in

- A grade of "D" or "F" in any course;
- A GPA below 3.0 for two semesters

The *Student Handbook* contains additional information concerning grading practices

**Student Evaluation**

In addition to course grades, an evaluation of each student's academic progress, interpersonal relationships, legal and ethical conduct, and professional skills is performed annually by the Clinical Training Committee and practicum supervisors. Students failing to act in an ethical or professional manner, receiving unsatisfactory evaluation by practicum or internship supervisors, failing to comply with George Fox College standards of conduct, or showing other evidence of deficiency in professional development may be dismissed from the psychology program

**Transfer Credit**

In some cases, a student may wish to transfer graduate-level course work previously earned at

**REQUIRED COURSES/RECOMMENDED SEQUENCE**

**First Year**

*Fall*

<b>PSY 530 Prepracticum 1</b>	<b>(2)</b>
<b>PSY 512 Personality Theory 1</b>	<b>(3)</b>
<b>PSY 513 Childhood Development 1</b>	<b>(3)</b>
<b>BIB 510 Old Testament Studies 1</b>	<b>(3)</b>
<b>BIB 550 Biblical Exegesis and Interpretation 1</b>	<b>(3)</b>
Total:	14 hours

*Spring*

<b>PSY 531 Prepracticum 1</b>	<b>(2)</b>
<b>PSY 514 Adolescence, Adulthood, and Aging 1</b>	<b>(3)</b>
<b>PSY 525 Personality Assessment 1</b>	<b>(3)</b>
<b>PSY 542 Systems of Psychotherapy 1</b>	<b>(2)</b>
<b>BIB 520 New Testament Studies 1</b>	<b>(3)</b>
<b>BIB 530 Biblical Theology 1</b>	<b>(3)</b>
Total:	16 hours

*Summer*

<b>PSY 519 Legal, Ethical/Professional Issues 1</b>	<b>(2)</b>
<b>PSY 517 Social Psychology 1 (2)</b>	
<b>PSY 551 Community Mental Health 1</b>	<b>(2)</b>
Total:	6 hours

**Second Year**

*Fall*

<b>PSY 532 Practicum 1</b>	<b>(2)</b>
<b>PSY 521 Abnormal Psychology 1 (4)</b>	
<b>PSY 522 History and Systems of Psychology 1</b>	<b>(3)</b>
<b>PSY 526 Intellectual and Cognitive Assessment 1 (4)</b>	
<b>PSY 553 Christian Views and Systems 1</b>	<b>(2)</b>
<b>PSY 543 Psychodynamic Psychotherapy</b>	

**GEORGE FOX COLLEGE**

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**PSY 534 Practicum (1)**

**PSY 546 Family Therapy**

**(2)**

**PSY 547 Sexual Dysfunction (2)**

**PSY 549 Cross-Cultural Psychotherapy**

**(2)**

Total:

7 hours

**Third Year**

*Fall*

**PSY 602 Dissertation****(4)****REL 540 Christian Ethics (3)**

Total:

13 hours

**Fifth Year****PSY 610-615 Clinical Internship**

Program Total: 139

*1M.A. degree requirements.***COURSE OFFERINGS****SCIENTIFIC FOUNDATIONS***Individual Behavior***PSY 512 Personality Theory 3 hours.**

Focuses on the major theories of personality and their authors. Seeks to provide an understanding of the basic principles of personality development, structure, dynamics and process. Major research on personality will be reviewed

**PSY 513 Childhood Development 3 hours.**

The first of two courses on human development. It provides an overview of research and theory of human psychological development from conception through 12 years of age, including personality, social, intellectual and moral development

**PSY 514 Adolescence, Adulthood and Aging 3 hours.**

The second of two courses on human development, this course focuses on theory and research in the periods of adolescence, adulthood and aging. Major psychological issues of these periods will be addressed, including physical maturation, aging, and emotional, intellectual and social development

**Cognitive/Affective Bases of Behavior****PSY 515 Learning 3 hours.**

Designed to provide an overview and critical analysis of the major theories of learning and the resultant research techniques and issues that serve as a basis for environmental shaping and behavior modification

**PSY 554 Psychology of Emotions 2 hours.**

Presents an overview of the major psychological and physiological theories of emotions. An evaluation of the emotional processes involved in psychotherapy is presented. Prerequisites: PSY 512 Personality Theory, PSY 521 Abnormal Psychology, and PSY 542 Systems of Psychotherapy

**Social Bases of Behavior****PSY 517 Social Psychology 2 hours.**

An overview of some of the major theories, concepts and research topics in social psychology. The social aspects of the individual's behavior are studied, with special reference to the social agencies involved in shaping behavior

**PSY 555 Research in Belief and Behavior 2 hours.**

An introduction to research on belief and behavior, emphasizing empirical psychology of religion. Methods of research evaluation and critique are presented and practiced. Practical experience is provided through a class research project. Prerequisite: PSY 553 Christian Views and Systems

**Biological Bases of Behavior****PSY 571 Psychopharmacology/Psychoneurology 4 hours.**

An overview of human neuroscience, with emphasis on those areas of clinical importance to the psychologist. The foundations and principles of clinical psychopharmacology and the interrelationship of the psychologist in clinical settings also will be examined

**RESEARCH DESIGN/METHODS**

**PSY 540 Research Design 3 hours.**

Examines the principles of measurement and research design applied to the planning, execution and evaluation of psychological research. Prerequisite: PSY 524 Statistical Methods

**PSY 541 Individualized Research 1-6 hours.**

Individualized research on a selected topic under direction of faculty supervisor. Registration by petition only. Requires submission of an approved syllabus with instructor's signature. Prerequisite: PSY 540 Research Design, or PSY 555 Research in Belief and Behavior

**PSY 556 Research Seminar 2 hours.**

Builds on the experience in PSY 555 Research in Belief and Behavior. Students may choose to conduct research or develop theoretical papers. Prerequisites: PSY 553 Christian Views and Systems, PSY 555 Research in Belief and Behavior

**STATISTICS AND PSYCHOMETRICS****PSY 524 Statistical Methods 3 hours.**

Introduction to the standard parametric and nonparametric statistical methods used in conducting psychological research, including tests of association, correlation and regression, and mean comparisons.

**PSY 565 Psychological Scale Construction 3 hours.**

Provides an introduction to the basic methodology involved in psychological scale construction, including rationale, item development, item selection, and establishing reliability and validity. Class exercises will include practice in various parts of the scale development process. Prerequisites: PSY 524 Statistical Methods, PSY 525 Personality Assessment, PSY 526 Intellectual and Cognitive Assessment

**HISTORY AND SYSTEMS OF PSYCHOLOGY****PSY 522 History and Systems of Psychology 3 hours.**

An overview of the development of psychology via prominent historical figures and systems from the early Greek philosophers through the 20th century. Current developments from these systems will be critically evaluated

**PSY 542 Systems of Psychotherapy 2 hours.**

An introduction to the major approaches to psychotherapy. Critically appraises theories, techniques and models of health and psychopathology. Prerequisites: PSY 512 Personality Theory, PSY 521 Abnormal Psychology

**PSY 553 Christian Views and Systems 2 hours.**

Basic approaches to relating biblical and theological principles to the systems of psychology. Special attention will be given to the philosophical and practical issues involved in the process of relating psychology to Christian perspectives

**SCIENTIFIC AND PROFESSIONAL ETHICS AND STANDARDS****PSY 519 Legal, Ethical and Professional Issues**

**Clinical THEORY****PSY 521 Abnormal Psychology 4 hours.**

Focuses on understanding the basic processes and distinguishing features among the major categories of mental disorders, and becoming familiar with standard diagnostic categories and systems. Assessment and case reports using DSM criteria are emphasized

**PSY 545 Principles of Group Dynamic and Group Counseling/Lab 3 hours.**

Theory and application of small group processes in guidance and counseling; laboratory practice in selection of participants, leadership, and interaction methods; and problem solving and evaluation

**PSY 547 Sexual Dysfunction 2 hours.**

Provides an overview of physiological, sociological and psychological aspects of sexuality and sexual dysfunctions. Approaches to evaluation and treatment of dysfunctions and consideration of the influences of beliefs upon the causes and remediations of problems are included.

