



George Fox University

1999-2000 Graduate Catalog

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*George Fox
University*

Use of Catalog

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

Changes to the curriculum are published in the Program Outlines and Schedule of Classes.

This catalog supercedes previous issues of this publication.

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

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

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

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

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

*H. David Brandt
President*

PURPOSE

*George Fox
University*

MISSION AND OBJECTIVES

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

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

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.

ACCREDITATIONS AND APPROVALS

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

George Fox University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until February 1, 2000 and authorizes George Fox University to offer the following degree program: *Master of Education*. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, WA 98504-3430.

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

The seminary, a graduate school of George Fox University, is accredited by the Association of Theological Schools in the United States and Canada and by the Northwest Association of Schools and Colleges. Counseling and marriage and family therapy degrees fulfill all the educational requirements for licensure by the Oregon Board of Licensed Professional Counselors and Therapists.

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

The other 12 members of the Christian College Consortium are Asbury College, Wilmore, Kentucky; Bethel College,

St. Paul, Minnesota; Gordon College, Wenham, Massachusetts; Greenville College, Greenville, Illinois; Houghton College, Houghton, New York; Malone College, Canton, Ohio; Messiah College, Grantham, Pennsylvania; Seattle Pacific University, Seattle, Washington; Taylor University, Upland, Indiana; Trinity College, Deerfield, Illinois; Westmont College, Santa Barbara, California; and Wheaton College, Wheaton, Illinois.

The Council for Christian Colleges and Universities, an organization based in Washington, D.C., was founded in 1976. Each of the 93 member institutions is committed to academic excellence and to the integration of faith, learning and living. The coalition, comprised of four-year liberal arts colleges with full regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.

PLACE

*George Fox
University*

George Fox University's "place" is Oregon, the lower Willamette Valley, Newberg, and a 75-acre tree-shaded campus on a wooded ravine in a residential neighborhood. This place offers a variety to meet most interests: a friendly community close (23 miles) to a major metropolitan environment of 1.7 million people, located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing, and easy access to rugged coastal beaches just an hour away.

Oregon — 96,981 square miles of variety — stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley, past the snowcapped Cascades, and into the high desert country of central and eastern Oregon. More than half of the student body call Oregon home. Others come to school in Oregon and decide to make it their new home — despite the fabled rain. Yes, there is rain, and sometimes it falls hard in the valley between the mountain ranges where George Fox University is located. But it is the rain that makes Oregon green and gives it natural beauty. Umbrellas and raincoats do come in handy during the winter months, but when the sun comes out, Oregon is spectacular and it's worth the wait. Just ask the visitors who make tourism the state's third-largest industry, following high-tech business and agriculture.

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. Oregon's largest city,

Every June the city holds its Rose Festival, with three parades, a coronation, and 25 days of other events.

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

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 17,300, with many residents living in Newberg by choice and commuting to Portland for their jobs. Downtown Newberg consists of a variety of stores, shops and services. Friendly merchants who appreciate the University's students are just a few blocks south of the campus, with most businesses

Along with the Newberg campus is the University's Portland Center, which houses classrooms and offices for the seminary, and where M.B.A., M.A.T. at Night, and undergraduate degree-completion courses are taught. Seminary courses are offered in Salem for students enrolled in the Counseling and Marriage and Family Therapy programs. George Fox also has a presence in Boise, Idaho, where the University's Boise Center makes the University's degree-completion program and a Master of Arts in organizational leadership available to adult learners in Idaho and eastern Oregon.

Portland offers students, faculty and staff its Old Town district, a downtown transit mall, the Tom McCall Waterfront Park, numerous art galleries and museums, a number of theater groups and jazz clubs, and a world-class symphony, ballet and opera. Other attractions include the Metro Washington Park Zoo, the Japanese Garden, the International Rose Test Gardens, and OMSI (the Oregon Museum of Science and Industry).

within walking distance. It's a personable town, rich in tradition — former President Herbert Hoover once lived here.

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

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 University 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 300 students on a campus in Portland, Oregon.

Western Evangelical Seminary was established in September 1947 through the cooperation of the first sponsoring denominations, the Evangelical Church and the Oregon Yearly Meeting of Friends. Others soon lent their support as well, including the Free Methodist Church and the Wesleyan Church. The seminary was called by its founding name, the Western School of Evangelical Religion, until 1951.

From only a handful of courses in the 1890s, the University now offers 40 undergraduate majors and more than 600 courses in 15 departments, along with graduate programs in psychology, education, business, religion and counseling. In all, approximately 13,000 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.

Nine times in the last nine years, *U.S. News & World Report* has ranked George Fox in the top three (second in 1997) in academic reputation among Western regional liberal arts colleges in the 15 states from Texas to Hawaii. In 1996, George Fox was one of five schools named as “Most Efficient” in the category. 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 75 acres in recent years, with 12 new buildings constructed at a total investment of more than \$20 million. A \$16 million Centennial Campaign funded a new science building and restoration of Wood-Mar Auditorium, opened in 1995. 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 for undergraduate students — 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. From its founding, the University has been guided by Northwest Yearly Meeting of Friends Church, which historically has emphasized the necessity of a genuinely experiential Christian faith, personal integrity and purity, the spiritual nature of the ordinances, the importance of peacemaking and responsible social action, the involvement of women in ministry and leadership, the valuing of simplicity, and the right and duty of each person to hear and follow God’s call.

George Fox University has more Friends students on campus than any other college in the United States: They represent approximately nine percent of the student body. Altogether, more than 47 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite, United Methodist, Assemblies of God, Christian & Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare.

CAMPUS FACILITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Cole House, located at the corner of Sheridan and Meridian streets, was purchased by the University in 1991 and remodeled into a residence for 10 students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The International Student Center, opened in 1990, is located in a remodeled former residence on Meridian and Sherman streets. This building houses

the English Language Institute, with classrooms, faculty offices and a lounge/reception area.

Kelsey House, purchased in 1992, houses 10 students. It is located at 1110 Sheridan Street.

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

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

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

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

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

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

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

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

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

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

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

Pennington House contains the undergraduate admissions offices. Purchased in 1993, the longtime home of Levi Pennington, the former president of Pacific College—George Fox University's predecessor—was built in 1899 at the southeast corner of Sheridan and Center streets.

Pennington Residence Hall, built in 1962 and renovated in 1994, is a residence hall for 102 students and a resident area coordinator's apartment, with alternate-wing housing for men and women.

The Plant Services Building,

opened in 1998, contains work areas, storage, and offices for custodial, maintenance and grounds personnel.

The Prayer Chapel, overlooking

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

The President's/University Relations

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

The River Street House, a two-story residence across the street from Pennington Residence Hall (309 N. River), houses six students. It was purchased in 1991.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Winters Apartments, located on River Street, consist of 10 units for use by 40 George Fox students.

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

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

Woolman Apartments consist of 14 units with capacity for 48 students. Located at 1114 East Hancock Street, they were acquired and renovated in 1994.

STUDENT SERVICES

Health Insurance

George Fox University requires all full-time students (those taking eight hours or more) to carry health insurance. The University does not assume responsibility of medical expenses incurred by graduate and seminary students and their families. Health insurance information is available from the Enrollment Services Office or Health and Counseling Center. Approximate annual cost of health insurance through the plan available to George Fox University students is \$600 for the student. Additional fees are charged if the student wishes to purchase insurance for coverage of dependent family members.

Housing

A wide variety of housing is available in Newberg and throughout the Portland metropolitan area. Rental rates vary according to size and location. It is the responsibility of the student to make all arrangements for housing. A notebook with information regarding housing referrals is maintained in the Student Life Office on the Newberg campus and at the reception area in the Portland Center.

New Student Orientation

All new students participate in orientation before beginning their first semester of studies. Orientation helps familiarize the student with program requirements and procedures, as well as with the resources available throughout the University and seminary. In addition, orientation introduces the student to faculty, staff, fellow students, and George Fox University.

STUDENT LIFE

Standards of Conduct

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

The University admits students with the understanding that they will comply with these expectations in every respect and conduct themselves as responsible citizens. All students are expected to maintain standards of behavior that conform to state and local laws.

Any student whose behavior is dishonest, destructive, unethical or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may result in suspension or dismissal. Disciplinary and grievance processes are detailed in the Graduate Student Handbook.

Food Services

Graduate and commuter students at George Fox University have access to food service through the Bruin Den in Heacock Commons, which provides menu items ranging from sandwiches to pizza. The Bruin Den is open weekdays for lunch services and breaks. Students also may eat in the Klages Dining Room by paying for meals individually or purchasing a declining balance card from the food services office.

Students attending classes in the Portland Center have access to limited food services provided through vending machines located in the Student Center.

Career Services Office

The Career Services Office at George Fox University is located in Wood-Mar Hall, Room 207 (ext. 2330), and is open Monday through Friday from 8 a.m. to 5 p.m. Extended hours are available. This office assists students and alumni in making and implementing career decisions.

Assessments are available to help students confirm skills, interests, values and personality and then to explore a number of occupational options suitable to them.

Occupational, graduate school, and employer information also are available in the Career Services Office, along with computerized career guidance by appointment. Topical career workshops are offered each semester.

The JobTrak listing service accessed through the office provides timely job openings in bulletin format or through the Internet.

Other assistance includes résumé/vitae writing, interviewing, portfolio development, and developing job search strategy. Students can access other information and resources through the Career Services home page at cis.georgefox.edu/cs/cshome.html.

Graduate Student Life Office

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

Health and Counseling Services

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

The counseling staff consists of a licensed psychologist and several master's-level psychology practicum students. Individual counseling with a focus on using short-term techniques is provided for students who wish to discuss a wide variety of personal concerns. Sessions are normally planned weekly and usually last about one hour.

Group therapy, marriage and premarital counseling, outreach seminars, crisis intervention, testing, and referral also are available. Counseling sessions are by appointment only.

Counseling and health care professional services are provided at no cost to students who have paid the student health fee. All other students are charged \$10 per visit for services rendered. Nominal fees are charged for psychological assessment and laboratory fees. Health insurance is required of all full-time students. Students must verify adequate insurance coverage elsewhere or be enrolled in the Student Medical Insurance Plan at the time of registration. Each student must have a completed Health History and Immunization Record on file in the Health and Counseling Center. The state of Oregon requires every student born after December 1956 to have proof of a second measles immunization. All records in the Health and Counseling Center are confidential (for students 18 and over).

International Student Services Director

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

Multicultural Advisor

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

ENROLLMENT SERVICES

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

Admissions

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

Disability Services

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

Financial Aid Office

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

Registrar's Office

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

Student Accounts

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

ACADEMIC PROGRAMS

*George Fox
University*

FACILITIES

Murdock Learning Resource Center/Portland Center Library

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

Instructional media services are housed in the north end of the MLRC's lower level. Projectors, audio and videotape recorders, laptop computers, camcorders, and playback equipment are available for classroom, student and faculty use. In the Computer-Assisted Instruction Lab, students may fulfill certain course requirements and may have access to word processing and other computer functions. The Instructional Media Center provides a darkroom and equipment for dry mounting, laminating, thermal and photocopy overhead transparency production, and slide and tape duplication. A satellite dish on the building's roof enables the center to receive programming from 19 satellites.

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

The University's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library.

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

Tilikum Retreat Center

Christian camping is emphasized through the facilities of University-owned Tilikum, a center for retreats and outdoor ministries for the greater Portland area. The combined strengths of the faculty in health and human performance, family and consumer sciences, Christian educational ministries, and more come together in a program for preparing camp leaders.

Tilikum features a year-round program of retreats with a wide appeal to all ages and denominations. More than 2,500 children enjoy the summer camping program. University students have opportunities for study, recreation, personal renewal, and employment.

The Tilikum staff provides the following kinds of retreat experiences:

- (1) relational—family groups, men, women, couples, teens, and single parents—with a goal of strengthening the entire family unit;
- (2) planning and retooling for local churches;
- (3) senior adult Elderhostels; and
- (4) retreats for University students emphasizing spiritual growth, recreation activities, or team building on Tilikum's challenge course.

Video Communication Center

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

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

ON-CAMPUS PROGRAMS

Center for Peace Learning

George Fox University created the Center for Peace Learning in 1984 after Senator Mark Hatfield challenged faculty, students and administrators (including newly inaugurated President Edward Stevens) to find a Christian response to the problems of violence. The center now oversees a wide variety of programs to help students and others explore nonviolent approaches to conflict at every level of human interaction, from the interpersonal to the international.

The center coordinates several courses, taught by faculty from various departments, which can be combined into a peace studies minor and a special certificate program in conflict management (details of which are described in the "Peace and Conflict Studies" section of the Undergraduate Catalog). Many students take peace studies courses to enrich their preparation for careers in social work, missions, pastoral ministry, education, business, and international development and diplomacy. The center also offers a variety of learning experiences outside the classroom, including lectures, study trips, field experience placements, and the annual John Woolman Peacemaking Forum. In the fall of 1999, the center hosts the first Western Christian Peacemaking Conference.

The center supports peace research through its own collection of specialized materials in the Center for Peace Learning library, as well as the peace collection in the M. J. Murdock Learning Resources Center. Faculty members can get release time to conduct peace-related scholarly projects through the center's Peace Scholars Program. The generous Hazel Steinfeldt Peace Scholarship encourages student peace study, as does the annual Lawrence Skene peace essay competition. A pair of innovative circulating Peace Trunks help make the best in peace literature and learning activities available to children in grades K-12.

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 the Undergraduate Catalog.

Herbert Hoover Symposia

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

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

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

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

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

Summer School

Graduate courses in the Master of Business Administration, Master of Arts in Teaching, Master of Education, and Doctor of Psychology programs are offered during the summer months. A full summer-semester schedule of courses are offered at the Seminary.

COURSE NUMBERING SYSTEM

Courses are designed for levels of experience and difficulty, and the course numbering system reflects this.

- Courses numbered 100 to 299 — Lower-division undergraduate courses.
- Courses numbered 300 to 499 — Upper-division undergraduate courses.
- Courses numbered 500 to 599 — Graduate courses.
- Courses numbered 600 to 699 — Internship and Dissertation credits.
- Course numbers ending in "5" (e.g., PST 575) designate courses that may be pursued for several semesters under the same number, with all credits applicable, within stipulated limits.
- Courses designated "585" are special classes that may be offered in any department to reflect single-time offerings of visiting professors or group seminars.
- Courses designated "595" are individualized special study programs not a part of the regular curriculum. Entry application forms are available from the Registrar and, when completed, become a learning contract between the student and the instructor.

MAJORS AND DEGREES

George Fox University confers these degrees: Bachelor of Arts, Bachelor of Science, Master of Arts in Teaching, Master of Education, Master of Business Administration, Master of Arts in Organizational Leadership, Master of Arts in Psychology, Doctor of Education, and Doctor of Psychology. Included are 40 undergraduate majors and seven graduate

degrees. Additionally, the University offers graduate degrees through the seminary. Master's degrees are offered in the following areas: Christian Education, Counseling, Marriage and Family Therapy, Pastoral Studies (Master of Divinity), and Theological Studies. The seminary also offers a Doctor of Ministry (D.Min.) degree. Information concerning graduate programs of study, majors and degrees is organized in this catalog in the following manner:

GRADUATE PROGRAMS

BUSINESS

- Master of Arts in Business Administration

CLINICAL PSYCHOLOGY

- Doctor of Psychology

EDUCATION

- Doctor of Education
- Master of Education
- Master of Arts in Teaching
- Administrative Licensure

LEADERSHIP

- Master of Arts in Organizational Leadership

SEMINARY PROGRAMS

COUNSELING

- Master of Arts in Counseling
- Master of Arts in Marriage and Family Therapy
- Certificate in Marriage and Family Therapy

MINISTRY

- Doctor of Ministry
- Master of Divinity
- Master of Arts, Theological Studies
- Master of Arts in Christian Education
- Certificate in Spiritual Formation and Discipleship
- Certificate for Spouses – Partners in Ministry

GRADUATE PROGRAMS

*George Fox
University*

George Fox University offers graduate programs in five different fields. Advanced degrees are offered in the field of education (Master of Arts in Teaching, Master of Education, Doctor of Education, Administrative Licensure), psychology (Master of Arts and Doctor of Psychology in clinical psychology), business (Master of Business Administration in management), organizational leadership (Master of Arts), ministry (Master of Arts in Christian Education; Master of Arts, Theological Studies; Master of Divinity), and counseling (Master of Arts in Counseling, Master of Arts in Marriage and Family Therapy).

The M.A.T. and M.Ed. programs are both designed to prepare students for the teaching profession. The M.B.A. and M.A. in organizational leadership are two-year, non-traditional programs designed for the professional working adult. The M.A. and Psy.D. program in clinical psychology, a five-year program, prepares students as clinical practitioners. All graduate programs enjoy formal regional accreditation, and the Psy.D. degree is accredited by the American Psychological Association.

BUSINESS

MASTER OF BUSINESS ADMINISTRATION

(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 students who want to improve their management and leadership ability through intellectual, moral and creative growth. The program is situated squarely within the University's mission, for the University believes that its Christian values, concern for integration, and commitment to quality speak to managers who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values, ethics, service, and other spiritually significant elements that are part and parcel of George Fox University programs.

