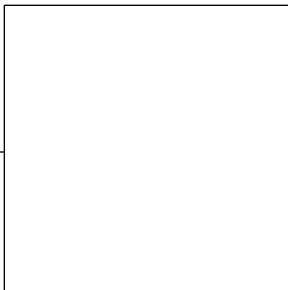


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A College of Distinction

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

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

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

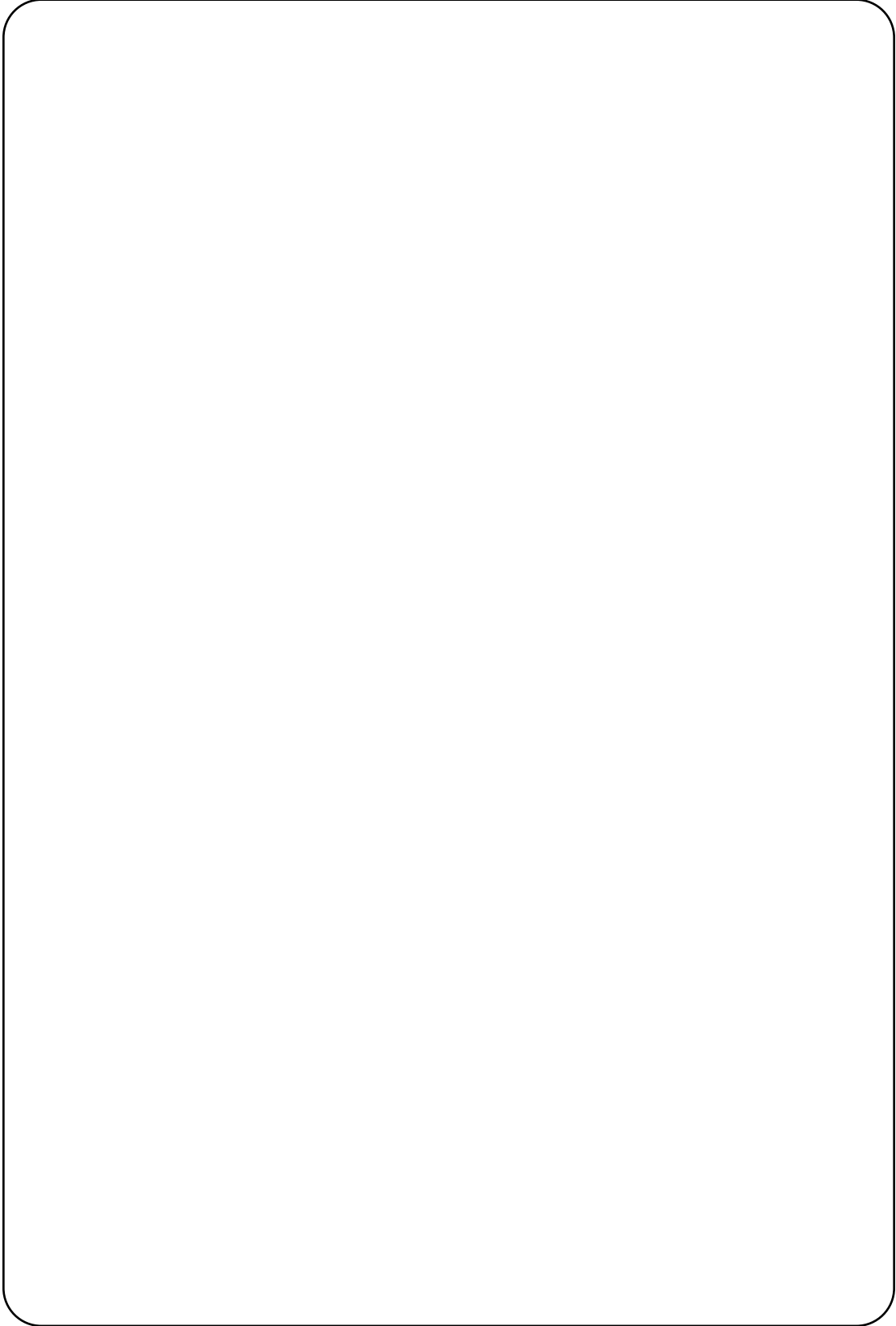
George Fox College has not changed its mission; we are distinctive! We have excellence in faith, in learning, in living, and in developing Christian leadership for the next century.

Yes, we have changed in many ways:

*We have grown in enrollment 202 percent in eight years!
We have built new buildings, with the \$5.3 million Edwards-Holman Science Center completed in 1994!
We have added graduate programs and unique new majors!
We are known for distinctive programs such as:
 *Computers Across the Curriculum,
 Writing Across the Curriculum,
 Ethics Across the Curriculum,
 Internationalizing the Curriculum, and
 Juniors Abroad.*
We have a national reputation for excellence— in academics, music, athletics, and character building!
. . . and more!*

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

*Dr. Edward F. Stevens
President*



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

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

The Coalition for Christian Colleges and Universities, an organization based in Washington, D.C., was founded in 1976. Each of the 85 member institutions is committed to academic excellence and to the integration of faith, learning and living. The coalition, comprised of four-year liberal arts colleges with full regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.

OUR HERITAGE

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

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

From only a handful of courses in the 1890s, the College now offers 33 undergraduate majors and more than 600 courses in 15 departments. In all, approximately 6,500 students over the years have called this College their alma mater.

George Fox College has grown rapidly in the last two decades—both in reputation and facilities. Six times in the last six years, U.S. News & World Report magazine has ranked George Fox College in the top three (second in 1994) in academic reputation among Western regional liberal arts colleges in the 15 states from Texas to Hawaii. National recognition also has come from the John Templeton Foundation, which has named George Fox five times to its Honor Roll for Character Building Colleges, the only Oregon college selected. The foundation also has selected the College to its Honor Roll for Free Enterprise Teaching.

Following a campus master plan, George Fox has expanded to 74 acres in recent years, with 12 new buildings constructed at a total investment of more than \$20 million. A \$16 million Centennial Campaign has funded a new science building and restoration of Wood-Mar Auditorium, opened in 1995. Students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators. They live, study, work and play in buildings that range from those with historic significance to some of the most modern anywhere. The College is committed to a residential campus atmosphere where learning continues

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

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

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

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

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

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

Edwards Residence Hall was constructed in 1964 and renovated in 1995. Overlooking Hess Canyon, it is a residence for men and women with alternate-floor housing for 109 students.

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

Fell House, purchased in 1994, is at 215 North River Street. It has capacity for 16 men.

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

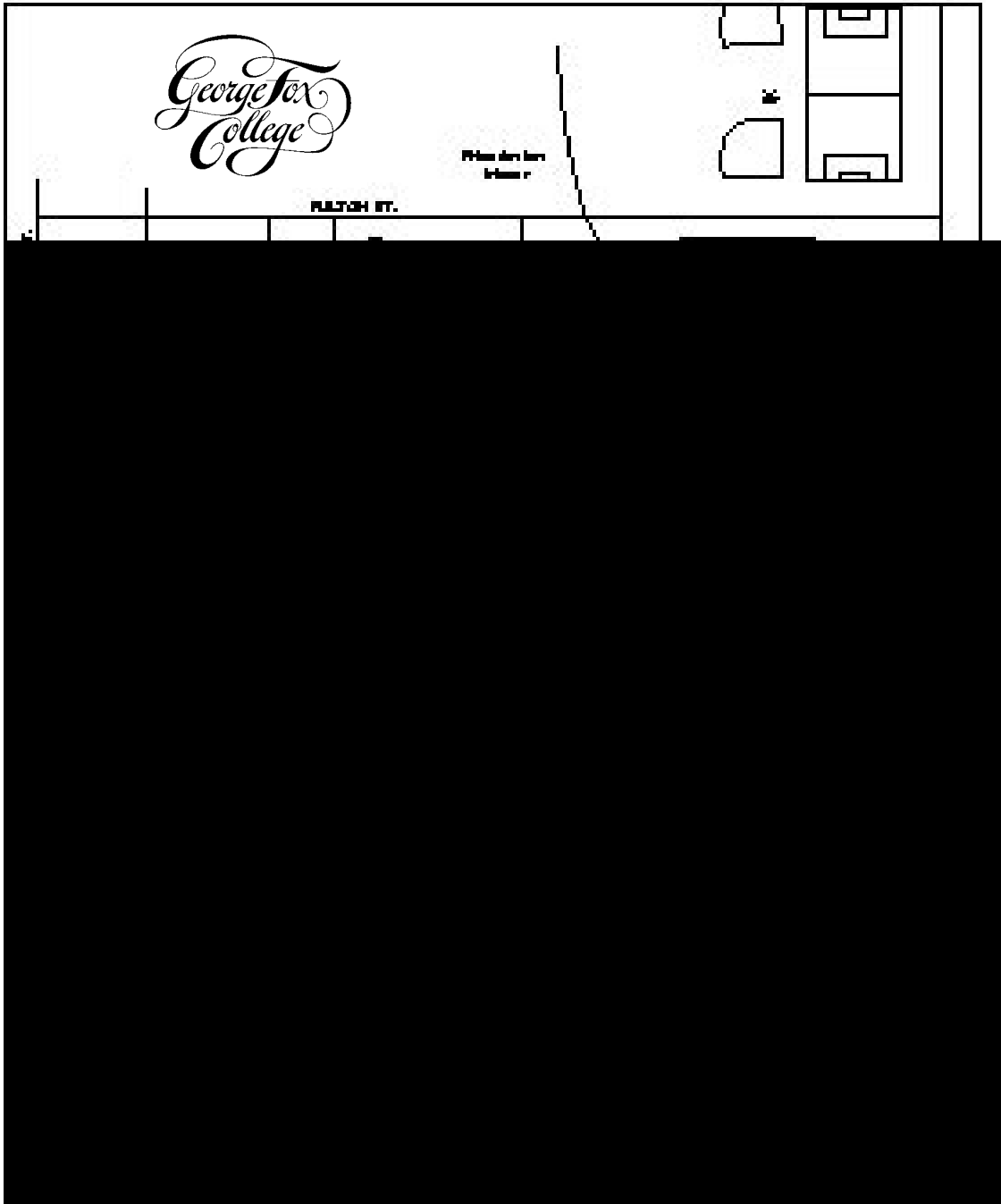
Gulley House, near the intersection of Sheridan Street and Carlton Way, was purchased in 1992. It houses 10 women.

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

The **Herbert Hoover Academic Building** built in 1976-77, houses the Kershner Center for business and economics as well as a large lecture facility, classrooms, social science faculty offices, and the administrative offices of financial aid and registration.

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

The



- | | | | | |
|--|-----------------------------------|---|---|--------------------------------|
| 1. Barclay House | 14. Computer Store | 26. International Student Center | 38. Newlin Apartments | 49. Sherman Street House |
| 2. Bauman Chapel/Auditorium | 15. Edwards Residence Hall | 27. Kelsey House | 39. Parker House | 50. Student Union Building |
| 3. Beals House | 16. Edwards-Holman Science Center | 28. Kershner House | 40. Pennington House/
Admissions Office | 51. Sutton Residence Hall |
| 4. Beebe Residence Hall | 17. Fell House | 29. Lewis Apartments | 41. Pennington Residence Hall | 52. Video Communication Center |
| 5. Bookstore | 18. Fry House | 30. Macy Residence Hall | 42. Plant Services Building | 53. Weesner House |
| 6. Brougher Hall | 19. Gulley House | 31. McGrew House | 43. President's/Development Offices | 54. Weesner Village |
| 7. Business and Economics Department Offices | 20. Heacock Commons | 32. Meridian Street House | 44. River Street House | 55. Wheeler Sports Center |
| 8. Calder Center | 21. Hoover Academic Building | 33. Virginia Millage Memorial Rose Garden | 45. Ross Center | 56. Willcuts Residence Hall |
| 9. Campbell House | 22. Hester House | 34. Minthorn Hall | 46. Schaad House | 57. Winters Apartments |
| 10. Carey Residence Hall | 23. Hobson Residence Hall | 35. Morse Athletic Fields | 47. Security Office | 58. Wood-Mar Hall |
| 11. Centennial Tower | 24. Hoskins House | 36. Munn House | 48. Sherman Arms Apartments | 59. Woodward House |
| 12. Colcord Memorial Field | 25. Humanities House | 37. Murdock Learning Resource Center | | 60. Woolman Apartments |
| 13. Cole House | | | | |

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 resident's apartment, with alternate-wing housing for men and women.

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

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

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

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

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

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

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

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

The **Student Union Building** built in 1958 and enlarged in 1968 and 1979, includes student government offices, the Bookstore (renovated in 1994), student post office and a recreation room.

Tennis Courts



STUDENT LIFE

STUDENT LIFE • Chapel and Campus Ministries - Standards of Conduct

to graduation through involvement in local chapter activities, research, conventions, and research dissertation presentations.

SOCIAL EVENTS

The academic year at GFC is highlighted by a variety of social functions. Homecoming is one of the major campus events of

with efficient work, while at the same time promoting the wel-

waived. Only in exceptional circumstances will such petitions be granted. All petitions are due no later than 5 p.m. on the Friday of the third week of the semester.

MOTOR VEHICLES

The ownership or possession of automobiles or other motorized vehicles by students is permitted. Students are advised to maintain appropriate insurance coverage on such vehicles. Any student who is registered and attending classes, whether full or part time, must have his or her motor vehicle registered with the Security Office and pay a non-refundable parking fee. Failure to do so will result in fines.