Prerequisites: PSY 530-531 Prepracticum, PSY 532-533 Practicum

**PSY 551 Community Mental Health 2 hours.**

Concepts and methods of community mental health are introduced, with special reference to the church as a major community structure that can have a significant impact in the prevention and amelioration of mental health problems

**PSY 567 The Psychoses 2 hours.**

Assessment, intervention, case management and prognostic issues involved in dealing with psychotic disorders. Prerequisites: PSY 512 Personality Theory, PSY 521 Abnormal Psychology, PSY 525 Personality Assessment. Recommended: PSY 542 Systems of Psychotherapy (or concurrent registration)

**Clinical Practice****PSY 530-531 Prepracticum 2+2 hours.**

This two-semester sequence prepares the student for the beginning practicum. It involves a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. Students are expected to participate in team meetings, oversight groups, and didactics to introduce them to the legal and ethical issues of practice, the administrative structure and functioning of clinical settings, and the practical issues of assessment, psychotherapy, case management and record keeping

**PSY 532-535 Practicum 2+2+1 hours.**

This is a sequence of at least three semesters which builds on PSY 530-531 Prepracticum and





**ASSESSMENT****PSY 525 Personality Assessment 3 hours.**

Introduces the basic statistical concepts of measurement, and objective and projective personality assessment. Administration, scoring and interpretation of objective personality measures; preparing written reports of test results

**PSY 526 Intellectual and Cognitive Assessment 4 hours.**

An introduction to individualized assessment of intellectual and cognitive aptitudes and abilities, and preliminary screening for neurological dysfunction. Prerequisite: PSY 525 Personality Assessment

**PSY 558 Forensic Psychology 2 hours.**

Introduces legal, psychological, ethical and practical issues involved in the practice of forensic psychology. Assessment strategies and legal issues involved in child custody and abuse, law enforcement evaluation of fitness for duty, competency to stand trial, criminal responsibility (sanity), and presentencing evaluations, personal injury and work~~er~~ compensation are addressed. Prerequisites: PSY 525 Personality Assessment, PSY 526 Intellectual and Cognitive Assessment, and PSY 532-535 Practicum

**PSY 561 Assessment and Treatment of Learning and Behavior Disorders of Children 3 hours.**

Examines strategies for assessing and designing prescriptive interventions for children with





reforms will be studied and applied. May be repeated (i.e. EDU 550 Research in Effective Teaching: Advanced Methods in Language Arts/Reading; EDU 550 Research in Effective Teaching: Advanced Methods in Math; EDU 550 Research in Effective Teaching: Advanced Methods in Children and Adolescent Literature)

**EDU 528 Thesis Seminar 1 credit hour.**

This seminar experience will provide group support and faculty assistance to teachers conducting thesis projects. May be repeated

**EDU 529 Thesis 1 to 6 credit hours.**

The student will do guided research under an appointed research committee. Prerequisites: EDU

A two-year program offered one night a week plus some Saturdays, the George Fox College Master of Business Administration degree is intended for students who want to improve their management and leadership ability through intellectual, moral and creative growth. The program is situated squarely within the College's mission, for the College believes that its Christian values, concern for integration, and commitment to quality speak to managers who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values, ethics, service and other spiritually significant elements that are part and parcel of George Fox College programs

The management M.B.A. is intended to prepare practitioners in a variety of fields in both the profit and not-for-profit sectors. Some of the areas it is designed to cover include the following:

- Integration of knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Creativity, innovation and change
- Leadership and interpersonal skills
- Capacity to communicate in the functional areas of business
- Practice of the human virtues such as integrity, humility, compassion and perseverance in organizational settings
- Capacity for conceptualization, strategic thinking and problem solving
- The propensity to act on one's values and ethics as foundational to good management
- Management in a chaotic world of demographic, cultural, global and technological change

The program is structured on a cohort model in which a group of students follows an integrated sequence of courses from beginning to end. Cohorts begin each fall. Courses are taught evenings and weekends, typically one night a week with an occasional Saturday seminar

### **admissions**

Admission to the M.B.A. program requires a baccalaureate degree from a regionally accredited college or university; a grade point average (GPA) of 3.0 or better in the last two years of study; two years of relevant job experience; three letters of recommendation; a writing sample; and an interview with faculty members. Students are not required to submit scores from any standardized tests prior to admission, but will be required to do so prior to the end of the first year of class. Students whose grade point averages from the last two years of course work do not reflect their aptitude for graduate work may want to submit standardized test scores for consideration in the admission process. The department may consider applicants who show significant promise but do not meet all of these criteria. The application procedure is detailed in the M.B.A. Application Packet, which may be requested from the Office of Graduate Admissions

### **Degree Requirements**

Students will be admitted without regard to their undergraduate major, but those with little or no background in the areas of accounting, finance, economics or marketing will be expected to address their weaknesses

Students are expected to maintain continuous enrollment in the program, thus remaining with their cohort throughout, so personal and work commitments should be planned accordingly. A student who drops out must be readmitted. The degree requires the completion of all 39 graduate credit hours at George Fox College

### **COURSE OFFERINGS**

#### **BUS 500 Foundations: People at Work 3 hours.**

A foundational look at the meaning of human nature for work relationships. Emphasizes self-understanding and understanding others with the objective of improving effectiveness and harmony in work relationships

#### **BUS 504 Functional Competencies I: Speaking the Language 3 hours.**

An introduction to the concepts and language of economics, marketing, accounting and finance. The contribution of each of these areas to management decision making will be analyzed in an integrative fashion. Students will be given the opportunity to work on the areas in which they most need improvement

#### **BUS 521 Effective Communication 3 hours.**

Investigation and practice of ways to present one's self and ideas to individuals and groups. The course may include practice in the uses of rhetoric, persuasion, argumentation, nonverbal communication, writing, and listening skills

**BUS 525 Global Awareness and Opportunities 3 hours.**

Designed to increase awareness of the world around us and to gain sensitivity to the meaning of other cultures, worldviews and changing demographics. Includes investigation of global economic, production, marketing, financial and managerial networks

**BUS 530 Creativity, Innovation and Entrepreneurship 3 hours.**

An exploration of the ways in which we can all learn to think and act more creatively. The course seeks to expand the ways in which we perceive opportunities and challenges, cope with and advance change, take initiative, and spur innovation

**BUS 534 Ethical, Legal, Social and Environmental Issues 3 hours.**

This course investigates how individuals and organizations are affected by and in turn affect these natural and cultural contexts. Emphasis is placed on responsible moral and legal decision making

**BUS 540 Functional Competencies II: Core Capacities 3 hours.**

The second of two competencies courses seeks deeper insight into economics, marketing, accounting and finance, with greater emphasis on their utilization in decisions made by individuals, organizations and society

**BUS 544 Managing and Organizing 3 hours.**

Changing internal and external environments have changed the nature of management and organization. Processes, structures and relationships will be explored in a problem-solving context. Models of managing and organizing and their application will be emphasized

**BUS 551 Decision Making and Management of Information 3 hours.**

This course combines theory and practice of various modes of decision making with practical approaches to the definition and retrieval of the information that these decisions require

**BUS 555 Leadership and the Human Side of Enterprise 3 hours.**

Changes in worldviews, values, organizational structures, management systems and working relationships will be examined in the light of implications for leadership. Leadership, followership, motivation and team building will be explored in light of insights into human nature that have been built up across the curriculum

**BUS 560 Strategic Thinking 3 hours.**

This course increases sensitivity to and ability for perception, conceptualization, analysis and implementation of ways in which individual and organizational values and missions can be realized within practical constraints

**BUS 599 Shaping a Better World 3 hours.**

The final course in the curriculum is forward looking a visionary search, individually and collectively, for practical paths to making a difference in the world. The application of Christian values presents a path to narrowing the gap between the ideal and the real

**BUS 590 Directed Study/Project 3 hours.**

The student, in consultation with a faculty member, elects and develops an approach to a topic that represents his or her own greatest reward in terms of personal and professional development. The course topic is to be selected during the first year of the program and must be completed prior to the final summer semester

**PSYCHOLOGY**

See "Clinical Psychology (*M.A. and Psy.D. Degrees*)."

**TEACHING**

(*M.A.T. Degree*)

Also see "Education (*M.Ed. Degree*)."

**Program Description**

The Master of Arts in Teaching (M.A.T.) is a fifth-year program to be completed in 11 months by individuals who have completed an undergraduate B.A. or B.S. degree in a field other than education. The fifth-year program allows students, upon completion of the program and passing scores on the appropriate standardized measures (National Teacher Exams and the California Basic Educational Skills Test), to receive an Oregon Basic Teaching License. After three years of successful teaching but no required additional course work, they will qualify to receive the Standard Teaching License. The Basic and Standard teaching licenses will bear endorsements in the following areas: advanced mathematics, biology, chemistry, elementary education, health education, home economics, language arts, music, physical education and social studies. Additional endorsements, except elementary education, can be added by testing

The 11-month proposed curriculum includes professional education courses and practica. Students build on their knowledge of subject matter as they develop pedagogical skills and research methodologies; gain knowledge about the psychological, sociological, historical and philosophical foundations of education; and apply these understandings in elementary and secondary classrooms

The goal of the curriculum is to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as decision making, values, curriculum, classroom management, multicultural awareness, research and technology are integrated throughout the curriculum. The themes add qualities to the program that are not reflected in single courses but are interwoven throughout the curriculum

The teacher education program at George Fox College has been structured to provide academic and practical experiences that will prepare effective teachers who can successfully meet the challenges of classroom teaching. The form of the teacher education program includes a purposeful use of current research findings on the education of teachers as translated into practical experiences and methodologies. The structure will be characterized by

