

Whatever you do,

work at it with

all your heart.

COLOSSIANS 3:23

While every effort is made to ensure the accuracy of the information in this Catalog, George Fox University and the Board of Trustees have the right to make changes at any time without prior notice.

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ACADEMIC REGULATIONS

As you walk through Concourse C of the Portland International Airport, you might notice an attractive advertisement for George Fox University. It states simply, "Degrees of Distinction." This is not an empty and idle claim. It is an observation of educators, business, and professional persons from across the country.

For example, 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 missions 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."

In the fall of 1995, U.S. News & World Report surveyed college presidents, deans, and admission personnel. They ranked George Fox second in the 14 western states for "excellence in undergraduate teaching" and second in "academic reputation."

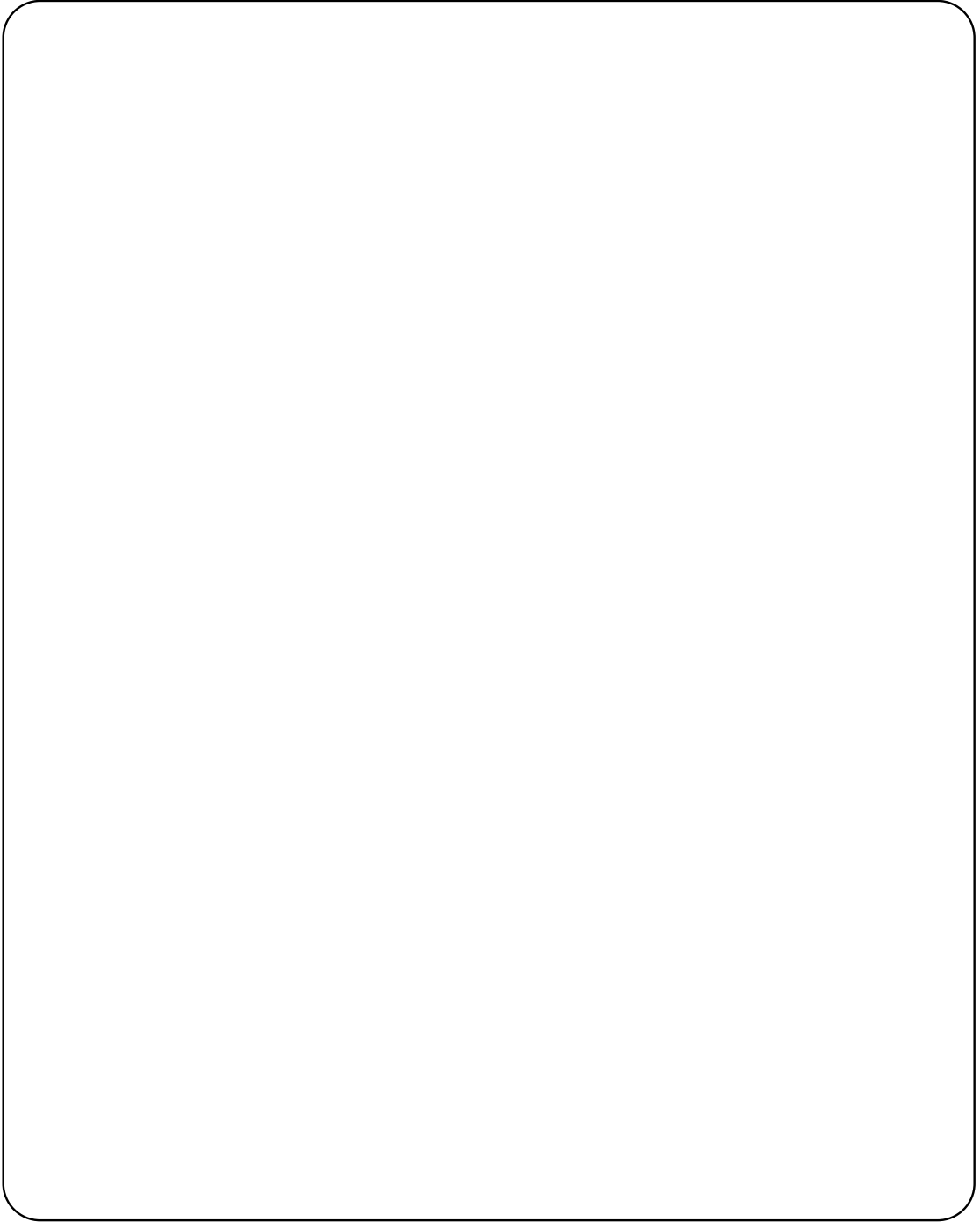
Consistency of a Christ-centered mission, excellence in teaching, and high achievement of graduates in further study and professions are just a few of the indicators of the distinctive education in which you will participate at George Fox.

Have we changed in the last 105 years? Yes, in many good and positive ways.

- Enrollment has grown 212 percent in the last nine years!*
- More than \$14 million has gone into buildings and equipment, including the \$5.3 million Edwards-Holman Science Center and the newly renovated Wood-Mar Auditorium.*
- Western Evangelical Seminary is merging with George Fox, which will add seven exciting graduate programs in theology, ministry and counseling to the five previously offered.*
- We have become known for innovative programs such as:
Computers Across the Curriculum
Writing Across the Curriculum
Ethics Across the Curriculum
Internationalizing the Curriculum
Juniors Abroad*
- Senator Mark Hatfield will join the faculty in 1997 as Herbert Hoover Distinguished Professor.*

Sen. Hatfield joins a 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 University.

Dr. Edward F. Stevens
President



**MISSION AND
OBJECTIVES**

The mission of the University from its beginning has been to demonstrate the meaning of Jesus Christ by offering a caring educational community in which each individual may achieve the highest intellectual and personal growth.

6. We believe the true supper of the Lord is observed when the believer partakes spiritually and inwardly.
7. We believe in the ministry of the Holy Spirit, who fills and indwells the consecrated believer and enables him or her to live a godly life.
8. We believe all war is utterly incompatible with the plain precepts of our divine Lord and Lawgiver.
9. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation.

VALUES STATEMENT

The George Fox University community values...

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

STUDENT OUTCOMES

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

ACCREDITATION AND MEMBERSHIPS

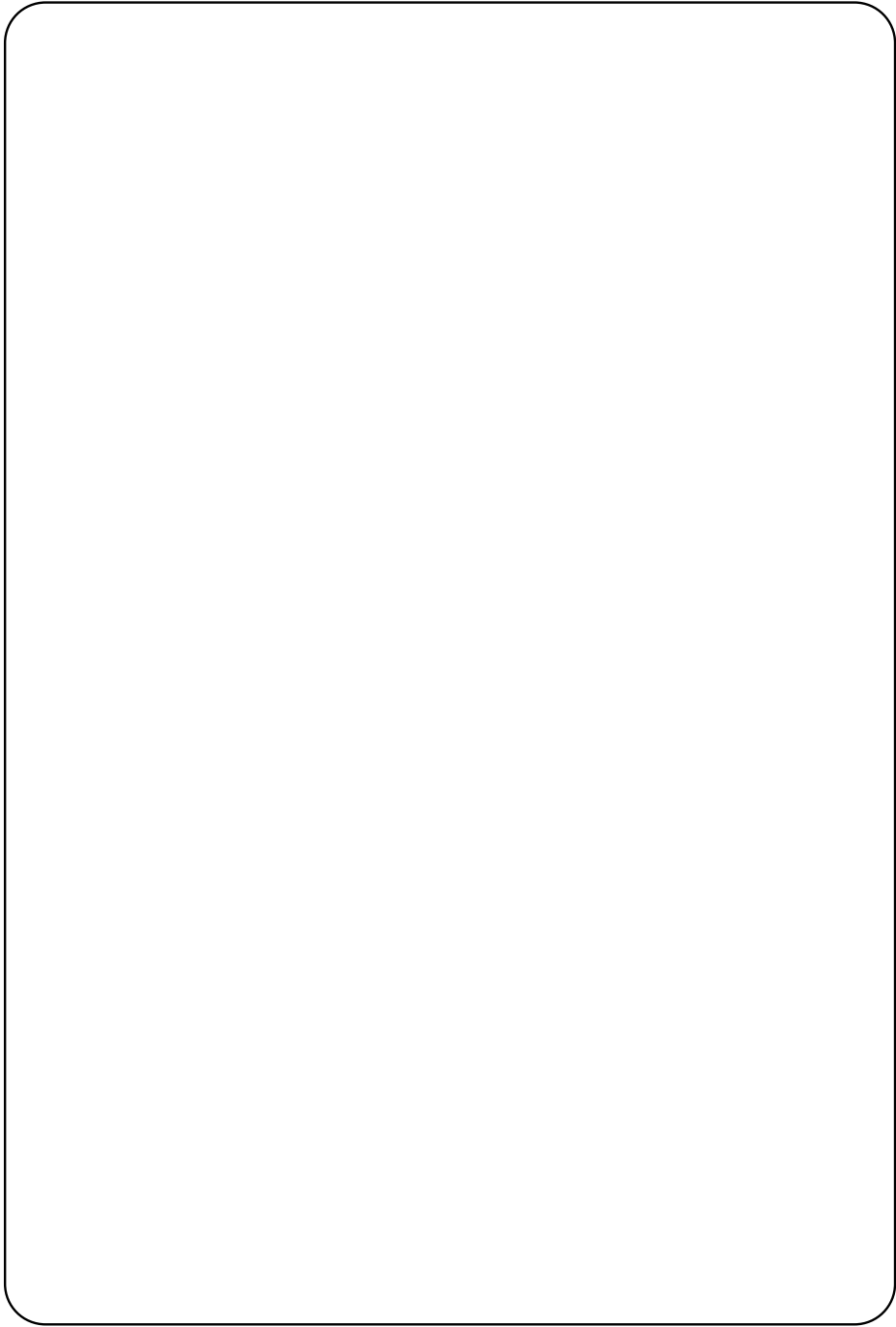
George Fox University is accredited by the Northwest Association of Schools and Colleges and by the Oregon Teacher Standards and Practices Commission for the preparation of teachers in specific fields. It is approved by the United States government and the state of Oregon for the education of veterans,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

The University 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 unify-



PLACE

George Fox University's "place" is Oregon, the lower Willamette Valley, Newberg, and a 74-acre tree-shaded campus on a wooded ravine in a residential neighborhood. This place offers a variety to meet most interests:

OUR HERITAGE

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

In the century since its founding, there have been major changes, of course, including the name of the Uni-versity itself, changed in 1949 because of the many "Pacific" colleges and retitled in honor of the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary with more than 350 students on a campus in Tigard, Oregon.

From only a handful of courses in the 1890s, the University now offers 34 undergraduate majors and more than 600 courses in 15 departments, along with graduate programs in psychology, education, business and religion. In all, approximately 6,500 students over the years have called this institution their alma mater.

George Fox University has grown rapidly in the last two decades — both in reputation and facilities. Seven times in the last seven years, *U.S. News & World Report* has ranked George Fox in the top three (second in 1995) in academic reputation among Western regional liberal arts colleges in the 15 states from Texas to

Hawaii. In a new category for the magazine — top teaching schools — George Fox in 1995 was ranked second in the West. National recognition also has come from the John Templeton Foundation, which has named George Fox five times to its Honor Roll for Character Building Colleges, the only Oregon college selected. The foundation also has selected the University to its Honor Roll for Free Enterprise Teaching.

Following a campus master plan, George Fox has expanded to 74 acres in recent years, with 12 new buildings constructed at a total investment of more than \$20 million. A \$16 million Centennial Campaign funded a new science building and restoration of

Wood-Mar Auditorium, opened in 1995. 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 University is committed to a residential campus atmosphere where learning continues outside the classroom, as well as inside, through a variety of experiences including music, athletics, clubs and organizations, special events, and spiritual emphasis.

The Christian atmosphere is a campus priority. With other Christians, the University holds to the historic truths and teachings of Christianity, as outlined in the "Statement of Faith"

CAMPUS FACILITIES

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

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

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

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

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

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

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

Calder Center, built in 1964, is the combination of three hexagon modules providing classrooms and offices for education and family and consumer sciences faculty, as well as a lecture hall that seats 165.

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

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.

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

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 George Fox. The University purchased their home in 1991 and remodeled it into a residence for 10 men.

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

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

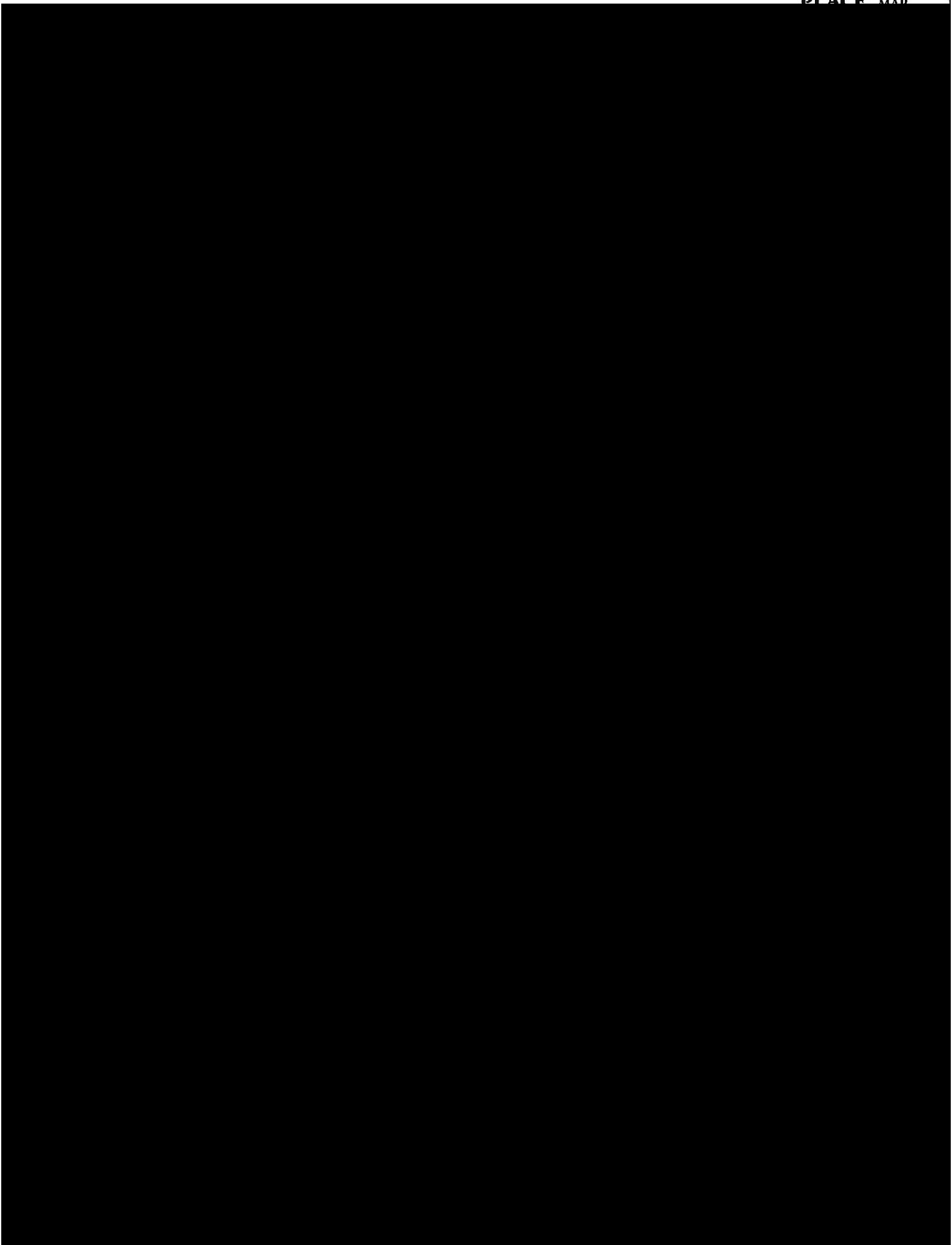
Edwards Residence Hall was constructed in 1964 and renovated in 1995. Overlooking Hess Canyon, it is a residence for men and women with alternate-wing housing for 109 students.