STUDENT SERVICES

STUDENT LIFE OFFICE

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

CAREER SERVICES OFFICE

This office, located in Wood-Mar Hall, is the center for career and postgraduate planning. This covers selecting a major to finding employment or attending graduate school. Resources include career courses, testing, counseling, special events, job search skill training, and a library with occupational, graduate

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

FACILITIES

MURDOCK LEARNING RESOURCE CENTER (LIBRARY)

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

OFF-CAMPUS ACADEMIC PROGRAMS

Academic credit may be earned through participation in an approved field education program. A full-time student may generate up to 12 credit hours during one semester. Part-time involvement can generate credit at the same rate as other methods of learning. Thirty to 45 clock hours per semester are required for one hour of credit. A maximum of 20 hours may be accumulated in field education between numbers 275, 375 and 475. Twelve hours are allowed between the career-oriented options, 275 and 475. Normally, the three alternatives are broken down as follows:

5. Students must be in good standing with the Student Life Office in the fall and spring semesters preceding the May tour.
6. Students must intend to return and graduate from George Fox College.
7. Student accounts must be current as of February 15 the year of the tour.
8. The College reserves the right to withdraw from this program and commitment prior to fall registration in any year. Students already registered under the program are guaranteed the tour.
9. The College reserves the right in the event of an international monetary, military, or other crisis to cancel or postpone a tour or to make substitute arrangements.
10. The College does not obligate itself to alternative remuneration to students who cannot go, who decide not to go, or who are ineligible to go on a Juniors Abroad study tour.
11. Students (or alumni or friends of the College) who are ineligible for free transportation may apply to join a study tour and pay their own transportation and tuition.

LATIN AMERICAN STUDIES PROGRAM

Based in San Jose, Costa Rica, the Latin American Studies Program, under the direction of the Coalition for Christian Colleges and Universities, offers a semester of study and travel in Central America. Students live with Costa Rican families, participate in a service opportunity or internship, travel to other Latin American countries, and engage in both a language and a

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

CENTER FOR PEACE LEARNING

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

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

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

COMPUTERS ACROSS THE CURRICULUM

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

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

ENGLISH LANGUAGE INSTITUTE

George Fox College offers an intensive English as a Second Language program during the academic year for international students who need to improve their academic English skills. For details of curriculum, credit and enrollment, see page 35.

FRESHMAN SEMINAR PROGRAM

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

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

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

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

MAY TERM

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

SUMMER SCHOOL

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

Independent study and research are available for the summer under curriculum numbers 295 and 495. Applied learning experiences in practical situations under supervision (field education) are available through courses numbered 275 and 475, or GED 375 Cultural Experience. See “Field Education” on page 17.

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

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

BIO 101, 102 General Biology
CHE 111, 112 General Chemistry
CHE 325, 326 Organic Chemistry
PHY 201, 202 General Physics
One year of mathematics, usually fulfilled by MTH 201, 202 Calculus

Other courses highly recommended are as follows:

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

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

Our world needs Christian health professionals strong in character and maturity who have had broad educational and social experiences. George Fox College offers excellent opportunities to

■ **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

LANGUAGE/MATHEMATICS

GED 110 THE WORLD OF MUSIC

2 hours. This course acquaints the liberal arts student with a broad range of musical styles reflecting diverse cultures, including classical, jazz and popular music. Various composers, performers, and their music are listened to and studied.

GED 130 FRESHMAN SEMINAR

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

**GED 271, 272 SOPHOMORE HONORS COLLOQUIUM
GED 371, 372 JUNIOR HONORS COLLOQUIUM**

1 hour each semester. This is one combined course, with students registering at their current class level. Discussion of literary, philosophical, theological, and/or public themes from selected books, together with appropriate retreats, activities or excursions, occasionally enriched by visiting resource people.

Prerequisite: Consent of instructors and the Intensified Studies Committee.

GED 210A CAREER ALTERNATIVES

1 hour, 1/2 semester. This course is designed to provide a basis

■ COURSE NUMBERING SYSTEM

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

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

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

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

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

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

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

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

Course number “490” designates a senior seminar that is completed in one semester; numbers “491” and “492” designate a senior seminar given each semester.

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

A GED prefix refers to general education.

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

■ MAJORS AND DEGREES

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

ADMISSION TO AN UNDERGRADUATE MAJOR

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

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

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

INTERDISCIPLINARY MAJORS

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



**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 300 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.

ART

(*B.A. Degree*)

The art major will be offered beginning with the 1996-97 academic year.

■ MAJOR REQUIREMENTS

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

ART 101 Basic Design I
 ART 102 Basic Design II
 ART 111 Drawing I
 ART 112 Drawing II
 ART 381 Baroque and Rococo Art
 ART 382 Twentieth Century Art
 ART 383 Special Topics in Art History
 ART 460 Art and Christ
 ART 461 Senior Thesis Exhibit

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

ART 201 Beginning Painting
 ART 221 Beginning Sculpture
 ART 231 Beginning Printmaking
 ART 241 Beginning Ceramics
 ART 285 Selected Topics
 ART 295 Special Study
 ART 301 Intermediate Painting
 ART 331 Intermediate Printmaking
 ART 341 Intermediate Ceramics
 ART 401 Advanced Painting
 ART 431 Advanced Printmaking
 ART 441 Advanced Ceramics
 ART 495 Special Study
 THE 125/325C Theatre Laboratory
 THE 255/455 Technical Theatre

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

Required supporting courses include the following:

CHE 111, 112 General Chemistry

CHE 325 Organic Chemistry

A choice of one of the following:

CHE 326 Organic Chemistry,

CHE 310 Analytical Chemistry

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

THESIS OPTION

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

1. Complete an acceptable research proposal by the end of the spring semester of the junior year.
2. Sign up for at least one hour of Biological Research (BIO 495) each semester, beginning the spring semester of their junior year (up to a maximum total of four hours).
3. Complete a written thesis acceptable to the thesis committee by April 1 of their senior year.
4. Prepare a poster and give an oral presentation of their research.

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

■ MALHEUR FIELD STATION

George Fox College is a member of the Malheur Field Station Consortium. Malheur Field Station (MFS) is located in the Great Basin Desert in Oregon and provides an excellent opportunity for students to study a variety of aquatic and terrestrial ecosystems. Students visit MFS as part of the requirements for BIO 360 Ecology and BIO 380 Ornithology.

In addition, the facilities at MFS are available to students wishing to conduct suitable independent research.

BUSINESS AND ECONOMICS

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

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

■ MAJOR REQUIREMENTS

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 and
 Entrepreneurship

Marketing

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

International Business and Economics

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

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

Management and Information Science

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

CHEMISTRY

(B.S. Degree)

■ **MAJOR REQUIREMENTS**

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

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

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

THESIS OPTION

A student may choose to graduate with a "Chemistry Major with Thesis." The student must enroll in Chemical Research and submit a research proposal, in conjunction with a chemistry faculty member, during his or her junior year. This is typically followed by a year of laboratory research in consultation with the faculty member.

CHRISTIAN MINISTRIES

(B.A. Degree)

■ MAJOR REQUIREMENTS

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

REL 380 Christian Beliefs
CHM 130 Christian Discipling
CHM 310 Theological Foundations of Christian Ministry
CHM 360 Perspectives in Christian Education
8 hours of biblical studies
3 hours in philosophy

An additional 16 semester hours in one of four possible areas of

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 300 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

FAMILY AND CONSUMER SCIENCES

(B.S. Degree)

■ MAJOR REQUIREMENTS

Students may choose among four tracks in family and consumer sciences. 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, totaling 44 semester hours, are required for a major in foods and nutrition in business:

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

FASHION MERCHANDISING/ INTERIOR DESIGN TRACK

The fields of fashion merchandising and interior design share a common base of knowledge grounded in the academic fields of family and consumer sciences and business. A background in

Graduates receive a Bachelor of Science degree in interior design, merchandise marketing, or fashion design from GFC, and a Professional Certification from FIDM.

FAMILY AND CONSUMER SCIENCES TRACK

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

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

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

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

Note: For family and consumer sciences teaching major requirements leading to certification to teach from kindergarten through high school (K-12), see the "Teacher Education" section of the catalog, page 47.

HEALTH EDUCATION

(B.S. Degree)

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

MAJOR REQUIREMENTS

HEALTH EDUCATION/HUMAN PERFORMANCE TRACK

- BIO 221 Human Anatomy
- BIO 222 Human Physiology
- HEA 200 Lifestyle Management
- HEA 210 Drug Education
- HEA 230 First Aid and Safety
- HEA 240 Stress Management
- HEA 280 Marriage and the Family
- HEA 300 Nutrition
- HEA 310 School Health Program
- HEA 320 Contemporary Health Issues
- HHP 200 History and Principles of Physical Education
- HHP 360 Organization and Administration of Health and Physical Education
- HHP 430 Exercise Physiology
- HHP 450 Kinesiology
- HHP 460 Physical Education for the Exceptional Student
- HHP 470 Motor Development and Motor Skill Learning

The health core also may be combined with home economics or biology. See page 47.

HISTORY

(B.A. Degree)

MAJOR REQUIREMENTS

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

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

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. Limit of two semesters of any one activity.
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.

6. Military service may waive two semester credits.

■ 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 (2 semesters)
HHP 375 Athletic Training Practicum (3 semesters)
HHP 390 Care and Prevention of Athletic Injuries

HHP 400 Recognition of Athletic Injuries
HHP 410 Therapeutic Exercise and Modalities
HHP 430 Exercise Physiology
HHP 450 Kinesiology
HHP 490 Senior Seminar
BIO 221, 222 Human Anatomy and Physiology

Select two courses from

HHP 460 Physical Education for the Exceptional Student

HHP 470 Motor Development and Motor Skill Learning

HHP 480 Tests and Measurements in Physical Education

HEA 240 Stress Management

PSY 150 General Psychology

PSY 340 Statistical Procedures

FITNESS MANAGEMENT MAJOR TRACK/P.E.

TEACHING MAJOR TRACK

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

INS 340 International Relations
INS 350 International Trade and Finance
 or ECO 360 Global Political Economy
INS 440 World Religions
INS 490 International Studies Senior Seminar
The second year of a modern foreign language
Eight hours of INS 475 Culture-Oriented Field Work
Two additional three-hour courses from the following:
 COM 300 Theoretical Approaches to
 Communication
 COM 340 General and Cultural Linguistics
 ECO 360 Global Political Economy
 HST 331 England to 1688
 HST 332 England Since 1688
 HST 350 Latin America
 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)

LEADERSHIP STUDIES

■ LEADERSHIP STUDIES MINOR

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

The course of study and practice includes:

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

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

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

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

Total program hours: 18-21. Courses cannot be counted toward both the student's major and this minor. These courses also cannot count for the general education requirement of the College.

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 (MHR) 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. The MHR program is designed specifically for working adults who attend classes conveniently located and coordinated with their schedules.

Students study with other adults who share similar interests and concerns. Together they form an academic 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 the MHR 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.

■ **CREDIT FOR LIFE LEARNING**

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

■ **COURSE STRUCTURE**

The required 34-semester-hour curriculum includes 62 four-hour weekly evening class sessions held at selected locations in

UNDERGRADUATE PROGRAMS • Music - Peace and Conflict Studies

MUS 221, 222 Theory II
MUS 311, 312 Music History
MUS 320 Form and Analysis
MUS 491 Senior Seminar
MUS 492 Recital/Lecture
MUA 105/305 Applied Music (eight semesters)
MUA 115-365 Ensembles
Supportive Music Studies

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

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

All music and music education majors also are required to pass a piano proficiency examination administered at the end of the sophomore year. Students are required to register for applied piano or class piano until the proficiency has been met. Music

5. Field experience in a conflict resolution or mediation pro-

SOCIOLOGY/SOCIAL WORK

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

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

Language Arts (5-12)
Music (PP-12)
Physical Education (PP-12)
Social Studies (5-12)

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

Basic Mathematics
Drama
Reading
Speech

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

The above programs may all be completed in four years. Upon completion of the program and satisfaction of all 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 early in 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 fall 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.

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.

PLANNING THE PROGRAM

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

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

WAIVER OF REQUIREMENTS

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

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

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UNDERGRADUATE PROGRAMS • Secondary Education

BIO 350 Genetics

BIO 360 Ecology

BIO 370 Microbiology

BIO 491, 492 Senior Seminar

CHE 111, 112 General Chemistry

UNDERGRADUATE PROGRAMS • Secondary Education

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

Two courses from the following:

WRI 230 Introduction to Journalism

WRI 250 Biography and Autobiography

WRI 330 Writing for Publication

WRI 350 Creative Writing

PSY 150 General Psychology, and SOC 150 Principles of Sociology.

SOCIAL STUDIES TEACHING

(B.S. Degree)

■

THEATRE

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

COMMUNICATION ARTS MAJOR WITH A THEATRE EMPHASIS

(B.A. Degree)

■ MAJOR REQUIREMENTS

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

PERFORMANCE AND TECHNICAL CORE COURSES

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

THEORY CORE COURSES

■ ACCOUNTING

Additional courses are listed under Business and Economics.

ACC 271, 272 PRINCIPLES OF ACCOUNTING

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

ACC 350 PRINCIPLES OF TAXATION

3 hours. Offered 1996-97. A study of the federal tax structure, including concepts and policies that shape the tax laws. The course will emphasize federal tax laws that relate to individual taxpayers. The relationship (or lack thereof) between accounting principles and tax law will be examined. Prerequisite: ACC 272 Principles of Accounting.

ACC 371, 372 INTERMEDIATE ACCOUNTING

4 hours each semester. A comprehensive study of generally accepted accounting principles, including a review of their historical development and a thorough study of the underlying theory supporting them. A detailed study of many specific problems associated with the measurement and reporting of complex business transactions. Prerequisites: ACC 272 Principles of Accounting for ACC 371.

ACC 380 MANAGERIAL AND COST ACCOUNTING

4 hours. Offered 1996-97. A study of the managerial application of accounting information in areas such as cost determination, planning and control performance evaluation, and und (s<66sta5871/F7m.)Tj.

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 331 INTERMEDIATE PRINTMAKING

3 hours. An introduction to intaglio printmaking (etching, engraving, drypoint, aquatint) techniques and methods. Prerequisite: ART 231 Beginning Printmaking.