- **Cohort Model.** Initially, students will work in two cohorts of 15 to 20 students each. One cohort will be secondary and one elementary, with middle school experiences available to both. Although they are separate cohorts, they will be blended together for certain experiences
- **Theory-into-Practice Links.** Practicum experiences will be a large component of the program, beginning in the summer with an enrichment program planned and implemented by the students. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from course work. College faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between course work and application in classrooms
- **Action Research.** A research strand will be woven throughout the program. Students and cooperative teachers will design an action research project that will be shared at an action research symposium at the completion of the program
- **Thematic Strands.** Major strands, such as multicultural awareness, values, action research and decision making, will be incorporated throughout the professional courses. Other topics such as classroom management and technology will also be integrated in several of the professional courses.
- **Study of the Subject Matter Knowledge and Structure.** Students will research and discuss the nature and structure of the subject areas while concentrating on their major subject. They will engage in interdisciplinary discussions that will allow them to discern relationships between the subject areas
- **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussions, in journal entries, in papers, and in conferences with supervisors and cooperating teachers

#### admissions

1. Completion of a four-year degree program from an accredited college or university with a minimum GPA of 3.0



2. Two official transcripts from every college/university attended
3. Passing scores on TSPC-adopted test(s)
4. Completion of the character reference statement required by TSPC
5. Recommendations by two supervisory personnel who are acquainted with the candidate's ability and potential for working with students
6. An interview at the GFC campus. Emphasis of interview will be on problem solving and decision making
7. Completion of the Application for Admission to the Master of Arts in Teaching program

**Degree Requirements**

The Master of Arts in Teaching requires the student to earn a minimum of 36 semester hours, including 15 semester hours of practicum. A cumulative grade point average of 3.0 is to be maintained for successful completion of the program. Students will be encouraged to take the NTE Test of Professional Knowledge prior to graduation from the program. Students may graduate from the program prior to passing the NTE but can not be recommended for licensure until the NTE Test of Professional Knowledge is passed

**Program Overview**

Summer Semester: June 13 - August 11, 1994

<b>EDU 501</b>	<b>The Professional Educator</b>	<b>(1)</b>
<b>EDU 502</b>	<b>Special Topics for the Professional Educator</b>	<b>(2)</b>
<b>EDU 510</b>	<b>Human Development</b>	<b>(2)</b>
<b>EDU 520</b>	<b>Research Methods I: Readings and Methods</b>	<b>(1)</b>
<b>EDU 560</b>	<b>Language and Literacy</b>	<b>(2)</b>
<b>EDU 575</b>	<b>Practicum I: Enrichment Program</b>	<b>(2)</b>
Total:	10 hours	

**FALL SEMESTER**

<b>EDU 503</b>	<b>Special Topics for the Professional Educator</b>	<b>(2)</b>
<b>EDU 521</b>	<b>Research Methods II: Assessment and Measurement</b>	<b>(1)</b>
<b>EDU 530</b>	<b>Learning Theory/Instructional Design</b>	<b>(2)</b>
<b>EDU 550</b>	<b>Curriculum and Instruction</b>	<b>(5)</b>
<b>EDU 576</b>	<b>Practicum II: Classroom Organization in Practice</b>	<b>(3)</b>
Total:	13 hours	

**Spring Semester**

<b>EDU 522</b>	<b>Research Methods III: Evaluation of Teaching</b>	<b>(1)</b>
<b>EDU 577</b>	<b>Practicum III: Classroom Teaching</b>	<b>(10)</b>
<b>EDU 590</b>	<b>Graduate Seminar</b>	<b>(2)</b>
Total:		13 hours
Total Semester Hours:		36

**COURSE OFFERINGS**

**EDU 501 The Professional Educator 1 hour.**

Summer. An introduction to the characteristics and role of the professional educator in today's society.

**EDU 502 Special Topics for the Professional Educator I**

in minority, cross-cultural, and alternative-school settings. Professional transition topics will include resume writing, job search strategies, placement services, and interviewing skills

**EDU 595 SPECIAL STUDY 1-3 hours.**

Directed independent study open to graduate students. Prerequisite: Consent of instructor

**GENERAL ADMISSIONS, FINANCIAL & ACADEMIC INFORMATION**

## ACADEMIC REGULATIONS

The following information applies to both graduate and undergraduate students unless otherwise noted. If a policy is specific to a graduate student, it will be noted as graduate, and if specific to an undergraduate student, it will be noted as undergraduate. Each graduate program of George Fox College has its own policies related to enrollment and academic requirements. Graduate students should consult their own program directors with regard to specific policies

### Academic Sessions and Credits

The college year at George Fox College is divided into two semesters of 15 weeks, including a four-day examination period, plus orientation and registration. In addition, George Fox sponsors a May Term, a limited summer program for undergraduates, summer graduate courses in teacher education, business administration and psychology, occasional short courses, and overseas study experiences.

The unit of credit is the semester hour, which normally is granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Credit for all courses is indicated in semester hours. All student requirements, advancements and classifications are based on these units

### Guarantees and Reservations

George Fox College guarantees that the student may graduate under the general education requirements stated in the catalog at the time of matriculation, provided attendance is continuous and full time. Likewise, a student may graduate under the major requirements in force at the time of admission to a major field, provided attendance is continuous and full time

Two exceptions may be noted: (1) In the event of a change in requirements in general education or in a major field, the student may elect to fulfill the requirements of a revised program, provided attendance has been continuous and full time; (2) The College may face a situation beyond control and foresight that may necessitate a revision in available courses. In such situations, the interests of the student will be protected

The College reserves the right to withdraw courses with insufficient enrollment, add courses for which there is demand, upgrade programs, revise teaching and time assignments, regulate class size, adjust administrative procedures, and determine levels of competence of students and prerequisites for admission to classes and programs

### UNDERGRADUATE Attendance

The responsibility rests with the student to maintain good standards involving satisfactory scholarship. Regular class attendance is expected of each student in all courses. Class work missed because of absence may be made up only in the case of prolonged or confining illness, death of relatives or similar emergencies. Such excuses are obtained from the Student Life Office, the Wellness Resource Center, or the graduate program director. Permission for absences from class for participation in cocurricular college activities must be granted by the Academic Affairs Office. Other absence arrangements are between the student and the instructor

The college calendar provides the contractual instructional dates for teachers and students. Students are expected to attend classes through the last day of each semester, unless illness or an emergency situation exists. Advance permission for early departure must be requested by the end of the 10th week of classes. Forms may be obtained from the Registrar, and the final decision will be made by the Academic Affairs Office

### Classification of Students

#### GRADUATE Students

Graduate students are defined by requirements set forth by the various graduate programs. Normally a graduate student is one with a B.A. or B.S. degree from a regionally accredited college or university who has successfully met the entrance requirements for graduate study

#### UNDERGRADUATE Students

Classification is based upon the student's academic standing in terms of hours and grade points at the beginning of the semester. New students will be classified as regular or provisional students when entrance requirements have been met and official transcripts have been received and evaluated.

*FULL-TIME STUDENTS*

Full-time students are enrolled for a minimum of 12 hours in a standard semester for the

Each returning, transfer and readmit full-time student is assigned a faculty advisor to provide guidance in planning an academic program. This advisor may be changed by request as a student develops an interest area and forms natural lines of helpfulness and acquaintance. Other teachers and administrators may serve as resource persons in guidance and counseling

It is the responsibility of the student to become familiar with policies and procedures outlined in the catalog. For example, many upper-level courses are offered in alternate years, but this should be no problem if there is advance planning and if courses are taken in the proper sequences. Advisors will aid as requested, but students must be responsible for their own programs

**UNDERGRADUATE Academic Load**

The student's load will be determined in conference with the student

F	Failing	0
I	Incomplete	0
W	Official withdrawal	0
X	No grade reported by instructor	0
P	Pass (average or above)	0
NP	Not passing	0
L	Long-term	0

Plus ( + ) and minus ( - ) grades may be designated by a professor and will be entered on the transcript. However, points per semester hour will be calculated in whole numbers

The grade “I” is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for a “I” grade is initiated with—and approved by—the Registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the Registrar. An “I” not completed in one year becomes permanent, and the course must be repeated if credit is desired

An “L” grade (longterm grade) designates satisfactory progress in a course whose objectives continue for more than one semester. The “L” will be replaced by either a “P” grade or a point-receiving grade. This is not an incomplete or “I” grade.

An “X” grade indicates the instructor did not report a grade to the Registrar Office.

A student may repeat a course in which the grade of “D,” “F,” “W” or “I” is received, but the first grade also remains on the record. The cumulative grade point average is computed on the last grade achieved

**The Dean’s List**

Those who achieve and maintain a 3.5 grade point average or above on 12 or more hours of graded work completed by the end of the semester are eligible for the Dean’s List.