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.

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

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 160-seat lecture facility, classrooms, social science and psychology faculty offices, and the administrative offices of financial aid and registration.

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

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

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

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

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

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

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

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

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

The President's/University Relations

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

The River Street House, a two-story residence across the street from Pennington Residence Hall, is the home of the University's Dean of Students. It was purchased in 1991.

The Milo C. Ross Center, opened in 1978, houses the Religious Studies and Music departments, including classrooms, studios, practice rooms, music listening labs and faculty offices. The William and Mary Bauman

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

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

Government

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

Media

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

Music

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

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

Scheduling of Activities

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

Sigma Zeta (Science)

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

Social Events

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

Theatre

Theatre, part of the Fine Arts Department, presents two major dramas and a music theatre production each year, as well as student-directed short plays and informal course-related performances. Augmenting the on-campus theatre program is the George Fox University Players, a touring drama group, which presents improvisational theatre throughout the Northwest at churches, prisons, camps, retreats, schools and marketplaces.



CHAPEL AND CAMPUS MINISTRIES

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

Students with inadequate chapel attendance

Nine modern residence halls house 660 students. The newest of these facilities is a yet unnamed hall that houses 124 students. It is scheduled to open in the fall of 1996 and will house a wing of men and a wing of women residents.

Pennington Residence Hall, with a capacity of 102, has one wing for men and one for women students.

Edwards Residence Hall, a residence for 106, also has one wing for men and one for women.

The Hobson-Macy-Sutton Residence Hall complex houses 222 students in three-floor buildings. Macy Residence Hall and Hobson Residence Hall are for women, while Sutton Residence Hall houses men

STUDENT SERVICES

Student Life Office

This office, located in Wood-Mar Hall, is responsible for the organization and programming of residence housing, inter-collegiate athletics, student government, 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 University life not specifically related to curricular programs. The Vice President for Student Life coordinates these services and programs.

Career Services Office

This office, located in Wood-Mar Hall, is the center for career 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 school, and company information. Permanent, summer, and internship jobs are posted daily, with a weekly job bulletin published as well. Comprehensive computer guidance, the Alumni Career Resource Network, the Oregon Liberal Arts Placement Consortium Jobs Fair, and the JobTrak on-line job listing service are special features. Staff includes the director, assistant, secretary and intern.

Financial Aid Office

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

Health and Counseling Services

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

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

Counseling and health care professional services are provided at no cost to undergraduates who have paid the student health fee.

COURSE CHALLENGE PROGRAMS

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

Advanced Placement

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

International Baccalaureate (IB)

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

College Level Examination Program

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

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

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

Credit by Examination

Courses offered at George Fox University for which CLEP testing is not available may be challenged by examination. There is a test fee of \$40 per examination. See the Registrar for details.

Proficiency Test

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

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

Tilikum Retreat Center

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

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

The Tilikum staff provides the following kinds of retreat experiences:

- (1) relational—family groups, men, women, couples, teens, and single parents—with a goal of strengthening the entire family unit;
- (2) planning and retooling for local churches—biblical goals in today's society;
- (3) senior adult Elderhostels; and
- (4) retreats for University students emphasizing spiritual growth, recreation activities, or class projects.

Video Communication Center

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

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

OFF-CAMPUS PROGRAMS

American Studies Program

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

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

sional offices, social service agencies, think tanks, cultural institutions, and many other organizations.

Further information and application forms are available from the Registrar.

Consortium Visitor Program

The Christian College Consortium, described on page 5, sponsors a student visitors program intended as an enrichment to those disciplines where personnel and courses may be somewhat limited. Normally this one-semester experience should be part of the junior year or the first semester of the senior year. Application forms and a descriptive brochure are available from the Registrar.

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

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

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

Field Education

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

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

Two main types of off-campus experience are available: career and cultural. The career-oriented field experience focuses on

two levels, which are “exploratory” (275) and “preparatory” (475). These two levels provide opportunity for initial exposure to a career-interest area and for realistic preparation toward a chosen field. The culture-oriented field experience (GED 375) is designed to encourage a short-term residence in a different cultural setting, e.g., foreign country, ghetto, rural community.

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

_____ 275	1 to 3 credit hours
GED 375	2 to 12 credit hours
_____ 475	2 to 12 credit hours

Applications for field experience should be requested through the Registrar. Request forms must be completed, approved by the department chairperson, and submitted to the Registrar for enrollment. The vital link to a successful field experience is the faculty sponsor (supervisor) with whom the learning plan is developed and carried out. The program also necessitates a field supervisor at the location of service or employment with whom the faculty sponsor and student interrelate.

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

International Trade Institute

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

Los Angeles Film Studies Center

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

- Inside Hollywood: The Work and Workings of the Film Industry
- Keeping Conscience: Ethical Challenges in the Entertainment Industry
- Film in Culture: Exploring a Christian Perspective on the Nature and Influence of Film

Students who complete the semester may then apply for a semester-long internship in

Oregon Theological Consortium Cross-Registration

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

ROTC Program

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

INTERNATIONAL STUDY PROGRAMS

Juniors Abroad

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

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

1. Students must have maintained three consecutive years of full-time enrollment. Transfer students may receive partial support for transportation expenses; requests for such support should be made to the Director of Overseas Study.

2. Students will include tuition costs of this course as part of their block tuition for the spring semester preceding the May tour, and will be billed for whatever credits exceed the 17½-hour limit.

3. Students will pay room and board in advance for each tour, to be economically arranged by the University. For the typical Juniors Abroad study tour, the University will pay the full transportation cost for eligible students. On occasion, a tour with unusually high costs may involve a transportation surcharge.

4. Students must have a minimum cumulative grade point average of 2.00 at the end of the fall semester preceding the May tour.

5. Students must be in good standing with the Student Life Office in the fall and spring semesters preceding the May tour.

6. Students must intend to return and graduate from George Fox University.

7. Student accounts must be current as of February 15 the year of the tour.

8. The University reserves the right to withdraw from this program and commitment prior to fall registration in any year. Students already registered under the program are guaranteed the tour.

9. The University reserves the right in the event of an international monetary, military, or other crisis to cancel or postpone a tour or to make substitute arrangements.

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

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

Latin American Studies Program

cally for their courses. Instructional software programs developed at other colleges and universities are also used in the classroom and laboratory.

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

English Language Institute

George Fox University offers an intensive English as a Second Language program during the academic year for international students who need to improve their academic English skills. For details of curriculum, credit and enrollment, see page 39.

Freshman Seminar Program

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

All first-time freshman students who matriculate fall semester participate in the Freshman Seminar Program.

Students meet in small groups with an assigned faculty advisor for a required one-hour Freshman Seminar for the first five weeks of the fall semester. The faculty advisor also meets with students individually for academic advising. A returning student peer advisor is assigned to a group and maintains one-on-one contact with each freshman to assist with the tran-

sition to college life. This program provides new college students with the opportunity to interact—beyond

the residence hall and traditional classroom setting—with each other, with a faculty member, and with a returning student during the first semester of enrollment.

Herbert Hoover Symposia

Every two years since 1977, members of the history faculty have invited to the George Fox University campus leading authorities on the life and career of Herbert Hoover. Hoover Symposium X, on "The Chief and His Crew," was held in November 1995. These meetings are attended by professional historians, students, faculty, and friends of the University. Credit is offered to students who study selected aspects of the rich and varied career of the 31st president of the United States.

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

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

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

"I can't afford to underestimate the potential of any student," is the way one professor puts it. "The steady gaze of young Bert

in those old photos won't let me!"

Intensified Studies Program

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

Freshmen and sophomores with a grade point average of 3.25 or better apply for admission to the program in the spring semester. Applications are reviewed by a faculty committee, and approximately 15 students are admitted each year. The Colloquium involves flexible courses of study designed in consultation with the students 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 University library; others receive regular college credit as independent research.

May Term

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

Summer School

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

Independent study and research are available for the summer under curriculum numbers 295 and 495. Applied learning experiences in practical situations under supervision (field education) are available through courses numbered 275 and 475, or GED 375 Cultural Experience. See "Field Education" on page 21.

Continuing education courses in the Management and Organizational Leadership and Management of Human

GENERAL EDUCATION REQUIREMENTS

To complete an undergraduate academic program at George Fox University, a student must select one of 34 majors to pursue one of two degrees: the Bachelor of Arts or the Bachelor of Science. A course of study includes three basic components: general education, the major field, and supporting and/or elective courses. Minor fields are optional and are composed of elective courses that have been packaged for identification of a vocational purpose or an interest.

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

General education requirements total 57 semester hours. Certain lower- and upper-division courses in general education are required of all students. The specified courses and the options listed below provide knowledge and skills in support of cultural perspectives and major programs. Since some majors have specified certain of the options stated below, students should check the major requirements described for their selected majors. Except for such specifications, students may not use the same course to fulfill both general education and major requirements. A class may apply toward both general education and a minor. Additionally, all first-semester freshman students who matriculate in the fall are required to enroll for GED 130 Freshman Seminar.

◆ BIBLE AND RELIGION

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

6 hours

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

- REL 470 Christian Classics
- REL 480 Spiritual Formation
- REL 490 ConettionaBLr

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

3. Up to two hours may be waived upon successful completion of proficiency tests in selected areas. A current Red Cross Lifeguarding or Water Safety Instruction certificate will waive one hour without further examination.

4. Two credits toward the three-hour requirement may be earned on intercollegiate athletic teams. Only one credit in any one sport will count.

5. Any professional activity class meets one hour of the requirement. By permission only.

6. Military services may waive two semester credits.

Total: 3 hours

♦ HUMANITIES

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

1. Fine Arts

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

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

2. History

- HST 101 Western Civilization to 1789
- HST 102 America and the World
- HST 331/332 England
- HST 340 American Economic and Social History
- HST 481/482 American Thought and Culture

3. Literature

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

- LIT 100 Introduction to Literature
- LIT 231 Masterpieces of World Literature, Western
- LIT 240 Understanding Drama
- LIT 331 American Literature to 1900
- LIT 332 American Literature 1900 to Present

Exemptions and Waivers

- 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

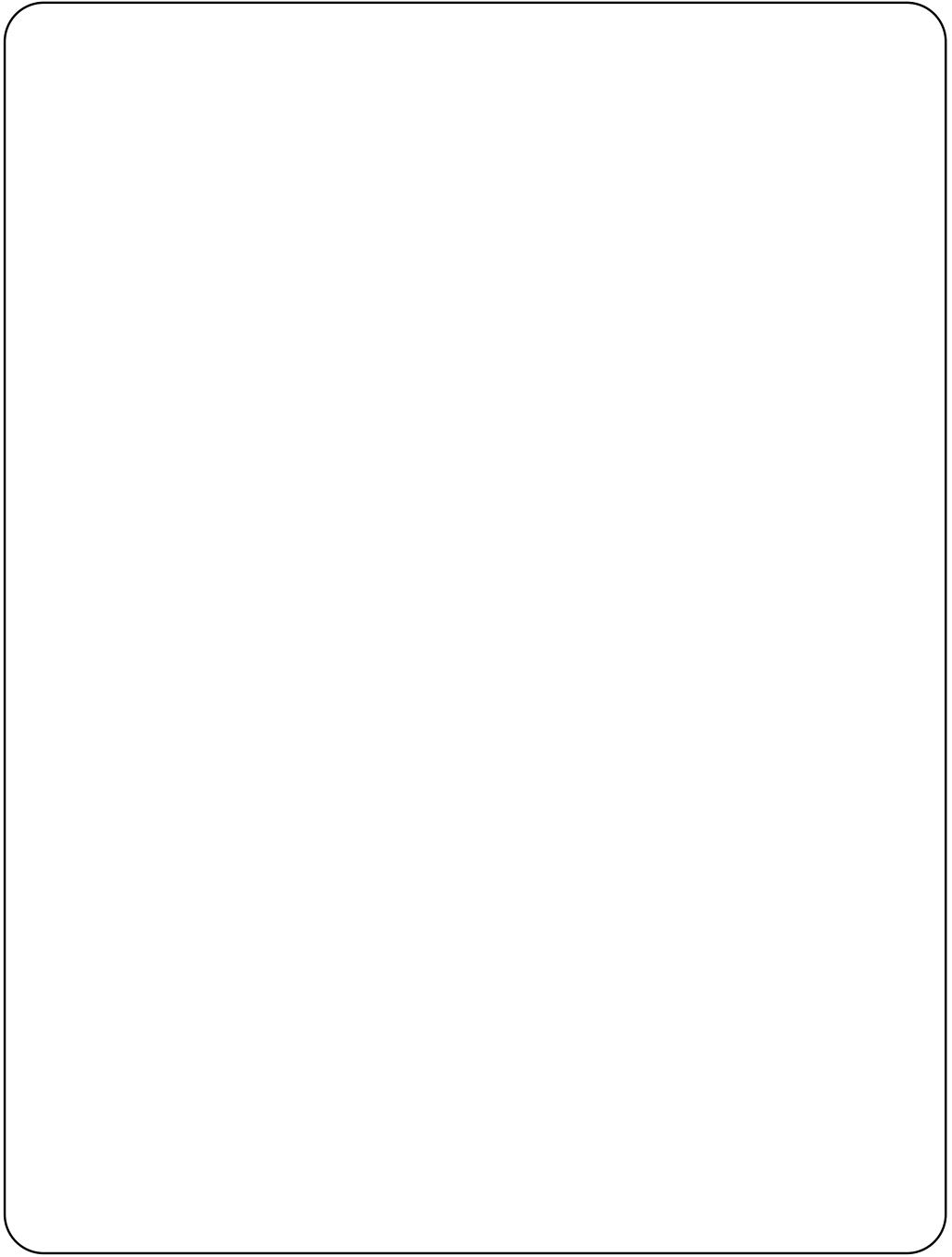
George Fox University confers these degrees: Bachelor of Arts, Bachelor of Science, Master of Arts in Christian Studies, Master of Arts in Teaching, Master of Education, Master of Business Administration, Master of Arts in Psychology, and Doctor of Psychology. Included are 34 undergraduate and six graduate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

Seven additional graduate programs are available through Western Evangelical Seminary, which merged with George Fox University July 1, 1996. (Please refer to WES publications for details concerning these programs.)

Admission to an Undergraduate Major

Admission to the University 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 University may be with a major as an objective, application and selection is to be accomplished after 45 credits have been earned, or during



ACCOUNTING

See “Business and Economics.”

APPLIED SCIENCE

(B.S. Degree from George Fox College)

ENGINEERING

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

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

The 3/2 program has a formal cooperative arrangement with the University of Portland, Washington University of St. Louis, and Seattle Pacific University (electrical engineering only). However, students may com-

plete the final two years of the program at any engineering school.

Past participants have completed their final two years at schools such as Oregon State University, Colorado State University, Montana State University, Purdue University, and Texas A & M University.

Students completing this five-year program will receive two Bachelor of Science degrees: an applied science degree from George Fox University after their fourth year, and an engineering degree from the engineering school after their fifth year. Most engineering schools offer a Master of Science program in engineering that can be completed in approximately one additional year.

Major Requirements

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

EGR 102	Engineering Graphics
EGR 200	Introduction to Computer Programming for Engineers
EGR 211	Engineering Mechanics - Statics
EGR 212	Engineering Mechanics - Dynamics
EGR 261	Circuit Analysis I
PHY 211, 212	General Physics with Calculus
MTH 300	Numerical Methods

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

BIBLICAL STUDIES

(B.A. Degree)

Major Requirements

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

- 20 hours in biblical studies
- 6 hours in Christian ministries
- 8 hours in religion (including REL 380 Christian Beliefs)
- 6 hours in philosophy

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

BIBLICAL STUDIES: INTERDISCIPLINARY MAJOR

(B.A. Degree)

Major Requirements

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

Requirements for the biblical studies block:

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

BIOLOGY

(B.S. Degree)

Major Requirements

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

♦ BIOLOGY

BIO 101, 102 General Biology
 BIO 350 Genetics
 BIO 360 Ecology
 BIO 491, 492 Senior Seminar

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

An upper-division botany course is highly recommended.