ART 341 INTERMEDIATE CERAMICS

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

ART 381 BAROQUE AND ROCOCO ART

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

ART 382 TWENTIETH CENTURY ART

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

ART 383 SPECIAL TOPICS IN ART HISTORY

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

ART 401 ADVANCED PAINTING

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

ART 431 ADVANCED PRINTMAKING

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

ART 441 ADVANCED CERAMICS

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

ART 460 ART AND CHRIST

3 hours. A study of the relationship between art and Christianity in the contemporary world. Designed primarily for studio art majors. Prerequisites: ART 381 Baroque and Rococo Art, ART 382 Twentieth Century Art, or ART 383 Special Topics in Art History, and senior standing.

ART 461 SENIOR THESIS EXHIBIT

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

ART 295/495 SPECIAL STUDY

1-3 hours. Designed to give two emphases for the serious art

UNDERGRADUATE COURSE OFFERINGS • Biblical Studies - Biology

BIB 270 WRITINGS OF JOHN

BIO 221, 222 HUMAN ANATOMY AND PHYSIOLOGY

4 hours each semester. Structure and function of the human body. Fall semester topics include basic chemistry, body organization, integument, skeleton, muscles and the nervous system, including special senses. Spring semester topics include cardiovascular, reproductive, endocrine, respiratory, urinary and digestive systems. The course meets general education requirements and is designed for non-science majors. BIO 222 may be taken without BIO 221.

BIO 275/475 FIELD EXPERIENCE

1-6 hours may be earned. Permission of the instructor and chairperson of the department is required.

BIO 300 EVOLUTION

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

BIO 310 DEVELOPMENTAL BIOLOGY

4 hours. Offered 1996-97. Theories and study of differentiation as they apply to growth and development of animals, with some emphasis on the mechanism involved. Includes historical topics, fertilization, embryonic organization, cell induction, histogenesis, organogenesis, and developmental morphogenesis of echinoderms, frogs, chicks and pigs. Three lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology.

BIO 312 PLANT MORPHOLOGY

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

BIO 322 COMPARATIVE VERTEBRATE ANATOMY

4 hours. The comparative study of the structure and functional morphology of organisms in the phylum Chordata.

BIO 460 INVERTEBRATE ZOOLOGY

3 hours. Offered 1995-96. 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. Prerequisites: BIO 101, 102 General Biology.

BIO 485 SELECTED TOPICS

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

BIO 491, 492 SENIOR SEMINAR

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

BIO 495 BIOLOGICAL RESEARCH

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

■ **BUSINESS**

Additional courses are listed under Accounting and Economics.

BUS 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 1996-97. Consideration of how and why people behave the way they do in organizations. Through the use of readings, cases and exercises, the student is exposed to major components of organizational behavior theory. Areas such as perception/attribution, motivation, groups, dynamics, power, conflict, leadership, culture and organizational development will be explored. Prerequisite: BUS 110 Introduction to Business, or permission of instructor.

BUS 410 FINANCIAL MANAGEMENT

3 hours. An introduction to the finance function of a business entity. Specific topics to be studied include capital budgeting, cost of capital determination, sources of financing, leverage and its effect on the profits and risk of business, and managing the asset mix and capital structure of a business. Prerequisite: ACC 272 Principles of Accounting.

BUS 420 ADVERTISING AND PROMOTION

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

BUS 440 MARKETING MANAGEMENT

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

BUS 475 FIELD EXPERIENCE

3-6 hours. Supervised experiences in businesses, nonprofit organizations and public agencies.

BUS 485 SELECTED TOPICS

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

BUS 490 BUSINESS POLICY AND STRATEGY

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

BUS 495 SPECIAL STUDY

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

■ **CHEMISTRY**

CHE 100 CHEMISTRY OF LIFE

3 hours. This course will cover concepts of organic and biochemistry at an elementary level. Emphasis will be placed on 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

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

3 hours. An introduction to the chemistry of substances involved in life processes. The structures, reactions and energy transformations of these compounds are considered. Three lectures 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 1996-97. 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 1996-97. Principles and techniques of modern instrumental physiochemical and analytical measurements. Literature search methods, scientific writing techniques and

CHM 360 PERSPECTIVES IN CHRISTIAN EDUCATION

3 hours. A study of the historical background and philosophical development in Christian education, with an examination of the influence of these antecedents upon theory and practice. Contemporary trends in current and emerging ministries will be assessed against such perspectives.

CHM 370 CAMP PROGRAMMING AND COUNSELING

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

CHM 381 COUNSELING

3 hours. A study of theory and technique of person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching or mental health settings. Open to sophomores and above.

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 324 ARGUMENTATION AND CRITICAL THINKING

3 hours. Offered 1996-97. A course in practical reason. Includes a survey of theories of argumentation, analysis of public arguments and several speeches, including a debate. Prerequisite: COM 100 Introduction to Communication, or permission of the instructor.

COM 330 MOVING IMAGE CRITICISM

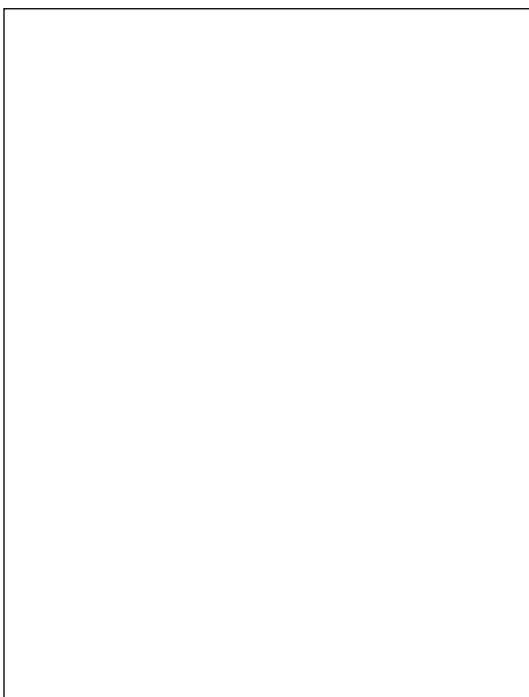
3 hours. The critical analysis of the moving image, including television programming and film. Employs textual, contextual and ethical methods for illuminating the relationship of these media artifacts to modern culture, both secular and religious. Prerequisite: One communication arts or communication/video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

COM 340 GENERAL AND CULTURAL LINGUISTICS

3 hours. Offered 1995-96. A study of the nature of verbal symbols as they function in communication. The course will include phonetic transcription, semantics, modern grammatical theories, history of the English language and modern English dialects.

COM 350 AUDIOVISUAL TECHNOLOGY

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



COM 360 NONVERBAL COMMUNICATION

3 hours. Offered 1996-97. A study of the nonverbal dimensions of interpersonal communication. Includes a consideration of physical behavior, facial expression, eye behavior, personal appearance, personal space, clothing, touch, voice, and use of objects as means of communication and in relation to verbal communication. Involves participation in nonverbal simulations and exercises. Prerequisite: One communication arts course.

COM 380 LEADERSHIP COMMUNICATION

3 hours. An introduction to the study and practice of leadership from a communication perspective. Particular focus on the relationship between communicating and leading. Examination of leadership concepts and theories in organizational, group and public contexts. Students will analyze their personal leadership styles and develop leadership communication skills through team projects and classroom exercises. Prerequisite: Sophomore standing or above.

COM 400 CRITICAL APPROACHES TO COMMUNICATION

3 hours. Methods of rhetorical criticism as applied to public communication of the past and present, including—but not limited to—speeches, broadcasts, films and campaigns. Analysis of current trends in rhetorical criticism. Prerequisite: COM 300 Theoretical Approaches to Communication, or permission of the instructor.

COM 495 INDIVIDUAL RESEARCH

1-3 hours. Individualized study related to the student's needs and interests. Open to exceptional students at the discretion of a faculty member.

■ COMMUNICATION/VIDEO PRODUCTION

CVP 230 INTRODUCTION TO TELEVISION PRODUCTION

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

CVP 260 SCRIPTWRITING FOR MEDIA

3 hours. An introduction to the styles, techniques, content and forms of media writing. Non-dramatic forms of writing—including broadcast news, commercial, television feature and informational—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. Offered 1996-97. 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. Offered 1995-96. 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 WORKSHOP

2 hours. Course involves multi-camera remote productions. Study includes planning, production and post-production editing of sporting, theater, and other campus events. May be repeated once for credit. Prerequisite: CVP 230 Introduction to Television Production.

CVP 430 PRODUCING AND DIRECTING TELEVISION

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

CVP 475 FIELD EXPERIENCE

3-10 hours. An internship experience designed to give students an opportunity to practice television techniques and principles in an off-campus, professional setting. Students choose from a variety of options: cable, broadcast, corporate, medical, or commercial production facilities based on the student's goals and interests. Up to three hours may apply to the communication/video production major. Prerequisite: Permission of the instructor.

CVP 485 BROADCAST NEWS

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

CVP 495 INDEPENDENT STUDY

1-3 hours. Individual study in an area of special interest to the student. Offered to exceptional students at the discretion of a faculty member.

■ COMPUTER AND INFORMATION SCIENCE

CIS 120 COMPUTERS IN THE MODERN WORLD

3 hours. An introduction to the computer, its general struc-

CIS 321 SOFTWARE ENGINEERING

3 hours. Offered 1995-96. An introduction to the strategies used in producing quality software. The life cycle of software development is presented and utilized. Larger projects are undertaken by teams of students in the initial phases. Prerequisite: CIS 202 Introduction to Computer Science.

CIS 322 SYSTEMS DEVELOPMENT SEMINAR

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

CIS 330 COMPUTER GRAPHICS

3 hours. Offered 1996-97. An introduction to the concepts of computer graphics, particularly those used with microcomputers. Basic programming and mathematical tools used in producing graphics are explored and applied in several projects. Prerequisites: CIS 201 Introduction to Computer Science and MTH 180 College Algebra and Trigonometry.

CIS 340 DATABASE SYSTEMS

3 hours. Offered 1995-96. A study of the organization of database systems for information storage, retrieval and security. Examples of hierarchic, network and relational-based systems are presented. Prerequisite: CIS 202 Introduction to Computer Science.

CIS 350 DATA COMMUNICATIONS AND NETWORKS

3 hours. Offered 1996-97. An introduction to the field of communications among computers and computer systems, with an emphasis placed on LANS (Local Area Network Systems). Students will experience the installation of one or more network systems.

CIS 410 ASSEMBLY LANGUAGE PROGRAMMING

3 hours. Offered 1996-97. 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 1996-97. 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 1996-97. A study of the organization and architecture of computer systems. The major principles of operating systems are presented along with case studies involv-

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 1996-97. 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 1996-97. 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.

EDU 490 INTEGRATED STUDENT TEACHING SEMINAR

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

EDU 495 SPECIAL STUDY

1-3 hours. Directed independent study open to upper-division students only. May not be used to substitute for required courses. Prerequisite: Consent of instructor.

■ **ENGINEERING**

EGR 102 ENGINEERING GRAPHICS

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

EGR 211 ENGINEERING MECHANICS – STATICS

3 hours. Offered 1996-97. Quantitative description of forces, moments and couples acting upon engineering structures. The free-body diagram is used to understand the equilibrium of a whole physical system through isolation of each component particle or body. Prerequisites: MTH 201 Calculus I, and PHY 211 General Physics with Calculus.

EGR 212 ENGINEERING MECHANICS – DYNAMICS

3 hours. Offered 1996-97. Dynamics mathematically describes the motions of bodies under the action of forces. The first part introduces kinematics, which deals with the geometry of motion without considering applied forces. The second part, kinetics, relates the forces on bodies to the resulting motions. Prerequisites: MTH 202 Calculus II, and EGR 211 Engineering Mechanics – Statics.

EGR 261 CIRCUIT ANALYSIS I

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

EGR 262 CIRCUIT ANALYSIS II

4 hours. Offered 1995-96. Steady-state AC circuits, both single and polyphase. Resonance, mutual inductance, operational amplifier and applications. Two-port networks, Fourier and Laplace transform techniques. Three lectures and one laboratory per week. Prerequisite: EGR 261 Circuit Analysis I.

EGR 311 THERMODYNAMICS

3 hours. Offered 1995-96. Classical treatment emphasizing the first and second laws of thermodynamics and their application to closed and open (control volume) systems undergoing steady and unsteady processes. Tabular and graphical thermodynamic property data are used in analytical work. Prerequisite: MTH 202 Calculus II, and PHY 212 General Physics II with Calculus.

EGR 322 STRENGTH OF MATERIALS

3 hours. Offered 1996-97. Behavior of deformable body systems under various external loadings is presented. Analyses of stress, deformation, strain, failure, fatigue and creep are included. Mathematical, graphical and energy methods are utilized. Prerequisite: EGR 211 Engineering Mechanics—Statics.

EGR 331 LOGIC DESIGN

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

EGR 352 INSTRUMENTATION

4 hours. Offered 1996-97. Major elements of measurement systems are covered, with an emphasis on dynamic measurements. These systems include transducers, signal conditioning, computer interfacing and output devices. Applications include displacement, motion, force, torque, pressure, flow and temperature. PrS

UNDERGRADUATE COURSE OFFERINGS •

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FCS 300 NUTRITION

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

FCS 310 CULTURAL FOODS

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

**FCS 311 HUMAN DEVELOPMENT: INFANCY
TO ADOLESCENCE**

FCS 360 CONSUMER BUYING

3 hours. Offered 1996-97. Analysis of the consumer in the marketplace. Course defines contemporary consumption patterns and uses the decision-making process to familiarize the consumer with appropriate resource allocation to attain desired goals.

FCS 370 PATTERN DRAFTING AND APPAREL DESIGN

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

FCS 410 LEADERSHIP OF STUDENT ORGANIZATIONS

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

FCS 420 FASHION RETAILING

3 hours. Offered 1996-97. Principles of retailing as applied to fashion-oriented soft goods. Managing merchandise inventory through planning, procurement and promotion at the retail level. Emphasis on centralized buying, sales forecasting, inventory control, vendor analysis, negotiations and pricing. Quantitative analysis of inventory planning, pricing and control within a profitable retail organization.