**Pass/No Pass Policy (Undergraduates Only)**

A student with a cumulative GPA of 2.00 or better and who has completed 62 semester hours may elect one course per semester from an elective or general education course on a pass/no pass basis. An application form must be filed with the Registrar no later than the published deadline for exercising the pass/no pass option

The teacher submits a regular grade to the Registrar, who converts the regular grade “C” or above into “pass.” A grade below “C” becomes a “no pass” and the course must be repeated on a satisfactory level to receive credit

Courses offered only on a pass/no pass basis are field experience (e.g., 275/475); WRI 095 English Skills; THE 165/365 George Fox College Players; EDU 375/475 Student Teaching I, II; and





6. Complete at least 10 hours of one's major in residency;
7. File a Student Credit Evaluation form two semesters or 30 hours before anticipated graduation;
8. File an Application for Degree form not later than completion of 100 semester hours toward graduation (normally the semester before expected graduation); and
9. Pay in full all accounts at the Business Office

In order to participate in commencement and baccalaureate ceremonies, a student must have completed all degree requirements. Exceptions include a student registered for a post-commencement May Term course that is part of the degree program, and a fourth-year engineering student eligible for the B.S. degree in applied science whose first year in a cooperating engineering school may not be completed at the time of the George Fox College commencement

### **Second Degree**

A student wishing to receive a second or concurrent degree must meet the following requirements:

1. Complete a minimum of 30 semester hours for the "second" degree above the minimum 126 hours required for the "first" degree;
2. Meet the major and general education requirements for each degree;
3. Be in attendance the last two semesters or 30 hours preceding the awarding of the "second" degree; and
4. Pay an additional \$20 graduation fee if participating in one ceremony; otherwise, pay an additional \$50 graduation fee for the "second" degree.

### **Graduation Honors**

*Summa cum laude* is awarded to students with a cumulative grade point average of 3.90, *magna cum laude* to those with a 3.70 GPA, and *cum laude*

Penalties may include restitution, an "F" on an individual paper or exam, loss of campus position or employment, an "F" on a course, disciplinary probation, removal from extracurricular or athletic activities, and suspension

## ADMISSIONS

### Basis of UNDERGRADUATE Admission

The College admits applicants who evidence academic interests and ability, moral character and social concern, and who would most likely profit from the curriculum and Christian philosophy of George Fox College. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, interview reports, and participation in extracurricular activities.

Admission is possible for the opening of any semester

George Fox College reserves the right of admission or readmission of any student at its discretion

The College does not discriminate on the basis of age, sex, race, color, national origin or handicap in its educational programs or activities

### Admission Procedures for Freshmen

In order to provide a solid foundation for college-level work, it is recommended that the applicant present the equivalent of 16 academic units from an approved high school. The following units are suggested: English, 4; social studies, 2; science, 2; mathematics, 2; foreign language, 2; and health and physical education, 1

Approximately 85 percent of the freshman class come with a "A" or "B" high school grade average. The Admissions Committee may offer provisional admission to students with low high school grades and low entrance examination scores

### Procedures

1. Write to the Director of Admissions, George Fox College, 414 N. Meridian, Newberg, Oregon 97132, for information and admissions forms
2. Complete the Application for Admission and return it to the Admissions Office. Include a nonrefundable application fee of \$30
3. Request a transcript of academic credit from the secondary school last attended
4. Have two recommendation forms completed and sent to the Admissions Office: one by a high school principal or counselor and one by a pastor
5. Submit entrance examination scores. The Scholastic Aptitude Test (SAT) or American College Test (ACT) will be accepted. Tests should be taken early in your senior year. Contact your high school principal or counselor for information concerning these tests

*As soon as an admissions file is completed, the applicant is notified of the Admissions Committee's decision.*

6. By June 15, 1995, a tuition deposit of \$150 must be submitted by each new full-time student. This deposit reserves housing and a place in the registration sequence. Until May 1, \$130 is refundable. Students admitted after May 1 are allowed three weeks to make this deposit. The spring semester tuition deposit deadline is December 15. Partial refund will be granted until December 1.

7. A health history form is sent to each student who has paid a tuition deposit. This must be completed personally and sent to the address on the form. Registration will not be considered complete without the questionnaire. Immunizations must be documented as indicated on the Certificate of Immunization Status form

8. If applying for financial aid, it is recommended that a Free Application for Federal Student Aid (FAFSA) be submitted to the appropriate financial aid service as soon after January 1 as possible. Forms may be obtained from high school counseling offices or by writing to the Financial Aid Office

at George Fox College. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.

### **Admission Procedures and Policies for Transfer Students**

#### **Procedures**

1. Write to the Director of Admissions, George Fox College, 414 N. Meridian, Newberg, Oregon 97132, for information and admissions forms
2. Complete the Application for Admission and return it to the Admissions Office. Include a nonrefundable application fee of \$30
3. Request an official transcript from each college where previously registered. An applicant may also be asked to furnish a high school transcript
4. Have two recommendation forms completed and sent to the Admissions Office: one by a college instructor or counselor and one by a pastor

*As soon as an admissions file is completed, the applicant is notified of the Admissions Committee's decision.*

5. Transfer students applying for admission during the first year out of high school should submit entrance examination scores. The Scholastic Aptitude Test (SAT) or American College Test (ACT) will be accepted
6. By June 15, 1995, a tuition deposit of \$150 must be submitted by each new full-time student. This deposit reserves housing and a place in the registration sequence. Until May 1, \$130 is refundable. Students admitted after May 1 are allowed three weeks to make this deposit. The spring semester tuition deposit deadline is December 15. Until December 1, \$130 is refundable
7. A health history form is sent to each student who has paid a tuition deposit. This must be completed personally and sent to the address on the form. Registration will not be considered complete without the questionnaire. Immunizations must be documented as indicated on the Certificate of Immunization Status form
8. Have the financial aid office at each college previously attended complete a Financial Aid Transcript and return it to the Financial Aid Office at George Fox. The Financial Aid Transcript must be completed whether or not aid was received at these institutions
9. If applying for financial aid, it is recommended that a Free Application for Federal Student Aid (FAFSA) be submitted to the appropriate financial aid service as soon after January 1 as possible. Forms may be obtained from your college financial aid office or by writing to the Financial Aid Office at George Fox College. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is

Associate of Arts (OTAA) degree, is evaluated by the Registrar for application to George Fox College requirements

3. The Oregon Transfer Associate of Arts degree will satisfy all general education requirements

7. An interview is part of the admission process for all graduate programs. Applicants will be contacted by the College if selected for advancement to the interview stage

8. If applying for financial aid, complete a Free Application for Federal Student Aid and submit it to the processing agency as soon after January 1 as possible. Forms may be obtained by writing to the Financial Aid Office or Graduate Admissions Office at George Fox College. Students are considered for financial assistance after they have been accepted for admission. To permit maximum consideration for financial aid, it is recommended that the application process be completed by May 1.

Refer to application packets or catalog descriptions of individual degree programs for the specific admission requirements

*George Fox College reserves the right to select students on the basis of academic performance and personal qualifications. George Fox College does not discriminate on the basis of age, race, sex, handicap or national or ethnic origin in its educational programs or activities.*

### **Services to Physically Challenged Students**

By June 15, 1995, a \$150 tuition deposit must be submitted by each readmitted student. Until May 1, \$130 is refundable. The spring semester tuition deposit deadline is December 15. Until December 1, a partial refund will be granted

Students who drop out to attend another program risk acceptance of that credit on return unless such has been approved by the Registrar prior to leaving

### **Part-Time Students**

Individuals who would like to take less than a full-time load (1-11 hours) may apply as a part-time student. Application forms and counseling regarding courses are available in the Registrar Office. Applicants are required to pay the nonrefundable \$30 application fee, and tuition is based on the current per-credit-hour rate

### **Home School Students**

Students who attended home school during their high school years may be admitted to the College by following the admissions procedures for freshmen. At the discretion of the Director of Admissions, a General Education Development (GED) Test will be required if a transcript is not available or is in question. Home school students are considered for performance grants and scholarships

### **High School Nongraduates**

An adult whose high school preparation is incomplete may be admitted on the basis of the General Education Development Test, provided the average standard score is at least 53 with no one score below 48. A high school or two-year college counseling center can supply details

### **Auditors**

By permission of the Director of Admissions and the Registrar Office, it is possible to audit classes. Auditors pay a reduced tuition fee. Students do not complete course requirements, and no college credit is earned

### **Older Adults**

Any person 62 years of age or older may enroll in traditional undergraduate courses for credit or audit without a tuition charge. A service fee of \$20 per semester is required, plus a fee for materials if such are essential to the course. A small charge may be necessary for continuing education courses in which the primary enrollment is older adults. Unless limited by space, equipment or essential background, all courses are open. Application is through the Registrar Office. Counseling in regard to courses is available in the Registrar Office. This privilege does not apply to enrollment in the management of human resources program, nor in graduate courses

### **Early Admission of High School Students**

An early admissions program is available to qualified high school students. This permits study at George Fox College while a student completes a high school program

### **Eligibility Requirements**

- An applicant must have completed the junior year of high school
- An applicant who has completed the senior year of high school is not eligible
- Early admission students must receive grades of "C" or better to remain in the program