♦ CHEMISTRY

CHE 111, 112 General Chemistry
 CHE 325 Organic Chemistry

Plus one of the following:

CHE 326 Organic Chemistry
 CHE 310 Analytical Chemistry

♦ MATHEMATICS

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

♦ PHYSICS

PHY 201, 202 General Physics is also recommended.

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

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

Thesis Option

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

1. Complete an acceptable research proposal 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. The thesis is designed to enhance a student's preparation for graduate or professional school.

Malheur Field Station

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

ECO 201, 202 Principles of Economics
ACC 271, 272 Principles of Accounting
BUS 300 Management
BUS 340 Marketing
BUS 360 Business Law

Concentration

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

♦ ACCOUNTING

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 degree in management.

Major Requirements

Requirements for a major in business and economics consist of three categories: specific general education courses, a common core, and a concentration in one of the six specialties offered. The major requirements included in the common core and the concentration total 42 semester hours, except for accounting, which totals 48 semester hours.

General Education

General education requirements provide for a broad, essential base in the liberal arts. As detailed on pages 28 and 29, students have a variety of choices to make and should select specific courses in consultation with a faculty advisor. The one specific general education course required for students completing a major in the Department of Business and Economics is COM 100 Introduction to Communication.

Common Core

All students majoring in business and economics are required to take the following common core of courses, totaling 27 semester hours:

BUS 110 Introduction to Business
BUS 240 Statistical Procedures in
Business and Economics

UNDERGRADUATE PROGRAMS

CLINICAL PSYCHOLOGY

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

Choose two hours from the following:

CIS 322 Systems Development
Seminar

CIS 475 Field Experience

In addition, mathematics through MTH
202 Calculus II is required. These courses
may count for up
to six hours of general education under sci-
ences.

**FAMILY AND
CONSUMER SCIENCES**

(B.S. Degree)

FCS 420 Fashion Retailing
 FCS 475 Field Experience
 FCS 490 Senior Seminar
 BUS 110 Introduction to Business
 BUS 300 Management
or BUS 340 Marketing

♦ **COOPERATIVE 3-1 DEGREE
 PROGRAM TRACK WITH
 THE FASHION INSTITUTE OF
 DESIGN AND MERCHANDISING**

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

Students attend FIDM for either their junior or senior year to complete a specialized major. The broad spectrum of related courses at FIDM are more varied in content and specific in focus, which allows for the following specializations: interior design, merchandise development, merchandise management, and fashion design.

Graduates receive a Bachelor of Science

HUMAN PERFORMANCE

(B.S. Degree)

**General Education
Requirements in
Human Performance**

Three semester hours of human performance are required to complete the University's general education requirement.

UNDERGRADUATE PROGRAMS

diplomacy, missiology, and area studies.

The major includes a strong international field work emphasis. Students taking this major as preparation for foreign missionary service are encouraged to minor in biblical studies, Christian ministries, or religion.

Requirements for a major in international studies consist of 38 semester hours, to include the following courses:

INS 310 Cultural Anthropology
INS 330 Introduction to the
World Christian Movement
or REL 360 Cross-cultural Christian
Outreach
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 Modern Russia
HST 370 Far East
HST 421 Europe 1789-1890
HST 422 Europe 1890-Present
REL 360 Cross-cultural Christian
Outreach
REL 460 Issues in Contemporary
Missions
LIT 231 Masterpieces of World

MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

(B.A. Degree)

MANAGEMENT OF HUMAN RESOURCES

(B.A. Degree)

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

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

Students study with other adults who share similar interests and concerns. Together they form an academic 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 either of the 34-semester-hour programs and accompanying requirements are granted a Bachelor of Arts degree in management and organizational leadership or management of human resources. Applicants to the programs must have a minimum of 62 semester hours of transferable college credit from accredited institutions. 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 either the MOL or MHR program, is officially awarded and transcribed upon the student's successful completion of the program.

Through these programs, the Department of Continuing Education serves the needs of adult learners and helps them assess personal values, develop interpersonal skills, and enhance competencies in order to influence the quality of work within their organizations.

Credit For Life Learning

College-level learning occurs in many environments in addition to the traditional college classroom. Students in the MOL and MHR programs can earn college credit for such learning through developing and presenting a life-learning portfolio for credit evaluation. Students document their professional instruction and life-learning experiences for faculty evaluation.

A maximum of 30 semester hours may be earned through the life-learning portfolio process. Students who transfer more than 62 semester hours of acceptable credit are required to earn fewer credits through the portfolio process.

Course Structure

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

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

Major Requirements

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

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

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

MHR 401	Dynamics of Group and Organizational Behavior
MHR 402	Effective Writing
MHR 403	Organizational Theory and Analysis
MHR 404	Organizational Communication
MHR 405A	Introduction to Survey Research Methods
MHR 405B	Survey Research Methods
MHR 406	Principles of Management and Supervision
MHR 407	Christian Faith and Thought
MHR 408	Human Resources Administration
MHR 409	Values and Ethics in the Workplace
MHR 485	Saturday Seminars (6)
MHR 495	Senior Research Project

MATHEMATICS

(B.S. Degree)

Major Requirements

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

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

Select 21 hours from the following:

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

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

CIS 130 Programming the Personal Computer
 CIS 202 Introduction to Computer Science
 CIS/MTH 300 Introduction to Numerical Computation

MUSIC

(B.A. Degree)

Major Requirements

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

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

♦ SUPPORTIVE MUSIC STUDIES

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

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

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

Individual instruction is offered in piano, organ, strings, woodwinds, brass, percussion and guitar. Private lessons carry one semester of credit except for students desiring a performance emphasis, for whom two semester hours of credit are given. Music education and non-performance majors may petition for two hours of credit with a recommendation by their applied music teacher. Music majors are required to enroll in applied music lessons each semester. Music education majors are required to enroll in applied lessons until they have completed a half-recital or achieved upper-division standing in the major performing area.

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

UNDERGRADUATE PROGRAMS

Generalist practice values the uniqueness,

Special Students: Teaching Credential Only

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

Admission to Student Teaching

Acceptance into the teacher education program does not guarantee assignment for student teaching.

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

Planning the Program

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

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

Waiver of Requirements

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

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

ELEMENTARY EDUCATION

(B.S. Degree)

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

Major Requirements

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

- EDU 311, 312 Mathematics for Elementary Teachers
- EDU 331 Psychological Foundations: Inclusion and Assessment
- EDU 332 Psychological Foundations: Learning Theory and Classroom Management
- EDU 370 Integrated Methods: Music and Art
- EDU 375 Student Teaching I
- EDU 380 Integrated Methods: Science and Social Studies
- EDU 401 Integrated Methods: Literature and Language
- EDU 402 Integrated Methods: Literature and Literacy
- EDU 475 Student Teaching II
- EDU 490 Senior Seminar
- GED 240 Perspectives in Education
- GEO 200 Cultural Geography and Global Relationships
- HEA 310 School Health Program
- PSY 311 Human Development: Infancy to Adolescence
- HHP 231 Developmental Activities, Games, and Stunts

EDU 352 Middle Level Methods

**SECONDARY
EDUCATION**

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

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

♦ **BIOLOGY TRACK**

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

♦ **FAMILY AND CONSUMER SCIENCES TRACK**

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

♦ **PHYSICAL EDUCATION TRACK**

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

Two hours from professional activities courses:

- HHP 221-229, HHP 231-232

LANGUAGE ARTS TEACHING

(B.A. Degree)

Major Requirements

The following 44 semester hours are required:

♦ **COMMUNICATION ARTS**

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

♦ **LITERATURE**

- LIT 231, 232 Masterpieces of World Literature
- LIT 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

One elective course in the major

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

MATHEMATICS TEACHING

(B.S. Degree)

Major Requirements

The following 42 semester hours are required:

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

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

MUSIC TEACHING

(B.A. Degree)

Major Requirements

The following 47 to 49 semester hours are required:

- MUA 105/305 Applied Music (5 to 7 semesters)
- MUA ____ Ensemble (7 semesters)
- MUS 111 Introduction to Music Literature
- MUS 112 Introduction to Music Literature
- MUS 121, 122 Theory I
- MUS 131, 132 Sight Singing and Ear Training
- MUS 200 Basic Conducting
- MUS 220 Vocal Techniques
- MUS 221, 222 Theory II
- MUS 230 String Techniques
- MUS 260 Band Techniques
- MUS 311, 312 Music History
- MUS 430 Instrumentation and Orchestration
- MUS 460 Advanced Conducting
- EDU 421 Elementary School Music Methods
- EDU 422 Secondary School Music Methods: Vocal
- EDU 423 Secondary School Music Methods: Instrumental

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

Note: Students with an emphasis in music education are required to pass a piano proficiency examination by the end of their sophomore year and to present a solo recital in their junior or senior year. See music "Major Requirements" statement on page 46 for further details.

PHYSICAL EDUCATION TEACHING

(B.S. Degree)

Note: In addition to these requirements,
the general education component includes

Major Requirements

The following 44 semester hours are
required:

- HHP 200 History and Principles of
Physical Education
- HHP 221-224, 226-229, 231, 232
Professional Activities
- HEA 230 First Aid and Safety
- HHP 300 Coaching Theory and
Practice
- HHP 310, 320, 330, 340, or 350
(One coaching course)
- HHP 360 Organization and
Administration of Health
and Physical Education
- HHP 390 Care and Prevention of
Athletic Injuries
- HHP 430 Exercise Physiology
- HHP 450 Kinesiology
- HHP 460 Physical Education for the
Exceptional Student
- HHP 470 Motor Development and
Motor Skill Learning
- HHP 480 Tests and Measurements in
Physical Education
- HHP 490 Senior Seminar
- BIO 221, 222 Human Anatomy and
Physiology

- EDU 340 Integrated Methods:
Reading and Writing Across
the Curriculum
- EDU 375 Student Teaching I
- EDU 390 Integrated Methods for
Secondary Teachers*
- EDU 475 Student Teaching II

* One hour of this course will be taught by Spanish faculty to address the specific Spanish teaching methodologies.

TEACHING MINORS

♦ DRAMA TEACHING

Minor Requirements

The following 16 semester hours are required:

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

Four hours of electives chosen from:

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

♦ MATHEMATICS TEACHING

(Certifies to teach up to and including Algebra I)

Minor Requirements

The following 15 to 16 semester hours are required:

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

♦ SPEECH TEACHING

Minor Requirements

The following 16 semester hours are required:

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

Four hours in COM 275/475 Field
Experience

or COM 495 0(rn)119(e2 -1.go/F8çTjets.4&45 Inte:)/4HE W 75/*icaF

◆ **THEORY CORE COURSES**

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

◆ **PRACTICUM**

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

◆ **RECOMMENDED**

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

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

**THEATRE:
INTERDISCIPLINARY
MAJOR**

(B.A. Degree)

Major Requirements

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

WRITING/LITERATURE

(B.A. Degree)

Major Requirements

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

◆ **LITERATURE CORE**

Courses are listed alphabetically by course prefix.

ACCOUNTING

Additional courses are listed under Business and Economics.

ACC 271, 272 Principles of Accounting

3 hours each semester. An introduction to accounting from a user perspective. The first semester will emphasize financial accounting. The second semester will continue consideration of financial accounting and also present topics in cost and managerial accounting. The mechanics of accounting will be covered on a limited basis in both semesters; however, the primary focus will be upon application accounting for managers. Prerequisite: BUS 110 Introduction to Business.

ACC 273 Accounting Information Systems

2 hours. This course will emphasize the mechanical aspects of accounting and will cover both manual and computerized accounting systems. The course is designed for students with a concentration in accounting and is to be taken concurrently with ACC 272 Principles of Accounting. Prerequisite: ACC 271 Principles of Accounting.

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 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 and ACC 273 Accounting Information Systems.

ACC 471 Advanced Accounting

4 hours. Offered 1997-98. Accounting for specific types of entities such as partnerships and not-for-profit organizations. The accounting problems encountered in business combinations will be studied. Also covered will be major cost and managerial topics, such as job and process costing, standard costs, cost-volume-profit analysis, full costing and overhead determination

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 385 Special Topics in Art History

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

ART 401 Advanced Painting

3 hours. 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

Proverbs, Job and Ecclesiastes are considered in the context of the broader, international wisdom of the ancient Near East and the intertestamental literature. Prerequisite: GED 101 Literature of the Old Testament recommended.

BIB 260 Life of Christ

2 hours. The synoptic writers—Matthew, Mark and Luke—form the foundation for this inquiry into the life and teaching of Jesus Christ. Prerequisite: GED 102 Literature of the New Testament recommended.

BIB 270 Writings of John

2 hours. This course explores what it means to believe in Jesus Christ, the Son of God, as depicted in Johannine literature: the Gospel and letters of John and Revelation. Special attention will be given to John's Christological, sociological setting and message as they relate to the lives of modern readers. Prerequisite: GED 102 Literature of the New Testament recommended.

BIB 310 Old Testament History

3 hours. Offered 1997-98. The history of ancient Israel is studied employing the text of the Old Testament narratives in Genesis through Esther, the evidence of archaeology and other ancient Near Eastern texts. Theological messages and developments will be explored. Prerequisite: GED 101 Literature of the Old Testament.

BIB 330 The Prophetic Writings

4 hours. Offered 1996-97. This course studies the origin and historical development of ancient Israelite prophecy and its culmination in the canonical books of the prophets. The historical and social setting of the prophets will be considered, along with the spiritual themes that dominate and characterize them. Prerequisite: GED 101 Literature of the Old Testament.

BIB 340 Between the Testaments

3 hours. Offered 1997-98. An introduction to history, literature and theological developments in Israel between 400 B.C. (Ezra) and the first century A.D. (Christ), to provide the basis for understanding both the conclusion of the Old Testament period and the origins of Judaism and Christianity. Prerequisite: GED 101, 102 Literature of the Old and New Testaments.

BIB 390 Biblical Basis for Peacemaking

2 hours. Offered 1997-98. Focusing centrally on Jesus' teachings about peacemaking, this course deals with the biblical treatment of peacemaking, including the prophetic and apocalyptic visions of the Kingdom, and the interpretations of these teachings by the early church. Attention also will be given to what it means to work for peace in today's world, as co-laborers with Christ. Prerequisite: GED 102 Literature of the New Testament.

BIB 411, 412 The Acts and the Pauline Epistles

3 hours each semester. Offered 1996-97. An extensive study of the mission and teachings of the New Testament church, as shown in the Acts and the Epistles attributed to Paul. Special attention will be given to ways early Christians dealt with struggles between Jewish and Gentile Christianity, and applications will be made for the church today. The fall semester studies Acts 1-15, Galatians and Romans. The spring semester studies Acts 15-28 plus the other Epistles of Paul. Prerequisite: GED 102 Literature of the New Testament.

BIB 480 General Epistles

2 hours. Offered 1996-97. As a study of the non-Pauline letters of the New Testament—Hebrews, James, Peter and Jude—this course explores the character of Jewish Christianity and its implications for the broader church. Prerequisite: GED 102 Literature of the New Testament.

BIB 485 Selected Topics

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

BIB 495 Special Study

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

BIOLOGY**BIO 100 Foundations of Biology**

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

BIO 101, 102 General Biology

4 hours each semester. An introduction to life science for biology majors, pre-medical and pre-veterinary students, and others with an interest in science. Topics include cellular biology, genetics, development, ecology, anatomy and physiology of animals and plants, and an introduction to the plant (fall semester) and animal (spring semester) kingdoms. Three lectures and one two-hour laboratory period per week.

BIO 221, 222 Human Anatomy and Physiology

4 hours each semester. Structure and function of the human body.

BIO 310 Developmental Biology

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

BIO 312 Plant Morphology

4 hours. Offered 1997-98. 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. Offered 1997-98. The comparative study of the structure and functional morphology of organisms in the phylum Chordata. Laboratory will emphasize dissection of representative vertebrate animals. Three one-hour lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology.