The management M.B.A. is intended to prepare practitioners in a variety of fields in both the profit and not-for-profit sectors. Some of the areas it is designed to cover include the following:

- Integration of knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Creativity, innovation and change
- Leadership and interpersonal skills
- Capacity to communicate in the functional areas of business
- Practice of the human virtues, such as integrity, humility, compassion and perseverance, in organizational settings
- Capacity for conceptualization, strategic thinking and problem solving
- The propensity to act on one's values and ethics as foundational to good management
- Management in a chaotic world of demographic, cultural, global and technological change

The program is structured on a cohort model in which a group of students follows an integrated sequence of courses from beginning to end. Courses are taught evenings and weekends, typically one night a week with an occasional Saturday seminar.

Admissions

Admission to the M.B.A. program generally requires a baccalaureate degree from a regionally accredited college or university; a grade point average (GPA) of 3.0 or better in the last two years (60 semester hours) of study; two years of relevant job experience; three letters of recommendation; a writing sample; and an interview with faculty members. Students whose grade point averages from the last two years of course work do not reflect their aptitude for graduate work may want to submit standardized test scores for consideration in the admission process. The department may consider applicants who show significant promise but do not meet all of these criteria. The application procedure is detailed in the M.B.A. Application Packet, which may be requested from the Office of Graduate Admissions.

The application deadline is July 15 for fall semester admission and November 15 for spring semester admission.

Degree Requirements

Students will be admitted without regard to their undergraduate major, but those with little or no background in the areas of accounting, finance, economics, or marketing will be expected to address their weaknesses.

Students are expected to maintain continuous enrollment in the program, thus remaining with their cohort throughout, so personal and work commitments should be planned accordingly.

A student who drops out must be readmitted. The degree requires the completion of all 40 graduate credit hours at George Fox University.

Course Offerings

BUS 500 Finding a Place to Stand: Persons in Organizational Contexts

3 credits. A foundational look at the meaning of human nature for work relationships. Understanding self and others leads to effectiveness and harmony in professional and personal relationships.

BUS 503 Accounting and Financial Reporting

3 credits. The fundamental assumptions, principles, conventions and concepts underlying financial reporting are examined, with the objective of developing the ability to read, comprehend and perform a basic analysis of financial statements. In addition, this course familiarizes the student with basic accounting tools used by management for decision making and control.

BUS 507 Economics

3 credits. An overview of economic thought, with emphasis on the application of economics to managerial decision making, understanding the broader economic environment, and thinking about the philosophical foundations of economic relations.

BUS 521 Effective Communication

3 credits. Emphasis is on presenting one's self and ideas to individuals and groups through public speaking and writing. Topics covered include interpersonal, non-verbal, and gender communication, as well as conflict resolution and negotiation.

BUS 524 Marketing

3 credits. The fundamental elements of marketing management: market research, buyer behavior, product development, pricing, distribution, and promotion.

BUS 525 Global Awareness and Opportunities

3 credits. Investigation of international business within its cultural context.

BUS 527 Financial Management

3 credits. A theoretical framework is developed to evaluate the financial implications of business decisions. Areas considered are financial forecasting, managing growth, financial leveraging, capital budgeting, risk analysis in investment decisions, and business valuation.

BUS 530 Creativity, Innovation, and Entrepreneurship

3 credits. Thinking and acting more creatively to perceive the opportunities and challenges of entrepreneurial innovation.

BUS 534 Ethical and Legal Issues

3 credits. Exploring the law and various ethical systems for guidance in making good business decisions.

BUS 544 Managing and Organizing

3 credits. Foundations of organizational theory in relation to the management of change.

BUS 551 Decision Making

3 credits. Using information and statistics in decision making and operations management.

BUS 555 Transformational Leadership: Shaping a Better World

4 credits. Focuses on leadership as a concept and skill and is forward looking — a visionary search, individually and collectively, for practical paths to making a difference in the world. Explores biblical, historical and contemporary theories, models, practices, and perspectives on leadership.

BUS 560 Strategic Thinking

3 credits. Conceptualization and execution of competitive strategy.

CLINICAL PSYCHOLOGY

DOCTOR OF PSYCHOLOGY

(Psy.D. Degree)

Program Description

The Doctor of Psychology (Psy.D.) program follows a professional (practitioner-scholar) 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 provide psychological services in a wide variety of clinical settings, 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. The program offers specialized training in dealing with the psychological aspects of religious or spiritual issues.

Graduates are prepared for licensure as clinical psychologists. Alumni of the GSCP are licensed psychologists in 25 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 following). The M.A. degree is not designed or intended as a terminal degree; consequently, only students intending to complete doctoral study are admitted into the GSCP.

Mission

The mission of the Graduate School of Clinical Psychology is to prepare clinical psychologists who demonstrate:

- excellence and professionalism in the clinical skills of assessment, diagnosis, psychotherapy, consultation, and supervision;
- broad knowledge of psychological literature, competence in utilizing the literature in direct service and program development, and the ability to communicate psychological findings to the public;
- commitment to the highest ethical standards and practices, as well as holistic models of human personhood and health;
- sensitivity and competence in dealing with persons who hold a variety of worldviews from diverse sociocultural and religious backgrounds;
- basic knowledge of the Bible and Christian theology, specific knowledge of the scholarly literature in psychology and Christian faith and psychology of religion, and specialized knowledge, attitudes and skills in the provision of psychological services to the Christian community and others with religious or spiritual issues.

Consistent with the mission of George Fox University, training is carried out within the framework of a Christian worldview and reflects the distinctive Quaker traditions of social service and advocacy for the rights and well-being of all persons, especially those whose opportunities are compromised by prejudice and injustice. This integration of faith and service is a central distinctive of the program.

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 begins in 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 inter-actional dyads. Audio and video recordings of the interaction process are used in supervision to provide effective feedback for the student.

Following the completion of Prepracticum training, the student enrolls in Practicum I and II, which proceeds throughout the second and third years. The practicum sequence provides the student with ongoing, supervised experience in the application of psychological principles in assessment and psychotherapy to a variety of clinical settings with a range of problems and clientele. In addition to supervised clinical experience at the training site, the practicum student is involved in weekly supervision and training at George Fox, including team meetings with peers and faculty members, oversight groups, and didactic seminars.

The Preinternship sequence of training follows completion of Practicum I and II, and lasts throughout the fourth 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. Students are strongly encouraged to obtain APA-accredited or APPIC-recognized internships. The Director of Clinical Training guides students in applying for appropriate internships. The internship is 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 file contains evaluations, work samples, and clinical competency ratings on each student. Advancement through the clinical training sequence requires approval of the student's advisor, and all internship placements must be arranged through the Director of Clinical Training. (See GSCP Clinical Training Handbook for more information.)

Research Sequence

The research sequence introduces students 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.

Students participate in vertically integrated research teams beginning in their first year. These teams meet bimonthly with core faculty members as team leaders. Teams consist of small groups of students from each year in the program. During the first year students visit various research teams to observe and learn about the areas of research being undertaken. In the second year students choose a team in which they wish to participate throughout the remainder of their experience with the GSCP. Students will then engage in research under the direction of the faculty member who leads the team. This research will culminate in completion and defense of the doctoral dissertation. The research teams provide a mentoring experience for students as they learn about research and engage in their own research under supervision.

The dissertation, which may be empirical, theoretical or applied, is normally completed during the third or fourth 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. (See GSCP Dissertation Policies Handbook for more information.)

Research and Training Facilities

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

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

The University Health and Counseling Services Center serves as a training facility for students in the clinical training sequence. The counseling center, which was completely renovated and expanded during the 1996-97 academic year, has six counseling offices and a group therapy room dedicated to training. Training equipment includes video and audio monitoring equipment, one-way mirrors, and recording equipment.

Faculty

Members of the George Fox University faculty bring a wealth of professional experience and a diversity of theoretical backgrounds to the classroom. Among the core psychology faculty are 13 psychologists and one psychiatrist; nine clinical faculty are licensed psychologists who represent varied specialty areas and research interests; and four basic science faculty are specialists in research design, statistical methods, psychological scale construction, and developmental psychology.

A number of adjunct faculty further enhance the course offerings and specialties available to students in the program.

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

Additionally, nine of the 14 core psychology faculty members, including the psychiatrist, have graduate degrees or course work in theology and religion. Thus, the faculty is well trained to fulfill the stated mission and objectives of the GSCP.

Professional Standards

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

Admission

Admission to the psychology program requires a baccalaureate degree from a regionally accredited college or university. A grade point average (GPA) of 3.0 or above and at least 18 semester hours of psychology or other related social science credits are generally required. In addition, applicants must submit scores on the Graduate Record Examination (GRE) Aptitude Scales, the Psychology Subject Test and complete the general application requirements of George Fox University.

Students with graduate credit and those who hold an advanced psychology or theology degree may petition to have as much as 30 hours of credit transferred.

During the past two years, the median grade point average of admitted students was 3.50 and 3.79, respectively, and median GRE scores (combined Verbal and Quantitative Aptitude scores) were 1110 and 1060 respectively. Applicants will generally have a grade point average of 3.3 or better and GRE scores greater than 1050; however, applicants who show significant promise may occasionally be admitted although they do not meet these criteria.

Students admitted to the GSCP describe themselves as Christian and agree to abide by the community lifestyle expectations listed in the admission application during enrollment in the program.

General Academic Information

◆ LENGTH OF PROGRAM

The Doctor of Psychology program is designed to be completed in five years of full-time study, with a maximum of seven years from the date of initial enrollment. The student who is not able to complete the program within seven years must file a letter of appeal for extension with the director of the Graduate School of Clinical Psychology, outlining plans for completion and providing an explanation of the circumstances that necessitate projecting the course of study beyond the seven-year period.

◆ CONTINUOUS ENROLLMENT

Students are expected to maintain continuous enrollment throughout the program (minimum of three hours per semester). Failure to enroll for a minimum of three hours in a given semester (summer term is excepted) will result in suspension from the program. Reenrollment will require application for readmission.

◆ LEAVE OF ABSENCE

Students who must temporarily discontinue graduate study for medical or other reasons may arrange a leave of absence of up to one academic year with the approval of their advisor and the director of the Graduate School of Clinical Psychology. Students who wish to discontinue for longer than one year will normally be required to apply for readmission into the program.

◆ GRADING POLICY, SCHOLARSHIP, PROBATION AND DISMISSAL

A minimum cumulative grade point average of 3.0 is expected in all course work in the Graduate School of Clinical Psychology. Students whose work does not meet this requirement will be placed on probation and will be expected to raise their GPA to the 3.0 level in the following semester. Failure to do so will normally result in academic dismissal.

The following also are grounds for academic dismissal:

- A grade of "C" in three or more courses;
- A grade of "D" or "F" in any course;
- A failing (no pass) grade in clinical training or practice courses;
- A GPA below 3.0 for two semesters;
- Failure to pass Comprehensive Exam by the end of the third year of study.

The Student Handbook and Clinical Training Handbook contain additional information concerning grading practices and other policies and procedures related to student progress in the GSCP.

◆ STUDENT EVALUATION

In addition to course grades, an evaluation of each student's academic progress, interpersonal relationships, legal and ethical conduct, and clinical skills is performed annually by the faculty of the GSCP. Practicum supervisors also provide regular evaluations of students' knowledge, skill, and professional attitudes displayed in clinical settings. Students failing to act in an ethical or professional manner, receiving unsatisfactory evaluation by practicum or internship supervisors, failing to comply with George Fox University standards of conduct, or showing other evidence of deficiency in professional development may be dismissed from the psychology program.

◆ TRANSFER CREDIT

In some cases, a student may wish to transfer graduate-level course work previously earned at another accredited college, university or seminary. Guide-lines covering transfer credit are stated in the Student Handbook of the Graduate School of Clinical Psychology and are in addition to general University policies outlined in this Catalog. No transfer credit will be granted for Prepracticum, Practicum I and II, Preinternship, or Internship.

Psy.D. Degree Requirements

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

- All required courses = 139 semester hours. These hours include:

95 hours of psychology courses (scientific foundations, psychological research, and clinical psychology),

16 hours of clinical training (Pre-practicum, Practicum I and II, and Preinternship),

16 hours of Bible/religion, and

12 hours of dissertation

- Comprehensive Examination: The Subject Test in Psychology of the Graduate Record Examination (GRE) comprises the M.A. comprehensive examination. Students must achieve a score at or above the 75th percentile on the senior undergraduate norm. Should a student score lower than this minimum level, he or she may retake the examination at the next scheduled administration. Such students may continue to enroll but will not be admitted to doctoral standing until a satisfactory score on the examination is earned. Failure to do so by the end of the third year may result in dismissal from the program. (See GSCP Student Handbook for additional information.)
- Full-time Internship: the equivalent of a one-year full-time internship (50 weeks and 2,000 clock hours);
- Defense of doctoral dissertation (minimum of 12 semester hours).

Academic Class Standing

For purposes of academic standing by class, the following guidelines are established:

First Year: Less than 30 hours

Second Year: 30+ hours to

M.A. Conferral

Third Year: Doctoral Standing

Fourth Year: Doctoral Standing plus more than 100 hours

Fifth Year: Doctoral Standing plus more than 100 hours plus Internship, or Doctoral Standing plus more than 120 hours plus half Internship, or Doctoral Standing plus 139 hours (course work completed)

M.A. Conferral

The M.A. is conferred as a transitional degree en route to the Psy.D. rather than as a terminal degree. It is conferred following completion of 60 semester hours of course work, including 48 hours of psychology and 12 hours of Bible and religion courses.

Psychology course requirements include 4 hours of Prepracticum, 4 hours of Practicum, and 40 additional hours of psychology. Specific requirements are listed in the Student Handbook of the Graduate School of Clinical Psychology, and are marked on the Recommended Sequence which follows. In addition, the student must successfully complete the Comprehensive Examination (see GSCP Student Handbook). A graduation application must be filed with the Registrar's Office one semester prior to the anticipated completion of the requirements for the M.A. degree.

Required Courses in Recommended Sequence

♦ FIRST YEAR

Fall

PSY 530	Prepracticum* (2)	
PSY 501	Theories of Personality & Psychotherapy* (4)	
PSY 517	Ethics for Psychologists* (3)	
PSY 511	Statistical Methods* (3)	
BIB 511	Old Testament Studies & Interpretation* (3)	
		Total: 15

Spring

PSY 531	Prepracticum* (2)	
PSY 521	Personality Assessment* (3)	
PSY 502	Psychopathology* (4)	
PSY 503	Learning and Cognition (3)	
BIB 521	New Testament Studies & Interpretation* (3)	
		Total: 15

Summer

PSY 504	Social Psychology* (2)	
PSY 512	Psychometrics in Assessment* (2)	
PSY 571	Theoretical Integration: Systems of Integration* (2)	
		Total: 6

♦ SECOND YEAR

Fall

PSY 532	Practicum I* (2)	
PSY 505	Child Development* (2)	
PSY 507	History and Systems* (3)	
PSY 522	Intellectual & Cognitive Assessment* (3)	
PSY 552	Cognitive/Behavioral Psychotherapy* (2)	
PSY 600	Dissertation — Research Team (1)	
REL 551	History of Theology & Church Tradition* (3)	
		Total: 16

Spring

PSY 533	Practicum I* (2)	
PSY 506	Adult Development* (2)	
PSY 513	Research Design (3)	
PSY 551	Psychodynamic Psychotherapy* (2)	
PSY 561	Group Psychotherapy* (3)	
PSY 576A	Integration Seminar (1)	
PSY 601	Dissertation — Research Team (1)	
REL 510	Christian Theology* (3)	
		Total: 17

Summer

PSY 573	Integration in Research: Research in Psychology of Religion (2)	
PSY 563	Family and Couples Therapy (2)	
PSY xxx	Elective — Special Population Domain (2)	
		Total: 6

♦ THIRD YEAR

Fall

PSY 535	Practicum II (2)	
PSY 523	Projective Assessment (2)	
PSY 572	Integration in Practice: Religious Issues in Psychotherapy (2)	
PSY xxx	Elective — General (2)	
PSY 576B	Integration Seminar (1)	
PSY 582	Substance Abuse (2)	
PSY 602	Dissertation — Research Team (2)	
REL 530	Contemporary Religious World Views (2)	
		Total: 15

Spring

PSY 536	Practicum II (2)	
PSY 508	Psychology of Emotions (2)	
PSY xxx	Elective — General (2)	
PSY 524	Comprehensive Psychological Assessment (2)	

PSY 562	Child/Adolescent Therapy (2)	
PSY 576C	Integration Seminar (1)	
PSY 603	Dissertation — Research Team (2)	
REL 520	Spiritual Formation (2)	
		Total: 15

Summer

PSY 581	Human Sexuality and Sexual Dysfunction (2)	
PSY 541	Cross-Cultural Psychotherapy (2)	
PSY xxx	Elective — General (2)	
		Total: 6

♦ FOURTH YEAR**Fall**

PSY 538	Preinternship (2)	
PSY 509	Psychopharmacology and Psychoneurology (4)	
PSY xxx	Elective — Subspecialty Domain (2)	
PSY 576D	Integration Seminar (1)	
PSY xxx	Elective — General (2)	
PSY 604	Dissertation — Research Team (3)	
		Total: 14

Spring

PSY 539	Preinternship (2)	
PSY 518	Professional Issues (2)	
PSY 514	Outcome Evaluation (2)	
PSY xxx	Elective — General (2)	
PSY 576E	Integration Seminar (1)	
PSY xxx	Elective — General (2)	
PSY 605	Dissertation — Research Team (3)	
		Total: 14

♦ FIFTH YEAR

PSY 610-615 Clinical Internship

*=Required courses for the M.A. Degree.