FCS 430 NUTRITION AND THE LIFE CYCLE

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

FCS 440 EARLY CHILDHOOD EDUCATION PRACTICUM

2 hours. Offered 1996-97. A study of basic principles and techniques applicable to planning curriculum and teaching preschool children. Observation and participation in a preschool center included. Prerequisite: FCS 311 Human Development: Infancy to Adolescence.

FCS 475 FIELD EXPERIENCE

1-4 hours. Supervised experience with an off-campus industry, business or institution where the student is observing and working with a professional home economist. Permission of instructor required.

FCS 490 SENIOR SEMINAR

3 hours. Offered 1996-97. A capstone course for those anticipating entrance into home economics-related careers. The emphasis will be on careers in home economics; planning and

FRE 350 FRENCH CULTURE AND CIVILIZATION

3 hours. Offered 1996-97. 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.

UNDERGRADUATE COURSE OFFERINGS • Health Education - History

HEA 300 NUTRITION

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

HEA 310 SCHOOL HEALTH PROGRAM

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

HEA 320 CONTEMPORARY HEALTH ISSUES

3 hours. Offered 1996-97. A study of our nation's current health problems and concerns. Emphasis on health consumerism, sexuality, diseases, the sanctity of life, and nutrition. Goal is to develop an educated view on current health issues.

HEA 285/485 SELECTED TOPICS

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

■ **HISTORY**

HST 401 CHRISTIANITY IN HISTORY

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

HST 402 CHRISTIANITY IN HISTORY

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

HST 421 EUROPE 1789-1890

3 hours each term. Offered 1996-97. European political, economic, cultural and intellectual developments from the French Revolution to the fall of Bismarck.

HST 422 EUROPE 1890-PRESENT

3 hours. Offered 1996-97. Europe in the 20th century, with emphasis on the upheavals of the two world wars and the status of the European states today.

HST 430 THE VIETNAM EXPERIENCE

3 hours. Offered 1996-97. A study of the culture and counterculture of the 1960s and early 1970s, particularly as impact-

HHP 222 FIELD SPORTS

1 hour. Offered 1996-97. Intermediate to advanced instruction in skills, teaching techniques, rules and strategy. Flag football, soccer, speedball and kerfball are emphasized.

HHP 223 TUMBLING/GYMNASTICS

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

HHP 224 SOFTBALL/TRACK

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

HHP 226 TENNIS/VOLLEYBALL

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

HHP 227A AQUATICS: LIFEGUARDING

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

HHP 227B AQUATICS: WATER SAFETY INSTRUCTION

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

HHP 228 CONDITIONING/BODY MECHANICS AND AEROBICS

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

HHP 229 FOLK AND WESTERN DANCE

1 hour. Instruction in basic and intermediate skills in rhythmic activities, international folk dance and Western dance.

HHP 231 DEVELOPMENTAL ACTIVITIES, GAMES AND STUNTS

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. Course is taken twice. 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 methodasisMPak/F

■ LEADERSHIP STUDIES

LDR 475 LEADERSHIP EXPERIENCE

1-2 hours. Designed to provide students with an opportunity to develop their leadership skills through work or volunteer experience. All leadership experience proposals subject to the approval of the program directors. Possible placements might include leading a church youth group, directing a social concern project, managing the campus radio station, or serving as a member of student government.

LDR 490 LEADERSHIP SEMINAR

1 hour per semester/4 semesters total. Integrative seminar linking leadership practicum, course work and readings. Topics include servant leadership, creativity, and leadership development. Occasional retreats and other off-campus activities. Prerequisites: Application, instructor approval, 2.5 GPA.

■ LITERATURE

LIT 100 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,

LIT 385 MAJOR AUTHORS

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

LIT 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 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

MHR 409 VALUES AND ETHICS IN THE WORKPLACE

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

MHR 485 SATURDAY SEMINARS (6)

3 hours. Contemporary trends and themes of special interest in the field of management of human resources or the liberal arts are discussed. The format for the seminars are varied and informal. Leadership comes from the George Fox College faculty, business and industry, and public leaders. Themes may include personal growth and fulfillment, advances in science and technology, conflict resolution in a competitive world, community service by persons and corporations, and Christian responses to current issues.

MHR 495 SENIOR RESEARCH PROJECT

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

■ **MATHEMATICS**

MTH 100 THE WORLD OF MATHEMATICS

3 hours. An introduction to various topics of modern mathematics from an elementary point of view so as to be understandable to non-mathematics and non-science majors and to foster an appreciation for the art, history, beauty and applications of mathematics. Topics will be covered that allow students to do the mathematics involved without needing a strong mathematical background.

MTH 120 INTERMEDIATE ALGEBRA

3 hours. A course for students who have had an introductory course in algebra or who require further review before taking additional courses in math or science. Topics include the solving of linear equations and systems of equations, factoring of polynomials, and an introduction to functions.

MTH 190 PRE-CALCULUS MATHEMATICS

4 hours. A course for students who are preparing to take calculus or other courses requiring a similar background. In addition to studying the topics found in a college algebra course, this course will focus on trigonometry and an introduction to exponential and logarithmic functions. Prerequisite: MTH 120 or its equivalent.

MTH 195 CALCULUS FOR TEACHERS

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

MTH 201, 202, 301 CALCULUS I, II, III

4 hours each semester for MTH 201, 202; 3 hours for MTH 301. A study of differential and integral calculus including functions of more than one variable. Additional topics include vector geometry, infinite series and applications. Prerequisite: MTH 180 College Algebra and Trigonometry, or equivalent.

MTH 211, 212 INNOVATIONS IN TEACHING BASIC MATHEMATICS

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

MTH 240 STATISTICAL PROCEDURES

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

MTH 290 MATHEMATICAL LOGIC

3 hours. Offered 1995-96. This course is intended to facilitate a smooth transition from lower-level, computation-oriented math courses to upper-level, more theoretical courses. Topics include symbolic logic, methods of proof, set theory, etc. Prerequisite: MTH 201 Calculus I.

MTH 300 INTRODUCTION TO NUMERICAL COMPUTATION

3 hours. Offered 1995-96. An introduction to the programming of scientific and mathematical problems. The programming language FORTRAN is introduced and used. Prerequisites: MTH 202 Calculus II and CIS 201 Introduction to Computer Science I, or consent of instructor. (Identical to CIS 300.)

MTH 310 DIFFERENTIAL EQUATIONS

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

MTH 320 LINEAR ALGEBRA

3 hours. Offered 1996-97. A study of matrices and their properties and application, linear transformations and vector spaces. Prerequisite: MTH 301 Calculus III.

MTH 330 PROBABILITY

3 hours. Offered 1995-96. A study of sample spaces, combi-

lieder, French art songs, oratorio and operatic arias, and selected contemporary works.

MUA 105/305 APPLIED PIANO

1 hour. Technical exercises, scales and arpeggios in various rhythms; etudes of varying difficulty, such as those by Duvernoy, Burgmuller, Heller, Czerny and Clementi.

UNDERGRADUATE COURSE OFFERINGS • Music

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.

MUS 180 INTRODUCTION TO MIDI (MUSICAL INSTRUMENT DIGITAL INTERFACE) LAB

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

MUS 200 BASIC CONDUCTING

1½ hours. Offered 1996-97. Introduction to the basic fundamentals of conducting for the music major, the music education major and the future church musician. Emphasis is placed upon the mastery of simple conducting patterns, cues and expressive gestures, and common problems in leading group singing and in directing musical ensembles.

MUS 210 KEYBOARD LITERATURE

2 hours. Through a variety of keyboard music (harpsichord, piano, organ and synthesizer), students will acquire an understanding of diverse keyboard approaches from the Baroque through contemporary styles. Recommended for those especially interested in keyboard music.

MUS 220 VOCAL TECHNIQUES

1 hour. Offered 1995-96. Fundamental instruction in understanding the basic techniques of singing. Required for music

UNDERGRADUATE COURSE OFFERINGS • Philosophy - Political Science

MUS 475 FIELD EXPERIENCE

1-5 hours. Supervised experience in music apprenticeship as

PSC 240 STATE AND LOCAL GOVERNMENT

3 hours. Offered 1996-97. The origins, evolution, structure and present functions of state, county and city government, with particular reference to Oregon. Special attention is given to the rising problems of urban government and regional planning.

PSC 250 INTERNATIONAL CONFLICT AND PEACE

3 hours. Offered 1996-97. An introduction to the insights, the vocabulary, the research methods and the applications of the field of peace studies. Useful both as a foundation for other peace studies courses and as a single course to fit in with other majors. (Identical to SOC 250.)

PSC 260 INTRODUCTION TO LAW

3 hours. Offered 1995-96. A general study of the role of law and the legal profession in American life, and a survey of the major topics addressed by the law. Attention also is given to the values promoted by our legal system and the Christian interaction with it.

PSC 285/485 SELECTED TOPICS

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

PSC 310 CONFLICT RESOLUTION

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

PSC 340 INTERNATIONAL RELATIONS

3 hours. Offered 1996-97. Introduction to the principles and study of interstate relations in the contemporary world. Special attention is given to the problem of sovereignty, the United Nations, and international law. (Identical to INS 340.)

PSC 390 PEACE RESEARCH

1-3 hours. Directed research on peace subjects, both current and historical. Students will normally write a major research paper. (Identical to HST 390.)

PSC 410 COMMUNITY MEDIATION

3 hours. Offered 1995-96. A study of mediation skills and their uses in community disputes, including neighborhood conflicts, public policy issues, and as court-annexed alternatives to litigation. Students also will examine the impact of mediation on democratic political theory, on the theory underlying our adversarial legal system, and on Christian views of conflict in the public arena.

PSC 475 FIELD EXPERIENCE

2-12 hours. Supervised experiences in varied government agencies. For upper-division students only, by permission.

■ **PSYCHOLOGY**

PSY 150 GENERAL PSYCHOLOGY

3 hours. An introduction to the scientific study of human behavior. Major topics include the biological bases of behavior, sensation, perception, thinking, learning, memory, emotion, motivation, personality, social interaction, and abnormal behavior. One section of the course will be available for students who know they want to major in psychology. The section for majors will cover the same major topics but will prepare students to engage these topics on a professional level. Prerequisite to all other psychology courses.

PSY 275 EXPLORATORY FIELD EXPERIENCE

2-3 hours. An opportunity to observe professionals in the helping environment.

PSY 300 GROUP DYNAMICS

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

PSY 311 HUMAN DEVELOPMENT: INFANCY TO ADOLESCENCE

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

PSY 312 HUMAN DEVELOPMENT: YOUNG ADULTHOOD TO OLD AGE

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

PSY 330 PERSONALITY THEORIES

3 hours. A survey of the major theorists of personality and their theories. Included are psychoanalytic, dispositional, phenomenological and behavioral theories. An integrative approach will involve synthesis of important elements of theory and Scripture. Prerequisite: PSY 150 General Psychology.

PSY 340 STATISTICAL PROCEDURES

3 hours. Applied statistics for the social and behavioral sciences. Emphasis is placed on statistical logic and decision making. (Identical to MTH 240 and SOC 340.) Prerequisites: PSY 150 General Psychology, and high school algebra or equivalent.

UNDERGRADUATE COURSE OFFERINGS • Psychology

PSY 350 SOCIAL PSYCHOLOGY

3 hours. Offered 1995-96. A study of the social and psy-

PSY 460 PHYSIOLOGICAL PSYCHOLOGY

3 hours. Offered 1995-96. This course will introduce students to the fundamental principles of neuroanatomy, psychobiochemistry, and the physiological basis of behavior. A biobehavioral approach to the understanding of behavior will be explored. Prerequisite: PSY 150 General Psychology.

PSY 475 FIELD EXPERIENCE

2-10 hours. Supervised experiences in helping activities in mental health agencies and institutions. A maximum of three hours may be applied toward a psychology major. For upper-division majors only, by permission. Recommended: PSY 381 Counseling.

PSY 485 SELECTED TOPICS

1-3 hours. A course dealing with various topics, as announced, that represent current faculty interests and competencies and student interest. Previous offerings have included advanced counseling, biological psychology, psychology of religion and psychology of gender. Prerequisite: PSY 150 General Psychology.

PSY 490 SENIOR SEMINAR

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

PSY 495 SPECIAL STUDY/RESEARCH

1-3 hours. Independent study of subjects outside regular offerings and/or supervised research under the direction of faculty. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division psychology majors only, by permission.

■ **RELIGION**

**REL 250 GREAT MOMENTS, KEY PERSONS
IN CHRISTIANITY**

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

REL 260 HISTORY AND DOCTRINE OF FRIENDS

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

REL 270 HISTORY AND DOCTRINE

OF _____ (SELECTED CHURCHES)

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

SWK 381 COUNSELING I

3 hours. A study of theory and technique of person-centered counseling. The course is designed to teach basic theoretical postulates and to focus on effective intervention skills for those anticipating future work in Christian ministries, teaching or mental health settings. Open to sophomores and above. (Identical to CHM 381 and SWK 381.) Recommended as a prerequisite for field experience work (SWK 475). Prerequisite: PSY 150 General Psychology. Recommended: PSY 330 Personality Theories.

SWK 391 SOCIAL WORK METHODS I

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

SWK 392 SOCIAL WORK METHODS II

3 hours. An overview of methods of practicing social work with individuals, groups and communities, with particular emphasis on expectations, goals and strategies. Appropriate simulated and actual experiential learning will be used. Prerequisite: SWK 391 Social Work Methods I and junior

SOC 280 MARRIAGE AND THE FAMILY

3 hours. A study of marriage and the family from a sociological perspective, including historical, cross-cultural and economic backgrounds. A Christian faith perspective will emphasize the worth of persons, the importance of the family as a place of nurture, and the gift of marriage.

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. 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.

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 equivalent or consent of instructor.

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 equivalent or consent of instructor.

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. Prerequisite: SPN 202 Second-Year Spanish or equivalent.

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. Prerequisite: SPN 202 Second-Year Spanish or equivalent.