BIO 330 Animal Physiology

4 hours. Offered 1996-97. Investigation of physiological principles in vertebrate animals, with emphasis on mechanisms of integration and homeostasis at cellular, organ and system levels. Topics include muscular, neural, vascular, excretory and endocrine interactions. Two lectures and one three-hour laboratory per week. Prerequisites: BIO 101, 102 General Biology.

BIO 340 Plant Physiology

3 hours. Offered 1996-97. A study of plant function from the molecular to the organismic level. Photosynthesis, respiration, water relations, growth and development, mineral nutrition and practical applications will be covered. Two lectures and one three-hour laboratory period per week. Prerequisites: BIO 101, 102 General Biology.

BIO 350 Genetics

4 hours. A study of the basic principles of inheritance and their molecular basis. Suggested as a valuable elective for students in psychology, sociology, public health, counseling or education. Laborun0.022 lec, hasis 2 12 12

BIO 495 Biological Research

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

BUSINESS

Additional courses are listed under Accounting and Economics.

BUS 110 Introduction to Business

3 hours. This introductory survey will examine the major functional areas of business and afford the student an opportunity to consider this major as a path to a career.

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

CHE 420 Advanced Organic Chemistry

2 hours. Offered 1997-98. A study of organic reactions not normally covered in introductory courses. Synthesis and reaction mechanisms are emphasized.

Prerequisite: CHE 325, 326 Organic Chemistry.

CHE 475 Field Experience

1-3 hours. Supervised experience with an off-campus industry or agency using applied chemistry. Prerequisite:

Consent of advisor.

CHE 485 Selected Topics

1-4 hours. Scheduled as a regular class with topics chosen to meet the special needs and interests of students, faculty or visiting professors. Prerequisite: Upper-division standing.

CHE 495 Chemical Research

1-3 hours per semester (not to exceed a total of 6 hours). Experimental and/or theoretical research in a topic of the student's

CHM 440 Camp Administration

2 hours. Offered 1996-97. Designed to develop a basic understanding of programming, business and leadership at an administrative level. A weekend camping trip is required. (Identical to HHP 440.)

Prerequisite: CHM 370 Camp Programming and Counseling, or permission of the instructor.

CHM 475 Field Experience

1-5 hours. Supervised internship in areas of Christian ministry, with emphasis on application of methods learned. Open to upper-division students only, by application.

CHM 485 Selected Topics

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

CHM 491 Shared Praxis III: Methods and Skills in Ministry

4 hours. A study of ministry methods and skills that will enable students to appropriate the Christian story and vision to their own ministry contexts. This is the third of four semesters. Prerequisite: CHM 392 Shared Praxis II: The Christian Story and Vision.

CHM 492 Shared Praxis IV: Supervised Field Experience

4 hours. Active involvement in an area of Christian ministry through supervised experience, and reflection on ministry experiences through class support and discussion. This is the fourth of four semesters. Prerequisite: CHM 491 Shared Praxis III: Methods and Skills in Ministry.

CHM 495 Special Study

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

COMPUTER AND INFORMATION SCIENCE

CIS 120 Computers in the Modern World

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

CIS 130 Programming the Personal Computer

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

CIS 201, 202 Introduction to Computer Science

3 hours each semester. A foundational course for the study of computer and information science. The course covers an overview of programming methodology and gives the student an ability to write computer programs using good and current style and structure. C+ is the programming language used. Prerequisite: High school algebra or equivalent.

CIS 300 Numerical Methods

3 hours. Offered 1997-98. A study of

CIS 340 Database Systems

3 hours. Offered 1997-98. 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 201 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. Prerequisites: 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. Prerequisites: 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 involving actual operating systems. Prerequisite: CIS 202 Introduction to Computer Science.

CIS 470 Operations Research

3 hours. Offered 1997-98. An introduction to the mathematical tools useful in the study of optimization, with particular emphasis on linear programming. Additional topics include queuing theory, integer programming and simulation. (Identical to MTH 470.) Prerequisites: MTH 190 Pre-calculus Mathematics, and CIS 130 Programming the Personal Computer, or equivalent.

CIS 475 Field Experience

1-3 hours. Supervised experience with an off-campus industry, business or institution, using computer science or data processing. For upper-division computer information science majors only.

CIS 485 Selected Topics

1-10 hours. A scheduled class with topics chosen to meet the special needs and interests of students, faculty or visiting professors. For upper-division computer information science majors only.

CIS 490 Applied Software Development

1-3 hours. Special software development projects designed and completed by the student in an area that applies computers. This is an independent study course and is supervised by staff in both the computer area as well as in the selected area of study. For upper-division computer information science majors only, by permission.

CIS 495 Special Study

1-3 hours. Individual study in areas of special interest. For upper-division computer information science majors only, by permission.

COMMUNICATION ARTS**COM 100 Introduction to Communication**

3 hours. An introduction to the study of human communication. Application of communication principles to interpersonal,

COM 230 Mass Media and Popular Culture

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

COM 275/475 Field Experience

1-10 hours. Experience in supervised field situations, generally off campus, involving extensive communication activity. Admission to course and amount of credit determined by the faculty supervisor. (Pass/no pass only.)

COM 285/485 Selected Topics

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

COM 300 Theoretical Approaches to Communication

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

COM 305 Professional Communication Activities

1-3 hours. Offered each term. Structured to give students experience in "real world" communication events, generally on campus. May be repeated for a maximum of six hours total. Prerequisite: Permission of the instructor. (Pass/no pass only.)

COM 310 Conflict Resolution

3 hours. Offered 1997-98. A study of communication principles found useful in managing conflict productively. Focus given to conflict occurring in institutional and organizational settings between individuals and groups, but attention also given to conflict in interpersonal, national and international settings. (Identical to PSC 310.)

COM 320 Introduction to Public Relations

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

COM 324 Argumentation and Critical Thinking

3 hours. 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 1997-98. 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. Offered on sufficient demand. 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

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. Nondramatic forms of writing—including broadcast news, commercial, television feature and informational—are covered. The writing of several short scripts is required in the course. (Identical to WRI 260.) Prerequisite: WRI 110 Freshman Composition.

CVP 320 Dramatic Scriptwriting

3 hours. Offered 1997-98. 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 340 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 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

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.) Prerequisites: ECO 201 Principles of Microeconomics and ECO 202 Principles of Macroeconomics.

ECO 360 Global Political Economy

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

ECO 475 Field Experience

3-6 hours. Supervised experiences in business, financial and research firms, and government agencies. For upper-division students only, by permission.

ECO 485 Selected Topics

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

ECO 495 Special Study

2-3 hours. Subject matter and credit arranged for the needs of the individual student. For upper-division students only, by permission.

EDUCATION**EDU 275 Field Experience**

1-2 hours. An elective field placement individually designed with approval of the instructor. Does not substitute for required field assignments; 40 hours field work per credit is required.

EDU 311, 312 Mathematics for Elementary Teachers

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

EDU 321 Early Childhood Education

4 hours. Offered 1997-98. Early childhood distinctives regarding growth, development and learning, with attention to implications for classroom management and organization, parent involvement and program operation.

EDU 322 Early Childhood Methods

3 hours. Offered 1998-99. Developmentally appropriate methods and materials for facilitating literacy, language, math and science learning for young children.

EDU 331 Psychological Foundations: Inclusion and Assessment

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

EDU 332 Psychological Foundations: Learning Theory and Classroom Management

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

EDU 340 Integrated Methods: Reading and Writing Across the Curriculum

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

EDU 370 Integrated Methods: Music and Art

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

EDU 375 Student Teaching I

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

EDU 380 Integrated Methods: Science and Social Studies

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

EDU 390 Integrated Methods for Secondary Teachers

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

EDU 401 Integrated Methods: Literature and Language

4 hours. Offered 1996-97. Survey of children's literature genre and uses. Methods and materials of language arts teaching in the areas of listening and speaking and of spelling and handwriting instruction.

EDU 402 Integrated Methods: Literature and Literacy

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

EDU 410 Teaching Physical Education K-12

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

EDU 421 Elementary School Music Methods

2 hours. Offered 1996-97. This course features a study of instructional techniques for elementary music from kindergarten through grade six. It is designed to provide music majors with some insight into available instructional materials and techniques. Practice lessons are taught, public school classroom observation trips are made, and an on-campus Orff Schulwerk workshop is held. The course does not apply toward the elementary education major. Field work may be required. Prerequisite: Junior standing.

EDU 422 Secondary School Music Methods: Vocal

1½ hours. Offered 1997-98. This course features a study of vocal music from grades seven through 12. Included are techniques for teaching general music as well as choral music. Rehearsal techniques, classroom control, methods, texts and music are all considered. The course also deals with the boy's changing voice. Practice lessons are taught, and public school classroom observation trips are made. Field work may be required. Prerequisite: Junior standing.

EDU 423 Secondary School Music Methods: Instrumental

1½ hours. Offered 1997-98. A survey of aims, methods, materials and repertoire used in teaching music in elementary and secondary schools. Field work may be required. Prerequisite: Junior standing.

EDU 450 Diagnosis and Remediation of Reading Difficulties

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

EDU 460 Organization, Management, and Curriculum of the Reading Program

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

EDU 470 Teaching of Family and Consumer Sciences

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

EDU 475 Student Teaching II

12 hours. Offered 1998-99. A full-time laboratory experience in which principles and methods of teaching are applied under supervision of a classroom teacher and college supervisor. Students produce, teach and evaluate a unit of instruction. Course includes seminars dealing with job transition and related issues.

EDU 485 Selected Topics

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

EDU 490 Senior Seminar

3 hours. Offered 1998-99. Seminar discussion of current trends and issues in education.

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 1997-98. Presentation of the basic principles of engineering graphics. Topics include descriptive geometry, geometric construction, dimensioning, isometric and orthographic projections, and

♦ **LEVEL A (BEGINNING AND
LOW INTERMEDIATE)**

ESL 055 Reading

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

ESL 060 Writing and Grammar

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

ESL 065 English by Video

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

ESL 070 ESL Freshman Experience

FAMILY AND CONSUMER SCIENCES

FCS 120 Apparel Construction

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

FCS 211, 212 Foods I, II

FCS 352 Interior Design II

2 hours. Offered 1996-97. Emphasis on the knowledge and skills needed for a career in interior design merchandising, both private and professional. Requirements will include developing a portfolio for a client and computer-assisted design and drafting

French people. This course will help the student prepare for travel, study and/or mission work in any French-speaking country. Prerequisite: FRE 202 Second-Year French, or equivalent.

FRE 495 Individual Research or Field Work

1-4 hours. Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

GEOGRAPHY

GEO 200 Cultural Geography and Global Relationships

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

GERMAN

GER 101, 102 First-Year German

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

GER 201, 202 Second-Year German

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

GREEK

GRE 201, 202 Hellenistic Greek I

4 hours each semester. Offered 1997-98. A beginning course in the Greek of the New Testament, including vocabulary, grammar, declensions, conjugations and special constructions. The First Epistle of John and various other selections from the New Testament are read. The second semester may be applied as biblical studies major credit.

GENERAL SCIENCE

GSC 120 Foundations of Earth Science

3 hours. An introduction to modern concepts of geology, meteorology and astronomy. Topics include plate tectonics, earth-

**HHP 227B Aquatics: Water Safety
Instruction**

HHP 390 Care and Prevention of Athletic Injuries

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

HHP 400 Recognition of Athletic Injuries

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

HHP 410 Therapeutic Exercise and Modalities

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

HHP 430 Exercise Physiology

3 hours. Offered 1997-98. Application of principles of physiology to physical activity. Special attention is given to the effect of exercise on the various body systems and the construction of training programs. Prerequisite: BIO 221, 222 Human Anatomy and Physiology.

HHP 440 Camp Administration

2 hours. Offered 1997-98. Designed to develop a basic understanding of programming, business and leadership at an administrative level. A weekend camping trip is required. (Identical to CHM 440.)

HHP 450 Kinesiology

3 hours. Offered 1996-97. Application of human anatomy and physical laws to the explanation of movement activities. Special emphasis is given to detailed analysis of var-

HST 220/420 War and Conscience in the United States

3 hours. Offered 1997-98. An exploration of American thought on the subject of war, both today and in past crises such as the American Revolution, Civil War, wars with the Indians, the world wars, Vietnam, and the Gulf War; a study of the official position major church bodies have taken in regard to war; and the experiences of individuals who refused to fight. (Identical to PSC 220/420.)

HST 310 Herbert Hoover

1-2 hours. Offered 1997-98. A seminar associated with the biennial Herbert Hoover Symposia at George Fox University, offering opportunities for topical reading and research.

HST 330 The American West

3 hours. Examines the relationship of the American West to the rest of the nation through its exploration, settlement and development. Special attention is given to the Pacific Northwest and to the Native American experience.

HST 331 England to 1688

3 hours. Offered 1997-98. The growth of the English nation from Roman times to the Glorious Revolution, with special attention given to constitutional and religious development.

HST 332 England Since 1688

3 hours. Offered 1997-98. England in the modern age, emphasizing the response of its institutions to its rapidly changing role in the European and world communities.

HST 340 American Economic and

HST 485 Selected Topics

3 hours. Occasional special courses sched-

LEADERSHIP STUDIES

LDR 475 Leadership Experience

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

LDR 490 Leadership Seminar

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

LITERATURE

LIT 100 Introduction to Literature

3 hours. An introductory course familiariz-

LIT 350 Literary Criticism

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

LIT 360 Values Through Story and Myth

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

LIT 385 Major Authors

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

LIT 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 from 1789 through the present. Themes, movements and genres will be discussed. Prerequisite: LIT 100 Introduction to Literature, or consent of the instructor.

LIT 440 A Study of the Modern Novel

3 hours. An examination of the modern novel as a distinct literary form. Discussions of such issues as the relationship between novelistic structure and ideology, of social conventions, and conventions of fiction combined with the analysis of important world writers.

LIT 495 Individual Research

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

MANAGEMENT OF HUMAN RESOURCES

MHR 401 Dynamics of Group and Organizational Behavior

3 hours. Course content focuses on group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on effective decision making and managing and resolving conflict in groups. Students learn strategies for developing high-quality and effective groups. (Identical to MOL 401.)

MHR 402 Effective Writing

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

402.)MHR 403 Organizational Theory and Analysis

3 hours. The student examines the formal and informal functions of organizations and diagnoses an agency or organization based on a systems model. Organizational problems will be analyzed and solved using a step-by-step method. This analysis may be applied to the student's senior research project. (Identical to MOL 403.)

MHR 404 Organizational Communication

3 hours. This course investigates the role communication plays in creating a productive work environment through the human resources department. Course content focuses on verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication. Negotiation strategies are covered through readings and in-class simulations.

MHR 405A introduction to Survey Research Methods

1 hour. Students explore purposes for and types of research. Attention is given to planning survey research, including identifying and stating a research problem. (Identical to MOL 405A.)

MHR 405B Survey Research Methods

3 hours. Methods for defining, researching, analyzing and evaluating problems are emphasized. Course content includes identifying and measuring objectives, questionnaire construction, and applying descriptive statistical procedures associated with data collection and analysis. (Identical to MOL 405B.)

MHR 406 Principles of Management and Supervision

3 hours. This course provides an overview of management and leadership theory and examines the roles of first-line managers in fulfilling the mission and goals of an organization. A master simulation exercise places students in a managerial position throughout the course. Students are expected to apply management theory as they make decisions to solve organizational problems during this simulation. Students examine their own management and leadership skills through reflective exercises. The course also examines fiscal procedures and tools that are used by the human resource manager.

MHR 407 Christian Faith and Thought

3 hours. The roots and origins of the Christian faith are investigated, with specific focus on how it relates to one's personal value system. The course also focuses on the Christian faith and how it relates to managing people. (Identical to MOL 407.)

MHR 408 Human Resources Administration

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

MHR 409 Values and Ethics in the Workplace

3 hours. Ethical theory and personal values are used to examine case studies from a variety of organizational settings. Accountability in government, human rights, and ethics in business are covered in readings and classroom discussions. Emphasis is placed on applying ethical principles to issues of concern to the human resource professional.