### **Application Procedures for Early Admission**

1. Contact the Admissions Office for admissions forms
2. Complete the Application for Admission and return it to the Admissions Office with the \$30 application fee and indicate your choice of courses
3. Request a transcript of academic credit from the secondary school attending
4. Have two recommendation forms completed and sent to the Admissions Office, one by a high school principal or counselor and one by a pastor

5. Upon completion of the application, an applicant will be notified concerning admission and registration.
6. Early-admission students must provide proof of insurance
7. Only one course of no more than four hours may be taken during any regular semester, unless a lightened high school load is possible
8. Early admission students in good standing are automatically admitted to the College upon graduation from high school. All additional credentials must be received before college enrollment

**Cost and Credit**

- Early admission students may take a maximum of 12 semester hours work with a tuition charge of \$35 per credit hour
- Credit during early admission may be applied to degree programs at George Fox College without additional charge
- Credit earned during early admission may be transferred to other colleges or universities upon payment of regular tuition and fees in effect at the time the course was taken

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## FINANCES

George Fox College maintains high educational standards at the lowest possible cost. The individual student pays about 74 percent of the actual cost of education. The remainder of the cost is underwritten by gifts from alumni, friends, churches, businesses and institutions. An extensive financial aid program assists students in meeting college costs

The Board of Trustees reserves the right to adjust charges at any time, after giving due notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year

### Costs

Estimated Cash Outlay for Typical Entering Undergraduate Student, 1994-95 (two semesters)

	<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Total</i>
Tuition (12 to 17 1/2 hours)	\$6,250	\$6,250	\$12,500
Student Body Fee	62	62	124
Activities Fee	8	8	16
Health Fee	25	25	50
Continuing Deposit	100	--	100
<b>Total</b>	<b>\$6,445</b>	<b>\$6,345</b>	<b>\$12,790</b>

### Board and Room

(Complete food service and residence hall room, double occupancy)

	<u>\$2,065</u>	<u>\$2,065</u>	<u>\$4,130</u>
<b>Total,</b> resident students	<b>\$8,510</b>	<b>\$8,410</b>	<b>\$16,920</b>

These costs do not include travel, books and personal expenses, which will vary widely among students. Costs of books can be expected to average about \$200 to \$300 per semester, depending on courses taken

### Tuition, Fees and Expenses (1994-95)

#### Tuition - Undergraduate

1 to 11 1/2 credit hours per semester	\$390 per hour
12 to 17 1/2 credit hours per semester	\$6,250
	per semester
More than 17 1/2 credit hours per semester, for each additional hour	\$345
May Term, per credit hour	\$195
Early admission	\$35 per credit hour
Older adults (62 and older)	\$20 service fee
	per semester
ESL students (20 hr. maximum)	\$4,300 per semester

#### Tuition - Graduate

Master of Education	\$290 per hour
Master of Arts in Teaching	\$360 per hour
Master of Arts in Christian Studies	\$390 per hour
Master of Business Administration (includes tuition, books and fees)	\$17,900 per program
Doctor of Psychology	\$390 per hour
Internship: full time per semester	\$2,150
part time per semester	\$1,075

*Both undergraduate and graduate courses may be audited for half the applicable regular charge.*

#### Student Body Membership

Students registered for 12 hours or more	each semester
(Graduate students- 8 hours or more)	\$62 per semester

**GEORGE FOX COLLEGE**

\*

Students registered for 5-11 hours each semester  
(Graduate students- 4-7 hours)

\$31 per semester

The full membership covers student activities, class dues, social events, the Student Union Building, and subscriptions to ASCGFC publications

Health fee per semester

\$25

This fee provides access to the Wellness Resource Center and Center for Personal Counseling and Development

Evidence of acceptable medical insurance for accidents, sickness and prolonged illness is required of all full-time students. Students are required to enroll in the college-approved student medical insurance plan unless an insurance waiver form is submitted at the time of registration indicating comparable coverage elsewhere. A new waiver form must be submitted each academic year

The fee is subject to change each year by the underwriter but is approximately \$500 for 12 months coverage, payable on the first-semester billing

**Room and Board**

Along with this housing deposit, students will still need to be current on their existing accounts to be eligible to participate in housing sign-ups for the following year. Please see the Student Accounts Office if you have questions about your account

### **Financial Arrangements**

All charges made by the College are due at the beginning of each semester or may be made on an installment basis by either annual or semester plans. Students receiving scholarships, grants or loans must complete all necessary arrangements well in advance of registration. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that may still be pending at the time of registration must have a letter of commitment from the lender acceptable to the College. Service charges will be made on unpaid accounts even though a loan is pending, so the loan application process should be started early

Earnings from work-study jobs are given directly to the student. These jobs are not guaranteed, therefore the earnings cannot be credited to a student account in advance. Interest will be charged on accounts being paid from work-study earnings

Payment for May Term and summer tuition is due in full when billed

Students may be asked to leave at any time during a semester if appropriate arrangements have not been made at the beginning of the semester or if the student becomes delinquent on installment payments

### **Restrictions**

The College will withhold transcript of records and diploma until all college bills have been paid. Students will not be permitted to register for a new semester, including May Term, Juniors Abroad and summer field experience, until all bills are paid for the previous session

### **Refund Procedure**

Students entitled to refunds for withdrawal from a class or withdrawal from the College must complete the appropriate form, available from the Registrar's Office.

Upon *completion* of the form, it should be taken to the Student Accounts Office, where the refund, if any, will be determined according to the following refund policy

### **Refund Policy**

Refunds on applicable charges will be made at withdrawal within a semester from a course or the College, based on the following refund schedule. *The date on which the student completes the official withdrawal process will determine the amount of the refund.* In the case of complete withdrawal from the College during a semester, a minimum of \$100 will be retained by the College to cover the costs of registration and processing

In the case of cancellation of preregistration for fall semester, a minimum of \$100 will be charged

Fourth week	60%
Fifth week	40%
Sixth week	20%
Seventh and following weeks	0%

- No refund of room charges will be made after the first week of classes
- No refund of tuition and room will be made to students who have been dismissed. Board refund will follow the schedule above
- Refunds for student body membership fees will be made by the Student Government
- Refunds for departmental fees will be made according to the amount of the fee still unused. If none of the fee has been used, all of it will be refunded
- Refunds for tuition deposits will not be given after July 1 for fall semester or after December 1 for spring semester.
- Refunds for school insurance fees will be made only if the withdrawal takes place prior to the sending in of the insurance premium. Thereafter, no refund will be given
- Financial aid awarded will be adjusted according to federal guidelines for students who withdraw or reduce their course load to less than full time

## Financial Aid

### Basis of Student Aid

Each family should expect to make every reasonable financial adjustment to provide as much support as possible for college expenses. Financial aid to supplement the family efforts will be offered under two basic conditions: (1) in consideration of the student's family's financial need as demonstrated by a uniform method of analysis; and (2) in consideration of a student's academic potential, personal interests and abilities, and promise for future leadership

With few exceptions, students must be enrolled full time (at least 12 credits per semester graduate students, eight credits per semester) to receive financial aid. They must also meet eligibility requirements of the programs from which they receive assistance. Such requirements include maintaining satisfactory academic progress toward a degree, maintaining a minimum grade point average, having financial need and other specific conditions of federal, state or college regulations.

### Awards Based Upon Financial Need

Financial need is determined by a uniform method of analysis of information the family provides on the Free Application for Federal Student Aid. The need analysis helps the College determine the contribution the family is expected to make. The difference between this family expectation and the cost of attendance at the College is the "need" that financial aid attempts to fill

Financial assistance awarded by George Fox College takes the form of grants, loans and employment. "Need-based" financial assistance comes from the state or federal government and from the College. Students awarded federal and state aid are subject to the laws regulating those programs. For instance, all federal and state assistance requires signed statements from the

Many awards for potential academic and other performance abilities, and for personal qualities and affiliations, may be given without considering the financial need of recipients. Many scholarships and grants are available to students who have proven ability in college. Others, such as the honors scholarships, are awarded to both new and returning students

## Scholarships, Grants, Loans and Student Employment

### Federal and State Grant Programs

The Federal Pell Grant and the Oregon State Need Grant programs award funds to students on the basis of eligibility standards set by federal and state regulations. The Federal Supplemental Educational Opportunity Grant is funded by the federal government and awarded to students according to eligibility standards set by both the government and the College. Funds from these programs are available only to students who can demonstrate relatively high need

### College Grants

The College awards funds to needy students to supplement funds provided by the federal and state programs. If eligible on the basis of financial need, a student with insufficient state or federal funds who has a predicted or cumulative college GPA of 3.0 or higher may receive a President Council Award. Those whose GPA is between 2.75 and 3.0 may receive an Alumni Award, or with less than a 2.75 GPA, a GFC Incentive Award

### Honors Program

Honors scholarships are granted each academic year to a limited number of qualified students. Financial need is *not* a criterion for any of the honors scholarships

The **Presidential Scholarship** is a \$7,000 renewable scholarship awarded to National Merit semifinalists. Continuation of the award requires the student to meet criteria for the Benson Scholarship.