Graduate Psychology Course Offerings

The curriculum is designed so that students are required to take core courses in the scientific foundations of psychology, psychological research, clinical psychology, and Bible/religion. Courses in clinical psychology are structured in domains that cover major areas of the field. Within the domains, students are required to take particular essential courses and then allowed to choose electives that enhance their own areas of professional development.

Issues of cultural diversity as applied to each subject matter are infused throughout the entire curriculum.

Core Psychology Courses:**♦ SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY**

(26 Hours Required)

PSY 501 Theories of Personality and Psychotherapy

4 hours — Required. Focuses on the major theories of personality, their authors, and the systems of psychotherapy associated with those personality theories. This course provides an understanding of the basic principles of personality development, structure, dynamics and process. The course also serves as a survey of the major systems of psychotherapy. Significant research on personality and psychotherapy outcome and process will be reviewed.

PSY 502 Psychopathology

4 hours — Required. Focuses on understanding the basic processes and distinguishing features among the major categories of mental disorders, and becoming familiar with standard diagnostic categories and systems. Assessment and case reports using DSM IV criteria are emphasized.

PSY 503 Learning and Cognition

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

PSY 504 Social Psychology

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

PSY 505 Child Development

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

PSY 506 Adult Development

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

PSY 507 History and Systems of Psychology

3 hours — Required. An overview of the development of psychology via prominent historical figures and systems from the early Greek philosophers through the 20th century. Current developments from these systems will be critically evaluated.

PSY 508 Psychology of Emotion

2 hours — Required. Presents an overview of the major psychological and physiological theories of emotions. Emotional development and cultural influences on the expression of emotion are addressed. An evaluation of the emotional processes involved in psychotherapy is presented.

PSY 509 Psychopharmacology and Psychoneurology

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

◆ PSYCHOLOGICAL RESEARCH

(10 Hours Required)

PSY 511 Statistical Methods

3 hours — Required. Introduction to the standard parametric and nonparametric statistical methods used in conducting psychological research, including tests of association, correlation and regression, and mean comparisons.

PSY 512 Psychometrics in Assessment

2 hours — Required. A survey of theory and methods of test construction, with emphasis on professional standards for evaluating published tests and clinical interpretations of test results. Concepts of test development, including scaling, item analysis, standardization, norming, computerization, measurement error, reliability and validity will be examined for widely used clinical instruments, especially cognitive scales. Issues of test use among ethnic and special populations will also be emphasized.

PSY 513 Research Design

3 hours — Required. Examines the principles of measurement and research design applied to the planning, execution and evaluation of psychological research. Prerequisite: PSY 511 Statistical Methods.

PSY 514 Outcome Evaluation

2 hours — Required. Introduction to the principles and techniques for evaluating mental health care and mental health service delivery systems. Emphasis will be given to models, methods and strategies for evaluating program inputs, processes and outcomes, and to effectively communicating results to the various communities interested in the effectiveness of treatment. Prerequisite: PSY 513 Research Design.

Clinical Psychology Courses:

◆ DOMAIN A: ETHICAL AND PROFESSIONAL SEQUENCE

(5 Hours Required)

PSY 517 Ethics for Psychologists

3 hours — Required. Examination of the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct," state laws regarding the practice of psychology, the related ethical and practical considerations involved in qualifying for licensure, and establishing and conducting a professional practice.

PSY 518 Professional Issues

2 hours — Required. Roles of the various professional groups involved in providing comprehensive health care are examined; guidelines and procedures for referral and interprofessional collaboration are reviewed; and legal, ethical and professional issues involved in working in a multidisciplinary managed care context are discussed. Establishing a professional practice, and the professional and personal life of the therapist also will be addressed. Students will be expected to bring examples of consultations, reports and management problems—and issues from their current practice settings—to explore their personal implications. Prerequisite: Fourth-year standing.

◆ DOMAIN B: ASSESSMENT SEQUENCE

(10 Hours Required; 14 Recommended)

PSY 521 Personality Assessment

3 hours — Required. Introduces the basic statistical concepts of measurement, and objective and projective personality assessment. Administration, scoring and interpretation of objective personality measures; preparing written reports of test results.

PSY 522 Intellectual and Cognitive Assessment

3 hours — Required. An introduction to individualized assessment of intellectual and cognitive aptitudes and abilities, and preliminary screening for neurological dysfunction. Prerequisite: PSY 521 Personality Assessment and PSY 512 Psychometrics in Assessment.

PSY 523 Projective Assessment

2 hours — Required. 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 for Children, Holtzman Inkblot Test, and Word Association Test. The Rorschach Inkblot Test and the Comprehensive System of John E. Exner (revised) will be emphasized. Prerequisite: PSY 522 Intellectual and Cognitive Assessment.

PSY 524 Comprehensive Psychological Assessment

2 hours — Required. An advanced assessment course which focuses on enhancing skills in conducting comprehensive psychological evaluations by consolidating data accrued from personality, intellectual, and projective assessments and communicating the results in written reports. The course will include administering, scoring, interpreting, and preparing written reports of assessment results. A variety of other assessment strategies will be explored to expand the student's repertoire of assessment skills. Prerequisites: PSY 521 Personality Assessment, PSY 522 Intellectual and Cognitive Assessment, and PSY 563 Projective Assessment.

PSY 525 Neuropsychological Assessment

2 hours — Elective. Development of a deeper understanding of the brain-behavior relationships begun in neuropsychology and on the assessment of neuropsychological functioning through use of neuropsychological instruments such as the Luria-Nebraska Neuropsychological Battery, the Halstead-Reitan Battery, as well as the flexible Boston approach. Prerequisites: PSY 521 Personality Assessment and PSY 522 Intellectual and Cognitive Assessment.

PSY 526 Assessment of Children and Adolescents

2 hours — Elective. This course focuses on the comprehensive assessment of children and adolescents. It emphasizes: 1) administration, scoring, and interpretation of instruments that assess learning capacity; cognitive and intellectual functioning; and objective and projective personality functioning; 2) the written and oral communication of assessment results to fellow professionals and lay

persons. Particular attention will be given to test selection, diagnostic interviewing, working with parents and other agencies, differential diagnosis of attention deficit disorders, mood, anxiety and behavior disorders, attachment disorders and learning difficulties. This course is recommended for those planning to work with children. It is recommended that the course be taken in conjunction with a child practicum placement. Prerequisites: PSY 521 Personality Assessment and PSY 522 Intellectual and Cognitive Assessment.

♦ DOMAIN C: PRACTICUM SEQUENCE

(16 Hours Required)

PSY 530-531 Prepracticum

4 hours — Required. This two-semester sequence prepares the student for the beginning practicum. It involves a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. Students are expected to participate in team meetings, oversight groups, and didactics to introduce them to the legal and ethical issues of practice, the administrative structure and functioning of clinical settings, and the practical issues of assessment, psychotherapy, case management and record keeping.

PSY 532-533 Practicum I

4 hours — Required. This is a sequence of at least three semesters that builds on PSY 530-531 Prepracticum and emphasizes practical training in assessment, diagnosis, psychotherapy and case management through supervised practice in a variety of clinical settings. Students also participate in team meetings, didactics, and oversight training groups. Prerequisites: PSY 517 Ethics for Psychologists and PSY 530-531 Prepracticum.

PSY 535-536 Practicum II

4 hours — Required. This is an advanced practicum sequence that builds on Practicum I. Students are placed in various community settings to perform psychological assessments and interventions under the supervision of licensed psychologists. Students also receive weekly clinical oversight on campus by faculty members. Prerequisites: PSY 532-533 Practicum I.

PSY 538-539 Preinternship

4 hours — Required. This sequence emphasizes development of more advanced skills in assessment, diagnosis, psychotherapy and case management through supervised practice in a variety of field settings. This sequence seeks to develop skills in supervising others and to prepare students for internship. Students continue to participate in team meetings, oversight training groups, and didactics in a seminar format. Prerequisite: PSY 535-536 Practicum II.

♦ DOMAIN D: SPECIAL POPULATIONS

(4 Hours Required)

PSY 541 Cross-Cultural Therapy

2 hours — Required. 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 542 Therapy with Women

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

PSY 543 Therapy with Men

2 hours — Elective. This course is conducted in seminar format with a focus on male development, male role demands, and salient issues and strategies in service delivery to men. The course combines lecture and discussion with experiential activities and case studies.

PSY 544 Geropsychology

2 hours — Elective. This course will review normal aging processes as well as pathological conditions common to elderly populations. Particular emphasis will be placed on clinical issues relevant to mental health services for this age group. Prerequisite: PSY 506 Adult Development.

♦ DOMAIN E: ADULT INDIVIDUAL PSYCHOTHERAPIES

(4 Hours Required)

PSY 551 Psychodynamic Psychotherapy

2 hours — Required. This class explores the theory and practice of psychodynamic psychotherapy, including analytic, object relations and self psychologies. Major theorists and assessment techniques are critically appraised, and process and outcome research related to these approaches is examined. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from a psychodynamic perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

PSY 552 Cognitive-Behavioral Psychotherapy

2 hours — Required. This class explores the application of cognitive-behavioral 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 a cognitive-behavioral perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

PSY 553 Experiential/Existential Psychotherapy

2 hours — Elective. 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 501 Theories of Personality and Psychotherapy.

PSY 554 Advanced Cognitive-Behavioral Psychotherapy

2 hours — Elective. This class builds on the foundation provided in Cognitive-Behavioral Psychotherapy (PSY 552) and further expands the student's skill in applying this treatment modality to a variety of client populations. The course will review the professional literature on cognitive-behavioral treatment of specific disorders. Prerequisite: PSY 552 Cognitive-Behavioral Psychotherapy.

PSY 555 Brief Psychotherapies (2)

2 hours — Elective. This course examines various forms of brief psychotherapy with particular attention to elements common to all the brief therapies. The research literature is reviewed to identify client characteristics and diagnoses most amenable to this form of psychotherapy. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

PSY 556 Object Relations Therapy

2 hours — Elective. An introduction to object-relational theory and psychotherapeutic techniques that grow out of that perspective. Though not a practicum course, ideally the student should be involved in working in a counseling setting in which applications of this psychodynamic approach may be tested in practice. Prerequisite: PSY 501 Theories of Personality and Psychotherapy and PSY 551 Psycho-dynamic Psychotherapy.

♦ DOMAIN F: CHILD, FAMILY, AND GROUP PSYCHOTHERAPIES

(7 Hours Required)

PSY 561 Group Psychotherapy

3 hours — Required. Theory and application of small group process in clinical settings; laboratory practice in selection of participants, leadership, and interaction methods; and design and implementation of short-term focal groups.

PSY 562 Child/Adolescent Therapy

2 hours — Required. This course will build on the child development course (PSY 505) and begin to look at clinical work with children and adolescents. Focus will be given to cognitive behavioral, behavioral and developmental play therapy techniques. Topics will include therapeutic interventions with children and adolescents, symptom and disorder specific treatments including: behavior disorders, enuresis, attention deficit disorders, depressive and anxiety disorders, adjustment disorders and post-traumatic stress disorders.

PSY 563 Family and Couples Therapy

2 hours — Required. This class explores the theory and practice of family therapy and couples therapy. Major theorists, assessment techniques, and family and couples therapy strategies are critically appraised, and process and outcome research related to these approaches is examined. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from a family therapy perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

PSY 564 Advanced Couples and Family Therapy

2 hours — Elective. This course builds on PSY 563 (Family and Couples Therapy) and advances the student's knowledge and skill in couple/family psychotherapy. The focus of the course will be in-depth study of assessment and intervention strategies and issues for distressed couples and families. Prerequisite: PSY 563 Family and Couples Therapy.

PSY 565 Child Play Therapy

2 hours — Elective. This course will build on the psychodynamic psychotherapy course (PSY 551) and will focus on the developmental nature of childhood from a dynamic perspective, particularly the etiology and treatment of disorders from this modality. Recommended for those planning to work with children in play therapy. Topics include: object relations theory, psychoanalytic theory, attachment theory and attachment disorders, family relationships and resources, post-traumatic stress disorders, mood and behavior disorders. It is recommended that the course is taken in conjunction with a child practicum placement.

♦ DOMAIN G: INTEGRATION

(11 Hours Required)

PSY 571 Theoretical Integration: Systems of Integration

2 hours — Required. Basic approaches to relating biblical and theological principles to the systems of psychology. Special attention will be given to the philosophical and practical issues involved in the process of relating psychology to Christian perspectives.

PSY 572 Integration in Practice: Religious Issues in Psychotherapy

2 hours — Required. An advanced clinical seminar, this course addresses the role of religiously based values and interventions, and develops skill in addressing religious issues in psychotherapy. Special ethical issues related to religiously based approaches to psychotherapy also are addressed. Prerequisite: PSY 532-533 Practicum I.

PSY 573 Integration in Research:**Research in the Psychology of Religion**

2 hours — Required. An introduction to research on belief and behavior, emphasizing empirical psychology of religion. Methods of research evaluation and critique are presented and practiced. Practical experience is provided through a class research project. Prerequisite: PSY 571 Systems of Integration.

PSY 576 Integration Seminars

1 hour each — Elective. These are a series of one-hour seminars which are team-taught by psychology and religion professors. One seminar is offered in the fall and one in the spring. Topics vary from year to year so that a variety of issues relevant to applied integration of psychology and Christianity can be covered.

PSY 5XXS Psychotherapy Integration Seminars

1 hour each — Elective. These are four one-hour seminars on integrative topics related to Psychodynamic Psychotherapy (PSY 551), Cognitive-Behavioral Psychotherapy (PSY 552), Experiential/Existential Psychotherapy (PSY 553), and Family and Couples Therapy (PSY 563). These seminars will be offered in conjunction with these classes and will extend the topics covered in the classes to related integrative issues. The four seminars explicitly examine the legal, ethical, and practical therapeutic implications of dealing with Christian or other religious persons within the context of the specific therapeutic modalities. Prerequisites: Students must be enrolled in one of the above referenced therapeutic modality courses or have completed the course to enroll in the related integrative seminar.

♦ DOMAIN H: PHYSIOLOGICAL AND HEALTH PSYCHOLOGY

(4 Hours Required)

PSY 581 Human Sexuality and Sexual Dysfunction

2 hours — Required. Provides an overview of physiological, sociological and psychological aspects of sexuality and sexual dysfunctions. Approaches to evaluation and treatment of dysfunctions and consideration of the influences of beliefs upon the causes and remediations of problems are included. Prerequisite: PSY 532-533 Practicum I.

PSY 582 Substance Abuse

2 hours — Required. A survey of the literature on substance abuse and chemical dependency. Emphasis is placed on psychological assessment and intervention for persons with substance abuse disorders.

PSY 583 Behavioral Medicine

2 hours — Elective. A survey of the application and integration of bio-behavioral knowledge and techniques relevant to physical health and illness, including such issues as psychophysiological disorders, biofeedback, hypnosis, stress management, and preventive medicine. Prerequisite: PSY 509 Psycho-pharmacology and Psychoneurology.

PSY 584 Sports Psychology

2 hours — Elective. This course covers topics related to athletic performance. Common issues faced by those engaged in personal physical enhancement as well as athletic competition will be addressed. Psychological interventions designed to improve performance will be a particular focus of the course.

PSY 586 Clinical Seminar in Psychopharmacology

2 hours — Elective. This course builds on the knowledge base developed in Psychopharmacology and Psychoneurology (PSY 509). Advanced topics related to the use of anti-depressant, anti-anxiety, and neuroleptic medications will be discussed. A particular focus will be on how these medications can be used in conjunction with psychotherapy to improve clients' functioning. Prerequisite: PSY 509 Psychopharmacology and Psychoneurology.

♦ DOMAIN I: CLINICAL SUBSPECIALTIES

(2 Hours Required)

PSY 596 Community Mental Health

2 hours — Elective. Concepts and methods of community mental health are introduced, with special reference to the church as a major community structure that can have a significant impact in the prevention and amelioration of mental health problems.

PSY 597 Forensic Psychology

2 hours — Elective. Introduces legal, psychological, ethical and practical issues involved in the practice of forensic psychology. Assessment strategies and legal issues involved in child custody and abuse, law enforcement evaluation of fitness for duty, competency to stand trial, criminal responsibility (sanity), presentencing evaluations, personal injury and worker's compensation are addressed. Prerequisites: PSY 521 Personality Assessment, PSY 522 Intellectual and Cognitive Assessment, and PSY 532-533 Practicum I.

PSY 598 Industrial/Organizational Psychology

2 hours — Elective. This course reviews roles for psychologists in industrial settings. Issues of organizational structure, development, and demands are discussed as they relate to individual and group functioning. Conflict resolution, personnel selection, placement, promotion, and job design are particular areas of focus in the course. Prerequisite: PSY 521 Personality Assessment.