MHR 485 Saturday Seminars (6)

3 hours. Contemporary trends and themes of special interest in the field of management or the liberal arts are discussed. The format for the seminars is varied and informal. Leadership comes from the George Fox University 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. (Identical to MOL 485.)

MHR 495 Senior Research Project

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

MANAGEMENT AND ORGANIZATIONAL LEADERSHIP**MOL 401 Dynamics of Group and Organizational Behavior**

3 hours. Course content focuses on group behavior and how group functioning affects organizational effectiveness. Emphasis is

**MOL 407 Christian Faith
and Thought**

3 hours. The roots and origins of the Christian faith are investigated, with specific focus on how it relates to one's personal values system. The course also focuses on the history of Christianity, the influence of Christianity upon society, and how the Christian faith relates to managing people. (Identical to MHR 407.)

**MOL 409 Values and Ethics in
the Workplace**

3 hours. Ethical theory and personal values are used to examine case studies from a variety of organizational settings. Accountability in government, human rights, and business are covered in readings and classroom discussions.

**MOL 410 Fiscal and Operational
Management**

3 hours. This course examines fiscal information for 1.1

MTH 310 Differential Equations

MUA 105/305 Applied Percussion

1 or 2 hours. Instruction on snare drum, tympani, the mallet instruments and drum set. An in-depth study of all the percussion instruments used in the concert band and orchestra.

MUA 105/305 Applied Guitar

1 or 2 hours. Study of playing techniques, with emphasis on chordal knowledge and basic strums. Solos and ensemble pieces will be included for each student at his or her performance level.

◆ ENSEMBLES**MUA 115/315 Festival Chorus**

½ hour. The chorus is composed of members of the University touring choirs. It also is open to all University students, University faculty and staff, alumni, and community singers. The chorus, typically accompanied by orchestra, performs a significant sacred choral work from the choral repertoire each spring. Handel's *Messiah* is performed every third year.

MUA 125/325 Concert Choir

1 or ½ hour. The Concert Choir is committed to excellent choral singing in a wide variety of styles, including standard collegiate repertoire from the Renaissance through the 20th century, as well as contemporary sacred and gospel arrangements, spirituals, and hymn settings. The choir's

MUS 110 Understanding Jazz

2 hours. A study of various aspects and types of jazz, from blues to jazz rock. Students will discover the great jazz artists and learn how to listen to a variety of jazz idioms.

MUS 111, 112 Introduction to Music Literature

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

MUS 121, 122 Theory I

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

MUS 125 Voice Class

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

MUS 131, 132 Sight Singing and Ear Training

1 hour each semester (two class hours a week). A lab experience designed to develop proficiency in singing prepared melodies, melodies at sight, rhythmic patterns, and in taking basic melodic dictation. Music majors should register for this lab as a required component of MUS 121, 122 Theory I, which should be taken concurrently.

MUS 135 Class Piano

1 hour. May be repeated for credit. Elementary- to intermediate-level class instruction in piano. This class is open to

MUS 311, 312 Music History

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

MUS 320 Form and Analysis

2 hours. Offered 1997-98. Detailed study of the structural components of music, including the motive, phrase and period. Application to principal contrapuntal and homophonic forms of the Classic, Romantic and Modern periods. Prerequisites: MUS 221, 222 Theory II.

**MUS 340 Church Music
(History and Administration)**

3 hours. Offered 1997-98. A study of music within the church, viewed historically from the early centuries through the needs of the contemporary church.

MUS 380 Keyboard Improvisation and Service Playing

2 hours. Offered 1996-97. A practical course for pianists and organists seeking to discover creative approaches in programming and leading the congregation in inspirational worship and celebration.

MUS 420 Composition

2 hours. Offered 1996-97. Detailed study of representative works in the contemporary musical idiom and creative writing within the smaller forms. Prerequisites: MUS 221, 222 Theory II.

MUS 430 Instrumentation and Orchestration

2 hours. Offered 1997-98. A study of the instruments of the orchestra and band, including their ranges, characteristics and capabilities. Practical application of the principles of arranging and scoring for orchestral/band instrumental combinations. Prerequisites: MUS 221, 222 Theory II.

MUS 460 Advanced Conducting

2 hours. Offered 1997-98. A course designed to acquaint the student with advanced choral and instrumental literature. Basic conducting patterns are reviewed and adapted to all aspects of conducting: syncopation, cuing and expressive gestures. Prerequisite: MUS 200 Basic Conducting.

MUS 475 Field Experience

1-5 hours. Supervised experience in music apprenticeship as conductor, performer or composer. Prerequisite: Consent of music faculty.

PHL 380 History of Philosophy

4 hours. Offered 1996-97. As a study of the philosophical systems in their historical development, particularly in the civilization of the West, this course encompasses the ongoing dialogue between religious and secular pursuits of truth. Prerequisite: PHL 210 Introduction to Philosophy.

PHL 485 Selected Topics

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

PHL 495 Special Study

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

PHYSICS**PHY 150 Physics of Everyday Life**

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

PHY 201, 202 General Physics

4 hours each semester. Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using algebraic methods for analysis. Prerequisite: MTH 190 Pre-calculus Mathematics.

PHY 211, 212 General Physics with Calculus

4 hours each semester. Mechanics, thermodynamics, electricity and magnetism, wave motion and optics, and modern physics, using calculus methods for analysis.

Prerequisite:

MTH 201 Calculus I.

POLITICAL SCIENCE**PSC 210 American Government**

3 hours. Offered 1996-97. The theory and practice of the federal government and the study of key issues in government in general.

PSC 220/420 War and Conscience in the United States

3 hours. Offered 1997-98. An exploration of American thought on the subject of war,

PSC 410 Community Mediation

3 hours. Offered 1997-98. 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.

PSY 311 Human Development: Infancy to Adolescence

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

PSY 312 Human Development: Young**PSYCHOLOGY****PSY 150 General Psychology**

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

PSY 275 Exploratory Field Experience

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

PSY 300 Group Dynamics

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

PSY 310 Lifespan Human Development

3 hours. Offered 1997-98. A study of physical, intellectual, personality, social and moral development from infancy to old age. (Identical to SWK 310.) Prerequisite: PSY 150 General Psychology.

PSY 390 Research Methods

3 hours. An introduction to methods of psychological research. Students will be involved in designing and conducting experimental research.

This course is fundamental preparation for students planning graduate work in psychology or related fields. Prerequisites: PSY 150 General Psychology, PSY 340 Statistical Procedures. Recommended: PSY 400 Tests and Measurements.

PSY 400 Psychometrics

3 hours. Students will develop skills in understanding and critically evaluating educational and psychological tests (measures of ability, achievement, personality and vocational

interest). Also, modern principles of "psychometrics"—data-based analysis of test items, scores and interpretations—will be emphasized, particularly the reliability and validity of items and scales. Students will have hands-on experience with various tests

and will computer-analyze sample data from test development projects.

Prerequisites: PSY 340 Statistical Procedures and PSY 390 Research Methods.

PSY 410 Sensation and Perception

4 hours. Offered 1997-98. Using psychophysical techniques, students will study sensory systems, including vision, audition, olfaction, taste, touch and kinesis. Students will measure sensory thresholds, as well as study perceptual phenomena such as illusions and the impact of experience and values on perception. Classic

and current theories of perception and sensation will be discussed. Three lectures and one two-hour laboratory per week.

Prerequisite: PSY 150 General Psychology. Recommended: PSY 340 Statistical Procedures, PSY 390 Research Methods.

PSY 420 Abnormal Psychology

3 hours. Offered 1996-97. A study of the nature, causation and treatment of the major psychiatric and behavioral disorders. Prerequisite: PSY 150 General Psychology.

PSY 440 Psychology of Religion

3 hours. This course will cover topics such as the human experience of the Divine, the psychology of religious development, the psychology of dogmatic beliefs, ritual religious psychopathology, the psychology of conversion, and the psychology of faith.

The course will also discuss and critique the body of research on religious behaviors.

Prerequisite: PSY 150 General Psychology.

PSY 450 Systems of Psychology

3 hours. The history of the various schools of psychology, their origins, distinguishing characteristics, major contributions, theoretical positions and contemporary issues are investigated. Required for psychology majors and minors. Prerequisite: PSY 150 General Psychology.

PSY 460 Physiological Psychology

3 hours. Offered 1997-98. 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 stu

REL 380 Christian Beliefs

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

REL 401 Christianity in History

3 hours. Offered 1997-98. The development of Christianity from its appearance within the Greco-Roman world through the medieval period, and its influence as a base for culture in the West. (Identical to HST 401.)

REL 402 Christianity in History

3 hours. Offered 1997-98. Christianity's development from the dawn of the Protestant Reformation through its global spread during the modern era, observing its historical context and relationships to the surrounding cultures. (Identical to HST 402.)

REL 440 World Religions

3 hours. Offered 1996-97. A comparative study between Christianity and other prominent religions of the world, such as Buddhism, Islam, Hinduism and contemporary kinds of alternative religion. (Identical to INS 440.)

REL 460 Issues in Contemporary**Missions**

3 hours. Offered 1997-98. Selected movements, trends and leaders of contemporary

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 1997-98. 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. Required for sociology and social work majors.

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.

SOC 360 Prisons, Probation and Parole

3 hours. Offered 1996-97. An introduction to the study of criminology, including theoretical paradigms and research. This is followed by a study of correctional institutions, including prisons, probation, parole and community corrections.

SOC 380 Race, Ethnicity, Gender, and Class I

3 hours. Offered 1996-97. An interdisciplinary study of the history, problems and present status of, social attitudes toward, and generalist practice with persons differing in racial, ethnic, gender and class backgrounds in the United States. Prerequisites: SOC 150 Principles of Sociology, or by permission.

SOC 410 Juvenile Delinquency

3 hours. Offered 1996-97. A study of the causes and nature of juvenile delinquency, the development of the juvenile court, probation and other rehabilitative programs. Prerequisite: SOC 150 Principles of Sociology, or permission of the instructor.

SOC 450 Gerontology

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

SOC 475 Field Experience

6-12 hours. Supervised experiences in private and public social agencies for upper-division majors only. A minimum of six semester hours of SOC 475 Field Experience is required of majors. By permission.

SOC 485 Selected Topics

1-3 hours. A special-interest course that addresses current topics in the field of sociology. Course offerings depend on current faculty competencies and student interest. Limited to upper-division majors. Previous offerings have included a Christian response to the contemporary family, criminal justice, cross-cultural education, death and dying, Native American cultures, sociology of religion, sociology of adolescence, and sociology of literature. Prerequisite: SOC 150 Principles of Sociology.

SOC 490 Senior Research Seminar

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

SOC 495 Special Study

1-3 hours. Independent study of subjects outside regular offerings. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. For upper-division majors only, with permission.

SPANISH**SPN 101, 102 First-Year Spanish**

3 hours each semester. A study of the structure of the Spanish language, with practice in listening, speaking, reading and writing. ora(th)s]TJs

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 1997-98. 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 Director.

SPN 495 Individual Research or Field Work

1-4 hours. Individual study under the guidance of a faculty member, as determined by student needs and faculty availability. Students must have permission of the faculty member to enroll.

SOCIAL WORK

SWK 180 Social Work Introduction

3 hours. An introduction to the historical development and current practices of the social work profession. Examination of the knowledge base, values, skills, practices, settings, educational and career opportunities of the profession. Emphasis upon developing awareness of the scope of the profession and the relatedness of generalist social work and social welfare systems. Course may include community service opportunities and/or social agency tours. Required for majors.

SWK 275 Exploratory Agency Experience

1-3 hours. An opportunity to engage in a variety of activities within a social agency for the purpose of testing student interest in and aptitude for social work. Not recommended for those students who have already developed a decided interest in social work as a major or those who have been officially admitted to the social work program. By permission.

SWK 285 Selected Topics

1-3 hours. A special-interest class offered on a one-time basis addressing a subject in the field that is of general interest to the University community. By permission.

SWK 310 Lifespan Human Development

3 hours. Offered 1997-98. A study of physical, intellectual, personality, social and moral development from infancy to old age. (Identical to PSY 310.) Prerequisite: PSY 150 General Psychology. Recommended for majors.

SWK 311 Human Development: Infancy to Adolescence

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

SWK 320 Child Abuse and Family Violence

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. Required for majors.

SWK 392 Social Work Methods II

3 hours. An overview of methods of practicing social work with individuals, groups and communities, with particular emphasis on expectations, goals and strategies.

Appropriate simulated and actual experiential learning will be used. Prerequisite:

SWK 391 Social Work Methods I and junior standing, or permission of the instructor. Required for majors.

THE 275/475 Field Experience

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

THE 285/485 Special Topics

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

THE 320 Advanced Approaches to Acting

3 hours. Offered 1996-97. Problems of characterization, styles and characteristics of acting in various dramatic media; emphasis on improvisations, instruction in movement and timing, and presentation of scenes of various types. The course requires additional outside-of-class time for rehearsal and performance of selected plays. Prerequisite: Permission of the instructor.

THE 340 Theatre as Ministry

3 hours. Offered 1996-97. A consideration of theatre skills as tools for meeting human needs in essentially non-theatrical environments. Focus on drama as a service medium rather than as strictly an entertainment vehicle.

THE 495 Individual Research in the Theatre

1-3 hours. Open to exceptional students who want to explore a specific area in greater depth. Entrance at the discretion of a faculty member.

WRITING**WRI 095 English Skills**

1-3 hours. Offered fall semester as a regular class and other times as individualized study. Focuses on spelling, reading, composition and research skills necessary for effective college learning.

WRI 110 Freshman Composition

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

WRI 200 Interpreting Literature

3 hours. Offered 1996-97. An approach to writing as a tool for discovering aspects of meaning in fictional, nonfictional, dramatic and poetic texts. Emphasis will be on careful interpretation and development of an effective writing style. Prerequisite: WRI 110 Freshman Composition, or equivalent, or SAT score of 600.

WRI 230 Introduction to Journalism

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

WRI 250 Biography and Autobiography

3 hours. An approach to writing and literature using personal experience to explore events, places and people through recollections, interviews, diaries, journals and the personal essay.