The **Benson Scholarship** is a \$3,200 renewable scholarship first provided in 1973 through a trust from Mr. and Mrs. Thomas Benson. New recipients must have a predicted college GPA of 3.75 based upon high school GPA and Scholastic Aptitude Test (SAT) or American College Testing (ACT) Program test scores. They must also meet high standards of personal, social and extracurricular achievement. Candidates are recommended by the Director of Admissions. Continuation in the program requires a cumulative GPA of 3.75 and successful completion of an annual review by the Scholarship Committee

The **George Fox College Science Scholarship** is a \$2,750 renewable scholarship for science majors who have a predicted GPA of 3.5 out of high school. Candidates are recommended by the Admissions Office and approved by the science department. Students apply by March 15. The application process includes SAT scores, seven-semester transcript, and a letter of recommendation from a high school science teacher. Continuation requires a 3.5 GPA

The **Duke Scholarship** is awarded to academically talented students who also have outstanding leadership capabilities. The stipend of \$2,100 is given to students with a predicted GPA of at least 3.70 based upon high school GPA and SAT or ACT scores

The **Elizabeth Carey Minas Scholarship** is awarded to academically talented students who have a predicted college GPA of 3.65 based upon high school GPA and SAT or ACT scores. The scholarship carries an annual stipend of \$1,900, and continuation requires a cumulative GPA of 3.65.

**Honors on Entrance Scholarships**, which carry a stipend of \$1,400, are awarded to students who have a predicted college GPA of 3.5 based upon high school GPA and SAT or ACT scores. Continuation requires a cumulative GPA of 3.5

The **Academic Achievement Award** is granted to students who have demonstrated outstanding academic achievement as their high school valedictorian or salutatorian. It is also awarded to a limited number of students whose predicted GPA falls just below the criteria for an Honors on Entrance Scholarship. This award, ranging from \$650 to \$1,300, is not renewable, but students

who achieve a cumulative GPA of 3.5 automatically become eligible for one of the other honors scholarships.

Students already enrolled may become eligible for the **College Honors** or **Elizabeth Carey Minas Scholarships** if they meet the minimum criteria and are recommended by the faculty and if funds are available. Students are eligible for only one honors scholarship at a time. However, a small number of the highest-ranking students are selected to enter the Intensified Studies Program, which carries a small stipend to help highly qualified students pursue independent study.

#### **Athletic, Drama and Music Scholarships**

A limited number of awards are made each year to talented students who show promise of

The **Ethel D. Ankeny Memorial Drama Scholarship** of \$300 is awarded to a student active in drama with above-average grades at GFC. Financial need is not required

The **Barbara Armstrong Memorial Music Scholarship** provides \$400 for an upper-division female vocal music major

The **Austin Scholarship** is intended for academically superior students from Newberg. The \$1,200 stipend is renewable if the student is active in college programs and leadership and maintains a 3.0 GPA. Financial need is not required

The



The **David P. Earhart Memorial Scholarships** range from \$100 to \$300. Students must be members of, or regularly attend, a Friends church or hold pacifist beliefs similar to the Quakers. Financial need is required

The **Gerald Edwards Computer Science Scholarship** of \$200 is awarded to a deserving student majoring in computer information science

The **M. Lowell and Margaret W. Edwards Health Science Scholarships** ranging from \$500 to \$2,000 are awarded annually to students majoring in science. Preference will be given to students who are preparing for health-related professions. Financial need may be considered

The **George Fox College Engineering Scholarship** is offered to a junior or senior engineering major with at least a 3.0 GPA. The stipend is for \$600

The **Farmer Family Business/Marketing Scholarship** of \$400 is offered to a business/marketing major. Financial need is considered

The **Roy and Fern Gage Scholarship** of \$600 is awarded annually to assist a student with need

The **Russel and Olivia Gainer Christian Ministry Scholarship** of \$900 is awarded to a Christian ministries major, with financial need preferred

The **Allen Hadley Memorial Scholarship** of \$250 is awarded annually to a junior or senior Quaker student from Northwest Yearly Meeting of Friends who plans to major in music or social services. Financial need is required

The **Howard E. Kershner Business and Economics Scholarship** of \$1,350 is awarded annually to students majoring in business and economics. Financial need is not a consideration

The **Ed Kidd Memorial Scholarship** of \$600 is awarded to a student, sophomore or above, with an interest in writing or ministry. Financial need is required

The **Esther M. Klages Scholarships**

The **William Penn Writing Scholarship** of \$500 is awarded annually to an upper-division student majoring in writing/ literature or communication arts. Financial need may be considered

The **Levi T. Pennington Memorial Scholarship** of \$350 is awarded annually to a financially needy student majoring in sociology/social service who maintains a 3.0 GPA

The **Joe and Pearl Reece Memorial Scholarship** provides \$150 to assist a freshman Friends student studying vocal music

The **Delbert E. Replogle Telecommunications Scholarship** of \$700 is awarded annually to an upper-division student majoring in communications/video production

The **J. Vernon Rice and Maude R. Rice Scholarships** of \$200 to \$600 are awarded to a limited number of students with financial need. Primary consideration is given to Idaho students who attend Idaho Friends churches participating in the Church/College Fellowship Program

The **Glen Rinard Memorial Scholarship** of \$600 is awarded annually to a Friends student majoring in Christian ministries or religion. The recipient must be preparing for Friends pastoral ministry. Financial need is not required

The **Alvin Roberts Memorial Scholarship** of \$900 is awarded to a Friends student with above-average academic achievement. Preference is given to premed or science majors. Financial need is not required

The **Robertson Family Missionary Scholarship** of \$250 is awarded annually to a son or daughter of an active missionary family. Financial need is not required

The **Alice and Milo Ross Scholarship in Leadership** is awarded annually to a Quaker student who has been active in church leadership positions. The recipient must be a junior or senior with at least a B average. The amount of the award is \$650. Financial need is not required

The **Winifred Woodward Sandoz Memorial Scholarship** of \$350 assists education majors who have achieved junior or senior standing with a GPA of 2.5 or higher. Financial need is considered

The **Science Scholar Award** will provide an annual award of \$1,000 to students majoring in the sciences, preferably in premed. The recipient must be a junior or senior with at least a 3.0 GPA

The **Isaac and Esther Smith Memorial Scholarship** of \$2,200 is awarded to a student with financial need

The **Hazel Steinfeldt Peace Studies Scholarship** is awarded to students who have demonstrated a commitment to a vocation of peacemaking or benefitted from the peacemaking education opportunities available at GFC. Student must have a 3.0 GPA. The total amount awarded is \$6,700

The **Joanne Brougher Summers Memorial Scholarship** of \$850 is awarded annually to an international student or Alaskan Eskimo who has ability to succeed in college. Financial need is required.

The **Mary C. Sutton Memorial Scholarship** of \$200 is awarded annually to a financially needy Quaker student majoring in Christian education or biology. Financial need is required

The **George and Dorothy Thomas Language Study Scholarship** provides \$350 to a freshman or sophomore with at least two years of high school foreign language study with a 3.0 average. Preference is given to students who intend to pursue language study at GFC

The **Richard Tippin Memorial Music Scholarship** of \$200 is awarded annually to a member of the Friends Church (preferably of the East Whittier Friends Meeting) pursuing a degree in music. Financial need is not a consideration

The **Valerie Tursa Memorial Scholarship** of \$900 is awarded to a junior or senior majoring in social work and/or sociology who maintains a 3.0 GPA. Financial need is required

The **Elver Voth Scholarship** provides \$500 annually to a junior or senior majoring in biology or life sciences. Preference is given to a student with a GPA of 3.5 or better, but 3.0 is minimum. Students planning to teach biology or life sciences also may be considered

The

The **Farmers' Insurance Group Scholarships** are awarded annually to upper-division students preparing for careers in insurance, mathematics, business, personnel or computer science. Financial need may be considered

The **Gordon-Ball Sociology Scholarship** of \$200 is awarded to a sophomore sociology/social

*EMPLOYMENT*

On-campus employment constitutes a significant resource for students who have documented financial need. A need analysis form must be on file to determine eligibility for employment. Most student employment is subsidized through the Federal College Work-Study Program. A limited number of employment positions are given to students who do not qualify for the federal work funds.

*GOVERNMENTAL FUNDS AND PROVISIONS*

Prospective and enrolled students may request and receive information from the Director of Financial Aid and the financial aid staff concerning available financial assistance and student consumer information

**DISCLOSURE OF USES FOR SOCIAL SECURITY NUMBERS**

Providing one's social security number is voluntary. If a student provides it, the College will use his or her social security number for keeping records, doing research and reporting

The College will not use the number to make any decision directly affecting the student or any other person. A student's social security number will not be given to the general public. Students

## DIRECTORIES

### FACULTY, 1994-95

This register includes those teaching half time or more under regular faculty contracts, as well as certain administrative officers with faculty designation. Listed are those contracted at the time of printing.