♦ DISSERTATION SEQUENCE

(12 Hours Required)

PSY 600-605 Dissertation

12 hours — Required. Students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

♦ BIBLE/RELIGION SEQUENCE

(16 Hours Required)

- BIB 511 Old Testament Studies and Interpretation (3)
 BIB 521 New Testament Studies and Interpretation (3)
 REL 510 Christian Theology (3)
 REL 520 Spiritual Formation (2)
 REL 530 Contemporary Religious World Views (2)
 REL 551 History of Theology and Church Tradition (3)

♦ CLINICAL PSYCHOLOGY INTERNSHIP

PSY 610-619 Clinical Internship

A full-time internship comprising 50 weeks and 2,000 hours is required as part of the Psy.D. program. The internship may be scheduled as a half-time placement for two calendar years or a full-time placement for a single year. Students are strongly encouraged to obtain an APA-accredited or APPIC-recognized internship. It is likely that students will have to move out of state to complete the approved internship.

Prerequisite: Completion of M.A. degree and practicum requirements; approval by the Director of Clinical Training. Special fee assessed.

Graduate Studies in Religion Course Offerings

George Fox University offers a range of graduate courses in religion designed especially to serve the Psy.D. program. Sixteen hours of courses in religion are offered with regularity, and several other seminars integrating religion and psychology are offered on a rotating basis. Integration paradigm seminars or specialized studies may be conducted with the consent of faculty members on an individualized basis to meet the needs and interests of students.

♦ GRADUATE BIBLICAL STUDIES COURSES

BIB 511 Old Testament Studies and Interpretation

3 hours. An investigation of the books of the Old Testament emphasizing thematic and structural elements that enhance the student's ability to perceive unity within diversity and that provide a basis for continued theological and integrative studies. Issues in interpretation will also be explored, and attention will be given to meaningful application of central themes.

BIB 521 New Testament Studies and Interpretation

3 hours. An introduction to the New Testament literature and the contextual settings of the writings. Building on the approach outlined in BIB 511, this course also explores matters of unity and diversity in the first-century Christian movement and helps the student become familiar with appropriate interpretive methodologies leading to meaningful application of central themes.

♦ 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. Experiential aspects of faith will also be considered, accompanied by analyses of strengths and weaknesses of particular theological approaches to life's pressing issues.

REL 520 Spiritual Formation

2 hours. An introduction to the ways God works in human lives, effecting redemptive change and spiritual transformation. A theoretical basis for reflection, combined with experiential components of the classical spiritual disciplines, will enable the student to establish a personal foundation of spiritual formation, including such elements as prayer, journaling, and various approaches to worship.

REL 530 Contemporary Religious Worldviews

2 hours. An introduction to the development and teachings of the major non-Christian religions of the world (East and West). Special attention to elements shaping multicultural understandings of God, humanity, the world, and the purpose/goal of life will be explored with special attention given to how the Christian therapist might become sensitized to a broad range of religious views, concerns, and practices.

REL 551 History of Theology and Church Tradition

3 hours. An overview of significant events, persons, and developments in the history of the Christian movement from the first century to the present. The purpose is to provide a panoramic view of church history as a foundation for continued reflection upon the central aspects of Christian faith as well as the key issues and traditions which shaped Western culture and society.

BIB 5XXS / REL 5XXS Religion Integration Seminars

1 hour. An extra 1-hour individualized study seminar option may be added to any of the above courses as an elective Integration Paradigm with the permission of the instructor.

EDUCATION

DOCTOR OF EDUCATION

(Ed.D. Degree)

Program Description

The Doctor of Education (Ed.D.) program prepares educators to be leaders in their chosen specialties. The program focuses on qualities of cultural, moral and organizational leadership as the basis for leading complex education organizations.

This program assumes that leadership is: (1) a conceptual art, building on the power of theory and ideas; (2) a moral art, depending upon core values; and (3) a performing art, perfecting the integration of theory and values in practice and experience. Students have the opportunity to meet the requirements for three administrative licenses for service in Oregon's public K-12 schools: the Initial Administrator, Continuing Administrator/Initial Superintendent, and the Continuing Superintendent. Oregon has reciprocal licensure arrangements with 25 other states, thus allowing those who seek employment elsewhere to meet the administrative licensure requirements for those states.

This professionally oriented program is designed to maximize accessibility for full-time educators. Students will have an opportunity to complete the degree in four years (more or less) through sessions on the George Fox University campus, Web-based courses, and independent study.

Program Elements

The Doctor of Education program is comprised of at least 55 semester units of course work and a minimum of 8 semester units of dissertation. Students will fulfill these requirements by transferring up to 17 semester units appropriate to the curriculum past the master's degree; taking 36 core semester hours in leadership, foundational perspectives, and research; and by taking 19 elective hours (through transfer or course work) in their chosen specialties.

The George Fox University post-master's doctoral program in education has five elements:

- 1) A 36-semester-hour core curriculum which emphasizes leaders as those who seek just, effective and reasoned solutions to problems encountered in the process of meeting valued institutional and community goals. This curriculum provides a comprehensive framework from ethical, legal, social, political and historical perspectives within a Christian worldview. Students will be well prepared in using qualitative and quantitative research tools to solve organizational problems.
- 2) Elective courses that allow students to focus on a specialized interest.
- 3) A comprehensive qualifying exam that reveals students' breadth of knowledge.
- 4) Competency qualifying projects tied to the ability to communicate ideas to diverse stakeholders and to use research effectively when making organizational decisions.
- 5) A doctoral thesis that reveals the ability to use research tools to shed light on important problems.

Integrated into the courses are five competency strands: (1) effective use of writing to communicate ideas; (2) the ability to use technology to solve problems; (3) the ability to communicate orally to large and small audiences; (4) the ability to use research tools to investigate questions and solve problems; and (5) the ability to integrate faith and learning into professional practice.

Admissions

Applicants for admission to the Ed.D. program **must submit**:

- Doctor of Education application form and \$25 fee
- Evidence of an approved, nationally accredited master's degree in education or a related field with a grade point average of at least 3.25 on a 4.0 scale
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)
- Three letters of recommendation from people who can comment on your intellectual ability, creativity, initiative, sensitivity to others, and leadership potential
- A personal statement describing present goals and academic interests and showing their connection to your prior experiences. Include in this essay a self-assessment stating your leadership strengths and areas of future growth.
- Evidence of at least three years of relevant professional experience
- Scores from either the Graduate Record Exam (GRE) or the NTE Test of Educational Leadership: Administration and Supervision
- A current professional résumé

Program Delivery

Students in the Doctor of Education program have opportunity to take courses at the George Fox University Newberg campus in the summer, and at Newberg or the Portland Center in the fall and spring semesters. In addition, Web-based courses are offered fall and spring semesters.

Students gain full standing in the program by taking a minimum of 18 hours in continuous enrollment during summer, fall and spring semesters, or 22 semester hours in continuous enrollment over four semesters.

Students can complete the 63-hour program in four years by taking 18 semester credits in year one and 15 semester credits in years two through four. Those students who have successfully completed appropriate course work past the master's degree may be able to finish the program at a faster pace.

Students can earn any of the three K-12 Oregon Administrative Licenses while completing the Doctor of Education degree. Relevant courses are embedded in the core curriculum and electives.

Course Offerings

♦ CORE COURSES

EDD 535 Faith and Learning Seminars

1 hour per seminar. Seminars integrating a Christian perspective on life with aspects of learning, leading, and believing. Examples of possible seminars include the following: Believing and Learning: Developing One's Faith; Believing and Learning: Developmental Stages of Faith; Integrating Faith: Educational Theory and Practice; Biblical Foundations: Moving Towards an Integrative Christian Understanding; Integrating Faith: Understanding Gender and Race; Biblical Foundations: Issues of Peace, Equality, and Justice.

EDM 540 Educational Leadership

3 hours. Schools need leaders to build learning communities where students can safely engage in the enterprise of attaining knowledge. This course examines the components that describe how leaders effectively motivate people to complete organizational goals. Through the light of leadership theory, students examine how effective leaders influence their learning communities. Topics include decision making, empowerment, organizational change, site-based

management, organizational values, and leadership vision.

EDM 542 Trends and Issues in Education

3 hours. Educational organizations are bombarded with the expectation to adapt to a changing world. Consequently, new ideas frequently work their way into schools and colleges. Some of these are effective; others are not. This course examines those trends and issues that affect educators that are based on psychological and sociological research. Topics to be covered include, but are not limited to, the following: school reform, assessment, classroom management, curriculum innovations, technology in education, and current educational issues selected by the students. Emphasis is placed on evaluating these trends and issues from a perspective of usefulness and quality.

EDM 544 Ethical Foundations of Education

2 hours. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how people respond to the situations they face in their lives. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as teachers. Teachers spend their lives in a social interchange with students, peers and their community. This social interchange requires them to be knowledgeable in solving problems, building consensus, resolving conflict, and establishing community connections. These skills are most effective when people within a school community agree on values that shape the mission of their organization. Thus, this course examines how school organizations develop their shared values that enable them to build character in their students and meet organizational goals. Special emphasis will be placed on students reflecting on their own mental models of the world.

EDD 546 Foundations of Teaching and Learning

2 hours. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning. It emphasizes ways in which cultural, social and organizational contexts influence learning, and it examines knowledge from epistemology, the psychology of learning, and cognitive science to improve teaching and help students learn

academic content. The course also explores the connection between educational policies and classroom practice. As a result of this course, students will apply current best teaching and learning practices to establish educational policy and transform educational practice at their institutions.

EDD 548 Legal Perspectives on Educational Policy

2 hours. This course focuses on legal issues that arise in elementary, secondary and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy. It investigates creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

EDD 551 Managing Organizational Resources

3 hours. Educational leaders must balance the allocation of scarce resources among competing interests while managing the organizational structure and empowering those who support the organizational mission. This course prepares educators to address the value tensions inherent in the allocation of resources and the educational consequences linked to those fiscal decisions. Issues of efficiency, equity, adequacy and control in educational finance will be specifically addressed from historical, economic, moral, legal and political perspectives. The course also provides a critical analysis of organizations, how they function, why people in organizations behave as they do, and examines the formal and informal decision-making structures that affect educational organizations from within and outside the organization.

EDD 556 Political and Social Perspectives on Education

3 hours. Educators operate in a complex web of political relationships — within schools and universities, between educational institutions and their communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political and social relationships in order to improve, restructure and transform educational institutions. The following questions are examined: What is power? How is political consciousness formed in children and adults? How do social problems become political issues? How is the political decision-making agenda set? How are policy issues decided? How do policy decisions affect and are affected by the organizational structure of institutions? How can educational leaders use political power to transform schools? The issues of change, desegregation, decentralization, equality of educational opportunity, structure of educational organization, teacher/student relationships, multiculturalism, and reform in education at elementary, secondary and post-secondary levels are also examined.

EDD 558 Historical Perspectives on American Education

3 hours. This course is designed to help educational leaders understand current educational policy from a historical perspective. If the whole of culture is examined — its institutions, texts, rituals and techniques — what can be learned that will help meet current challenges in educating citizens to continue supporting democratic values? In this course, that question is explored from several different perspectives and periods in history, looking at education in the lives of individuals, in the struggle of families, in the work of teachers, in the reform of school systems, in the content of textbooks, and in the ideas of leading educators. The course will also look at how educators, politicians, and social reformers have attempted to use education to influence the social structure of American life.

EDD 561 Statistical Methods

2 hours. This course covers the basic principles of statistics, providing a good foundation for students intending to do further course work and research involving the use of statistical analyses. Topics will include descriptive measures; sampling and sample size estimation; testing for differences between means, correlation, and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. There will be a heavy emphasis on applications of basic statistical concepts to a wide variety of problems encountered in educational research. The focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research. The use of computer packages for assisting in data analysis will be emphasized throughout the course.

EDD 563 Design and Methods of Quantitative Research

3 hours. Those who make organizational decisions often request quantitative research data to help them solve organizational problems. When the research data is flawed, organizations produce bad social policy. This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated.

EDD 564 Design and Methods of Qualitative Research

3 hours. Qualitative research does not just mean using words instead of numbers. This research tradition is increasingly being used in education to answer questions for which experimental and quantitative methods are inappropriate or incomplete. This course introduces the basic issues of theory and method in qualitative research and provides a structured, supportive environment for learning the essential skills of qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research.

EDD 600 Foundations of Inquiry

2 hours. This course is designed to initiate beginning Ed.D. students into the community of educational researchers. Because this course is introductory and basic, it is not intended to give students detailed instructions for conducting particular studies. Rather, it is concerned with one primary question: What is educational inquiry? In searching for the answer, students will examine fundamental assumptions about knowing, knowledge and knowers. This, in turn, requires one to think deeply about the purpose, limits and promise of inquiry, and the responsibility inquirers have to construct good educational organizations. This course is required of all doctoral students in their first year of the program. Emphasis is placed on effective writing through literature and bibliographical reviews.

EDD 666 Historical Research Tools

2 hours. This course prepares students to use historical research tools for examining educational issues. History as a mode of inquiry will be a central element. While scholars in other fields can create their own evidence through experiment and observation, those who use historical research tools must rely upon clues left by others. The historian's challenge lies in unearthing evidence and knowing what questions to ask of the evidence. This course requires students to identify and locate historical sources, to formulate historical claims on the basis of that evidence, and to interpret the possible significance of such claims in relation to existing historical knowledge. An original inquiry resulting in a contribution to education history will be the result of this course.

EDD 667 Strategic Planning for Education Systems

2 hours. Planning is one of the methods persons and organizations use to increase the likelihood of positive outcomes from change. Most often, leaders react to changes in the organization's environment. Effective planning allows for proactive responses, even anticipating outside influences. The methods and issues of planning are therefore both political and technical. The course provides training in methods of goal clarification, performance auditing, design of strategies, scenario writing, and stakeholder

analysis. Students will apply these strategic planning tools to an organization while identifying its strengths, weaknesses, opportunities and threats.

EDD 668 Program Evaluation

2 hours. This course teaches the tools needed to evaluate the effectiveness of educational programs and policies. It assumes a basic familiarity with social science research methods and applies those methods to program evaluation. This course informs educational leaders in evaluation purpose, design and methods for understanding the role of evaluation in program planning, implementation and accountability. The course focuses on understanding the purposes of evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making.

EDD 669 Organizational Decision Making

2 hours. This course examines the principles of organizational decision making and policy formation, implementation and analysis in the context of the educational system. Educators often turn to research when faced with a policy decision. Whether using existing literature, hiring a consultant, or conducting one's own research, decision-makers must pay close attention to the quality of research design. This course addresses several questions when examining research quality: How can we turn broad policy concerns into questions that are answerable from evidence? What different kinds of evidence can be brought to bear on these questions? How can we gather this evidence? How do we know that this evidence can be trusted? How do we write good organizational policy? Topics include models for effective decision making; analysis of the influence of psychological, societal, and institutional factors in organizational decisions; and communicating decisions effectively to organizational stakeholders.

♦ ELECTIVE COURSES**EDD 585 Selected Topics**

3 hours. These courses are developed to provide the educator with in-depth knowledge on specific issues that affect organizational success. Examples of possible courses include: Philosophy of Education; Adult Development; Minority Education in Cross-cultural Perspective; Biography: Portraits of Teaching, Learning and Culture; Non-formal and International Education in Comparative Perspective; and Educational Finance: Fund-raising and Resource Allocation.

In addition to the selected topics offered through the Doctor of Education program, students may also select courses from George Fox University graduate programs in psychology, business, counseling, Christian education and religion to meet their specific professional goals.

MASTER OF EDUCATION

(M.Ed. Degree)

Program Description

The Master of Education (M.Ed.) program is designed to fulfill the professional development needs of educators. The program meets the Oregon requirements for the Standard and Continuing Teaching License. George Fox University also is approved to offer the M.Ed. program in the state of Washington. See page 2 for details. The Master of Education degree requires 36 semester hours of credit. Students may receive institutional recommendation for the Oregon Standard or Continuing License.

Students in the M.Ed. program include:

- Educators holding Oregon Basic Licenses who wish to obtain Standard Licenses, Continuing Licenses, and/or master's degrees,
- Educators who hold expired or out-of-state licenses,
- Licensed educators who desire additional course work at the graduate level, and
- Educators at private schools.

Program Requirements and Options:

Requirements for the degree include the following 36 semester hours:

- 10 hours of core courses
- 10 hours of content-area courses
- 10 hours of elective courses
- 6 hours of applied research and methods courses

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

The structure of the program will be characterized by:

• **Theory-into-Practice Links.**

Experiences at the teacher's school site will be a major component of the program and will provide the practical application for the course work.

• **Action Research.** Personal research will be an integral part of the program.

• **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussions, in journal entries, and in papers.

Admissions

For students seeking an M.Ed. degree, admission requirements are as follows:

1. Master of Education application form and \$40 fee.
2. Bachelor's degree in education or other applicable degree from an accredited college or university.
3. Valid Oregon Teaching License or the equivalent, such as an expired or out-of-state license, education degree, or documented and appropriate teacher experience.
4. One- to two-page essay as described in application.
5. One official transcript from all colleges or universities attended.
6. Three references on forms provided in the application booklet.
7. Completed Teachers Standards and Practices Character Questionnaire.
8. Minimum 3.00 cumulative grade point average for most recent 60 semester or 90 quarter hours (or an explanation if the grade point is below 3.00).