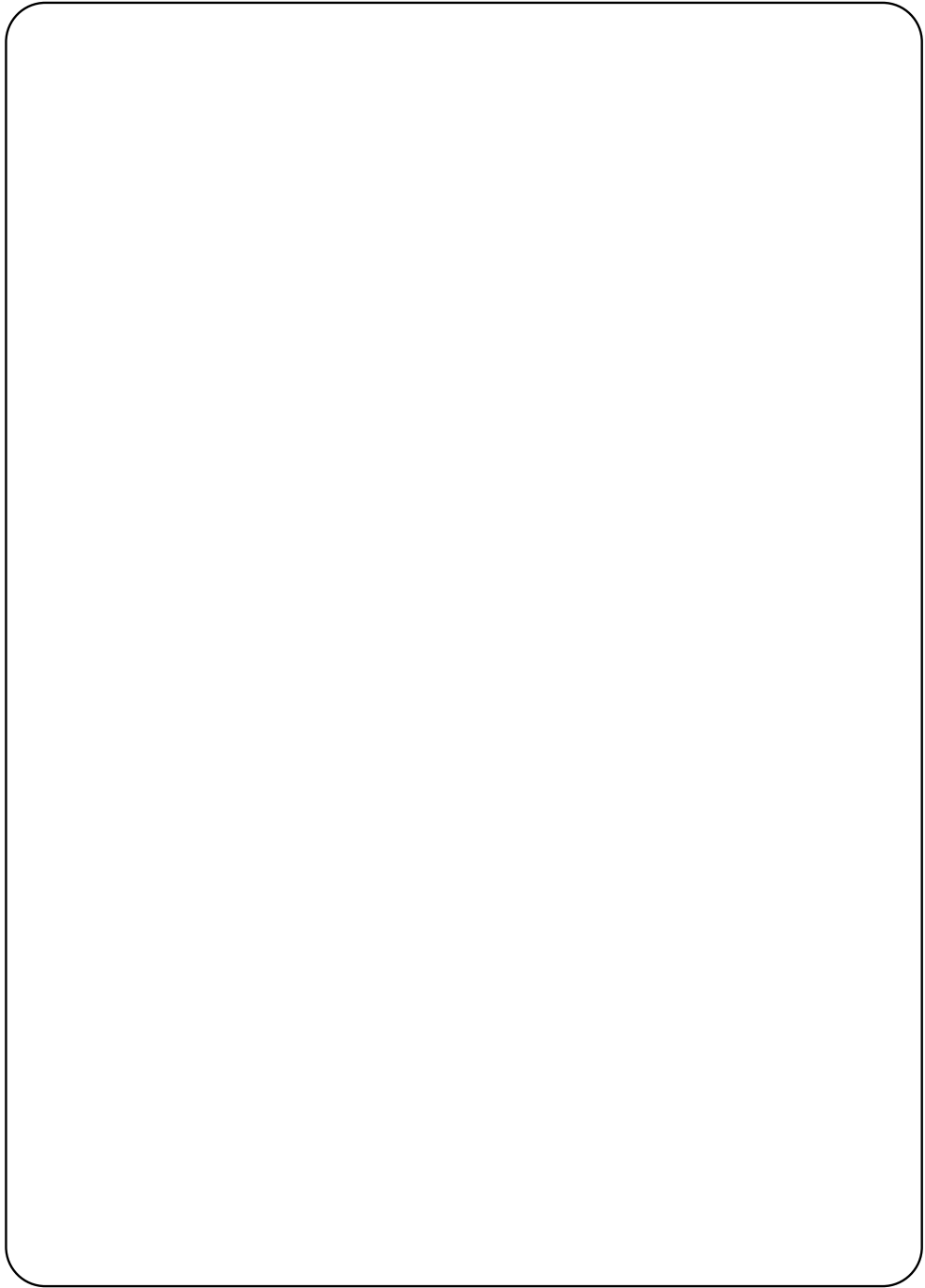
Selected writers, ancient to contemporary, will be studied as representative models of the form within the genre. Prerequisite: WRI 110 Freshman Composition, or equivalent, or SAT score of 600.

WRI 285/485 Special Topics

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

WRI 330 Writing for Publication

3 hours. A workshop approach to the writing of nonfiction articles and other shorter nonfiction forms for periodical magazines.



George Fox University offers graduate programs in four different fields. Advanced

BIB 550 Biblical Exegesis and Interpretation

3 hours. Issues and methods of biblical (Old Testament and New Testament) exegesis and interpretation are encountered in the investigation of specific biblical texts.

♦ GRADUATE RELIGION COURSES

REL 510 Christian Theology

3 hours. A study of classical and contemporary models for developing a consistent, logical and systematic approach to Christian theology based on an authoritative view of Scripture.

REL 520 Spiritual Formation

3 hours. This course is designed to facilitate the student's understanding of the ways God works in human lives, effecting redemptive change and spiritual transformation. A theoretical basis for reflection will include study of recent cognitive models of faith development and selected readings from the devotional classics. Experiential components will include individual and corporate approaches to the life of prayer, exercises in spiritual direction, and journaling.

REL 530 Contemporary Religious Worldviews

3 hours. The development and teachings of the major non-Christian religions of the world (East and West) will be studied, with special attention to those elements that shape their understanding of the nature of God, humanity, the world, and the purpose/goal of life. Other important Western religious traditions will also be considered.

REL 540 Christian Ethics

3 hours. Basic issues and methodologies for the construction of a consistent, biblically based Christian life ethic are presented and discussed to provide the basis for continued, integrative reflection and decision making in a variety of life settings.

REL 550 Historical Perspectives on Christianity

3 hours. The course offers a survey in brief of significant events, persons and developments in Christian history from the time of Christ until the present. The purpose is to provide a panoramic rather than exhaustive view as a foundation for continued reflection on the place of the Christian and Christianity in the world.

REL 560 Foundational Seminar

3 hours. Required of all M.A.C.S. program participants, this course will set the practical, integrative tone that characterizes the course of study. Styles and philosophies of Christian leadership appropriate to a broad range of Christian service possibilities will be considered. Participants will define the nature of their Individual Specialization Plan in this course.

REL 585 Individual Specialization

6-9 hours. Individual study under the supervision of faculty and in support of the participant's Individual Specialization Plan prepared in REL 560 Foundational Seminar.

CLINICAL PSYCHOLOGY

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

Program Description

The Doctor of Psychology (Psy.D.) program follows a professional (scholar-practitioner) model and is designed to prepare qualified, professional psychologists. The professional model is distinguished from the more traditional scientist-practitioner model leading to the Ph.D. by its greater emphasis upon the development of clinical skills. It provides training in the scientific foundations of psychology and in research methods and statistics, but places primary emphasis on the development of clinical skills. Since the initial endorsement of the Doctor of Psychology degree by the American Psychological Association in 1979, the professional model has been incorporated into the training programs of a growing number of universities and professional schools.

The curriculum of the Graduate School of Clinical Psychology (GSCP) is designed as an integral five-year program. The first two years emphasize study in the scientific foundations of psychology, biblical and theological studies, and an introduction to clinical theory and practice. As the student advances in the program, the emphasis shifts toward application of basic knowledge through integrative study of the relationships among these disciplines and by their application in clinical practice through the assessment and practice sequence. Professional training in assessment and psychotherapy begins in the first semester with Prepracticum, and continues throughout the program, culminating in the clinical internship.

The goal of the Graduate School of Clinical Psychology is to prepare professional psychologists who are competent to engage in a wide variety of clinical specialties, who are knowledgeable in the critical evaluation and application of psychological research, and who are committed to the highest standards of professional ethics. The central distinctive of the program is the integration of Christian principles and the science of psychology at philosophical, practical and personal levels. Graduates are trained as specialists in meeting the unique psychological needs of the Christian community within the context of a Christian worldview.

Graduates are prepared for licensure as clinical psychologists. Alumni of the GSCP are licensed psychologists in states throughout the U.S. They engage in practice in a variety of settings, including independent and group practice, hospital, community and public health agencies, church and parachurch organizations, and mission agencies. Graduates also teach in a variety of settings, including colleges and seminaries.

A Master of Arts degree is conferred following successful completion of the first two years of the program and other requirements (see below). The M.A. degree is not

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.

Clinical Training

Clinical 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 clinical 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 George Fox, including team meetings with peers and faculty members, oversight groups, and didactic training.

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

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

The final phase of predoctoral clinical training involves a one-year, full-time internship (50 weeks; 2,000 hours). Most internships require that students move to another location (often to another state) for the internship year. 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 clinical training sequence. This

◆ **STUDENT EVALUATION**

In addition to course grades, an evaluation of each student's academic progress, interpersonal relationships, legal and ethical conduct,

PSY 544 Cognitive-Behavioral
Psychotherapy¹ (2)

♦ **RESEARCH DESIGN/
METHODS**

PSY 540 Research Design

♦ **CLINICAL THEORY**

PSY 521 Abnormal Psychology

4 hours. Focuses on understanding the basic processes and distinguishing features among the major categories of mental disorders, and becoming familiar with standard diagnostic categories and systems.

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

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

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 term hours) or a written explanation of GPA below 3.0.
3. A Basic Teaching License (or the equivalent).
4. Three letters of recommendation: two

EDM 516 Classroom Management

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

MANAGEMENT

(M.B.A. Degree)

Program Description

A two-year program offered one night a week plus some Saturdays, the George Fox University Master of Business Administration degree is intended for stu-

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.

Prior to their final student teaching experience in the spring, students in the graduate elementary education program must have taken the MSAT, and students in the graduate secondary education program must have taken the NTE or Praxis II specialty exam for their discipline.

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 University 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 University 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 applications. Methods for unit and lesson planning will be demonstrated.

EDU 550 Curriculum and Instruction

5 hours. Fall. A study of instructional strategies and the design, implementation and evaluation of curriculum. Also included will be the development of Work Sample I. The pattern for course topics presented is the following: nature of knowledge, general methods, subject-specific methods, integrated methods.

EDU 560 Language and Literacy

2 hours. Summer. Discussion of language/reading, writing, communication, and computer literacy, and how they are applied across the disciplines.

EDU 575 Practicum I: Enrichment Program

2 hours. Summer. Planning, teaching and evaluating a week-long enrichment program for students in third through eighth grades.

EDU 576 Practicum II: Classroom Organization in Practice

3 hours. Fall. Observation and teaching in an elementary or secondary classroom. An opportunity to plan, implement and evaluate the first Work Sample.

EDU 577 Practicum III: Classroom Teaching

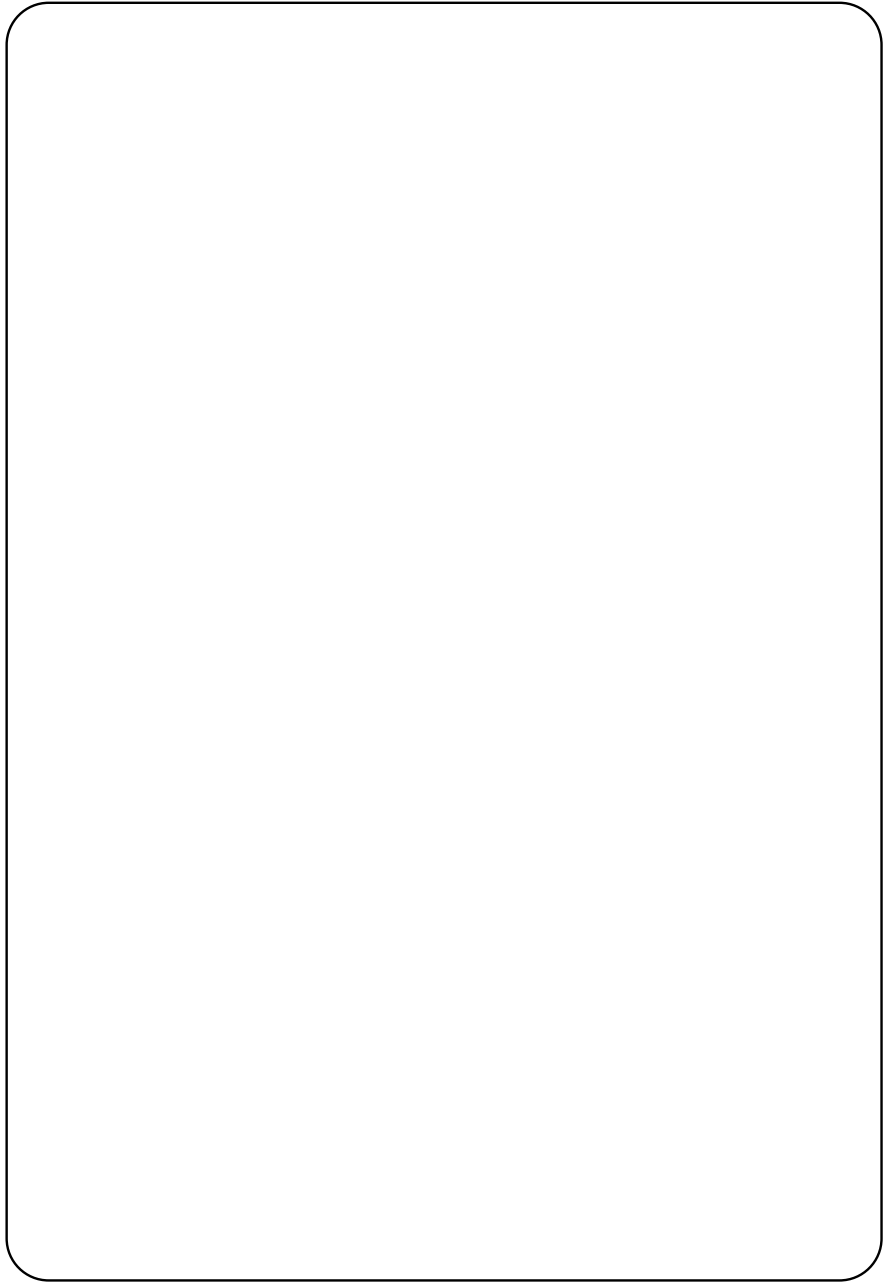
10 hours. Spring. Full-time supervised student teaching. Preservice teachers teach and evaluate lessons, assess student achievement, and evaluate themselves. The second Work Sample will be implemented and evaluated.

EDU 590 Graduate Seminar

2 hours. Spring. A seminar focusing on issues related to current trends and questions in education, classroom organization and management, and ethics/values in teaching. Classroom observations in minority, cross-cultural, and alternative-school settings. Professional transition topics will include résumé writing, job search strategies, placement services, and interviewing skills.

EDU 595 Special Study

1-3 hours. Directed independent study open to graduate students. Prerequisite: Consent of instructor.



The following information applies to both graduate and undergraduate students unless otherwise noted. If a policy is specific to a graduate student, it will be noted as graduate, and if specific to an undergraduate student, it will be noted as undergraduate. Each graduate program of George Fox University has its own policies related to enrollment and academic requirements. Graduate students should consult their own program directors with regard to specific policies.

ACADEMIC SESSIONS AND CREDITS

The academic year at George Fox University is divided into two semesters of 15 weeks, including a four-day examination period, plus orientation and registration. In addition, George Fox sponsors a May Term, a limited summer program for undergraduates, summer graduate courses in teacher education, business administration and psychology, occasional short courses, and overseas study experiences.

The unit of credit is the semester hour, which normally is granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Credit for all courses is indicated in semester hours. All student requirements, advancements, and classifications are based on these units.

GUARANTEES AND RESERVATIONS

George Fox University guarantees that the student may graduate under the general education requirements stated in the Catalog at the time of matriculation, provided attendance is continuous and full time. Likewise, a student may graduate under the major requirements in force at the time of admission to a major field, provided attendance is continuous and full time.

Two exceptions may be noted: (1) In the event of a change in requirements in general education or in a major field, the student may elect to fulfill the requirements of a revised program, provided attendance has been continuous and full time; (2) The University may face a situation beyond control and foresight that may necessitate a revision in available courses. In such situations, the interests of the student will be protected.

The University reserves the right to withdraw courses with insufficient enrollment, add courses for which there is demand, upgrade programs, revise teaching and time assignments, regulate class size, adjust administrative procedures, and determine levels of competence of students and prerequisites for admission to classes and programs.

UNDERGRADUATE ATTENDANCE

The responsibility rests with the student to maintain good standards involving satisfactory scholarship. Regular class attendance is expected of each student in all courses. Class work missed because of absence may be made up only in the case of prolonged or confining illness, death of relatives, or similar emergencies. Such excuses are obtained from the Student Life Office, the Counseling and Health Service, or the graduate program director. Permission for absences from class for participation in cocurricular University activities must be granted by the Academic Affairs Office. Other absence arrangements are between the student and the instructor.

The University calendar provides the contractual instructional dates for teachers and students. Students are expected to attend classes through the last day of each semester, unless illness or an emergency situation exists. Advance permission for early departure must be requested by the end of the 10th week of classes. Forms may be obtained from the Registrar, and the final decision will be made by the Academic Affairs Office.

**CLASSIFICATION OF
STUDENTS**

Graduate Students

Graduate students are defined by requirements set forth by the various graduate pro-

The Dean's List

Those who achieve and maintain a 3.5 grade point average or above on 12 or more hours of graded work completed by the end of the semester are eligible for the Dean's List.

Pass/No Pass Policy (Undergraduates Only)

A student who has a cumulative GPA of 2.00 or better and who has completed 62 semester hours may choose to take one course per semester on a pass/no pass basis from elective courses outside his or her major and the University's general education requirements. An application form must be filed with the Registrar no later than the published deadline for exercising the pass/no pass option.

The teacher submits a regular grade to the Registrar, who converts the regular grade of "C" or above into "pass." A grade below "C" becomes a "no pass," and the course must be repeated on a satisfactory level to receive credit.