SPN 490 STUDY ABROAD

18 hours minimum. A one- or two-semester overseas experience. Students take courses at Spanish or Latin American universities while living abroad. Application and junior standing or above required. All programs of study subject to the approval of the Spanish faculty and the International Studies

THE 275/475 FIELD EXPERIENCE

1-10 hours. Offered summers only. Supervised experience with off-campus professional, community, church, camp, etc., theatre productions or drama programs. The experience may include acting, directing, technical production, publicity, management, therapy, or any combination thereof. Enrollment by permission of the professor.

THE 285/485 SPECIAL TOPICS

3 hours. Special courses offered occasionally to meet the needs and interests of students, professors and visiting professors, specifically including technical theatre. Characteristically offered as part of May Term.

THE 320 ADVANCED APPROACHES TO ACTING

BUSINESS

See “Management (*M.B.A. Degree*)”

CHRISTIAN STUDIES

(*M.A. Degree*)

■ PROGRAM DESCRIPTION

Designed as a one-year, 36-semester-hour program, the Master of Arts in Christian Studies provides a strong foundation in biblical and theological studies, as well as opportunity for individual spe-

GRADUATE PROGRAMS • Christian Studies - Clinical Psychology

CLINICAL PSYCHOLOGY

(M.A. and Psy.D. Degrees)

■ RESEARCH SEQUENCE

The research sequence introduces the student to statistical methods and research design while cultivating the foundational skills necessary for the critical evaluation of scientific research. In addition, students are given broad exposure to the research literature in clinical psychology and the psychology of religion. These experiences culminate for the student in the completion of a doctoral dissertation. The dissertation, which may be empirical, theoretical or applied, is normally completed during the fourth or fifth year of the program. The goal of the research sequence is to equip graduates with the knowledge and skills necessary for the effective use of the evolving body of knowledge in the science of psychology, and in so doing, to lay a foundation for continued professional growth throughout their careers.

■ PROFESSIONAL TRAINING

Professional training is an important and integral part of the Psy.D. curriculum. Although it is a distinct part of the curriculum, it is also integrated with the academic course work throughout the program. The professional training process normally begins at the beginning of the first year and continues throughout the program, ultimately preparing the student for postdoctoral residency training and licensure as a psychologist.

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

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

The preinternship sequence of training follows completion of practicum, and generally lasts throughout the third year. The preinternship sequence enables students to further develop their clinical skills and to gain the experience necessary to prepare for internship. During the preinternship sequence, students continue to receive ongoing, supervised experience in assessment and psychotherapy in a variety of clinical settings. Preinternship training

also involves supervision of practicum and prepracticum students, weekly team meetings and oversight groups with faculty members, and presentations of advanced topics in a seminar format. The preintern student is encouraged to develop a broad range of clinical skills with diverse clinical populations rather than specialize prematurely. Although specialization is often desirable, it is best done during the internship, or during post-doctoral residency and continued professional training.

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

A clinical training file is maintained on each student as he or she progresses through the professional training sequence. This file contains evaluations, work samples, and clinical competency ratings on each student. Advancement through the professional training sequence requires approval of the clinical training committee, and all internship placements should be arranged through the Director of Clinical Training.

■ RESEARCH AND TRAINING FACILITIES

The psychology research lab is located in the Murdock Learning Resource Center. High-speed microcomputers, laser printers, and complete statistical (SPSS PC+) and graphics software are provided. In addition to its use for instructional purposes, the lab supports student research projects and dissertations, plus faculty research.

The Murdock Learning Resource Center provides library support for the psychology program. The library has an excellent collection of materials addressing the integration of psychology and the Christian faith and a good collection of contemporary work in most areas of psychology. In addition, the library receives more than 200 periodicals in psychology and related disciplines. Students also have on-line access to major computerized databases through library services, including Psych Info, Psych Books, DIALOG, ERIC, and many others. George Fox College maintains cooperative arrangements with other local educational institutions, providing psychology students with a full range of user services, including interlibrary loans and direct borrowing privileges.

■ FACULTY

Members of the George Fox College faculty bring a wealth of professional experience and a diversity of theoretical backgrounds to the classroom. Among the psychology faculty are 10 psychol-

ogists and one psychiatrist; seven clinical faculty who represent varied specialty areas and research interests; and four basic science faculty who are specialists in research design, statistical methods, psychological scale construction, and developmental psychology.

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

■ PROFESSIONAL STANDARDS

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

■ ADMISSION

Admission to the psychology program requires a baccalaureate degree from a regionally accredited college or university. A grade point average (GPA) of 3.0 or above and at least 18 semester hours of psychology or other related social science credits are generally required. In addition, applicants must submit scores on the Graduate Record Examination Aptitude Scales and the Psychology Subject Test and complete the general application requirements of George Fox College. Students with graduate credit and those who hold an advanced psychology or theology degree will be considered for admission with advanced standing subject to space availability in the appropriate class.

During the past two years, the median grade point average of admitted students was 3.45 and 3.67, respectively, and median GRE scores (combined Verbal and Quantitative Aptitude scores) were 1095 and 1175. Applicants will generally be required to have a grade point average of 3.3 or better and GRE scores greater than 1050; however, applicants who show significant promise may occasionally be admitted although they do not meet these criteria.

■ GENERAL ACADEMIC INFORMATION

LENGTH OF PROGRAM

The Doctor of Psychology program is designed to be completed in five years of full-time study, with a maximum of seven years from the date of initial enrollment. The student who is not able

GRADUATE PROGRAMS • Clinical Psychology

tory evaluation by practicum or internship supervisors, failing to comply with George Fox College standards of conduct, or showing other evidence of deficiency in professional development may be dismissed from the psychology program.

TRANSFER CREDIT

In some cases, a student may wish to transfer graduate-level course work previously earned at another accredited college, university or seminary. Guidelines covering transfer credit are stated in the *Student Handbook* of the Graduate School of Clinical Psychology and are in addition to general college policies outlined in this catalog. No transfer credit will normally be granted for practicum.

■ PSY.D. DEGREE REQUIREMENTS

The Doctor of Psychology (Psy.D.) degree requires the satisfactory completion of the following:

- All required courses, including 100 semester hours in psycholo-

Summer

PSY 534	Practicum (1)
PSY 546	Family Therapy (2)
PSY 547	Sexual Dysfunction (2)
PSY 549	Cross-Cultural Psychotherapy (2)
Total:	7 hours

THIRD YEAR*Fall*

PSY 536	Preinternship (2)
PSY 540	Research Design (3)
PSY 562	Projective Assessment (3)
PSY 571	Psychopharmacology/Psychoneurology (4)
REL 550	Historical Perspectives on Christianity (3)
Total:	15 hours

Spring

PSY 537	Preinternship (2)
PSY 548	Experiential Psychotherapy (2)
PSY 550	Women's Issues in Psychotherapy (2)
PSY 555	Research in Belief and Behavior (2)
PSY 556	Research Seminar (2)
PSY 573	Neuropsychological Assessment (2)
REL 510	Christian Theology (3)
Total:	15 hours

Summer

PSY 538	Preinternship (1)
PSY	Elective (2)
PSY 600	Dissertation (4)
Total:	7 hours

FOURTH YEAR*Fall*

PSY 554	Psychology of Emotions (2)
PSY 572	Religious Issues in Psychotherapy (2)
PSY	Elective (2)
PSY 601	Dissertation (4)
REL 530	Contemporary Religious Worldviews (3)
Total:	13 hours

Spring

PSY 570	Professional Issues (2)
PSY 581	Program Evaluation (2)
PSY	Elective (2)
PSY 602	Dissertation (4)
REL 540	Christian Ethics (3)
Total:	13 hours

FIFTH YEAR

PSY 610-615 Clinical Internship

Program Total: 139

¹ *M.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,

GRADUATE PROGRAMS • Clinical Psychology

Biological Bases of Behavior

CLINICAL THEORY

PSY 521 ABNORMAL PSYCHOLOGY

PSY 548 EXPERIENTIAL PSYCHOTHERAPY

2 hours. Building on the foundation established in PSY 542 Systems of Psychotherapy, this class explores the application of experiential psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients whom the student treats in his or her practice setting, examining them from an experiential perspective. Prerequisite: PSY 542 Systems of Psychotherapy.

PSY 549 CROSS-CULTURAL PSYCHOTHERAPY

2 hours. Introduction to the literature and issues involved in clinical work with persons of various cultural, racial and ethnic backgrounds. The role of culture and ethnicity in conceptualizations of mental health and pathology, help seeking, and response to treatment will be emphasized.

PSY 550 WOMEN'S ISSUES IN PSYCHOTHERAPY

2 hours. The literature and issues related to gender in psychotherapy will be examined, with special emphasis on the problems of diagnosis, interpersonal issues and paradigms for understanding female clients. Case studies will be used for illustration and application.

PSY 568 OBJECT RELATIONS

2 hours. An introduction to object-relational theory and psychotherapeutic techniques that grow out of that perspective. Though not a practicum course, ideally the student should be involved in working in a counseling setting in which applications of this psychodynamic approach may be tested in practice. Prerequisites: PSY 521 Abnormal Psychology, PSY 542 Systems of Psychotherapy.

PSY 569 SUBSTANCE ABUSE

2 hours. A survey of the literature on substance abuse and chemical dependency. Emphasis is placed on psychological assessment and intervention for persctioe.-0.0126œ8.0

PSY 526 INTELLECTUAL AND COGNITIVE ASSESSMENT

2 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 worker's compensation are addressed. Prerequisites: PSY 525 Personality Assessment, PSY 526 Intellectual and Cognitive Assessment, and PSY 532-535 Practicum.

PSY 561 ASSESSMENT AND TREATMENT OF LEARNING AND BEHAVIOR DISORDERS OF CHILDREN

3 hours. Examines strategies for assessing and designing prescriptive interventions for children with learning and behavioral handicaps. Prerequisites: PSY 525 Personality Assessment, and PSY 526 Intellectual and Cognitive Assessment. Recommended: PSY 571 Psychopharmacology/Psychoneurology.

PSY 562 PROJECTIVE ASSESSMENT

3 hours. This class introduces the basic concepts of projective assessment and the administration, interpretation and report writing for a variety of projective techniques, such as the House-Tree-Person, Draw-A-Person, Thematic Apperception Test, Roberts Apperception Test, Senior's Apperception Test, Holtzman Inkblot Test, Bender Gestalt Test, and Word Association Test. The Rorschach Inkblot Test and the Comprehensive System of John E. Exner (revised) will be emphasized. Prerequisite: PSY 526 Intellectual and Cognitive Assessment.

PSY 573 NEUROPSYCHOLOGICAL ASSESSMENT

3 hours. Development of a deeper understanding of the brain-behavior relationships begun in neuropsychology and on the assessment of neuropsychological functioning through use of such instruments as the Luria-Nebraska Neuropsychological Battery. Prerequisites: PSY 525 Personality Assessment, PSY 526 Intellectual and Cognitive Assessment, PSY 571 Psychopharmacology/ Psychoneurology.

DISSERTATION**PSY 600-609 DISSERTATION RESEARCH**

12 hours minimum. The student will do guided research under an appointed research committee. Prerequisites: PSY 540 Research Design, PSY 556 Research Seminar, formation of doctoral committee.

INTERNSHIP**PSY 610-619 CLINICAL INTERNSHIP**

A full-time internship comprising 50 weeks and 2,000 hours is required as part of the Psy.D. program. The internship may be scheduled as a half-time placement for two calendar years or a full-time placement for a single year. Prerequisite: Completion of M.A. degree and practicum requirements. Special fee assessed.

EDUCATION

(M.Ed. Degree)

Also see "Teaching *(M.A.T. Degree)*."

■ PROGRAM DESCRIPTION

The Master of Education (M.Ed.) program is designed to meet the Oregon requirements for the Standard Teaching License. The Master of Education degree will require 36 semester hours of credit. Students may receive institutional recommendation for the Standard License.

Students in the M.Ed. program may include:

- Teachers holding Basic Licenses who wish to obtain Standard Licenses,
- Teachers who hold expired or out-of-state licenses,
- Licensed teachers who desire additional course work at the graduate level.

Program Requirements and Options:

Requirements for the Standard License include the following 30 semester hours:

- 10 hours of core courses
- 10 hours of content area courses
- 10 hours of elective courses

The Master of Education degree requires six additional hours in applied research and methods courses.

Students may transfer a maximum of 10 semester hours from accredited institutions.

The structure of the program will be characterized by:

- **Theory-into-Practice Links.** Experiences at the teacher's school site will be a major component of the program and will provide the practical application for the course work.
- **Action Research.** Personal research will be an integral part of the program.
- **Thematic Strands.** Major strands, such as multicultural awareness, values, leadership, action research, decision making, trends in education and professional development will be incorporated throughout the professional courses.

GRADUATE PROGRAMS • Education

- **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussion, in journal entries, in papers, and in conferences with college supervisors.

■ ADMISSIONS

1. Passing scores on appropriate section of the NTE if changing endorsements or changing license from basic to standard.

Elementary: Core Battery including Professional Knowledge.

Secondary: NTE specialty test in endorsement area(s) and the Professional Knowledge test of the Core Battery.

2. A minimum 3.0 cumulative grade point average on the last 60 semester hours (90 terms hours) or a written explanation of GPA below 3.0.
3. A Basic Teaching License.
4. Three letters of recommendation: two professional and one character.
5. A cover letter stating the applicant's goals and reason for pursuing the license or degree.
6. Evidence that the applicant has complied with and satisfied the TSPC background check requirements.
7. Other items consistent with admission requirements at GFC.

■ DEGREE REQUIREMENTS

The Master of Education requires the student to earn a minimum of 36 semester hours, depending on the student's professional agenda. A cumulative grade point average of 3.0, with no grade lower than a "C" is to be maintained for successful completion of the program.

1. No later than completion of 8 semester hours, a degree-seeking student must complete the M.Ed. degree application process.
2. Each degree-seeking student will be assigned a graduate faculty advisor who will assist the student in planning his or her proposed course of study. The proposed course of study will be reviewed by the Graduate Program Committee.