9. If accepted into the degree program, a \$200 tuition deposit is required.

For non-degree-seeking students applying for less than eight cumulative semester hours, the following are required:

- Part-time application and \$40 fee.
- Bachelor's Degree in education or other applicable degree from a regionally accredited college or university.

Degree Requirements

The Master of Education requires the student to earn a minimum of 36 semester hours. A cumulative grade point average of 3.0, with no grade lower than a "C" may be earned for successful completion of the program.

1. No later than completion of eight semester hours, a degree-seeking student must complete the M.Ed. degree application process.

2. Each degree-seeking student will be assigned a graduate faculty advisor who will assist the student in planning his or her proposed course of study. The approved course of study must be completed to earn the degree.

Course Offerings

♦ CORE COURSES

EDM 521 Principles and Practices in Educational Research

2 hours. Learn to read and interpret published research, both qualitative and quantitative. The focus of readings will be on current issues related to professionalism, including cultural diversity, values and school reform.

EDM 540 Leadership in Education

3 hours. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education.

EDM 542 Trends and Issues in Education

3 hours. A variety of trends and issues affecting educators based on psychological and sociological research are addressed.

Topics to be covered include school reform, assessment, classroom management, curriculum innovations, technology in education, and topics selected by the students.

EDM 544 Ethical Foundations of Education

2 hours. Students learn a perspective on human relations in education that includes issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections.

♦ ELECTIVE COURSES

EDM 510 Advanced Developmental Psychology

2 hours. Principles of human development — infancy through adolescence — will be discussed in relation to classroom application, with a focus on practice that is appropriate for the developmental level of the student.

EDM 512 The Exceptional Learner

3 hours. Investigate the issues involved in educating the exceptional learner in the classroom. These learners include ESL, TAG, various handicapping conditions, and other at-risk children. Background information on student needs, legislation, and instructional strategies will be explored.

EDM 513 Classroom Guidance

3 hours. Explore the guidance methods used by classroom teachers. The coordination of the work of agencies outside the school with those of the support programs in the school will be covered. Interactions with parents and parent groups will be emphasized. Classroom teachers will also explore the roles of all student services programs within the school setting, including those programs that deal with exceptionality. Ethics and confidentiality of the teacher-student relationship will be covered.

EDM 514 Supervision and Mentoring Leadership in the School

3 hours. Emphasis is placed on application of methods covered in the following areas: supervision techniques, leadership in site-based management, action research management, and methods for mentoring new teachers, student teachers and peers. Prerequisite: EDM 540 Leadership in Education, or teacher's permission.

EDM 515 Mentoring Seminar

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

EDM 516 Classroom Management

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

EDM 522 Action Research Seminar

1 hour. The seminar will provide group support and faculty assistance to teachers conducting an action research project in their classroom/school. May be repeated. Prerequisite: EDM 521 Principles and Practices in Educational Research.

EDM 523 Advanced Methods: Research in Effective Teaching

3 hours. Analysis and investigation of current research in effective teaching methods as related to specific subject areas. Specific methods relating to subject matter, learning styles, and current school reforms will be studied and applied. May be repeated (i.e., EDM 523 Research in Effective Teaching: Advanced Methods in Language Arts/Reading; EDM 523 Research in Effective Teaching: Advanced Methods in Math; EDM 523 Research in Effective Teaching: Advanced Methods in Children and Adolescent Literature).

EDM 524 Applied Methods I

1 hour (3 hours maximum in the program). Students will apply curriculum development techniques to an approved curriculum project, e.g., a work sample, in their work setting. Prerequisite: EDM 580 Curriculum Development/Advanced Planning/Implementation: Subject Area(s) or with permission of advisor.

EDM 525 Applied Research I

2-3 hours (6 hours maximum in program). Initial credits must be taken concurrently with the action research seminar. Students will apply action research techniques to an approved project in their work setting. Coordination with site-based management teams will be encouraged.

EDM 526 Classroom Assessment

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

EDM 527 Testing and Measurement

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

EDM 554 Technology in the Classroom I

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

EDM 555 Technology in the Classroom II

1 hour. Focus on learning and applying advanced educational technology in the classroom, including Internet, CD ROM and/or laser disk interactive programs, and video productions. May be repeated. No prerequisite required.

EDM 560 Thesis Seminar

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

EDM 565 Thesis

1 to 6 hours. The student will do guided research under an appointed research committee. Prerequisites: EDM 521 Principles and Practices in Educational Research, and EDM 527 Testing and Measurement.

EDM 580 Curriculum Development/Advanced Planning/Implementation: Subject Area(s)

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

EDM 585 Selected Topics in Content-Specific Areas

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

EDM 585B Curriculum Issues and Methods and the Christian Teacher

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

MASTER OF ARTS IN TEACHING

(M.A.T. Degree)

Program Description

The Master of Arts in Teaching (M.A.T.) is a fifth-year program to be completed in an 11-month full-time program or a 20-month part-time program by individuals who have completed an undergraduate B.A. or B.S. degree in a field other than education. The fifth-year program allows students, upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary licensure, MSAT for elementary licensure and middle-level authorization, professional knowledge examination, and California Basic Educational Skills Test), to receive an Oregon Initial Teaching License.

The Initial Teaching License may bear endorsements in the following areas: advanced mathematics, biology, chemistry, health education, home economics, language arts, music, art, physical education, physics, reading, social studies, and Spanish.

The 11-month and 20-month curriculums include professional education courses and field experiences. Students build on their knowledge of subject matter as they develop pedagogical skills and research methodologies; gain knowledge about the psychological, sociological, historical and philosophical foundations of education; and apply these understandings in early childhood, elementary, middle, and secondary classrooms.

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 Praxis 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:

- **Thematic Strands.** Major strands, such as multicultural awareness, values, action research and decision making, will be incorporated throughout the professional courses. Other topics such as classroom management and technology will also be integrated in several of the professional courses.
- **Study of the Subject Matter Knowledge and Structure.** Students will research and discuss the nature and structure of the subject areas while concentrating on their major subject. They will engage in interdisciplinary discussions that will allow them to discern relationships between the subject areas.
- **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussions, in journal entries, in papers, and in conferences with supervisors and cooperating teachers.
- **Cohort Model.** Initially, students will work in cohorts of 20 to 25 students each. Cohorts will include early childhood, elementary, middle, and secondary levels. Although they are separate cohorts, they will be blended together for certain experiences.
- **Theory-into-Practice Links.** Practicum experiences will be a large component of the program, beginning with an enrichment program planned and implemented by the students. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from course work. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between course work and application in classrooms.
- **Action Research.** A research strand will be woven throughout the program. Students and cooperative teachers will design an action research project that will be shared at an action research symposium at the completion of the program.

Admissions

1. Completion of a four-year baccalaureate degree program from an accredited college or university with a minimum GPA of 3.0 in the last two years of course work.
2. Master of Arts in Teaching application form and \$40 fee.
3. Two official transcripts from every college/university attended.
4. Passing scores on the CBEST exam, Praxis I or PPST.
5. Completion of the character reference statement required by TSPC.
6. Three recommendations (forms in application packet).
7. An interview with the M.A.T. Admissions Committee.
8. If accepted into the program, a \$200 tuition deposit is required.
9. February 1 application deadline for the day program and June 1 for the M.A.T. at Night program. Applications may be reviewed after those dates on a space-available basis.

Degree Requirements

The Master of Arts in Teaching requires the student to earn a minimum of 36 semester hours, including 15 semester hours of practicum.

A cumulative grade point average of 3.0 is to be maintained for successful completion of the program. Students will be encouraged to take the NTE Test of Professional Knowledge prior to graduation from the program. Students may graduate from the program prior to passing the NTE but cannot be recommended for licensure until the NTE Test of Professional Knowledge is passed.

Program Overview**♦ FULL-TIME PROGRAM****Summer Semester**

- EDU 501 The Professional Educator (1)
- EDU 502 Special Topics for the Professional Educator (2)
- EDU 520 Research Methods I: Readings and Methods (1)

- EDU 530 Learning Theory/ Instructional Design (2)
- EDU 560 Language and Literacy (2)
- EDU 575 Practicum I: Enrichment Program (2)
- Total: 10 hours

Fall Semester

- EDU 503 Special Topics for the Professional Educator (2)
- EDU 510 Human Development (2)
- EDU 521 Research Methods II: Assessment and Measurement (1)
- EDU 550 Curriculum and Instruction (5)
- EDU 576 Practicum II: Classroom Organization in Practice (3)
- Total: 13 hours

Spring Semester

- EDU 522 Research Methods III: Evaluation of Teaching (1)
- EDU 577 Practicum III: Classroom Teaching (10)
- EDU 590 Graduate Seminar (2)
- Total: 13 hours
- Total Semester Hours: 36

♦ PART-TIME PROGRAM (M.A.T. AT NIGHT)**Fall Semester**

- (One night a week and four Saturday Seminars)
- EDU 501 The Professional Educator (1)
- EDU 510 Human Development (2)
- EDU 502 Special Topics for the Professional Educator I (2)
- EDU 520 Research Methods I: Readings and Methods (1)
- Total: 6 credits

Spring Semester

- (One night a week and six Saturday Seminars)
- EDU 560 Language and Literacy (2) (Evenings and Saturday Seminar afternoons)
- EDU 575 Practicum I: Enrichment Program (2) (Done as a "College for Kids" four Saturday mornings)
- EDU 530 Learning Theory/ Instructional Design (2)
- Total: 6 credits

Summer Semester

- (One night a week and five Saturday Seminars)
- EDU 550 Curriculum and Instruction (5)
- Total: 5 credits

Fall Semester II

- (One night a week and a negotiated schedule for the practicum)
- EDU 576 Practicum II: Classroom Organization and Practice (3)
- EDU 503 Special Topics for the Professional Educator II (2)
- EDU 521 Research Methods II: Assessment and Measurement (1)
- Total: 6 credits

Spring Semester II

- (Students will need to be full time this semester.)
- EDU 577 Practicum III: Classroom Teaching (10)
- EDU 590 Graduate Seminar (2)
- EDU 522 Research Methods III: Evaluation of Teaching (1)
- Total: 13 credits

Course Offerings**EDU 501 The Professional Educator**

1 hour. 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. 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. 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. The theoretical and practical aspects of human development — birth through adolescence.

EDU 520 Research Methods I: Readings and Methods

1 hour. 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. 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. 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. Theories of learning and associated teaching applications. Methods for unit and lesson planning will be demonstrated.

EDU 550 Curriculum and Instruction

5 hours. 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. 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. 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. Observation and teaching in a classroom. An opportunity to plan, implement and evaluate the first Work Sample.

EDU 577 Practicum III: Classroom Teaching

10 hours. 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. 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.

ADMINISTRATIVE LICENSURE PROGRAMS

George Fox University offers students the opportunity to earn as many as three licenses that prepare educators to serve in Oregon public schools as K-12 administrators. The Initial Administrator License can be earned as part of the master's degree, as a stand-alone license past the master's degree, or as part of the doctoral degree. The Continuing Administrator License and the Continuing Superintendent License can be earned as stand-alone licenses past the master's degree or as part of the doctoral program.

Program Goals

Schools in the 21st century require new ways of thinking. As a leader of tomorrow, you will need to create a vision of the kind of culture and instructional program you want in your school, and to build support from all stakeholders to progress toward that vision.

George Fox University's administrative licensure program supports this style of leadership, focusing the curriculum on the Oregon Educational Act for the 21st Century. The program is designed to prepare you to be a change agent — one who understands current school practices and then works within the larger political, social, economic, legal and cultural context to create new ways of helping all students become productive citizens.

At the completion of your administrative course work and practicum experiences, you will:

- understand the developmental needs of students at all levels;
- know how to conduct and use research as a tool for improving a learning organization;
- understand the goals of the Oregon Content Standards and how to use them as a guide in assessing your own school's goals and progress; and
- be prepared to lead teachers in helping students meet the standards.

INITIAL ADMINISTRATOR LICENSE

The Initial Administrative Licensure program is made up of four foundation courses, followed by a sequence of practica and projects in which you translate course content into actual practice in school settings. The program also includes a portfolio in which you document your work.

In the practica and projects, you will explore local and district educational practices and reflect on the curricular, legal and ethical implications of what you discover. At the conclusion of each project, you and your fellow students will synthesize and share your findings. This work is done mainly online and under the supervision of your mentors.

Program Summary	18 semester hours total
Foundation courses	9 semester hrs.
Practicum I divided equally	4 semester hrs. between Projects 1 and 2
Practicum II divided equally 1 and 2	4 semester hrs. between Projects 1 and 2
Portfolio	1 semester hr.

You can complete your on-campus work in one summer. The entire program can be completed within a year, although some students choose to take more time; the flexibility to do this is built into the program.

Curriculum

FOUNDATION COURSES

Initial Administrative Licensure students complete the following foundation courses:

EDM 540 Educational Leadership

EDM 544 Ethical Foundations of Education

EDD 546 Foundations of Teaching and Learning

EDD 548 Legal Perspectives on Educational Policy

All courses except EDD 548 Legal Perspectives on Educational Policy must be taken prior to the practica.

PRACTICA

Practica I and II involve working concurrently in two different school sites: the main site will occupy two-thirds of your practicum time, and an alternative site will occupy the remaining one-third. The alternative site will be a school level different from your own — for example, if you are a high school teacher, this site will be an elementary school. During the several projects contained in each practicum, you will do such things as attend meetings, sit in on discussions, and observe school management activities. Your object is to learn the major issues at the school and evaluate how they are being handled, with the help and supervision of an administrative mentor at each site.

In addition, Initial Administrative Licensure students are required by the state to participate in nine weeks of full-time practicum experience. This will be structured flexibly for each individual student through dialogue with George Fox faculty and district/school officials.

Practicum 1 Fall Semester

Project 1: School Governance and Partnerships (2 semester hours)

- Parents/Parent Groups
- Board of Directors
- Site Committees
- Teachers' Bargaining Unit

- Government
- Impact of External Forces

Project 2: School Management (2 semester hours)

- District Budgeting Process
- State and Private Funds
- Federal Programs
- Contract between Bargaining Unit/Board of Directors
- Student Rights
- Faculty Rights
- Family Rights

Practicum II Spring Semester

Project 3: Staff Development (2 semester hours)

- District Staff Development Projects
- Leadership Research
- Employee Evaluations
- District Motivational Strategies
- School Improvement

Project 4: Curriculum and Instruction (2 semester hours)

- Program Assessment
- Alternative Programs
- Developing Instructional Leaders
- Developing Change Agents
- Technology and the Teacher
- Working with Diversity

PORTFOLIO

Portfolio Summer Semester

1 hour. Throughout the program, you will contribute to a portfolio in which you document your work as evidence that you have attained the competencies required by the Oregon standards. Your mentors will work closely with you in designing and completing this document.

CONTINUING ADMINISTRATOR LICENSE

This 24-semester-hour licensure program is designed to match experienced practitioner mentors with students to allow them a comprehensive approach to school administration beyond the local site.

SUMMER

(two-week residency)

The summer residency will consist of two adjacent four-day weeks in which participants will interact with faculty and practitioners on concepts relevant to administering schools in a standards-based environment. To bring closure to the sessions, follow-up discussion, reading and reflections will continue online through the summer.

Week 1 EDA 561

Advanced Administration I

3 hours. This course addresses the topics, strategic procedures, and issues of ethics, social and political perspectives, legal issues and school improvement from a district-wide perspective.

Week 2 EDA 562

Advanced Administration II

3 hours. This course addresses the topics, strategic procedures, and issues of personnel management, fiscal management, and external partnerships from a district-wide perspective.

ACADEMIC YEAR

The academic year will incorporate the summer concepts into practicum experiences. Students will participate in the theory-to-practicum components through communication with each other, faculty and mentors via the Internet. In addition, each student

will be required to participate in four Saturday Seminars during the academic year.

FALL SEMESTER

EDA 577 Theory into Practice I

3 hours. This course integrates ethics, leadership, research-based educational practices, and school improvement with an Action Research Project at the district level.

EDM 667 Strategic Planning for Education

2 hours. Planning is one of the methods persons and organizations use to increase the likelihood of positive outcomes from change. Most often, leaders react to changes in the organization's environment. Effective planning allows for proactive responses, even anticipating outside influences. The methods and issues of planning are therefore both political and technical. The course provides training in methods of goal clarification, performance auditing, design of strategies, scenario writing, and stakeholder analysis. Students will apply these strategic planning tools to an organization while identifying its strengths, weaknesses, opportunities, and threats.

SPRING SEMESTER

EDA 578 Theory into Practice II

3 hours. Theory into Practicum Component II integrates ethics, multicultural issues, leadership, personnel management, and school improvement with an Action Research Project at the district level.

EDA 568 Program Evaluation

2 hours. This course teaches the tools needed to evaluate the effectiveness of educational programs and policies. It assumes a basic familiarity with social science research methods and applies those methods to program evaluation. This course informs educational leaders in evaluation purpose, design and methods for understanding the role of evaluation in program planning, implementation and accountability. The course focuses on understanding the purposes of evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision-making.