Courses offered only on a pass/no pass basis are field experience (e.g., 275/475); WRI 095 English Skills;
THE 165/365 George Fox University
Players; EDU 375/475 SÈÈÈ

4. Complete a major in a chosen area with no grade below a “C” in upper-division courses;

5. Complete at least 30 semester hours in residency (20 hours must be in senior year; 20 of the last 30 hours must be completed at George Fox University);

6. Complete at least 10 hours of one’s major in residency;

7. File a request for a Graduation Degree Audit two semesters or 30 hours before anticipated graduation;

8. File an Application for Degree form not later than completion of 100 semester hours toward graduation (normally the semester before expected graduation); and

9. Pay in full all accounts at the Business Office.

In order to participate in commencement and baccalaureate ceremonies,

BASIS OF UNDERGRADUATE ADMISSION

The University admits applicants who evidence academic interests and ability, moral character and social concern, and who would most likely profit from the curriculum and Christian philosophy of George Fox University. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, interview reports, and participation in extracurricular activities.

Admission is possible for the opening of any semester.

George Fox University reserves the right of admission or readmission of any student at its discretion.

The University does not discriminate on the basis of age, sex, race, color, national origin, or handicap in its educational programs or activities.

ADMISSION PROCEDURES FOR FRESHMEN

In order to provide a solid foundation for college-level work, it is recommended that the applicant present the equivalent of 16 academic units from an approved high school. The following units are suggested: English, 4; social studies, 2; science, 2; mathematics, 2; foreign language, 2; and health and physical education, 1.

Approximately 85 percent of the freshman class come with an "A" or "B" high school grade average. The Admissions Committee may offer provisional admission to students with low high school grades and low entrance examination scores.

Procedures

1. Write to the Office of Undergraduate Admissions, George Fox University, 414 N. Meridian, Newberg, Oregon 97132, for information and admissions forms.
2. Complete the Application for Admission and return it to the Admissions Office. Include a non-refundable application fee of \$30.
3. Request a transcript of academic credit from the secondary school last attended.
4. Have two recommendation forms completed and sent to the Admissions Office: one by a high school principal or counselor and one by a pastor.
5. Submit entrance examination scores. The Scholastic Aptitude Test (SAT) or American College Test (ACT) will be accepted. Tests should be taken in your junior year or early in your senior year. Contact your high school principal or counselor for information concerning these tests.

As soon as an admissions file is completed, the applicant is notified of the Admissions Committee's decision.

6. By June 15, 1997, a tuition deposit of \$150 must be submitted by each new full-time student. This deposit reserves housing and a place in the registration sequence. Until May 1, \$130 is refundable by written request. The spring semester tuition deposit deadline is December 15. Partial refund will be granted until December 1.

7. A health history form is sent to each student who has paid a tuition deposit. This must be completed personally and sent to the address on the form. Registration will not be considered complete without the questionnaire. Immunizations must be documented as indicated on the Certificate of Immunization Status form.

8. If applying for financial aid, it is recommended that a Free Application for Federal Student Aid (FAFSA) be submitted to the appropriate financial aid service as soon after January 1 as possible. Forms may be obtained from high school counseling offices or by writing to the Financial Aid Office at George Fox University. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.

**ADMISSION PROCEDURES
AND POLICIES FOR
TRANSFER STUDENTS**

Meeting minimum entrance requirements of a given program does not guarantee admission. Admission may be granted to applicants who do not meet all admission requirements at the minimal level if other

**INTERNATIONAL
STUDENTS**

George Fox University is authorized under

OLDER ADULTS

Any person 62 years of age or older may enroll in traditional undergraduate courses for credit or audit without a tuition charge. A service fee of \$20 per semester is required, plus a fee for materials if such are essential to the course. A small charge may be necessary for continuing education courses in which the primary enrollment is older adults. Unless limited by space, equipment or essential background, all courses are open. Application is through the Registrar's Office. Counseling in regard to courses is available in the Registrar's Office. This privilege does not apply to enrollment in the management and organizational leadership or management of human resources programs, nor in graduate courses.

EARLY ADMISSION OF HIGH SCHOOL STUDENTS

An early admissions program is available to qualified high school students. This permits study at George Fox University while a student completes a high school program.

Eligibility Requirements

- An applicant must have completed the junior year of high school.
- An applicant who has completed the senior year of high school is not eligible.
- Early admission students must receive grades of "C" or better to remain in the program.

Application Procedures for Early Admission

1. Contact the Admissions Office for admissions forms.
2. Complete the Application for Admission and return it to the Admissions Office with the \$30 application fee and indicate your choice of courses.

3. Request a transcript of academic credit from the secondary school attending.
4. Have two recommendation forms completed and sent to the Admissions Office, one by a high school principal or counselor and one by a pastor.
5. Upon completion of the application, an applicant will be notified concerning admission and registration.
6. Only one course of no more than four hours may be taken during any regular semester, unless a lightened high school load is possible.
7. Early-admission students in good standing are automatically admitted to the University upon graduation from high school. All additional credentials must be received before college enrollment.

Cost and Credit

- Early-admission students may take a maximum of 12 semester hours of work with a tuition charge of \$35 per credit hour.
- Credit during early admission may be applied to degree programs at George Fox University without additional charge.
- Credit earned during early admission may be transferred to other colleges or universities upon payment of regular tuition and fees in effect at the time the course was taken.
- After the completion of 60 semester hours (two years) at George Fox University, a student may transfer the hours taken during early admission without an additional payment.

ADVANCED PLACEMENT — HONORS PROGRAM

Past learning and present ability may recommend that course work begin at an advanced level. This may involve granting of credit or waiving certain prerequisites or University requirements. See "Exemptions and Waivers," page 30; "Course Challenge Programs," page 20; and "Intensified Studies Program," page 25.

CAMPUS VISITATION

Students interested in enrolling at George Fox University are encouraged to visit the campus, preferably when classes are in session. A visit provides an opportunity to observe classes, see the campus facilities, and talk with students and professors. It also will give University personnel an opportunity to get to know the student better. When possible, visits should be arranged five days in advance through the Admissions Office, which is open on weekdays, 8:00 a.m. to 5:00 p.m.

FINANCES COSTS – TUITION, FEES AND EXPENSES

George Fox University maintains high educational standards at the lowest possible cost. The individual student pays about 74 percent of the actual cost of education. The remainder of the cost is underwritten by gifts from alumni, friends, churches, businesses and institu-

Deposits and Admission Fees for 1996-97

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
Tuition Deposit for Graduate Students.....	\$100
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

Health/Counseling Fee

Per semester.....

\$35

This fee provides access to the Health and Counseling Service.

Evidence of acceptable medical insurance for accidents, sickness and prolonged illness is required of all full-time students. Students are required to enroll in the University-approved student medical insurance plan unless an insurance waiver form is submitted at the time of registration indicating comparable coverage elsewhere. A new waiver form must be submitted each academic year.

The premium is subject to change each year by the underwriter but is approximately \$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

Annual.....

\$50

Room and Board

Room and board is furnished to resident students as indicated in the following. Residence hall rooms are double occupancy; two-room suites are occupied by four students; houses and apartments (for upperclassmen) house from two to 12 persons. There are four single-occupancy residence hall rooms (two for men, two for women). An additional charge of \$200 per semester will be charged for those rooms.

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

Breakdown of Costs: Room and Board

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 133.

Housing Deposit for Returning Students

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

Refunds for tuition and board charges after the start of a semester will be made according to the following schedule:

First week of classes.....	100%
(Less \$100 minimum charge)	
Second week	90%
Third week.....	80%
Fourth week.....	60%
Fifth week.....	40%
Sixth week.....	20%
Seventh and following weeks.....	0%

- No refund of room charges will be made after the first week of classes.
- No refund of tuition and room will be made to students who have been dismissed, except as may be required by federal regulations. Board refund will follow the schedule above.
- Refunds for student body membership fees will be made by the Student Government.
- Refunds for departmental fees will be made according to the amount of the fee still unused. If none of the fee has been used, all of it will be refunded.
- Refunds for tuition deposits will not be given after May 1 for fall semester or after December 1 for spring semester.
- Refunds for school insurance fees will be made only if the withdrawal takes place prior to the sending in of the insurance premium. Thereafter, no refund will be given.
- Financial aid awarded will be adjusted according to federal guidelines for students who withdraw or reduce their course load to less than full time.
- For first-time students, if Title IV government financial aid is involved, a separate schedule will be followed:

First week of classes.....	100%
(Less \$100 minimum charge)	
Second week	90%
Third week.....	80%
Fourth week.....	70%
Fifth week.....	70%
Sixth week.....	60%
Seventh week	50%
Eighth week.....	40%
Ninth week	40%
Tenth and following weeks.....	0%

FINANCIAL AID

Basis of Student Aid

Each family should expect to make every reasonable financial adjustment to provide as much support as possible for college expenses. Financial aid to supplement the family's efforts will be offered under three basic conditions: (1) in consideration of the student's/family's financial need as

◆ UNIVERSITY GRANTS

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

◆ HONORS PROGRAM

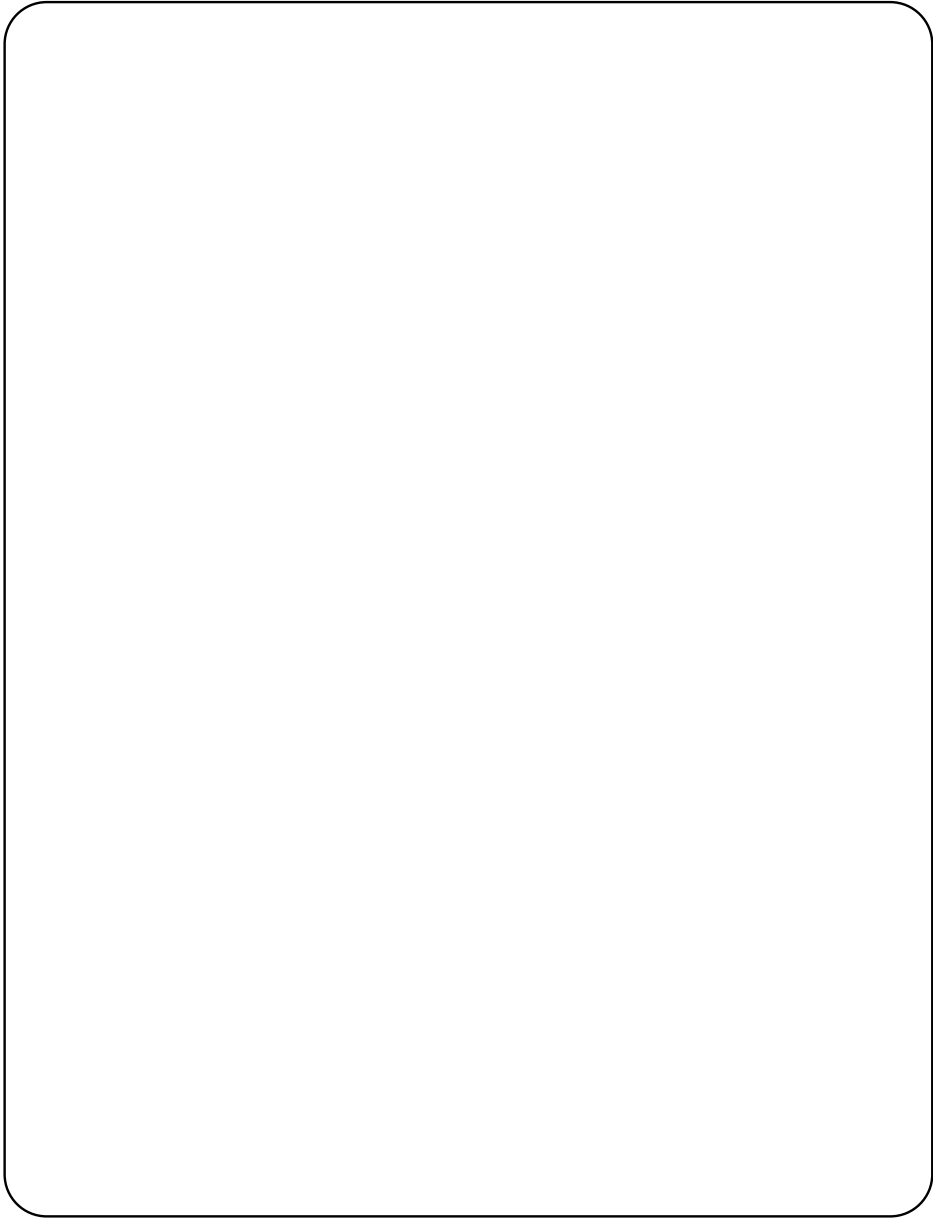
Honors scholarships are granted each academic year to a limited number of qualified students. Financial need is not a criterion for any of the honors scholarships.

The

any amount to the University for credit to a specific student's account. The University 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. In addition, there is a George Fox University/Northwest Yearly Meeting partnership that provides additional assistance of \$200 for students from those churches in the Yearly Meeting that

The **Hanson Quaker Leadership Scholarship** was established to assist a junior or senior Quaker student who sees the Friends Church as an avenue for future ministry. The stipend of \$1,000 is not limited to future pastors.

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COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS

The University does not discriminate on the basis of age, sex, race, color, national origin, or handicap in its educational programs or activities, including employment, and is required by federal law not to discriminate in such areas. The University also is in compliance with the Family Education and Privacy Act of 1974.

The following offices may be contacted for information regarding compliance with legislation:

Director of Admissions: student consumer information

Vice President for Finance: wage and hour regulations, The Civil Rights Act of 1964 (race, color, or national origin), and age discrimination

Vice President for Student Life: Title IX (nondiscrimination on the basis of sex)

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

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

Family Educational Rights and Privacy Act

George Fox University accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor 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 University community, only those members, individually or collectively, acting in the students' direct educational interest are allowed access to student educational records. These members include personnel in the student services offices and academic personnel within the limitation of their "need to know" as determined by the Registrar.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. The University construes the following information to be "directory information": parents' names and addresses, the student's name, campus and home address, telephone number, date and place of birth, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, denominational or religious preference, the most recent previous school attended, and for members of athletic teams, height, weight and position played. The University also considers photographs to be Directory Information. As such, release of photographs also is provided.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the Registrar's

Office. Otherwise, all photographs and information listed above will be considered as "directory information" according to federal law. Non-directory information, notably grade records, are released to third parties only on written request of the student.

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. The Registrar's Office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admissions, personal and academic files, and academic, cooperative education and placement records. Students wishing to review their education records must give a written request to the Registrar listing the item or items of interest. Only records covered in the Act will be made available within 45 days of the request. Students may have copies made of their education records with certain exceptions. These copies will be made at the student's expense at prevailing rates. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students *may not* inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student.

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

♦ DRUG-FREE ENVIRONMENT

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

♦ DISABLED STUDENTS

The Enrollment Services Office coordinates services for disabled students. The Office also promotes campus awareness of issues and needs of disabled students. Supportive services can be provided, depending on the nature of the disability and availability of resources. Documentation of an existing disability 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 Performance Department.

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

♦ DISCLOSURE OF USES FOR SOCIAL SECURITY NUMBERS

Providing one's social security number is voluntary. If a student provides it, the University will use his or her social security number for keeping records, doing research, and reporting. The University 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.

♦ ANTI-HARASSMENT POLICY

It is the policy of George Fox University that all employees and students work in an environment where the dignity of each individual is respected. Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran's status, or any other status protected under applicable local, state or federal law is prohibited. Such harassing behavior should be avoided because conduct appearing to be welcome or tolerated by one employee or student may be very offensive to another employee or student.