■ COURSE OFFERINGS

CORE COURSES

B8 0 0 Bas

EDM 515 MENTORING SEMINAR

1 credit hour. Mentoring provides group support and faculty assistance to teachers focusing on mentoring student teachers, new teachers or other peers. May be repeated.

EDM 516 CLASSROOM MANAGEMENT

3 credit hours. Classroom teachers learn innovations in classroom organization and management and are encouraged to apply classroom management methods in the classroom setting.

EDM 522 ACTION RESEARCH SEMINAR

1 credit hour. The seminar will provide group support and faculty assistance to teachers conducting an action research project in their classroom/school. May be repeated.

EDM 523 ADVANCED METHODS: RESEARCH IN EFFECTIVE TEACHING

3 credit hours. Analysis and investigation of current research in effective teaching methods as related to specific subject areas. Specific methods relating to subject matter, learning styles and current school reforms will be studied and applied. May be repeated (i.e. EDU 550 Research in Effective Teaching; Advanced Methods in Language Arts/Reading; EDU 550 Research in Effective Teaching; Advanced Methods in Math; EDU 550 Research in Effective Teaching; Advanced Methods in Children and Adolescent Literature).

EDM 525 APPLIED RESEARCH I

2 credit hours (6 hours maximum in program). These credits must be taken concurrently with the action research seminar. Students will apply action research techniques to an approved project in their work setting. Coordination with site-based management teams will be encouraged.

EDM 526 CLASSROOM ASSESSMENT

2 credit hours. Classroom teachers become acquainted with a wide variety of methods for assessing student progress at the classroom and individual level. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of assessment – including portfolios, rubrics and other forms of authentic assessment – will be covered.

EDM 527 TESTING AND MEASUREMENT

2 credit hours. A foundation course in which students review the principles of educational testing. Standardized testing instruments including individual and group tests will be explored. Students will also learn and apply basic statistical procedures and software used in educational testing. Required for students who have chosen the thesis option.

EDM 554 TECHNOLOGY IN THE CLASSROOM I

2 credit hours. Introduces students to the use of basic computer hardware and software that may be encountered in the classroom. The classroom teacher will learn to use appropriate integrated software programs. In addition, the teacher will be able to use software for record keeping and basic desktop publishing.

EDM 555 TECHNOLOGY IN THE CLASSROOM II

1 credit hour. Focus on learning and applying advanced educational technology in the classroom, including Hyper Card, CD rom and/or laser disk interactive programs, and video productions. May be repeated.

EDM 560 THESIS SEMINAR

1 credit hour. Thesis seminar provides group support and faculty assistance to teachers conducting thesis projects. May be repeated.

EDM 565 THESIS

1 to 6 credit hours. The student will do guided research under an appointed research committee. Prerequisites: EDU 523 Principles and Practices in Educational Research, and EDU 526 Testing and Measurement.

EDM 580 CURRICULUM DEVELOPMENT/ADVANCED PLANNING/IMPLEMENTATION: SUBJECT AREA(S)

2-3 credit hours. Teachers learn to apply curriculum development and planning procedures as they create curriculum for their own classroom/school settings and subject areas. May be repeated.

EDM 585 SELECTED TOPICS IN CONTENT-SPECIFIC AREAS

2-3 credit hours. These courses are developed to provide the teacher with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, music, health and human performance, social studies, and speech.

EDM 585B CURRICULUM ISSUES AND METHODS AND THE CHRISTIAN TEACHER

2 credit hours. Focus on the curriculum needs and issues of teachers in Christian school settings. An emphasis on the integration of faith and learning will be made. This course will also deal with issues related to Christian teachers in the public school setting.

MANAGEMENT

(M.B.A. Degree)

■ PROGRAM DESCRIPTION

A two-year program offered one night a week plus some Saturdays, the George Fox College Master of Business Administration degree is intended for students who want to improve their management and leadership ability through intellectual, moral and creative growth. The program is situated squarely within the College's mission, for the College believes that its Christian values, concern for integration, and commitment to quality speak to managers who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values,

GRADUATE PROGRAMS • Management

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

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.

GRADUATE PROGRAMS • Teaching

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:

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■ COURSE OFFERINGS

EDU 501 THE PROFESSIONAL EDUCATOR

1 hour. Summer. An introduction to the characteristics and role of the professional educator in today's society.

EDU 502 SPECIAL TOPICS FOR THE PROFESSIONAL EDUCATOR I

2 hours. Summer. Special topics include guidance and counseling, instructional strategies, the parent/school partnership, special education, school law, and student diversity. In addition, topics will include those requested by students or recommended by school teachers and/or administrators.

EDU 503 SPECIAL TOPICS FOR THE PROFESSIONAL EDUCATOR II

2 hours. Fall. Special topics include innovations in methods and materials in all subject areas. Classroom teachers, school administrators and college faculty will describe and demonstrate methods, materials and programs. There will also be a continuation of topics from EDU 502, such as working with school specialists.

EDU 510 HUMAN DEVELOPMENT

2 hours. Summer. The theoretical and practical aspects of human development—birth through adolescence.

EDU 520 RESEARCH METHODS I: READINGS AND METHODS

1 hour. Summer. Readings and interpretation of published research, both qualitative and quantitative. Focus on issues related to classroom organization, diversity, values, school law, and other educational issues.

EDU 521 RESEARCH METHODS II: ASSESSMENT AND MEASUREMENT

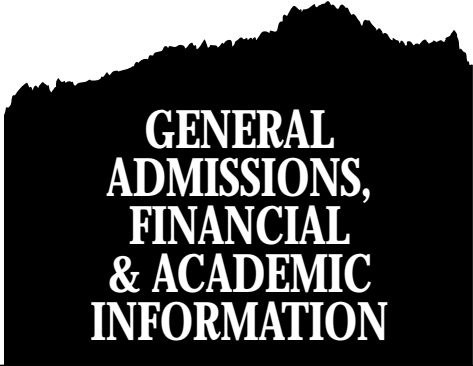
1 hour. Fall. Methods of assessment and evaluation designed to provide the preservice teacher with a variety of techniques to assess the abilities and needs of diverse learners. Strategies for evaluation will provide means for assessing student learning and the effectiveness of classroom practices. Qualitative and quantitative methods will be explored.

EDU 522 RESEARCH METHODS III: EVALUATION OF TEACHING

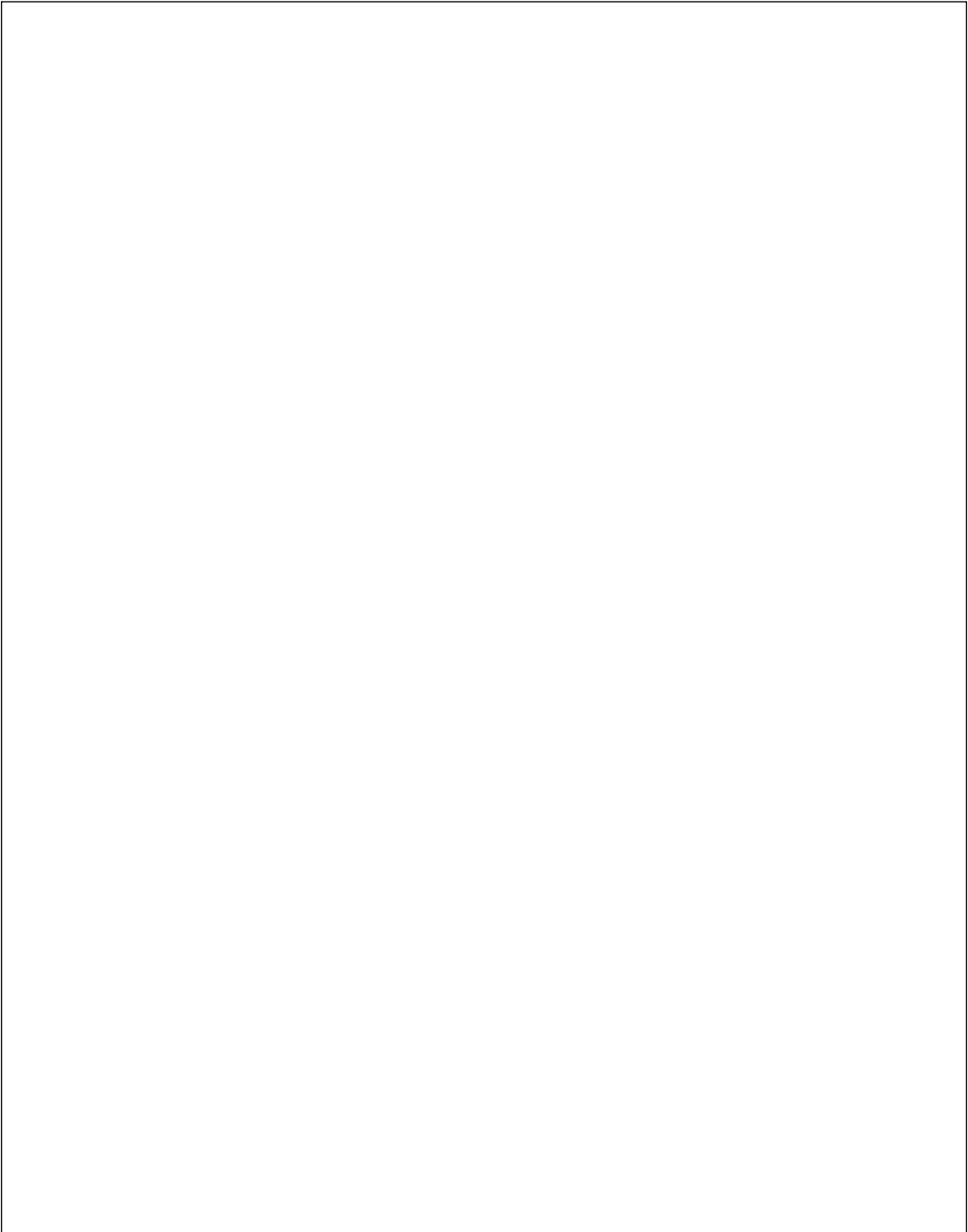
1 hour. Spring. Proposal of an action research project related to the classroom. Students will present their project in an action research symposium.

EDU 530 LEARNING THEORY/INSTRUCTIONAL DESIGN

2 hours. Fall. Theories of learning and associated teaching appli-



**GENERAL
ADMISSIONS,
FINANCIAL
& ACADEMIC
INFORMATION**



REGULAR STUDENTS

Students who have satisfied entrance requirements and are following a program leading to a degree are called regular students. They are classified as follows:

Freshmen:	Students who have completed fewer than 31 semester hours
Sophomores:	Students who have completed 31 semester hours
Juniors:	Students who have completed 62 semester hours
Seniors:	Students who have completed 93 semester hours

SPECIAL STUDENTS

This classification includes degree and nondegree students generally enrolled for less than 12 semester hours. Any special student wishing to enter a degree program must fulfill regular admissions requirements.

PROBATION AND PROVISIONAL STUDENTS

A student whose cumulative grade point average falls below the level established for academic progress (See "Academic Progress and Eligibility," page 113) will be classified as a probation student. A student placed on probation status may continue to receive financial aid. An applicant who does not meet the total expectations for admission may be admitted as a provisional student. All provisional students are required to participate in the George Fox College Academic Success Program (see page 21).

Students admitted provisionally may not enroll for more than 14 or 15 hours in the first semester and must include at least one semester of WRI 095 English Skills. At the completion of a term, the Academic Standing Review Committee considers each provisional student's achievement to determine that sufficient progress has been made for continuance.

■ AUDITORS

Subject to instructor approval, any regular or special student may audit courses from which he or she wishes to derive benefit without fulfilling credit requirements. This must be established with the Registrar at time of registration. Class attendance standards are to be met.

■ REGISTRATION

All students are expected to register on the days designated on the college calendar and to begin classes on the first day. The Registrar annually publishes a class schedule booklet with specifics for registration. In addition, each student should be aware of the regulations that appear under the title "Course Numbering System" on page 28.

■ GRADUATE ADVISING AND LOAD

A typical graduate student load is 12 hours in a given semester. Eight hours is required for full-time status. Normally the student's load is determined by graduate program requirements and in consultation with the student's advisor. Advisors are assigned early in the student's program.

■ UNDERGRADUATE ACADEMIC ADVISING

New freshmen may have received initial academic advisement by an admissions counselor. However, all new freshmen are assigned a freshman advisor as part of the Freshman Experience Program. This advisor will serve as the academic advisor for the freshman year and also will teach a section of the Freshman Experience Seminar course. Freshmen will select or be assigned a faculty advisor in their area of interest prior to preregistration for the following year.

Each returning, transfer and readmit full-time student is

A common “rule of thumb” is to anticipate two hours of study for each hour of class. Classes that meet more frequently per week than the credit given will demand less outside study.

■ COURSE ADDITIONS

- After classes begin, a later admission to class must have the approval of the Registrar and consent of the instructor involved on a form available in the Registrar’s Office.
- The last day to add courses or to exercise a pass/no pass option is established in the calendar in this catalog.

■ COURSE WITHDRAWALS

- A student wanting to drop or withdraw from a class or from the College must secure the proper form from the Registrar’s Office. Without the form, an “F” is recorded for all courses involved. There is a fee of \$10 for a course withdrawal, though not for complete withdrawal from the College.
- Withdrawal from a course (with a “W”) must be completed within the first nine weeks of the semester. Beyond this date, a petition to the Vice President for Academic Affairs is required, and cause (emergency conditions) must be established. See calendar in this catalog.

■ THE GRADING SYSTEM

Semester grades are determined by the instructor’s evaluation of the student’s daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned according to the following system:

<i>Letter Grade</i>	<i>Meaning</i>	<i>Points Per Semester Hour</i>
A	Superior	4
B	Good	3
C	Average	2
D	Passing but inferior	1
F	Failing	0

ACADEMIC APPEALS

Academic actions can be appealed to appropriate college authorities and an Academic Appeals Board. Appeals are taken to be

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.