Eight semester hours selected from the following:

- EDD 551 Managing Organizational Resources
- EDD 556 Political and Social Perspectives of Education
- EDD 558 Historical Perspectives on American Education
- EDD 563 Design and Methods of Quantitative Research
- EDD 564 Design and Methods of Qualitative Research
- EDD 666 Historical Research Tools
- EDD 669 Organizational Decision Making
- EDD 585 Selected Topics

Sample course topics:

Philosophy of Education

Biography: Portraits of Teaching, Learning, and Culture

Adult Development

Minority Education in Cross-cultural Perspective

Educational Finance: Fundraising and Resource Allocation

CONTINUING SUPERINTENDENT LICENSE

The Continuing Superintendent License consists of six semester hours customized to meet the learning needs of the individual student. Students must show competency in the following areas to earn a license: policy development, strategic planning, facility management, organizational goal setting and decision making, applied research that enhances organizational practice, assessment and evaluation, district-wide leadership, and collaboration of various stakeholders.

In conjunction with their faculty advisors, students will design a customized program consisting of the appropriate combination of course work, research, and/or portfolio hours to develop and demonstrate competency in the above-listed competencies:

1-6 semester hours of doctoral-level course work

1-4 semester hours of doctoral-level research

1-2 semester hours of superintendent portfolio work

These hours can be embedded within a doctoral program or be taken as a licensure-only program. In either case, students must complete a master's degree, earn the Initial Administrator and Continuing Administrator licenses, complete the six-hour customized program, and complete three years of one-half time or more experience as a superintendent in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges. Once these conditions are met, students may apply for the Continuing Superintendent's License with the Teachers Standards and Practices Commission of the state of Oregon.

LEADERSHIP

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

(M.A. Degree)

Program Description

The Master of Arts in Organizational Leadership (MAOL), offered at George Fox University's Boise Center in Idaho, is intended to develop leaders for a broad range of organizations, including business, health care, education, the church and the public sector. The program is designed primarily for working professionals who, by education and experience, are knowledgeable in their field and are now in the process of transitioning to positions with greater managerial and leadership responsibility.

The curriculum for the program is designed based on an adult learner format used by other Department of Continuing Education degree programs. The program is structured on a cohort model in which a group of students follows an integrated sequence of courses from beginning to end. The 36-semester-hour program consists of 15 courses, including a service learning project and an action research project. The program will require a total of 78 Monday evening class sessions and 15 Saturday sessions over a period of 22 months.

Admissions

Admission to the MAOL program requires a baccalaureate degree from a regionally accredited college or university; a grade point average (GPA) of 3.0 or better in the final two years of study; five years of relevant career experience; three letters of recommendation; a writing sample; and an interview with faculty members. Students are not required to submit scores from any standardized tests.

Degree Requirements

Students will be admitted without regard to their undergraduate major, but those with little or no background in the areas of management and business will be expected to address their weaknesses. Students are expected to maintain continuous enrollment in the program, remaining with their cohort throughout, so personal and work commitments should be planned accordingly.

Course Offerings

MOL 511 Establishing Mission and Vision

3 hours. This course provides a graduate-level introduction to social theory and analysis of organizations. Processes of individual behavior in organizations will be examined, including attitudes, motivation, satisfaction, stress, perception and attribution. Social behavior studies include group formation and structure, socialization, organizational culture and gender dynamics. Attention will be given to the evolution of organizations, along with the scaling of organizational processes during growth and the consequent demands upon leaders as organizations change.

MOL 512 Leadership and the Global Environment

3 hours. Examines the planning and structuring of an organization to meet global economic and competitive challenges and the opportunities presented by our global economy.

MOL 521 Human Resource Development and Diversity

3 hours. Explores the field of human resource management as a context for specific training and development strategies. Focuses on the role of human resources in the achievement of all business goals, the legal environment of the workplace, and issues relating to career development and succession planning. Also develops a multicultural sensitivity among individuals within organizations. This course integrates diverse perspectives toward the goal of students applying the perspectives in their organizations.

MOL 522 Leadership and Human Development

3 hours. Focuses on theory and research on adulthood and aging, including current psychological theories of adult development. Explores strategies for creating environments conducive to high levels of self-motivation.

MOL 531 Organizational Change

3 hours. Examines the steps involved in creating a learning organization. Examines interactions between leadership, strategic planning and effective decision-making. Reviews theories of leadership as a backdrop for understanding the dynamics of positive organizational change. Explores how change can be planned and initiated, and how it can be sustained for the long term. This course also contributes to the context for the applied research component.

MOL 532 Organizational Planning and Control

3 hours. Provides fundamental principles in the management of financial resources, as applicable in industrial, service and non-profit organizations and institutions. The focus will be on the standard procedures used to plan, execute and review performance from the perspective of the general manager.

The students will obtain financial information from an appropriate organization and plan, analyze and interpret the results with a view to maximizing organizational performance over a period of time.

MOL 541 Ethics and Social Responsibility

3 hours. This course begins with an investigation of the major avenues of ethical analysis. These will be analyzed within the context of a Christian worldview, with the objective of enabling students to develop a personal system of ethical principles consistent with biblical standards. The student will be challenged with various theories of social responsibility and civic involvement. Students will then study readings that address the exercise of leadership in various contexts, and specific cases involving ethical dilemmas that require moral judgment.

MOL 542 Organizational Communication and Negotiation

3 hours. With an emphasis on electronic/visual media and public speaking, this course seeks to develop the student's presentation skills, with a focus on persuasive speeches. The course will also provide the student an opportunity to practice negotiation strategies and techniques.

MOL 543 Values and Corporate Responsibility

2 hours. This course provides an opportunity and framework for systematically analyzing ethical issues that arise in the context of organizational leadership. It is designed to promote an understanding of the role of values and ethics as leaders formulate strategies for motivating, communicating, utilizing power and developing followers.

MOL 544 Professional Development I

1 hour. This course is the first of an in-depth analysis of each student's own leadership attitudes and abilities using instrumentation and feedback tools. Students will also discover the ways in which these assessment processes and procedures can be used to encourage professional growth among other potential leaders in their organization.

MOL 545 Professional Development II

1 hour. This second phase of in-depth analysis of leadership styles and abilities is directed primarily toward providing each student feedback and recommendations. This includes developing and executing strategies for professional and personal leadership growth.

MOL 546 Leadership

2 hours. During this capstone course, students explore both historical and contemporary leadership theories and models. Particular emphasis will be placed on evaluating leadership theories from a spiritual perspective and determining the ways in which they can be applied to the most current developments in organizational change strategies. Using this knowledge, students are presented with ways in which leadership can be reconceptualized and applied in order to meet the requirements of today's increasingly complex organizations.

MOL 551 Research Methods

2 hours. Designed specifically to enable the student to identify issues, locate and evaluate relevant literature, design data collection tools, gather pertinent information, and analyze and apply that information in organizational settings.

MOL 552 Service Learning Project

2 hours. A yearlong, team service project in which students will work with a public benefit organization to apply skills, theory, course concepts and research-based decision-making skills. The faculty mentor will structure the learning, coordinate with the cooperating organizations, assess level and significance of student learning, and monitor the overall experience.

MOL 553 Action Research Project

2 hours. A yearlong, independent research project within an organization to examine how professionals think reflectively, examining explicit and tacit understandings as they become more professionally competent. The intention is that each student would apply knowledge and skills developed in the MAOL program.

PSYCHOLOGY

See "Clinical Psychology."

SEMINARY

*George Fox
University*

HERITAGE

Western Evangelical Seminary opened its doors for the first time to 24 students in September 1947. The seminary was called by its founding name, the Western School of Evangelical Religion, until 1951. Drawn to the school by the encouragement of their denominations, these charter-year students represented the Evangelical, the Friends, and the Free Methodist churches.

The establishment of the seminary gave substance to the dream of the first president, Dr. Paul Petticord, and other Wesleyan/Holiness leaders who recognized the need for a seminary in the Pacific Northwest. Their ideal was set forth in early catalogs:

...to train men and women in the definite doctrines of faith set forth in the constitution and by-laws and to give them such definite guidance and training that they may go out into the world with a positive message of salvation possible only in Jesus Christ. Not only is this training to be scholastic, but deeply spiritual. Not only theoretical, but practical in the usage of necessary methods essential for this day and age. This training is to be given by professors who are of high scholarship and of practical abilities and experienced in winning the lost to a definite relationship in Christ.

The establishment of the seminary depended upon the cooperation among the first sponsoring denominations, the Evangelical Church and the Oregon Yearly Meeting of Friends. Others soon lent their support as well, including the Free Methodist Church and the Wesleyan Church.

Today more than 30 denominations are represented in the student body.

Faculty members from a variety of evangelical backgrounds share a common commitment to sound scholarship, warm-hearted personal faith, and effective pastoral practice that continues to characterize the seminary.

The curriculum in the ministry department now includes the M.A. in Christian Education and the M.A.,

Theological Studies, as well as the M.Div. In 1989, the seminary added a counseling department and now offers M.A. degrees in Counseling and Marriage and Family Therapy. Graduates of the program complete the academic requirements for licensure in the state of Oregon as a Licensed Professional Counselor (LPC).

The Association of Theological Schools granted the seminary full accreditation in 1974, and in 1976, accreditation was gained from the regional authority, the Northwest Association of Schools and Colleges. This dual accreditation was a first among seminaries in the Northwest.

In 1993 the seminary moved from its original site at Jennings Lodge east of Portland to a new, easily accessible, 50,000-square-foot campus near Interstate 5 and Highway 217. In 1996, the 49-year-old seminary merged with 105-year-old George Fox College of Newberg, Oregon, to form George Fox University. The site of the seminary is now the University's Portland Center campus.

MISSION STATEMENT

Under the Lordship of Jesus Christ and committed to the Wesleyan/Holiness heritage in a multi-denominational community of faith, the seminary prepares men and women, through spiritual development and graduate education, for Christian leadership and ministries.

THEOLOGICAL AFFIRMATIONS

We believe in God: We believe that there is but one living and true God, an eternally existent Being of absolute knowledge, power and goodness, Creator and Preserver of all things visible and invisible; that in the unity of this Godhead, there are three persons of one substance, power and eternity — Father, Son and Holy Spirit.

We believe in Jesus Christ:

We believe that Jesus Christ is the second person of the triune Godhead; that He was eternally of one substance with the Father; that He became incarnate by the Holy Spirit; was born of the Virgin Mary, thus uniting in one perfect personality forever two whole and perfect natures, Godhood and manhood, very God and very man, the God-man, Jesus Christ.

We believe in the Holy Spirit:

We believe in the personality and deity of the Holy Spirit; that He did proceed from the Father and the Son and is the third person of the Godhead, of one substance, power, and eternity with them; that He is present with and active in the church, convicting the whole world of sin and righteousness and judgment.

What we believe about the Bible:

We believe that the 66 books of the Old and New Testaments, which the church has universally accepted as the Holy Scriptures, were given by divine inspiration and constitute the revealed Word of God as the only supreme, sufficient, and authoritative rule of faith and practice, and that the Holy Spirit who motivated men and women of God to speak through the written Word has providentially guarded in its preservation the integrity of the message, and continues to illumine the hearts of those who read it that they may understand God's redemptive plan.

What we believe about Humankind:

We believe that human beings were a special creation by God but that they forfeited their first estate and are very far fallen from original righteousness; and because of the corruption of human nature, as received from Adam, humankind is inclined to evil and that continually.

What we believe about the Work of Christ:

We believe that Jesus Christ died for our sins, and by the shedding of His blood made an atonement for the sins of all humankind, that this atonement is the only ground of salvation. We also believe in Christ's bodily resurrection from the dead, that He ascended into Heaven to the right hand of the Father and is there engaged in intercession for us.

Salvation comes through Faith in Christ alone: We believe that penitent sinners are justified before God only by faith in Jesus Christ; that at the same time they are regenerated and adopted into the household of faith, the Holy Spirit bearing witness with their spirit to this gracious work. This is sometimes called implicit or initial sanctification.

We believe in Sanctification and Growth in Grace: We believe that entire sanctification is that act of God by which believers are made free from original sin and brought into a state of complete devotion to God. We further believe that this work is accomplished by the baptism with the Holy Spirit, conditional upon consecration and faith, and that to this work the Holy Spirit also bears witness. We also believe that, while the approach may be more or less gradual, the actual experience is consummated in an instant and the life that follows should be characterized by a continual maturing of the Christian graces.

God calls us to Holy Living:

We believe that Christians are called to be holy in all manner of living so that any conduct contrary to this rule of Scripture is not only repugnant to sight but is also inconsistent with a true Christian profession.

Christians need the Church:

We believe in the holy universal church; that it is composed of all true believers of Jesus Christ; that it is for the maintenance of worship, the edification of believers, and the proclamation of the Gospel to the whole world again.

Christ will come again: We believe in the imminent, personal return of Jesus Christ to this world to establish His Kingdom, to rule in righteousness, and to judge all persons.

We believe in the Life Everlasting: We believe in the bodily resurrection of the dead, that the bodies of both the just and the unjust shall be reunited with their spirits; that everlasting life is assured to all who believe in and follow Jesus Christ; and that the finally impenitent shall go away into everlasting punishment in hell.

FOUNDATIONS FOR THEOLOGICAL EDUCATION AT WES

Biblical Authority: The centrality of the Word of God — in preaching, teaching, and living — is emphasized. The Scriptures are regarded as inspired and canonical, the supreme authority and guide in all matters of Christian doctrine and practice.

Evangelical Commitment: The good news we both study and proclaim is salvation through faith in Jesus Christ. Sinners can be transformed by God's grace: forgiven, reconciled, born again. This is a vital personal experience, which everyone needs and may receive.

Christian Holiness: A Spirit-filled life is a privilege of every Christian and a prerequisite to effective ministry. The seminary is committed to teaching and promoting the biblical message of holiness.

Spiritual Nurture: Spiritual formation is intentional at the seminary. Leadership that is truly Christian requires spiritual growth and maturation through Bible study, prayer, worship, and other spiritual exercises carried out in classes, chapel and small group experiences.

Personal Involvement: Students develop and articulate their own Christian convictions, philosophies in ministry, and personal goals.

Professional Education: Theory must find its hands in practice at the seminary. Classroom learning and field experience are mutually essential for ministry and Christian leadership. Seminary education must include introductory practice in preaching, evangelism and counseling, as well as studies in Bible, theology and church history.

Vocational Diversity: Students may prepare for Christian service in missions, counseling, Christian education, chaplaincy, and other ministries.

Multidenominational Community:

Students represent a broadening spectrum of church membership. The seminary works with them and with their denominations to educate them for effective ministry in their respective churches.

Contemporary Ministry: Students are encouraged to confront and address the pressing issues of our world and to meet societal and personal needs. Seminary classes and internships urge students toward responsive, creative forms of ministry.

Missionary Emphasis: The motivation of the seminary is evangelistic. With a commission to embrace the world for Christ, seminary graduates serve in many churches, through many ministries, around the world.

ACCREDITATION AND MEMBERSHIPS

The seminary is accredited by the Association of Theological Schools in the United States and Canada and by the Northwest Association of Schools and Colleges. Counseling and marriage and family therapy degrees fulfill all the educational requirements for licensure by the Oregon Board of Licensed Professional Counselors and Therapists.

Academic Affiliations

The Association for Clinical

Pastoral Education: The seminary is a member of the Association for Clinical Pastoral Education, which provides training in pastoral care under the auspices of officially accredited clinical training centers.

This association is the standard-setting, certifying, and accrediting agency in the field of pastoral education in the U.S.A., with many accredited centers throughout the states. Three such centers are in Oregon: Emanuel Hospital and Providence Medical Center in Portland, and the Oregon State Hospital in Salem. Because of their proximity to WES, these centers provide opportunities for accredited clinical training for students of the seminary.

Jerusalem University College:

The seminary is a charter member of the Jerusalem University College (formerly the Institute of Holy Land Studies), which is affiliated with the Hebrew University of Jerusalem. Credits earned in the graduate division offered by the Jerusalem University College may be transferred to WES.

INFORMATION AND TECHNOLOGY

Personal spiritual formation and the acquisition of professional ministry skills are at the heart of the seminary’s mission. As America moves into an information age, skills in information literacy and technological competence are important for professional ministry. We are doing several things to prepare ourselves for ministry in the information age:

Grounding in Information Literacy

A person who is “information literate”:

- Knows when information is needed.
- Knows how to formulate an effective search strategy.
- Knows how to access information.
- Knows how to evaluate information.
- Knows how to incorporate information in their work.

Students will find that course objectives will require them to strengthen their information literacy.

Exposure to Critical Software Tools

Faculty are committed to orienting students to the critical software tools most relevant to their future ministries: personal productivity software, Bible research software, counseling practice management software, psychological testing software, church management software, etc.

Access to Online Licensed Databases

All students have online access to valuable databases for study and research: Religion Index, Academic Abstracts ASAP, PsycInfo, Health Reference Center, ERIC, and Dissertation Abstracts. Students can access these databases at the University’s libraries or from home via the Internet through the George Fox University Proxy Server.

Participation in Electronically Enhanced Courses

As of spring 1999, the Graduate Department of Ministry has 10 courses that are designated “electronically enhanced.” A course that is electronically enhanced has a live class period once a week and an interactive Web site which directs the remainder of the work for the week (between 6 and 7.5 hours). Known as the WES Online Initiative, these courses make it possible for students at a distance to attend seminary classes one day per week and still participate in a vibrant educational environment throughout the week.