Prohibited Conduct for Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

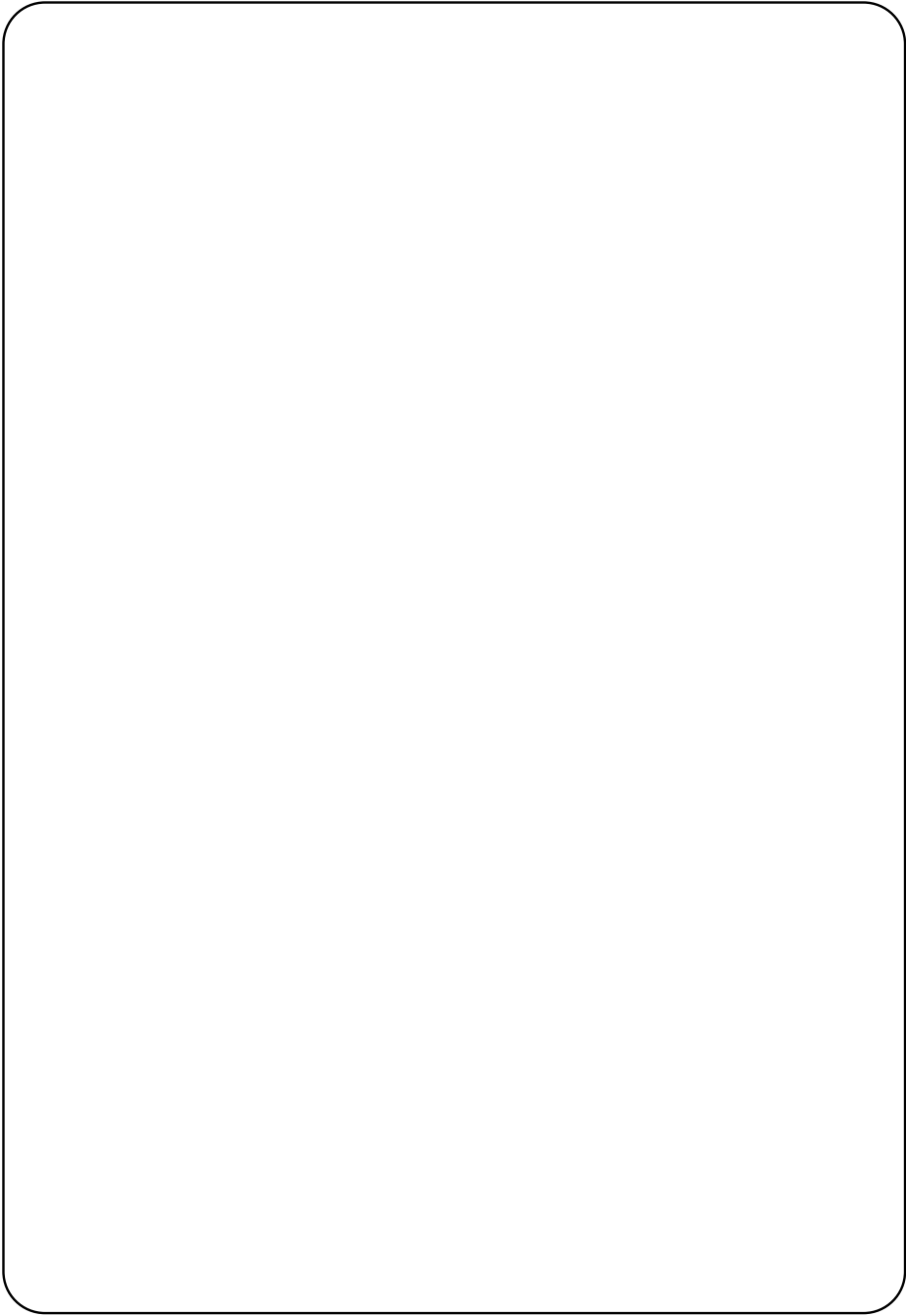
- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment/academic status;
- (2) submission to or rejection of such conduct by an individual influences employment/academic status decisions affecting such individual; or
- (3) such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile or offensive working/student life environment.

The conduct prohibited may be verbal, visual or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, grades) in response to sexual contact. More subtle forms of behavior, such as offensive posters, cartoons, caricatures, comments and jokes of a sexual nature are discouraged, as they may constitute sexual harassment when they contribute to a hostile or offensive working/student life environment.

If any employee or student believes he or she has been discriminated against or has been subjected to sexual or other forms of harassment, the employee or student must immediately notify the following persons:

1. If the alleged incident involves a student and a faculty member, contact a school dean, the Vice President for Academic Affairs, the Vice President for Student Life, or the Vice President for Enrollment Services.
2. If the alleged incident involves a staff member or a student in the work-study program for the University, contact a supervisor or manager, the Director of Personnel, the Assistant Vice President for Financial Affairs, or the Vice President for Financial Affairs.

Complaints will be investigated and corrective action taken as determined appropriate by the University.



FACULTY, 1996-97

This register includes those teaching half time or more under regular faculty contracts, as well as certain administrative offi-

Charles K. Church, Reference Librarian. B.S., Southern Oregon State College; M.L.S., University of Oregon. George Fox University 1993–

Wayne E. Colwell, Professor of Psychology. B.S., John Brown University; M.Div., Grace Theological Seminary; M.Ed., University of Arkansas; Ph.D., Arizona State University. George Fox University 1990–

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

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

Caitlin C. Corning, Assistant Professor of History. B.A., Seattle Pacific University; M.A., Ph.D., University of Leeds. George Fox University 1996–

Victoria L. Defferding, Instructor of Spanish. B.A., University of Oregon. George Fox University 1989–

Susan H. De Lessert, Assistant Professor of Spanish and French. B.A., M.A., Portland State University; M.A., Ph.D., University of Oregon. George Fox University 1983–

Joe De Vol, Assistant Professor of Management. B.S., California State University, Los Angeles; M.S., University of California, Riverside. George Fox University 1992–

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 University 1991–

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

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

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

Gary K. Fawver, Associate Professor of Outdoor Ministries. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; D.Min., Western Seminary. George Fox University 1974–

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

Raymond P. Gleason, Assistant Professor of Business. B.A., M.A., California State University, Los Angeles. George Fox University 1989–

Steven C. Grant, Associate Professor of Health and Human Performance. B.A., Biola College; M.Ed., Linfield College. George Fox University 1982–

Dennis B. Hagen, Professor of Music and Education, Chairperson of the Department of Fine Arts. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox University 1964–

Steven E. Hannum, Associate Professor of Chemistry. B.S., Wheaton College, Ph.D., University of Kentucky. George Fox University 1985–

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

Mark O. Hatfield, Herbert Hoover Distinguished Professor. B.A., Willamette University; M.A., Stanford University. George Fox University 1997–

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

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

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

Gary M. Kilburg, Associate Professor of Education, Director of the Master of Arts in Teaching Program. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox University 1992–

Dwight J. Kimberly, Associate Professor of Biology. B.A., George Fox University; M.S., Oregon State University. George Fox University 1994–

Kathleen A. Kleiner, Associate Professor of

Christine F. Nordquist, Instructor of Writing/Literature. B.A., George Fox University; M.A., Portland State University. George Fox University 1990–

G. Dale Orkney, Professor of Biology. B.A., Northwest Nazarene College; M.S., Ph.D., University of Idaho. George Fox University 1963-64; 1965–

Asbjorn Osland, Assistant Professor of Business. B.A., University of Minnesota; M.S.W., University of Washington; M.B.A., Ph.D., Case Western Reserve University. George Fox University 1995–

Alex A. Pia, Assistant Professor of English as a Second Language. B.A., California State University, Chico; M.A., Portland State University. George Fox University 1990–

Donald R. Powers, Associate Professor of Biology. B.S., Biola University; M.S., San Diego State University; Ph.D., University of California, Davis. George Fox University 1989–

Colleen D. Richmond, Instructor of Writing and Literature. B.A., Oregon State University; M.A., Portland State University. George Fox University 1992–

Arthur O. Roberts, Professor-at-Large. B.A., George Fox University; B.D., Nazarene Theological Seminary; Ph.D., Boston University. George Fox University 1953–

Gale H. Roid, Professor of Psychology. B.A., M.A., University of Oregon; Ph.D., Harvard University. George Fox University 1993–

Judy R. Roquet, Technical Services Librarian, Associate Professor. B.S., George Fox University; M.L.S., University of Hawaii. George Fox University 1994–

Sheryl L. Sanders, Assistant Professor of Biology. B.A., Asbury College; Ph.D., University of Kentucky. George Fox University 1996–

Mel L. Schroeder, Associate Professor of Drama. B.A., Northwest Nazarene College; M.A., San Jose State University. George Fox University 1978-83; 1987–

Sherrie K. Schulke, Assistant Professor of Social Work. B.S., George Fox University; M.S.S., M.L.S.P., Bryn Mawr College; M.Div., Eastern Baptist Theological Seminary. George Fox University 1995–

Mark A. Selid, Assistant Professor of Business. B.A., Pacific Lutheran University; M.T., Portland State University. CPA. George Fox University 1993–

Byron S. Shenk,

Mary S. Green, Associate Professor of Mathematics. B.A., Houghton College; M.N., Case Western Reserve University. George Fox University 1973-89.

William D. Green, Vice President for Academic Affairs, Professor of Religion. Th.B., Malone College; A.B., Taylor University; M.A., Case Western Reserve University; Ed.D., University of Tennessee; L.H.D., George Fox University. George Fox University 1972-89.

Mackey W. Hill, Professor of History. B.A., University of California, Los Angeles; M.A., University of the Pacific. George Fox University 1949-74.

Julia H. Hobbs, Professor of Christian Educational Ministries. B.A., Hope College; B.D., M.Th., Winona Lake School of Theology; Ph.D., University of Pittsburgh. George Fox University 1975-91.

Hector J. Munn, Professor of Chemistry. B.S., Seattle Pacific University; M.S., Ph.D., Oregon State University. George Fox University 1958-62; 1966-1994.

Marjorie L. Weesner, Professor of Physical Education. B.S., George Fox University; M.Ed., Linfield College; Ed.D., University of Oregon. George Fox University 1953-54; 1963-1993.

PART-TIME FACULTY, 1996-97

This register is composed of adjunct faculty

Business and Related Services

Karon L. Bell, B.A., Assistant Vice President for Financial Affairs

Donald A. Cossel, B.S., Superintendent of Buildings

Joyce E. Cossel, B.S., Manager of Bookstore

Sherrie G. Frost, Director of Mail Services

Ellen S. Grubb, Student Accounts Supervisor

Virginia L. Hoover, Superintendent of Custodial Services

William N. Jackson, B.A., Director of Food Services

Lisa S. Leslie, B.A., Director of Event Services

John D. Lyda, B.S., Superintendent of New Construction

Donald J. Millage, CPA, B.S., Vice President for Financial Affairs/
Treasurer

Peggy L. Scully, B.A., Director of Personnel Services

Wilfred M. Smith, Superintendent of Grounds

Ronald W. Suttan, Superintendent of Building Systems

Clyde G. Thomas, B.A., Director of Plant Services

Development and Public Relations

Dave L. Adrian, B.A., Vice President for Development

Gary D. Brown, M.A., Director of Alumni and Parent Relations

Maurice G. Chandler, B.S., Director of Major Gifts

Anita A. Cirulis, B.A., Assistant Director of University Relations, Director of 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

John W. Fortmeyer, B.A., Director of Public Information

Barry A. Hubbell, B.A., Executive Assistant to the President, Director of University Relations

Steven D. Wood, M.A., Director of Foundation and Corporate Relations

Enrollment Services

G. Keith Aldy, M.A., Director of Admissions for Continuing Education

Merilyn R. Aldy, B.S., Assistant Registrar

Michelle D. Brown, B.A., Admissions Counselor

Matthew K. Clemons, B.A., Admissions Counselor

Andrea P. Cook, M.S., Vice President for Enrollment Services

Kevin D. Dougherty, B.A., Admissions Counselor

James W. Fleming, M.A., Registrar

Kathleen D. Grant, B.A., Admissions Counselor for Continuing Education

Jo R. Helsabeck, M.A., Director of Assessment for Continuing Education

James E. Jackson, B.S., Director of Financial Aid

Monika R. Keller, Financial Aid Counselor

Donna S. Lewis, M.A., Assessment Counselor for Continuing Education

Carol A. Namburi, B.A., Admissions Counselor for Continuing Education

Lecia K. Retter, M.S., Graduate Admissions Counselor

Jeffrey B. Rickey, B.S., Dean of Admissions

Jennifer M. Swanborough, B.A., Admissions Associate and Orientation Coordinator

Student Life

C. Wilbur Field, Jr., Vancouver,
Washington, gas company executive
(retired)

Peggy Y. Fowler, Portland, Oregon, utility
executive

Fred S. Gregory, Seattle, Washington, non-
profit agency executive

Dale W. Hadley, Portland, Oregon, invest-
ments executive

Steve P. Harmon, Camano Island,
Washington, financial executive

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UNIVERSITY CALENDAR

UNIVERSITY CALENDAR

August

Faculty Conference	Aug. 19-21
All-Campus Fellowship	Aug. 22

1996-97

1997-98

Aug. 18-20
Aug. 21

Fall Semester

Residence halls open to new students, 1 p.m.	Aug. 31	Aug. 30
New Students-Parents Convocation	Aug. 31	Aug. 30
New student sessions and registration/confirmation	Aug. 31-Sept. 3	Aug. 30-Sept. 2
Residence halls open to returning students, 2 p.m.	Sept. 2	Sept. 1
Registration/confirmation of returning students, 8:30 a.m. - 4:30 p.m.	Sept. 3	Sept. 2
Classes begin, 8 a.m.	Sept. 4	Sept. 3
Honors Convocation, 11 a.m.	Sept. 9	Sept. 8
Last day to register	Sept. 11	Sept. 10
Last day to change registration	Sept. 18	Sept. 17
Withdrawal fee begins	Sept. 19	Sept. 18
Last day to exercise pass/no pass option	Sept. 27	Sept. 26
Mid-semester holiday	Oct. 14	Oct. 13
Last day to withdraw from class	Nov. 8	Nov. 7
Thanksgiving vacation	Nov. 28-Dec. 1	Nov. 27-30
Classes resume	Dec. 2	Dec. 1
Registration for spring semester/undergraduate	Dec. 2-6	Dec. 1-5
Registration for spring semester/graduate	Dec. 9-13	Dec. 8-12
Fall semester classes end, 5 p.m.	Dec. 13	Dec. 12
Study Day	Dec. 16	Dec. 15
Final exam period	Dec. 17-20	Dec. 16-19
Residence halls close, 5 p.m.	Dec. 21	Dec. 20
Midyear Commencement, 2 p.m.	Dec. 21	Dec. 20

Spring Semester

Residence halls open, 1 p.m.	Jan. 12	Jan. 11
Registration of new students	Jan. 12	Jan. 11
Classes begin, 8 a.m.	Jan. 13	Jan. 12
Last day to register	Jan. 17	Jan. 16
Last day to change registration	Jan. 24	Jan. 23

UNIVERSITY CALENDAR

May Term	1996-97	1997-98
Preregistration	Dec. 2-6	Dec. 1-5
Final Registration	May 6	May 5
May Term begins	May 6	May 5
Last day to withdraw	May 16	May 15
May Term ends	May 24	May 23
Memorial Day holiday	May 26	May 25

Summer Semester	1997	1998
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♦ **UNDERGRADUATE**

Summer semester begins	May 27	May 26
Last day to withdraw	July 25	July 24
Summer semester ends	Aug. 8	Aug. 7

♦ **GRADUATE COURSES IN CLINICAL PSYCHOLOGY**

Preregistration	April 21-25	April 20-24
Final Registration	May 8	May 11
Session 1	May 8-June 5	May 11-June 5
Session 2	June 6-July 3	June 8-July 3

♦ **GRADUATE COURSES IN EDUCATION**

M.A.T. Final Registration	June 10	June 16
M.A.T. Session	June 17-Aug. 8	June 16-Aug. 7
M.Ed. Session	June 23-Aug. 1	June 22-July 31
M.B.A. Session	April 19-July 24	April 18-July 23

Meal Service

1996 Fall Semester: Evening of Aug. 31 for new students, Sept. 2 for returning students, through breakfast Dec. 21.

1997 Spring Semester: Evening of Jan. 12 through breakfast March 22 and evening of March 30 through noon May 3.

NOTICE: Rarely are changes made in a University calendar once published. However, the University 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.