ADMISSIONS • Graduate Admissions - International Students

(M.Ed.), teaching (M.A.T.), and Christian studies (M.A.C.S.). To be considered for admission, applicants are normally required to have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 grade point average in their last two years of academic work.

Individual graduate programs have unique admission requirements and procedures established by the College. Application information for graduate study is available upon request.

International students (F-1 visa students or J-1 visa students) must show proficiency in the English language by posting a score on the Test of English as a Foreign Language (TOEFL) of at least 500 and a score on the Test of Written English of at least 4. Students with a score between 500 and 550 will be provided a one-hour tutorial during their first semester at George Fox College to improve their ability to write in English and to develop more effective study strategies. Students not showing proficiency at the above-described levels may apply for admission to the George Fox College English Language Institute (see page 35).

■ **READMISSION OF FORMER STUDENTS**

To apply for readmission after an absence of one or more semesters, a student should request an Application for Readmission from the Admissions Office. If two or more years have elapsed, he or she must meet any new or revised graduation requirements and may be asked to go through regular admission procedures.

By June 15, 1995, a \$150 tuition deposit must be submitted by each readmitted student. Until May 1, \$130 is refundable. The spring semester tuition deposit deadline is December 15. Until December 1, a partial refund will be granted.

Students who drop out to attend another program risk acceptance of that credit on return unless such has been approved by the Registrar prior to leaving.

■ **PART-TIME STUDENTS**

Individuals who would like to take less than a full-time load (1-11 hours) may apply as a part-time student. Application forms and counseling regarding courses are available in the Registrar's Office. Applicants are required to pay the non-refundable \$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's 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

ADMISSIONS • Early Admission of High School Students - Spouse Enrollment Program

the primary enrollment is older adults. Unless limited by space, equipment or essential background, all courses are open. Application is through the Registrar's Office. Counseling in regard to courses is available in the Registrar's Office. This privilege does not apply to enrollment in the management of

FINANCES • Tuition, Fees and Expenses

DEPOSITS AND ADMISSION FEES FOR 1995-96

Application Fee (nonrefundable, submitted with application for admission)	\$30
Tuition Deposit (required of all new full-time students, this deposit insures housing priority and registration privileges based on date of receipt; used as credit on first-semester bill)	\$150
Continuing Deposit (required of all full-time students; charged on first-semester bill and held on deposit until departure)	\$100

REGISTRATION, RECORDS AND GRADUATION FEES

Late Registration Fee (applicable if registration is not made prior to the first day of classes each semester)	\$25
Change of Registration Fee, per change form after second week of semester	\$10
Examination Fee, for credit by examination, challenge, or exemption from specific requirement	\$40 per course
Graduation Fee:	
Undergraduate	\$100
Master's degree	\$130
Doctor of Psychology degree	\$160
Thesis processing:	
Psy.D. dissertation	\$184.50
Personal copy, per bound copy	\$29
Copyright fee (optional)	\$35
Transcripts, per copy	\$3
Placement File Setup Fee	\$10
Placement File, per set	\$7
Additional sets with same order	\$3

DEPARTMENTAL FEES

Chemistry Fee	\$10-30
Communication/video production courses	\$10-50
Off-campus physical education activity, per semester*	\$20-300
Private music lessons, per semester (includes one half-hour lesson per week and use of practice room)	\$205
Other: Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from \$10 to \$50 per class, although some specific courses may be higher.

**Students pay a fee of \$20-\$300 to cover costs of facilities, equipment, and transportation for any physical education course conducted off campus, such as swimming, bowling, golf, skiing and canoeing. Personal rackets are required for tennis.*

BUSINESS OFFICE FEES

Account Service Charge: Open accounts (other than installment plans) are subject to a one-percent-per-month service charge on the unpaid balance.

Returned check fee, per check	\$10
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HEALTH/COUNSELING FEE

Per semester	\$25
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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.

PARKING FEE

Student vehicles must be registered with the Security Office, and a non-refundable parking fee must be paid.

Per semester	\$30
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ROOM AND BOARD

Room and board is furnished to resident students as indicated below. Residence hall rooms are double occupancy; two-room suites are occupied by four students; houses and apartments (for upperclassmen) house from two to 12 persons. There are four single-occupancy residence hall rooms (two for men, two for women). An additional charge of \$150 per semester will be charged for those rooms.

All students living in residence halls, plus non-seniors living in other campus housing, are required to be on the meal plan (unlimited open dining in the Klages Dining Room from 7:15 a.m. to 7:15 p.m. weekdays, 10 a.m. to 2 p.m. and 4 to 6 p.m. weekends).

Breakdown of Costs: Room and Board

	<i>Semester</i>	<i>Year</i>
Room:		
Residence hall*	\$1,100	\$2,200
Suites*	1,130	2,260
Apartments and houses		
with phone	1,140	2,280
without phone	1,115	2,230
Board: Continuous dining		
7:15 a.m. to 7:15 p.m.	\$1,090	\$2,180
weekdays, 10 a.m. to 2 p.m. and 4 to 6 p.m. weekends		

A limited amount of housing is available for married students. Information may be obtained from the Student Life Office.

* *Telephone charge included*

■ SCHEDULE OF REQUIRED DEPOSITS

New full-time students are required to pay a \$150 tuition deposit by June 15. This deposit will be applied against the first-semester tuition.

All new full-time students are required to pay a continuing deposit of \$100 at registration. This deposit is designed to cover student-caused damage, fines, etc., and will be permanently maintained at that balance so long as the student is enrolled. Upon withdrawal, any remaining balance will be refunded to the student as explained under "Refund Policy" on page 124.

■ HOUSING DEPOSIT FOR RETURNING STUDENTS

1. All students, except graduating seniors, who will live in College-owned housing during the upcoming year will be required to pay a \$100 housing deposit to secure their housing assignment.
2. This deposit will be payable to the Student Accounts Office midway through spring semester. (Date will be published from the Student Life Office.)

3. The deposit will not be refundable. In the case that a student returns to GFC in the fall and occupies College-owned housing, the deposit will be credited toward his or her account for the fall semester. In the case that a student does not return to GFC and/or does not occupy College-owned housing, the deposit will be forfeited.

At the time the housing deposit is paid, students must be current on their existing accounts to be eligible to participate in housing sign-ups for the following year. Please see the Student Accounts Office if you have questions about your account.

■ FINANCIAL ARRANGEMENTS

All charges made by the College are due prior to the beginning of each semester or may be made on an installment basis by either annual or semester plans. Students receiving scholarships, grants or loans must complete all necessary arrangements well in advance of registration. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that may still be pending at the time of

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 total financial aid package—including all grants, scholarships and loans—may not exceed the amount of need when federal program funds are included.

Virtually every student in the College who can demonstrate need is awarded funds (grants, loans and/or employment) to assist in meeting the cost of attendance.

AWARDS BASED ON ACADEMIC POTENTIAL, PERSONAL INTERESTS AND QUALITIES, AND PROMISE OF FUTURE LEADERSHIP

Many awards for potential academic and other performance abilities, and for personal qualities and affiliations, may be given without considering the financial need of recipients. Many scholarships and grants are available to students who have proven ability in college. Others, such as the honors scholarships, are awarded to both new and returning students.

SCHOLARSHIPS, GRANTS, LOANS AND STUDENT EMPLOYMENT

FEDERAL AND STATE GRANT PROGRAMS

The Federal Pell Grant and the Oregon State Need Grant programs award funds to students on the basis of eligibility standards set by federal and state regulations. The Federal Supplemental Educational Opportunity Grant is funded by the federal government and awarded to students according to eligibility standards set by both the government and the College. Funds from these programs are available only to students who can demonstrate relatively high need.

COLLEGE GRANTS

The College awards funds to needy students to supplement funds provided by the federal and state programs. If eligible on the basis of financial need, a student with insufficient state or federal funds may receive a GFC grant.

HONORS PROGRAM

Honors scholarships are granted each academic year to a limit-

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** or **Duke Scholarships** if they meet the minimum criteria and are recommended by the faculty and if funds are available. Students are eligible for only one honors scholarship at a time. However, a small number of the highest-ranking students are selected to enter the Intensified Studies Program, which carries a small stipend to help highly qualified students pursue independent study.

ATHLETIC, DRAMA AND MUSIC SCHOLARSHIPS

A limited number of awards are made each year to talented students who show promise of achievement in athletics, drama and music. To be eligible, applicants must have satisfactory academic records and unusual proficiency in one or more of the above fields. Auditions or personal interviews usually are required of applicants.

MINORITY GRANTS

African-American Student Awards and **Hispanic-American Student Awards** of \$2,500 are offered to students who meet academic qualifications. Applicants of other selected minority groups (as well as African-Americans and Hispanic-Americans who do not receive the above awards) may receive the \$1,000 **Minority Student Award**.

SPECIAL GRANTS

A limited number of grants are offered to encourage and enable special groups of students to attend George Fox College. Grants of \$1,500 each are awarded to dependents of active ministers and missionaries. Any entering freshman student from California with a high school GPA of at least 3.0 may receive a grant of \$1,250. Any student from a Friends or Evangelical Church of North America church with a high school GPA of 3.0 or a combined SAT score above 1000 may receive a grant of \$1,250. These grants are not based upon financial need. Stipends may be reduced somewhat for students who are eligible for more than one of these grants. Continuation of the **California Student Grant** or the **Friends/ECNA Student Grant** requires a cumulative college GPA of at least 3.0.

CHURCH/COLLEGE FELLOWSHIP AWARDS

The College has established **Church/College Fellowship Awards** to assist churches in encouraging their young people

to attend George Fox College. The church may make a gift of any amount to the College for credit to a specific student's account. The College will then match up to \$500 of the gift for any such students, and up to \$600 for juniors and seniors who are preparing for Christian service. Gifts may be made for any number of students from a church. The gifts must be an official act of the church rather than from individual church members. The deadline is October 1. Applications will be supplied upon request.

TRAVEL GRANTS AND FAMILY DISCOUNTS

Any student whose home is over 500 miles from the campus may be eligible for a travel grant. The amount of the grant is \$200 and is credited to a student's spring semester account.

Tuition discounts equal to approximately five percent of tuition will be granted to second and additional family members when more than one member of the same family is enrolled at the College at the same time.

OTHER SCHOLARSHIPS AND GRANTS

A portion of the College's endowment fund is designated for the scholarship program. The scholarships and grants listed below are funded by endowments provided by friends of the College. Except as noted, these scholarships are awarded to returning students only. Amounts may vary from year to year.

The **J. Caroline Ankeny Memorial Scholarships** totaling \$2,200 are awarded annually to international students from India, Africa, Bolivia or Peru.

The **Ethel D. Ankeny Memorial Drama Scholarship** of \$200 is awarded to a student active in drama with above-average grades at GFC. Financial need is not required.

FINANCES • Financial Aid

The **Bill and Jim DeLapp Scholarship**

The **L. B. and Thelma Martin Business/Economics Scholarship** of \$500 is awarded annually to a junior or senior majoring in business/economics. The student must also be involved in the college athletic program. Financial need is not required.

The **Nard and Sis McGrath Scholarship** of \$2,500 is awarded annually to an incoming Newberg High School graduate. Preference is given to a student-athlete. Financial need is not required.

The **McPhee Memorial Grant** of \$750 is awarded annually to a dependent of missionaries actively serving the church in a country other than the United States. Financial need is required.

The **Mills Family Christian Service Scholarship** honors the family of Paul Mills, who was an instructor in the Department of Religious Studies at George Fox College for 25 years. The stipend of \$750 is given to students who are preparing for full-time Christian service.

The **David O. Moberg Scholarship** of \$1,000 is awarded annually to a student majoring in psychology or sociology. Financial need is required.

The **Mock Family Scholarship** of \$550 is awarded annually to a student from Banks School District #13. Financial need may be considered.

The **George H. Moore Memorial Scholarship** of \$400 is awarded annually to a student majoring in psychology. Financial need is required.

The **Edward L. and Ella M. Morse Memorial Scholarship** of \$150 is awarded to a deserving student who has financial need.

The **Henry A. Nagl and Eddie Daniel Memorial Scholarship Fund** of \$850 is awarded annually to help deserving students meet college costs. Financial need must be considered.

The **Fred C. Neumann Memorial Scholarship** of \$700 is awarded annually to a Quaker student who lives in Colorado. First preference will be given to a student from Denver. Financial need is not required.

The **Osburn Grant** provides funds for students who would otherwise be eligible for the Oregon State Need Grant but disqualify because they are Christian ministries majors.

The **Paul G. and Ruth R. Palmer Scholarship** of \$350 is awarded to a junior or senior majoring in the sciences.

The **William Penn Writing Scholarship** of \$400 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 \$250 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 \$550 is awarded annually to an upper-division student majoring in communications/video production.

The **J. Vernon Rice and Maude R. Rice Scholarships** of \$100 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 \$300 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 \$750 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 **Arthur and Fern Roberts Tuition Grant** of \$950 is awarded annually to a freshman or sophomore Quaker student. Financial need is 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 \$550. Financial need is not required.

The **Winifred Woodward Sandoz Memorial Scholarship** of \$300 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 \$800 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 \$1,700 is awarded to a student with financial need.

The **Mr. and Mrs. Fordice W. Stebbins Scholarship** of \$450 is awarded annually to a son or daughter of missionaries who is planning to pursue a career in Christian service. Financial need may be considered.

The **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 \$7,800.

The **Mary Minthorn Strench Scholarship** of \$250 is to assist a student furthering his or her education at George Fox College.

The **Joanne Brougher Summers Memorial Scholarship** of \$650 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 \$150 is

The **Arthur and Gwen Winters Scholarship** of \$600 is awarded annually to a Quaker student from Northwest Yearly Meeting of Friends Church. Financial need is required.

The **Ezra and Amanda Woodward Scholarship**

The **PGE Merit Award** of \$2,250, renewable annually, is awarded to an Oregon high school senior with high academic achievements and community involvement. Applications are available through high schools. Application must be made by March 30.