Access to Computer Labs

The Portland Center has a well-equipped, 10-station computer lab with full software, e-mail and Internet access. The lab is open six days a week.

Online Information about the Seminary

The seminary maintains a Web site at <seminary.georgefox.edu>. The site provides information about degrees and certificates, departments, faculty, admissions, and library resources, as well as a campus tour and history of the seminary.

COMMUNITY LIFE

Spiritual Life

The seminary is committed to the spiritual as well as the academic formation of students. The spiritual life mission of the seminary is to foster intentionally the spiritual formation of the seminary community so that God is glorified and the incarnational presence of Christ is evidenced in daily living. Spiritual formation is the maturation of God’s fullness within the individual and the community and leads to wholeness in all relationships.

The seminary community fosters spiritual formation by promoting:

1. a community spirit of worship and support;
2. a disciplined life of prayer and devotional habits; and
3. a deepening surrender to God in faith and to others in service.

To fulfill this mission, the seminary endeavors to have a comprehensive spiritual life program. Students and faculty give oversight and direction to formal and informal activities having to do with the seminary’s spiritual life, organizing the worship program and selecting worship speakers, proposing action in any way bearing on the spiritual life of the campus, and conceiving and evaluating the spiritual life curriculum.

Spiritual Life Curriculum

Ultimately, a program of spiritual life must embrace all of the curriculum at the seminary. Biblical literature fosters understanding and appropriation of the primary resources for spiritual growth. Christian history develops an appreciation of heritage and perspective. Christian thought challenges the student to integrate historical truth and contemporary life. Pastoral studies focuses the attention of Christ's servants on the church and the tasks of ministry. Specialized ministries prepares for particular application and areas of service. The spiritual life curriculum specifically seeks to integrate the student's academic preparation with spiritual growth and to acquaint the student with the great literature of the spiritual life.

Prayer

Prayer is a vital aspect of the Christian life that too often suffers from neglect in Western society. Yet, strong ministries, strong congregations and a strong church cannot be built without persistent, fervent prayer.

It is often the case that the formal study of the faith at seminary squeezes out private devotion to God. The seminary determines to make prayer and consistent devotional life part of the fabric of the seminary student's life experience. Private devotions are encouraged, and support is readily available to those who seek guidance. Time is often taken in class to pray. Each semester a chapel service is dedicated to prayer. A prayer chapel is available for use at any time during the day.

Worship

Worship is central to life at the seminary. In a diverse denominational community, the worship of God is our unifying faith experience. Worship helps to create a sense of community by providing times of sharing in formal worship, prayer, and in small group meetings. Worship services provide excellent opportunities both to hear and to meet great personalities in the faith.

Student Fellowship

The seminary's student body is known as the Student Fellowship. Its purpose is to encourage and support students and their families and to help meet the variety of unique needs within the seminary community. Student leadership opportunities are available within the Student Fellowship.

International Student Fellowship

The Fellowship of International Students promotes an international flavor among the student body, assists individual students in adjusting to an unfamiliar culture, and provides social opportunities.

SEMINARY MAJORS/DEGREES

COUNSELING

- Master of Arts in Counseling
- Master of Arts in Marriage and Family Therapy
- Certificate in Marriage and Family Therapy

MINISTRY

- Doctor of Ministry
- Master of Divinity
- Master of Arts, Theological Studies
- Master of Arts in Christian Education
- Certificate in Spiritual Formation and Discipleship
- Certificate for Spouses – Partners in Ministry

COUNSELING

MASTER OF ARTS IN COUNSELING

Program Objectives

The vision of the faculty in the Master of Arts in Counseling program is to foster in the student the ability to:

1. Understand persons as spiritual-psychological-physical-relational beings;
2. Think biblically and theologically in a psychologically informed way and think psychologically in a biblically and theologically informed way;

3. Develop a professional identity and be equipped for their calling, thus being ready to serve in any of a variety of settings—both church and community—with Christian integrity;
4. Acquire, refine and demonstrate appropriate master's level skills as a clinical generalist;
5. Be prepared for becoming a Licensed Professional Counselor.

Degree Requirements

The Master of Arts in Counseling program is designed for men and women who desire graduate study and preparation for a counseling ministry. This is not intended as a pastoral degree program.

Following are the requirements for the M.A. degree:

- Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 2.7 or above;
- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R), the Strong Interest Inventory (SII), and a personal interview with the counseling faculty;
- Undergo a minimum of 20 sessions of personal therapy, individual and/or group, with an approved therapist;
- Complete a minimum of 600 supervised hours in Internship setting(s), of which at least 240 hours must be client contact hours;
- Successfully complete the Graduate Clinical Project (reading fee assessed during final semester of clinical internship) in which the student articulates his/her current understanding of counseling, and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a five-year professional development plan;
- Be recommended by the seminary faculty for graduation from George Fox University.

Program Summary

Biblical/Theological/Spiritual Foundations	16
Counseling Core	36
Clinical Internship.....	8-10
Counseling Electives.....	2-4
Total Hours Required for Degree	64

Course Requirements

♦ BIBLICAL/THEOLOGICAL/SPIRITUAL FOUNDATIONS

(16 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)
- BST 502 Bible for Ministry: Interpretation and New Testament (3)
- CHT 506 Integrative Theology (3)

- One of the following:
- CHT 513 American Church History (3)
- CHT 540 Theology and Practice of Holiness (3)
- CHT 546 Contemporary Theological Trends (3)
- CHT 552 Essentials of Christian Theology (3)
- CHT 561 Theology of John Wesley (3)

Two of the following:

- SFD 510 Becoming a Self Before God (1)
- SFD 520 Prayer (1)
- SFD 530 Spiritual Life (1)

Select two electives:

- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)

♦ COUNSELING CORE

(36 hours required)

- COU 500 Introduction to Marriage and Family Therapy (3)
- COU 501 Principles and Techniques of Counseling I (3)
- COU 502 Principles and Techniques of Counseling II (3)
- COU 510 Human Growth and Development (3)
- COU 520 Personality and Counseling Theory (3)
- COU 530 Psychopathology and Appraisal (3)

- COU 540 Professional Orientation (3)
- COU 550 Group Theory and Therapy (3)
- COU 560 Social and Cultural Foundations (3)
- COU 570 Lifestyle and Career Development (3)
- COU 581 Tests and Measurements (3)
- COU 582 Research and Evaluation (3)

♦ CLINICAL INTERNSHIP

(8-10 hours required)

- COU 591 Clinical Internship^a (2)
- COU 592 Clinical Internship (4)
- COU 593 Clinical Internship (4)

♦ Counseling Electives

(2-4 hours required)

- COU ___ Counseling Elective^b (1)
- COU ___ Counseling Elective^b (1)
- COU ___ Counseling Elective^b (1)
- COU ___ Counseling Elective^b (1)

Total Hours Required for Degree 64

Notes

^a Students are expected to follow the sequence COU 592, COU 593 beginning with the fall semester of the final year. Students who begin their internship in the summer will register for COU 591 for an additional 2 hours.

^b COU Electives. If COU 591 Clinical Internship (2 hours) is taken, two elective credits are required. If COU 591 is not taken, then four COU elective hours are required. COU courses must total at least 48 hours.

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

Program Objectives

Recognizing the special training and expertise required for working effectively with couples and families, it is intended for the graduate of the Master of Arts in Marriage and Family Therapy (M.A.M.F.T.) program to:

1. Understand persons as spiritual-psychological-physical-relational beings;

2. Understand and articulate the core dynamics of marital and family systems in concert with sound biblical and theological principles;

3. Acquire, refine and demonstrate appropriate master's-level clinical skills used in working with couples, families, and other relationship systems;

4. Be aware of and be able to use the various approaches to marital and family systems therapy in a manner that is commensurate with master's-level training, while at the same time to have begun the development of one's own clinical home base and style;

5. Have begun the development of a professional identity as a marriage and family therapist;

6. Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, and cross-cultural;

7. Be prepared for becoming a Licensed Marriage and Family Therapist, a clinical member of the American Association for Marriage and Family Therapy, and the American Counseling Association's Specialization in Marriage and Family Counseling, as well as a Licensed Professional Counselor.

Degree Requirements

To meet the requirements for the M.A.M.F.T. degree, the student shall:

- Satisfactorily complete a minimum of 79 semester hours with a cumulative grade point average of 2.7 or above;

- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R), the Strong Interest Inventory (SII), and a personal interview with the counseling faculty;

- Undergo a minimum of 20 sessions of therapy from a family systems perspective with a qualified, approved marriage and family therapist;

- Complete a supervised clinical internship in Marriage and Family Therapy that meets the currently articulated criteria for such training, with at least 50 percent of the contact hours with couples and families (e.g., AAMFT — 300 direct client contact hours; ACA — 700 hours total, with 270 of those being direct client contact hours);

- Successfully complete the Graduate

Clinical Project (reading fee assessed during final semester of clinical internship), in which the student articulates his/her current understanding of marriage and family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and proposes a five-year professional development plan;

- Be recommended by the seminary faculty for graduation from George Fox University.

Program Summary

Biblical/Theological/Spiritual Foundations	16
Counseling Core	36
Marriage and Family Therapy	
Specialization	15
Clinical Internship.....	8-10
Marriage and Family Therapy	
Electives	2-4
Total Hours Required	
for Degree	79

Course Requirements

♦ BIBLICAL/THEOLOGICAL/SPIRITUAL FOUNDATIONS

(16 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)
- BST 502 Bible for Ministry: Interpretation and New Testament (3)
- CHT 506 Integrative Theology (3)

One of the following:

- CHT 513 American Church History (3)
- CHT 540 Theology and Practice of Holiness (3)
- CHT 546 Contemporary Theological Trends (3)
- CHT 552 Essentials of Christian Theology (3)
- CHT 561 Theology of John Wesley (3)

Two of the following:

- SFD 510 Becoming a Self Before God (1)
- SFD 520 Prayer (1)
- SFD 530 Spiritual Life (1)

Select two electives:

- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)

♦ COUNSELING CORE

(36 hours required)

- COU 501 Principles and Techniques of Counseling I (3)
- COU 502 Principles and Techniques of Counseling II (3)
- COU 510 Human Growth and Development (3)
- COU 520 Personality and Counseling Theory (3)
- COU 530 Psychopathology and Appraisal (3)
- COU 550 Group Theory and Therapy (3)
- COU 570 Lifestyle and Career Development (3)
- COU 581 Tests and Measurements (3)
- MFT 500 Introduction to Marriage and Family Therapy (3)
- MFT 540 Professional Orientation (3)
- MFT 560 Social and Cultural Foundations (3)
- MFT 582 Research and Evaluation (3)

♦ MARRIAGE AND FAMILY SPECIALIZATION

(15 hours required)

- MFT 514 Advanced Marriage Therapy I (3)
- MFT 524 Advanced Family Therapy I (3)
- MFT 534 Human Sexuality (3)
- MFT 554 Substance Abuse from a Systemic Perspective (3)
- MFT 574 Relationship Assessment (3)

♦ CLINICAL INTERNSHIP

(8-10 hours required)

- MFT 591 Clinical Internship^a (2)
- MFT 592 Clinical Internship (4)
- MFT 593 Clinical Internship (4)

♦ COUNSELING ELECTIVES

(2-4 hours required)

- MFT ___ Counseling Elective^b (1)
- MFT ___ Counseling Elective^b (1)
- MFT ___ Counseling Elective^b (1)
- MFT ___ Counseling Elective^b (1)

Total Hours Required	
for Degree	79

Notes:

^a Students are expected to follow the sequence MFT 592, MFT 593 beginning with the fall semester of the final year.

Students who begin their internship in the summer will register for MFT 591 for an additional 2 hours.

^b MFT Electives. If MFT 591 Clinical Internship (2 hours) is taken, two elective credits are required. If MFT 591 is not taken, then four MFT elective hours are required. COU and MFT courses must total at least 63 hours.

CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

Program Objectives

Because the vast array of persons in the helping professions are faced with the need for expertise in resourcing couples and families, the seminary's Graduate Department of Counseling provides the special training and expertise required for working effectively with couples and families.

Helping professionals — e.g., licensed professional counselors, clinical psychologists, social workers, parole officers, pastors, youth workers, nurses, physicians, school counselors, attorneys, plus marriage and family therapists — who want and need to be more effective in their service to parents, couples and families, can avail themselves of a variety of educational and training opportunities at the seminary.

A person may take an occasional continuing education offering, or one may wish to enroll in the Certificate in Marriage and Family Therapy program that includes not only essential seminars and course work but also a supervised clinical experience in marriage and family therapy in one or more community settings.

Licensed Professional Counselors and others who hold at least a master's degree in counseling or a closely related field may qualify to pursue becoming a full clinical member of the American Association for Marriage and Family Therapy and an Oregon Licensed Marriage and Family Therapist. In addition, courses are available that lead to certification with the Association for Couples in Marriage Enrichment and Interpersonal Communication Programs, Inc.

Certificate Requirements

Each certificate applicant will be assessed and a plan of training developed according to his/her specific needs. Post-baccalaureate work completed with a grade of "B" or higher from an accredited school may be considered for transfer credit. Transfer credit will be limited to 12 semester hours and is subject to approval of the Graduate Department of Counseling. Applicants will be required to address any academic deficiencies they have. Further, certificate students will go through a personal candidacy interview and undergo a minimum of 20 hours of therapy with a qualified, approved marriage and family therapist.

Program Summary

Course Work.....	30
Clinical Internship.....	8
Total Hours Required for Certificate	38

Course Requirements

♦ COURSE WORK

(30 hours required)

- CHT 506 Integrative Theology (3)
- COU 530 Psychopathology and Appraisal (3)
- MFT 500 Introduction to Marriage and Family Therapy (3)

- MFT 514 Advanced Marriage Therapy I (3)
- MFT 524 Advanced Family Therapy I (3)
- MFT 534 Human Sexuality (3)
- MFT 540 Professional Orientation (3)
- MFT 554 Substance Abuse from a Systemic Perspective (3)
- MFT 560 Social and Cultural Foundations (3)
- MFT 574 Relationship Assessment (3)

♦ CLINICAL INTERNSHIP^a

(8 hours required)

- MFT 592 Clinical Internship (4)
- MFT 593 Clinical Internship (4)

Note:

^a Students are expected to follow the sequence MFT 592, MFT 593 beginning with the fall semester of the final year. Students who begin their internship in the summer will register for MFT 591 for an additional 2 hours.

MINISTRY

DOCTOR OF MINISTRY IN LEADERSHIP AND SPIRITUAL FORMATION

Program Objectives

The Doctor of Ministry (D.Min.) is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through advanced training, reflection and study.

The D.Min. in Leadership and Spiritual Formation is designed to engage ministry professionals in the integration of their experience with new knowledge, research and reflection. The primary goals of the degree are to give students:

- a better understanding of their spirituality and how to implement a program for ongoing spiritual growth and personal and professional renewal,

- a better understanding of the fundamental principles and dynamics of leadership and what leadership style best suits their gifts and personality,
- increased competence in utilizing the tools from theology, philosophy, and the social sciences to develop and implement effective ministry strategies,
- increased competence in the application of current thinking and resources to congregational leadership, preaching and worship, spiritual direction, and pastoral care,
- increased competence in church management skills, strategic planning, leadership development, recruitment, financial management and executive leadership, and
- increased competence in identifying problem areas in a given ministry and devising and implementing a specific course of action by which to effectively address those areas.

Degree Requirements

What distinguishes the D.Min. from academic doctorates such as the Ph.D., Th.D., and S.T.D. is that its primary focus is on the practice of ministry. The D.Min. is also distinctive from other professional degrees such as the Ed.D. and the Psy.D. in that it builds on the three-year Master of Divinity (M.Div.) and at least three years of post-M.Div. ministry experience.

One who wishes to be admitted to the D.Min. program must:

- possess an ATS-accredited M.Div. degree with a minimum grade point average of 3.0 as verified by the submission of an official transcript, or meet the seminary's M.Div. equivalency requirements.
- document full-time participation in ministry for at least three years after the completion of the M.Div. degree, including a written endorsement of support of the applicant's admission to the D.Min. program from his or her church or parachurch organization.
- submit a written statement of his or her ministerial goals, personal history, leadership experience and recent reading.
- submit three letters of reference.

- complete an interview by the D.Min. committee.
- if English is a second language for the applicant, he or she must also demonstrate proficiency in the English language through a score of at least 550 on the Test of English as a Foreign Language (TOEFL).

Equivalency Procedures

An applicant who holds a master's degree but does not hold the M.Div. degree from an ATS-accredited seminary may qualify for admission to the D.Min. program by meeting the requirements for M.Div. equivalency. The 96-semester-hour M.Div. program at the seminary, as outlined below, shall serve as a guide for assessing equivalency:

	<i>Semester Hours</i>
Biblical Studies.....	24
Christian History & Thought.....	18
Pastoral Studies	30
Spiritual Formation & Discipleship	7
Major requirements or electives.....	17

The applicant shall submit official transcripts of all graduate work. The D.Min. program director shall review the transcripts to assess their correspondence to the M.Div. at the seminary and then make recommendations concerning the applicant's equivalency status to the D.Min. committee, which shall have final authority on admissions.