FLORA T. ALLEN, Associate Professor of Home Economics, Chairperson of the Department of Home Economics. B.S., Seattle Pacific University; M.A., Linfield College. George Fox College 1969-73; 1979

MICHAEL A. ALLEN, Professor of Sociology, Chairperson of the Department of Sociology/Social Work. B.S., M.S., Illinois State University. George Fox College 1976

RICHARD E. ALLEN, Associate Professor of Management of Human Resources and Health and Human Performance, Associate Director of Continuing Studies. B.S., Seattle Pacific University; M.S., University of Oregon. George Fox College 1969

PAUL N. ANDERSON, Associate Professor of Biblical and Quaker Studies. B.A., Malone College; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox College 1989

MARK E. ANKENY, Assistant Professor of Management of Human Resources. B.A., George Fox College; M.S., Portland State University. George Fox College 1991

REBECCA THOMAS ANKENY, Dean of the School of Humanities, Associate Professor of English. B.A., George Fox College; M.A., Ph.D., University of Oregon. George Fox College 1988

DIRK E. BARRAM, Vice President for Academic Affairs, Associate Professor of Management of Human Resources. B.A., Gordon College; M.A., Kent State University; Ph.D., Michigan State University. George Fox College 1986

W. JAY BEAMON, Associate Professor of Sociology. B.A., Northwest College; M.A., North American Baptist Seminary; Ph.D., Iowa State University. George Fox College 1994

RALPH K. BEEBE, Professor of History. B.A., George Fox College; M.Ed., Linfield College; M.A., Ph.D., University of Oregon. George Fox College 1955-57; 1974

TERESA L. BOEHR, Assistant Professor of Home Economics. B.S., Oregon State University; M.A., Linfield College. George Fox College 1985

JOHN D. BOWMAN, Professor of Music. B.M., Houghton College; D.M.A., University of Cincinnati. George Fox College 1980

IRVING A. BRENDLINGER, Professor of Religion. B.A., Asbury College; M.Div., Asbury Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Edinburgh. George Fox College 1993

ROBERT E. BUCKLER, Professor of Psychology. A.B., University of California, Los Angeles; M.P.H., Johns Hopkins University; M.D., Georgetown University School of Medicine. George Fox College 1990

RODGER K. BUFFORD, Professor of Psychology, Chairperson of the Graduate School of Clinical Psychology. B.A., The Kings College; M.A., Ph.D., University of Illinois. George Fox College 1990

CLARK D. CAMPBELL, Assistant Professor of Psychology, Co-director of Clinical Training, Graduate School of Clinical Psychology. B.A., Wheaton College; M.A., Ph.D., Western Conservative Baptist Seminary. George Fox College 1991



DOUGLAS G. CAMPBELL, Associate Professor of Art. B.A., Florida State University; M.F.A.,

ROBERT D. GILMORE, Associate Professor of Spanish, Director of Instructional Media. B.A., Azusa Pacific University; M.Div., American Baptist Seminary of the West; M.S.Ed., University of Southern California. George Fox College 1964

RAYMOND P. GLEASON, Assistant Professor of Business. B.A., M.A., California State

KATHLEEN A. KLEINER, Assistant Professor of Psychology. A.B., Franklin & Marshall College;

RONALD L. MOCK, Director of the Center for Peace Learning, Assistant Professor of Peace Studies and Political Science, Co-Director of Intensified Studies. B.A., George Fox College; M.P.A., Drake University; J.D., University of Michigan. George Fox College 1985

WILLIAM W. MONTGOMERY, Assistant Professor of Social Work. B.S., Taylor University; M.S.W., St. Louis University. George Fox College 1990

GLENN T. MORAN, Dean of the School of Professional Studies, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox College 1979-86; 1991

LEE NASH, Herbert Hoover Professor of History. A.B., Cascade College; M.A., University of Washington; Ph.D., University of Oregon. George Fox College 1975

K. LOUISE NEWSWANGER, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox College 1992

G. DALE ORKNEY, Professor of Biology. B.A., Northwest Nazarene College; M.S., Ph.D., University of Idaho. George Fox College 1963-64; 1965

RONALD W. PARRISH, Assistant Professor of English as a Second Language. B.Th., Northwest Christian College; B.A., Lewis and Clark College; M.A., University of Hawaii. George Fox College 1989

ALEX PIA, Assistant Professor of English as a Second Language. B.A., California State University, Chico; M.A., Portland State University. George Fox College 1990

RICHARD B. POLLEY, Professor of Business. B.S., Michigan State University; A.M., Ph.D., Harvard University. George Fox College 1993

DONALD R. POWERS, Associate Professor of Biology. B.S., Biola University; M.S., San Diego State University; Ph.D., University of California, Davis. George Fox College 1989

COLLEEN D. RICHMOND, Instructor of Writing and Literature. B.A., Oregon State University; M.A., Portland State University. George Fox College 1992

ARTHUR O. ROBERTS, Professor-at-Large. B.A., George Fox College; B.D., Nazarene Theological Seminary; Ph.D., Boston University. George Fox College 1953

GALE H. ROID, Associate Professor of Psychology. B.A., M.A., University of Oregon; Ph.D., Harvard University. George Fox College 1993

MEL L. SCHROEDER, Associate Professor of Drama. B.A., Northwest Nazarene College; M.A., San Jose State University. George Fox College 1978-83; 1987

MARK A. SELID, Assistant Professor of Business. B.A., Pacific Lutheran University; M.T., Portland State University, CPA. George Fox College 1993

SUSAN M. SHAW, Associate Professor of Christian Ministries. B.A., Berry College; M.A., Ed.D., Southern Baptist Theological Seminary. George Fox College 1991

BYRON S. SHENK, Associate Professor of Health and Human Performance, Chairperson of the Department of Health and Human Performance. B.A., Goshen College; M.A., University of Oregon; Ed.D., University of Virginia. George Fox College 1990

SHERIE L. SHERRILL, Instructor of English. B.A., Seattle Pacific University. George Fox College 1976  
CHOSHIO SHIKINA, Assistant Professor of Japanese. B.A., University of Okinawa; B.A., Portland State University. George Fox College 1991

PHILIP D. SMITH, Assistant Professor of Philosophy. B.A., George Fox College; M.A., Fuller Theological Seminary; Ph.D., University of Oregon. George Fox College 1982

RONALD G. STANSELL, Associate Professor of Religion, Chairperson of the Department of Religious Studies. B.A., George Fox College; M.Div., Western Evangelical Seminary; D.Miss., Trinity Evangelical Divinity School. George Fox College 1985

EDWARD F. STEVENS, President, Professor of Business. B.A., Nebraska Wesleyan University; M.A., University of Nebraska; Ph.D., University of Minnesota. George Fox College 1983

KAREN A. SWENSON, Assistant Professor of Mathematics Education. B.S., Colorado State University; M.S., Oregon State University. George Fox College 1988

CRAIG TAYLOR, Associate Professor of Health and Human Performance, Director of Athletics. B.A., George Fox College; M.Ed., Linfield College. George Fox College 1976-78; 1981

MANFRED TSCHAN, Assistant Professor of Health and Human Performance. B.S., State Teacher's College, Hofwil, Switzerland; B.S., University of Bern; M.S., University of Oregon. George Fox College 1988

TIMOTHEOS TSOHANTARIDIS, Assistant Professor of Religion. B.A., Barrington College; M.A., Ashland Theological Seminary. George Fox College 1985-1990; 1993

MARK S. VERNON, Assistant Professor of Health and Human Performance. B.S., George Fox College; M.S., Linfield College. George Fox College 1982

K. MARK WEINERT, Associate Professor of History, Chairperson of the Department of History and Political Science, Director of Overseas Study. B.A., Anderson College; M.Div., Western Evangelical Seminary; M.A., University of Portland; Ph.D., Vanderbilt University. George Fox College 1982

DAVID J. WIEBE, Assistant Professor of Management of Human Resources. B.S., Ball State Teachers College; M.A., Ball State University; Ed.D., U.S. International University. George Fox College 1993

KENNETH F. WILLSON, Assistant Professor of Music. B.A., George Fox College; M.Mus., University of Portland. George Fox College 1987-90; 1992

BRENT D. WILSON, Assistant Professor of Math and Computers. B.A., Western Oregon State University; M.A.T., Oregon State University. George Fox College 1994

JOHN R. WISH

MACKEY W. HILL, Professor of History. B.A., University of California, Los Angeles; M.A., University of the Pacific. George Fox College 1949-74

JULIA H. HOBBS, Professor of Christian Educational Ministries. B.A., Hope College; B.D., M.Th., Winona Lake School of Theology; Ph.D., University of Pittsburgh. George Fox College 1975-91

HECTOR J. MUNN, Professor of Chemistry. B.S., Seattle Pacific University; M.S., Ph.D., Oregon State University. George Fox College 1958-62; 1966-1994