The **Frank D. Roberts Family Scholarship** of \$200 is awarded annually to the valedictorian of the senior class of Greenleaf Academy, located in Greenleaf, Idaho. Financial need is not required.

The **West Linn High School Scholarship** of \$500, funded by Dea and Lois Cox, is awarded to a graduating senior from West Linn High School to aid in attending George Fox College.

The **Wilhite Music Scholarship** of \$500 is to assist a student majoring in music.

It is the hope of the College that recipients of these funds will someday desire to add to the scholarship endowment fund and designate gifts for this purpose.

LOANS

The Federal Perkins Loan (previously the National Direct Student Loan) is awarded to students who demonstrate high need. Application is made directly to the College.

The College participates in the Federal Direct Student Loan program for the Federal Stafford Loan, the Federal Unsubsidized Stafford and the Federal Parents Loan for Undergraduate Students (PLUS). Eligibility for the Stafford and the Unsubsidized Stafford is determined by filling out the Free Application for Federal Student Aid, as well as by student status. Parents wishing to borrow through the PLUS program may request an application through the Financial Aid Office.

When other funds are not available, loans place the responsibility for financing higher education on the student or parent.

Director of Financial Aid: Title IV (Higher Education Act of 1965 as amended), student consumer information, the Pell Program, Supplementary Educational Opportunity Grants, the Perkins Loan/Direct Loan Program, the Stafford Loan Program, the Parents Loan for Undergraduate Students Program, and the Supplemental Loans for Students Program

Registrar: Rehabilitation Act of 1973, veterans' benefits, Immigration and Naturalization Act, and the Family Educational Rights and Privacy Act

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

George Fox College accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor will the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the George Fox College community, only those members, individually or collectively, acting in the students' direct

(Adapted from: *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974*, American Association of Collegiate Registrars and Admissions Officers, 1990.)

DRUG-FREE ENVIRONMENT

George Fox College is concerned about the intellectual, physical, psychological and spiritual well-being of all its students and employees. The community recognizes the danger to one's physical and psychological well-being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or non-prescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed or distributed on or away from campus. Community members also are expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks.

DISABLED STUDENTS

The Registrar's Office coordinates services for disabled students. The Office also promotes campus awareness of issues and needs of disabled students. Supportive services can be provided, depending on the nature of the disability and availability of resources. Documentation of an existing disability may be required.

Specific courses on career exploration, study skills and writing development are available. Special adaptive physical education classes for students with disabilities are offered through the Health and Human Performances Department.

Interested students should contact the Registrar's Office and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact the Registrar as early as possible to make arrangements for necessary support services.

DISCLOSURE OF USES FOR SOCIAL SECURITY NUMBERS

Providing one's social security number is voluntary. If a student provides it, the College will use his or her social security number for keeping records, doing research and reporting. The College will not use the number to make any decision directly affecting the student or any other person. A student's social security number will not be given to the general public. Students who choose not to provide their social security numbers will not be denied any rights as a student. A statement in the class schedule describes how social security numbers will be used. Providing one's social security number means that the student consents to use of the number in the manner described.

WAYNE E. COLWELL, Professor of Psychology; Co-director of Clinical Training, Graduate School of Clinical Psychology. B.S., John Brown University; M.Div., Grace Theological Seminary; M.Ed., University of Arkansas; Ph.D., Arizona State University. George Fox College 1990–

ANDREA P. COOK, Vice President for Enrollment Services. B.A., Northwest Nazarene College; M.S., University of Oregon. George Fox College 1987–

WESLEY A. COOK, Associate Professor of Health and Human Performance. B.A., University of Northern Colorado; M.A.T., Lewis and Clark College. George Fox College 1987–

VICTORIA L. DEFFERDING, Instructor of Spanish. B.A., University of Oregon. George Fox College 1989–

SUSAN H. DELESSERT, Assistant Professor of Spanish and French. B.A., M.A., Portland State University; M.A., Ph.D., University of Oregon. George Fox College 1983–

JOE DEVOL, Assistant Professor of Management of Human Resources. B.S., California State University, Los Angeles; M.S., University of California, Riverside. George Fox College 1992–

KEITH W. DRAHN, Associate Professor of Management of Human Resources. B.A., George Fox College; M.S., Oregon College of Education; Ph.D., University of Oregon. George Fox College 1995–

EUGENE R. DYKEMA, Professor of Business. B.S., University of Illinois; M.B.A., University of Chicago; Ph.D., University of Notre Dame. George Fox College 1991–

MICHELLE L. DYKSTRA, Assistant Professor of Psychology. B.A., Hope College; M.A., M.A., Ph.D., Fuller Theological Seminary. George Fox College 1991–

KATHRYN Y. ECKLUND, Assistant Professor of Psychology. B.A., M.A., Biola University; Ph.D., Rosemead School of Psychology. George Fox College 1994–

RICHARD A. ENGNELL, Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox College 1978–

GARY K. FAWVER, Associate Professor of Outdoor Ministries. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary. George Fox College 1974–

JAMES D. FOSTER, Dean of the School of Natural and Behavioral Sciences, Professor of Psychology. B.S., Seattle Pacific University; M.A., Ph.D., Ohio State University. George Fox College 1980–

ANDREW D. GESS, Associate Professor of Management of Human Resources. B.A., Azusa Pacific University; M.Div., Fuller Theological Seminary; M.Ed., Oregon State University. George Fox College 1992–

RAYMOND P. GLEASON, Assistant Professor of Business. B.A., M.A., California State University, Los Angeles. George Fox College 1989–

STEVEN C. GRANT, Assistant Professor of Health and Human Performance. B.A., Biola College; M.Ed., Linfield College. George Fox College 1982–

DENNIS B. HAGEN, Professor of Music and Education. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox College 1964–

STEVEN E. HANNUM, Associate Professor of Chemistry. B.S., Wheaton College; Ph.D., University of Kentucky. George Fox College 1985–

ROBERT F. HARDER, Associate Professor of Engineering. B.S.M.E., M.S.M.E., Michigan Technological University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox College 1988–

THOMAS F. HEAD, Associate Professor of Economics and Business, Chairperson of the Department of Business and Economics, Director of the Graduate Business Program. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox College 1971-74; 1976-79; 1983–

W. SCOT HEADLEY, Assistant Professor of Education. B.S., M.Ed., Colorado State University; Ph.D., The Ohio State University. George Fox College 1994–

HENRY C. HELSABECK, Professor of Mathematics and Computer Science, Chairperson of the Department of Mathematics, Computer and Engineering. B.A., Culver Stockton College; M.A., M.A., Ph.D., University of Missouri. George Fox College 1978–

EDWARD F. HIGGINS, Professor of English, Chairperson of the Department of Writing/Literature. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox College 1971–

DAVID J. HOWARD, Associate Professor of Music. B.A., Simpson Bible College; B.A., M.A., San Francisco State College; D.M.A., Southern Baptist Theological Seminary. George Fox College 1968-85; 1988–

MARTHA A. IANCU, Assistant Professor of English as a Second Language, Chairperson of the Department of English as a Second Language. B.A., M.A., University of Oregon. George Fox College 1989–

KERRY E. IRISH, Assistant Professor of History. B.A., George Fox College; M.A., Ph.D., University of Washington. George Fox College 1993–

DALE R. ISAAK, Assistant Professor of Health and Human Performance. B.S., Willamette University; M.S., Indiana State University. George Fox College 1995–

CLELLA I. JAFFE, Assistant Professor of Communication Arts. B.A., Seattle Pacific University; M.Ed., Ph.D., Oregon State University. George Fox College 1995–

W. BRAD JOHNSON, Assistant Professor of Psychology. B.A., Whitworth College; M.A., Ph.D., Fuller Theological Seminary. George Fox College 1994–

CRAIG E. JOHNSON, Associate Professor of Communication Arts, Chairperson of the Department of Communication Arts. B.A., Luther College; M.A., Wheaton College; Ph.D., University of Denver. George Fox College 1988–

JOHN M. JOHNSON, Associate Professor of Mathematics and Computer Science. B.S., Northwest Nazarene College; M.S., Kansas State University. George Fox College 1984–

MERRILL L. JOHNSON, Director of Learning Resources, Associate Professor. B.A., Seattle Pacific University; M.L.S., University of Oregon. George Fox College 1980–

WILLIAM G. JOLLIFF, Associate Professor of English. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., Ohio State University. George Fox College 1994–

GARY M. KILBURG, Associate Professor of Education, Director of the Graduate Teacher Education Program

DIRECTORIES • Faculty

PATRICIA A. LANDIS, Associate Professor of Education,
Director of Undergraduate Teacher Education. B.A., Seattle
Pacific University; M.A., University of Washington. George
Fox College 1984–

MARK A. SELID, Assistant Professor of Business. B.A.,
Pacific Lutheran University; M.T., Portland State University,
CPA. George Fox College 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.

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;

MARK R. WILLIAMS, Music Education. B.A., George Fox College. George Fox College 1991–

SCOTT C. WILLIS, Clinical Psychology. B.A., San Diego State University; M.A., Ph.D., Fuller Theological Seminary. George Fox College 1993–

HOWARD R. MACY, Ph.D., Director of the Graduate Christian Studies Program

RONALD L. MOCK, J.D., M.P.A., Director of the Center for Peace Learning and Co-Director of Intensified Studies

COLLEGE ADMINISTRATION, 1994-95

■ PRESIDENT'S 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

SHAUN P. McNAY, D.Min., M.A., Acting Dean of Students

DONALD J. MILLAGE, CPA, B.S., Vice President for Financial Affairs

EDWARD F. STEVENS, Ph.D., President

■ ACADEMIC ADMINISTRATION

RICHARD E. ALLEN, M.S., Director of Continuing Studies

REBECCA T. ANKENY, Ph.D., Dean of the School of Humanities

DIRK E. BARRAM, Ph.D., Vice President for Academic Affairs

TERENCE E. BELL, M.S., Director of Institutional Technology

JAMES D. FOSTER, Ph.D., Dean of the School of Behavioral and Natural Sciences

THOMAS F. HEAD, M.A., Director of the Graduate Business Program

BONNIE J. JERKE, M.A., Director of the Academic Success Program

MERRILL L. JOHNSON, M.L.S., Director of Learning Resources

GARY M. KILBURG, Ph.D., Director of the Graduate Teacher Education Programs

BETH A. LaFORCE, Ph.D., Co-Director of Intensified Studies

PATRICIA A. LANDIS, M.A., Director of Undergraduate Teacher Education

ANITA A. CIRULIS, B.A., Director of Public Information and Publications

SAMUEL A. FARMER, B.A., Assistant to the President for Special Projects and Church Relations

ROBERT C. FELTON, B.A., Assistant Director of Public Information, Sports Information Director

BARRY A. HUBBELL, B.A., Executive Assistant to the President, Director of College Relations

■ **ENROLLMENT SERVICES**

MERILYN R. ALDY, B.S., Assistant Registrar

MICHELLE D. BROWN, B.A., Admissions Counselor

RANDALL C. COMFORT, B.A., Director of Admissions

ANDREA P. COOK, M.S., Vice President for Enrollment Services and Registrar

KEVIN D. DOUGHERTY, B.A., Admissions Counselor

CHRISTINA R. GROSS, B.S., Director of Admissions for Continuing Studies

JO R. HELSABECK, M.A., Director of Assessment for Continuing Studies

JAMES E. JACKSON, B.S., Director of Financial Aid

MONIKA R. KELLER, Financial Aid Counselor

DONNA S. LEWIS, M.A., Assessment Counselor

GINEAN LEWIS, B.A., Admissions Counselor

SHERRI D. MURRELL, B.A., Graduate Admissions Coordinator

CAROL A. NAMBURI, B.A., Admissions Counselor for Continuing Studies

JEFFERY B. RICKEY, B.S., Director of Graduate Admissions and Dean of Admissions

CHRISTINE A. SCHLARBAUM, B.S., Financial Aid Counselor

DONNA R. WEST, B.A., Admissions Counselor for Continuing Studies

RONALD J. WOLFE, B.A., Admissions Counselor

■

JOHN H. HOLTON, Caldwell, Idaho, dentist

ANDRÉ W. ISELI, Gresham, Oregon, corporate owner/executive

DONALD D. LAMM, Greenleaf, Idaho, minister

JAKE LAUTENBACH, JR., Portland, Oregon, landscaping contractor

JOHN R. LEMMONS, Kelso, Washington, lumber company executive

MARGARET E. LEMMONS, Kelso, Washington, educator (retired)

MARLA R. LUDOLPH-HEIKKALA, Vancouver, Washington, attorney

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MAY TERM	1995-96	1996-97
Preregistration.....	Nov. 27-Dec. 1	Dec. 2-6
Final Registration.....	May 7	May 6
May Term begins.....	May 7	May 6
Last day to withdraw	May 17	May 16
May Term ends.....	May 25	May 24
Memorial Day holiday	May 27	May 26

SUMMER SEMESTER	1996	1997
<i>UNDERGRADUATE</i>		
Summer semester begins.....	May 28	May 27
Last day to withdraw	July 26	July 25
Summer semester ends	Aug. 9	Aug. 8

GRADUATE COURSES IN CLINICAL PSYCHOLOGY

Preregistration.....	April 8-12	April 7-11
Final Registration.....	May 9	May 8
Session 1	May 9-June 7	May 8-June 6
Session 2	June 10-July 3	June 9-July 3

GRADUATE COURSES IN EDUCATION

M.A.T. Final Registration	June 11	June 10
M.A.T. Session	June 11-Aug. 9	June 10-Aug. 8
M.Ed. Session	June 24-Aug. 2	June 23-Aug. 1

MEAL SERVICE

1995 Fall Semester: Evening of Aug. 26 for new students, Aug. 29 for returning students, through breakfast Dec. 17.

1996 Spring Semester: Evening of Jan. 14 through breakfast March 23 and evening of March 31 through noon May 4.

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.