MARJORIE L. WEESNER, Professor of Physical Education. B.S., George Fox College; M.Ed., Linfield College; Ed.D., University of Oregon. George Fox College 1953-54; 1963-1993

#### **PART-TIME FACULTY, 1995-96**

This register is composed of adjunct faculty for the 1995-96 academic year. Listed are those contracted at the time of printing

DAVID B. ARNOLD, Management of Human Resources, Psychology. B.S., Seattle Pacific University; M.Ed., Oregon State University; M.A., Western Evangelical Seminary. George Fox College 1989

JOHN A. BERNBAUM, Political Science, American Studies Program, Washington, D.C. B.A., Calvin College; M.A., Ph.D., University of Maryland. George Fox College 1977

GARY A. BERTRAND, Geography. B.S., University of Oregon; M.A.T., Lewis and Clark College. George Fox College 1986

SHARI K. BOWMAN, Freshman Experience. B.S., B.Mus., M.A., Ohio State University. George Fox College 1990

RANDALL E. BROWN, Biology. B.A., Friends University; M.A., University of Kansas; Ph.D., Oregon State University. George Fox College 1992

AUDREY B. BURTON, Management of Human Resources. B.S., University of Oregon; M.L.S., University of Portland; M.A., Portland State University. George Fox College 1974

GEORGE J. BYRTEK, Management of Human Resources. B.S., University of Wisconsin, Stevens Point; M.S., National College of Education. George Fox College 1991

PAT CASEY, Health and Human Performance. B.A., George Fox College. George Fox College 1987  
CHRIS DEARNLEY, Latin American Studies Program, San Jose, Costa Rica. B.A., Wheaton College; M.B.A., Harvard University. George Fox College 1989

DAVID DEVIDAL, Clinical Psychology. B.A., Cascade College; M.S., University of Oregon; M.A., Ph.D., Fuller Graduate School of Psychology. George Fox College 1990

PEGGY S. DOUGHERTY, Music. B.A., Warner Pacific College; M.Mus., University of Portland. George Fox College 1972-78; 1990

NANCY R. EMRICK, Music. B.S., Western Oregon State College; M.Mus., The Juilliard School. George Fox College 1991

PATSY A. ENGLE, Instructor of English and Education. B.A., Marion College; M.A., Ball State University. George Fox College 1988

KURT E. FREE, Clinical Psychology. B.A., Wheaton College; M.A., Ph.D., Rosemead Graduate School, Biola University. George Fox College 1990

JO R. HELSABECK, Management of Human Resources. B.A., Culver Stockton College; M.A., University of Missouri. George Fox College 1987

KERRY E. IRISH, History. B.A., George Fox College; M.A., University of Washington. George Fox College 1993

BONNIE J. JERKE, Career Development. B.S., Montana State University; M.A., Western Evangelical Seminary. George Fox College 1984

LINDA M. JUDD, English as a Second Language. B.S., Abilene Christian College. George Fox College 1990

DEAN R. LONGFELLOW, Clinical Psychology. B.A., Portland State University; M.A., Psy.D., Western Conservative Baptist Seminary. George Fox College 1990

M. MAURICE MACY, Music. B.S., George Fox College; M.Mus., University of Colorado. George Fox College 1980

JAMES P. MCMASTER, Aquatics. B.A., California State University, Chico. George Fox College 1983

STEPHEN S. MEHARG, Clinical Psychology. B.S., Washington State University; M.A., Ph.D., Fuller Graduate School of Psychology. George Fox College 1992

RUTH E. MILLER, Education. B.S., M.S., Portland State University. George Fox College 1989

RAWLEN D. SMITH, Communication/Video Production. B.S., B.S., George Fox College. George Fox College 1979

DAVID L. VOTAW, Computer Information Science. B.A., George Fox College. George Fox College 1990

GERALDINE M. WAGER, Education. B.A., M.S., San Francisco College for Women. George Fox College 1993

DAVID C. WALLER, Clinical Psychology. B.S., Oregon State University; M.A., Ph.D., Western Conservative Baptist Seminary. George Fox College 1990

MARK R. WILLIAMS, Music Education. B.A., George Fox College. George Fox College 1991

#### **COLLEGE ADMINISTRATION, 1994-95**

##### **ADMINISTRATIVE CABINET**

DAVE L. ADRIAN, B.A., Vice President for Development

DIRK E. BARRAM, Ph.D., Vice President for Academic Affairs

ANDREA P. COOK, M.S., Vice President for Enrollment Services

BARRY A. HUBBELL, B.A., Executive Assistant to the President, Director of College Relations

DEBRA D. LACEY, M.A., M.Div., Vice President for Student Life, Dean of Students

DONALD J. MILLAGE, CPA, B.S., Vice President for Financial Affairs

EDWARD F. STEVENS, Ph.D., President

##### **ACADEMIC ADMINISTRATION**

REBECCA T. ANKENY, Ph.D., Dean of the School of Humanities

DIRK E. BARRAM, Ph.D., Vice President for Academic Affairs

ANDREA P. COOK, M.S., Vice President for Enrollment Services

JAMES D. FOSTER, Ph.D., Dean of the School of Behavioral and Natural Sciences

ROBERT D. GILMORE, M.S.Ed., M.Div., Director of Instructional Media

BONNIE J. JERKE, M.A., Director of the Academic Success Program

MERRILL L. JOHNSON, M.L.S., Director of Learning Resources

BETH A. LAFORCE, Ph.D., Co-Director of Intensified Studies

PATRICIA A. LANDIS, M.A., Director of Undergraduate Teacher Education

MARVIN E. MARDOCK, Ed.D., Director of International Student Services

RONALD L. MOCK, J.D., M.P.A., Director of the Center for Peace Learning and Co-Director of Intensified Studies

GLENN T. MORAN, Ed.D., Dean of the School of Professional Studies





DENISE A. BROOKS M.A., Director of Outreach and Discipleship, Resident Director  
DONNA K. BUHROW, M.A., Resident Director  
WILLIAM C. BUHROW, JR., Psy.D., Director of Counseling/Health Services  
JAMES W. FLEMING, M.A., Associate Dean, Director of Student Leadership  
BONNIE J. JERKE, M.A., Director of Career Services  
DEBRA D. LACEY, M.A., M.Div., Vice President for Student Life, Dean of Students

WILLIAM B. WILSON, Longview, Washington, petro-leum wholesaler

NORMAN D. WINTERS, Kamiah, Idaho, public school administrator

**HONORARY TRUSTEES**

IVAN L. ADAMS, Newberg, Oregon, bank executive (retired)

DOROTHY E. BARRATT, Newberg, Oregon, Christian education consultant

T. EUGENE COFFIN, Stanton, California, minister (retired)

MARK O. HATFIELD, Bethesda, Maryland, United States senator

WALTER P. LEE, Nampa, Idaho, minister (retired)

THELMA L. MARTIN, Newberg, Oregon, businesswoman (retired)

DONALD MCNICHOLS, Stanwood, Washington, university professor (retired)

JAMES E. MILLER, Portland, Oregon, investments

WAYNE E. ROBERTS, Newberg, Oregon, physician (retired)

**EX OFFICIO**

EDWARD F. STEVENS, Newberg, Oregon, President of George Fox College

JOSEPH A. GERICK, Newberg, Oregon, Superintendent, Northwest Yearly Meeting of Friends Church



*UNDERGRADUATE*

Summer semester begins	May 30	May 28
Last day to withdraw	July 28	July 26
Summer semester ends	Aug. 11	Aug. 9

*GRADUATE COURSES IN CLINICAL PSYCHOLOGY*

Preregistration	March 20-24	March 25-29
Final Registration	May 8	May 13
Session 1	May 8-June 2	May 9-June 7
Session 2	June 15-30	June 10-July 3

*GRADUATE COURSES IN EDUCATION*

Final Registration	June 13	June 11
Session	June 13-Aug. 11	June 11-Aug. 9

**MEAL SERVICE**

1994 Fall Semester: Evening of Aug. 27 for new students, Aug. 29 for returning students, through breakfast Dec. 17.

1995 Spring Semester: Evening of Jan. 8 through breakfast March 18 and evening of March 26 through noon April 29

NOTICE: Rarely are changes made in a college calendar once published. However, the College reserves the right to change dates. Any significant changes will be sent to accepted students by April 1, or when they are admitted after that date

## Notes on the Catalog Conversion Process

This catalog is being viewed in the Adobe Acrobat Reader using Portable Document Format (PDF), but was originally prepared for use with a different multi-media viewer.

It was converted from computer files supplied by the school, or the printed catalog was scanned and converted using an OCR (Optical Character Recognition) process. In either case, the catalog's original page formatting was stripped and all photographs and graphics were removed to conserve disk space. The catalog was then reformatted to fit the viewer parameters.

Because of this, the page numbers in the original Table Of Contents and Index were no longer valid and these sections were deleted to avoid confusion. A new, hyperlinked table of contents was then created.

Future editions of this catalog will be converted with a process that better retains page formatting and the original table of contents and index will be hyperlinked.