Applicants needing extra graduate-level course work to attain equivalency status, according to the decision of the D.Min. program director and the D.Min. committee, may be admitted to the program with the stipulation that the appropriate course-work be completed before enrollment in Module Three of the program. This course work must be taken from an ATS-accredited seminary. Course grades must average a minimum of 3.0.

Transfer of Credit

Due to the nature of the program, there is no transfer of credit for the D.Min. degree from other graduate programs or any other seminary, college or university.

Time Limitation

A maximum of 16 semester hours of course work may be completed during one calendar year, requiring a minimum of two years for the completion of the course work. The written D.Min. project may be completed in the third year. The maximum time allowed for completion of the D.Min. program is six years from the time of enrollment. Extensions beyond this deadline may be granted at the discretion of the D.Min. committee in response to requests received prior to the conclusion of the sixth year, citing extenuating circumstances and specifying an expected date of completion.

Leave of Absence

Because of the cohort model used for this D.Min. program, students are expected to maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition the D.Min. committee for a leave of absence of not more than two years. Students who discontinue enrollment without an official leave of absence may be required to apply for readmission.

Program Summary

The Doctor of Ministry degree is offered in a mutually engaging educational environment of peers and scholars whose motivation is service to God, whose primary attachment is their relationship to Jesus Christ, and whose strength and direction comes from the Holy Spirit.

Learning Environment

The program will use the cohort model, ideally with 15 to 25 students per group. This model facilitates peer learning and evaluation. It also maximizes the potential for support and for the integration of new knowledge and skills with differing professional experiences.

Each cohort group will divide into peer groups of four to five students. These peer groups will meet several times during the instructional period, and will connect online or in person between instructional sessions. The student peer groups will continue as project support groups during the third year.

Orientation

All applicants accepted into the D.Min. program will receive orientation to the program from the director and the D.Min. faculty. Orientation will be provided through three main avenues: correspondence (including e-mail), in-person advising, and course work.

First, after admission to the D.Min. program, each applicant will receive a letter of acceptance from the director. The applicant will also receive a student manual containing orientation materials and syllabi for the courses in Module One.

Second, formal orientation to the purpose of the program, its objectives, and its processes will be given during Module One. Orientation to research and study tools and to the processes of developing and writing a D.Min. project will be given in four consecutive research courses:

Introduction to Research and Resources (Module One); Developing a Topic for Research (Module Two); Designing a Research Project (Module Three); and Writing the Project (Module Four).

Course Schedule

Each cohort group will meet in modules twice a year, once in January and once in June for two years. Each of the four modules is worth eight semester hours. Each module runs for 11 days from Tuesday through the following Friday. The third year is used for the completion of the doctoral project.

Instructional Format

The instructional format of the program shall be based upon several key factors. These factors are:

- **Course reading.** A list of reading assignments will be distributed to students prior to each module for the courses in that module. A portion of this reading must be completed before the module's class sessions begin. A two-unit course requires 1,500 pages of reading, and a three-unit course requires 1,800-2,000 pages of reading.
- **Spiritual retreats.** A guided retreat experience for reflection and spiritual formation will take place on the Sunday of each module.
- **Computer usage.** To train students in the use of computers and electronic resources for ministry; some pre- or post-class assignments will be done individually and collaboratively. Assignments will require Internet access, experience with various software programs, and other computerized activities. Computer usage will also provide opportunities for students

to interact with faculty and advisors. (See Online Component below.)

- **Course assignments.** A special post-classroom assignment will be required for each course, such as an analysis of a case study, an application of information or skill to the student's setting, or a reflection paper.

Online Component

An important distinctive of George Fox University's D.Min. degree will be its use of the electronic environment to facilitate some of the program objectives. In a fashion typical to most D.Min. programs, students will complete much of their course and program objectives in the time leading up to and following from the on-site time. The seminary's intention is to enhance the value of these "ramp-up" and "ramp-down" times by the effective use of Web-based teaching/learning scenarios.

The online component is designed to:

- prepare students more deeply for their on-campus time
- help students after their on-campus time to inculcate and apply what they have learned
- enhance communication and collegiality among students and faculty
- give students crucial skills in information literacy and technological competence — especially in terms of research.

Candidacy

After completion of the first two modules (16 semester hours) of the program, students are ready to begin the candidacy process. To qualify as a doctoral candidate, each student must:

- maintain a minimum grade point average of 3.0 for Modules One and Two.
- show evidence of having received regular spiritual direction.
- complete the selection of a project mentor approved by the D.Min. director.
- submit a project topic and gain approval from the D.Min. committee.
- submit an Application for Candidacy form to the D.Min. director.

When these steps have been completed, usually after Module Three, the D.Min. program director will choose a faculty member to join him or her in conducting a candidacy interview with the student, to evaluate the student's ministry experience and progress in the program. The director and the faculty member will then present a report and recommendation to the D.Min. committee for consideration of the student's qualifications for candidacy. Students advanced to candidacy will continue in the program. Students not advanced to candidacy will be given specific guidelines for reapplication.

Written Project

To complete the D.Min. program, a written D.Min. project is required. This project involves research and writing at both the theoretical and practical levels and serves to evaluate the student's competency in a specialized area of ministry related to his or her personal experience and interest.

In the research orientation courses and through the support of a faculty mentor, each student will receive guidance in choosing a research topic and preparing a proposal for the written D.Min. project. As a prerequisite to candidacy, the student's proposal for the project will be submitted to the D.Min. committee for approval.

When the written D.Min. project has been completed, the candidate will submit the project to two readers: the faculty mentor and another reader selected by the D.Min. committee at the time when the project proposal is approved. This reader will be chosen according to his or her expertise in the area(s) explored by the project. As part of the evaluation, the candidate must give an oral defense of the project before the readers.

MASTER OF DIVINITY

Program Objectives

The vision of the faculty in the Master of Divinity program is to foster in the student the ability to:

Understand God More Truly

1. The student will be able to interact with Christian Scripture, history and thought about God, interpret the truths critically, and express them faithfully;
2. The student will be able to experience an ever-deepening sense of the reality of Christ through the spiritual disciplines;

Understand Self and Others More Truly

3. The student will be able to relate to humankind, one's self and others as created in God's image and called into caring, redeeming communities;
4. The student will be able to engage in the just transformation of societies through personal and social holiness motivated by love;

Lead as Christ Leads More Truly

5. The student will be able to lead the church under the lordship of Jesus Christ in its mission and ministries;
6. The student will be able to identify the gifts of persons within a local body of Christ and equip them for leadership in their various ministries.

Degree Requirements

The curriculum leading to the Master of Divinity degree is designed for men and women preparing to be Christian ministers, missionaries, chaplains, evangelists, or to enter some other form of Christian service. The M.Div. course is designed to enable the student to prepare for ordination (recording). However, each student looking forward to ordination in a particular denomination must secure recommendation from, and follow procedures already established in, that church for such recognition. The seminary assumes no responsibility of this nature.

Following are the requirements for the M.Div. degree:

- Satisfactorily complete 96 semester hours of work with a cumulative grade point average of 3.0 or above.
- Be accepted by the faculty for degree candidacy.
- Be recommended by the WES faculty for graduation from George Fox University.

Program Features

1. Ministry Oriented

The student will be involved in ministry throughout the program, either as a volunteer or paid staff member under professional supervision. Participation in mentored ministry occurs all three years beginning in the student's second semester.

2. Mentor Enhanced

Each student will have a minimum of five skill-mentoring experiences plus the opportunity for a mentored internship or Clinical Pastoral Education (CPE) experience. The internship and/or CPE will be determined based on the determinations of the denomination, the student and the ministry faculty.

3. Denominationally Supported

Denominations also will have the opportunity to conduct specially designed courses for their students during the middle and senior year. This is to assist the denomination in training their own students in doctrine, polity and history within their specific heritage.

4. Church Centered

Since the seminary exists to support the church, courses across the academic disciplines include current ministry illustrations and case studies as well as guest lectures from practitioners.

5. Leadership Focused

Leadership is essential in the church ministry. Several specific leadership courses are offered with all other courses, providing leadership insights, experiences and equipping.

6. Practical Curriculum

All Master of Divinity courses combine theory and practice for optimum learning and skill development in ministry.

7. Individualized Program

Within prescribed limits, the curriculum will be tailored to meet the goals and needs of the individual student. This will be based upon: 1) personal interviews, testing and references; 2) evaluation of prior experience, schooling, giftedness, desires, etc.; 3) present employment or involvement in ministry; and 4) future goals or interests in ministry. Deficiencies can thus be addressed, duplication of prior academic work avoided, and desired outcomes achieved.

8. Concentrated Studies

Students will be able to concentrate (major) in an area of ministry such as chaplaincy, marriage and family counseling, Christian education, spiritual formation or pastoral studies, biblical studies or Christian history and thought, or urban ministries.

9. Mission Orientation

The student will gain knowledge and application in diverse cultural and ministry contexts as emphasis is placed on recognizing that the U.S. is a mission culture and students must be trained as mission pastors.

Biblical Studies Component

Bible I Track. The Bible I track is for all first-year Graduate Department of Ministry students. It is made up of three courses—BST 501 Bible for Ministry: Interpretation and Old Testament, BST 502 Bible for Ministry: Interpretation and New Testament, and BST 503 Bible for Ministry: Intermediate Hermeneutics.

These courses are three credits each. The purpose of the Bible I track is to provide students an introduction to Bible study method and to the content and message of the Bible. These courses are considered foundational for all further course work.

Bible II Track. The Bible II track is for all students taking the M.Div. degree in the Graduate Department of Ministry. Like the Bible I track, this track lasts a full year and is made up of two classes—BST 541 The Bible and History and BST 542 Biblical Theology. These courses are three credits each. The purpose of the Bible II track is to acquaint students with advanced issues in biblical studies. Topics include Old Testament and New Testament history and archaeology, the Old Testament and the Ancient Near East, developments in the so-called “intertestamental” period (better referred to as the Second Temple period), social dimensions of biblical texts, the use of the Old Testament in the New Testament, theological concepts central to the Christian Bible, and current issues in exegesis and hermeneutics. Though this list may suggest a “topical” approach to the Bible, the launch point for all discussions is the study of specific biblical texts. The Bible II track will be clearly Bible-based.

Bible III Track. The Bible III track rounds out the Bible sequence for M.Div. students with a concentration in biblical studies. This track is composed of four advanced-study courses in Old Testament and New Testament:

- BST 550 The Old Testament and the Ancient Near East
- BST 551 The Old Testament, Early Judaism and Christianity
- BST 560 Jesus and the Gospels
- BST 561 Paul and His Letters

Scheduling limitations require these courses be interspersed throughout the program. Students completing the M.Div. in three years should ensure these courses are taken according to the “best route” as indicated in the respective program outlines. Students taking these programs over a longer time period may consider taking the Bible III track after, or near the end, of the Bible I and Bible II tracks.

Language Requirement. The M.Div. student is introduced to the biblical languages through BST 511 Introducing Biblical Hebrew and BST 521 Introducing New Testament Greek. The student will elect to focus further study on at least one of the two languages by taking either BST 512 Interpreting the Hebrew Testament or BST 522 Interpreting the Greek Testament. The student who chooses to focus on Hebrew will take the Hebrew sequence in the first year and the introductory Greek course in the fall of the second year. Likewise, the student who chooses to focus on Greek will take the Greek sequence the first year and the introductory Hebrew course in the fall of the second year. The student may elect to complete both sequences to gain proficiency in the study of both testaments.

Pastoral Studies Component

Pastoral studies courses will include a skill mentoring emphasis. While Clinical Pastoral Education (PST 565) is not required, it is recommended that students confer with their denomination and academic advisor about using some elective hours for this course. A mentored pastoral internship (PST 575) is required of every M.Div. student.

Program Summary

Biblical Studies.....	24
Christian History and Thought	18
Spiritual Formation and Discipleship	7
Pastoral Studies.....	30
Major Requirements or Electives.....	17
Total Hours Required for Degree.....	96

Course Requirements

♦ **BIBLICAL STUDIES**

(24 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)
- BST 502 Bible for Ministry: Interpretation and New Testament (3)

- BST 503 Bible for Ministry: Intermediate Hermeneutics (3)
- BST 511 Introducing Biblical Hebrew (3)
- BST 521 Introducing New Testament Greek (3)
- One of the following two:
 BST 512 Interpreting the Hebrew Testament (3)
 or BST 522 Interpreting the Greek Testament (3)
- BST 541 The Bible and History (3)
- BST 542 Biblical Theology (3)

♦ **CHRISTIAN HISTORY AND THOUGHT**

(18 hours required)

- CHT 511 Christian History and Thought I: The Early Church to the Sixteenth Century (3)
- CHT 512 Christian History and Thought II: The Reformation and Its Ramifications (3)
- CHT 513 American Church History (3)
- CHT 540 Theology and Practice of Holiness (3)
- CHT 546 Contemporary Theological Trends (3)

- One of the following two:
 CHT 550 Christian Ethics (3)
 or CHT 552 Essentials of Christian Theology (3)

♦ **SPIRITUAL FORMATION AND DISCIPLESHIP**

(7 hours required)

- SFD 510 Becoming a Self Before God (1)
- A minimum of one of the following two:
 SFD 520 Prayer (1)
 or SFD 530 Spiritual Life (1)
- SFD 570 Spiritual Direction Experience (1)
- SFD 591 Spiritual Leadership (1)
- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)

♦ **PASTORAL STUDIES**

(30 hours required)

- CED 501 Basic Principles of Christian Education (3)
- PST 501 Pastoral Counseling (3)
- PST 506 Pastoral Ministry (3)
- PST 510 Essentials of Preaching (3)
- PST 540 Understanding Leadership and Congregations (3)
- PST 553 Contextualized Urban Ministry (required internship component) (3)
- or PST 554 Global Mission of the Church (required internship component) (3)
- PST 564 Theology and Practice of Worship (3)
- PST 565 Optional: Clinical Pastoral Education (3-6)
- PST 575 Pastoral Internship (3)
- PST 580 Evangelism and Discipleship (3)
- PST 584 Church Administration (3)

♦ **MAJOR REQUIREMENTS OR ELECTIVES**

(17 hours required)

- ___ ___ Elective
- ___ ___ Elective
- ___ ___ Elective
- ___ ___ Elective
- ___ ___ Elective
- ___ ___ Elective

Total Hours Required for Degree96

CONCENTRATION IN URBAN MINISTRIES

(17 hours required)

A concentration in urban ministries in the M.Div. curriculum is available in cooperation with four graduate seminaries and graduate college programs in the Portland area. The University's seminary participates in a consortium entitled Contextualized Urban Ministry Education/Northwest (CUME/NW), which sponsors an innovative program of graduate studies in urban ministry.

Partner institutions collaborate by sharing courses, faculty, and library resources to enhance student opportunity to pursue a variety of degree options with concentrations in urban ministry studies. WES students may enroll in these courses as a part of their regular registration process. Courses are held in one of several urban locations and are taught by faculty of the respective member schools. The program involves a core of 17 units in urban ministries, along with the other M.Div. requirements. A supervised internship in an urban setting and a project are required. Information on specific courses available each term is available on the CUME/NW Web site at <www.cumenw.org>. Program information is available in the Graduate Department of Ministry Office.

Credit for Military Chaplaincy School

For M.Div. students pursuing military chaplaincy and who take the Military Chaplaincy School, credit will be granted for PST 501 Pastoral Care and Counseling (3 semester hours), either PST 553 Contextualized Urban Ministry (3 semester hours) or PST 554 Global Mission of the Church (3 semester hours), and PST 575 Pastoral Internship (2 semester hours) — 8 semester hours in all.

MASTER OF ARTS, THEOLOGICAL STUDIES

Program Objectives

The vision of the faculty in the Master of Arts, Theological Studies program is to provide a forum where the student will:

1. Gain knowledge appropriate to the field of specialization;
2. Grow in the ability to analyze pertinent texts and materials;
3. Develop the capacity to think critically;
4. Learn research and communication skills;
5. Prepare for future degree work.

Requirements

The Master of Arts, Theological Studies program is designed for men and women who desire graduate study in the field of theological studies with an emphasis in either biblical studies or Christian history and thought. This is not intended as a pastoral degree program.

Following are the requirements for the M.A.T.S. degree:

- Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 3.0 or above.
- Meet all requirements for degree candidacy. In all cases, it will include a personal interview with the Theological Studies faculty.

- Be recommended by the WES faculty for graduation from George Fox University.

Biblical Studies Component

The biblical studies component for the M.A.T.S. has been forged into two, year-long tracks called Bible I and Bible II in addition to four further courses which are termed Bible III.

Bible I Track. The Bible I track is for all first-year Graduate Department of Ministry students. It is made up of three courses — BST 501 Bible for Ministry: Interpretation and Old Testament, BST 502 Bible for Ministry: Interpretation and New Testament, and BST 503 Bible for Ministry: Intermediate Hermeneutics. These courses are three credits each. The purpose of the Bible I track is to provide students an introduction to Bible study method and to the content and message of the Bible. These courses are considered foundational for all further course work.

Bible II Track. The Bible II track is for the student taking the M.A.T.S. Biblical Studies degree in the Graduate Department of Ministry. This track lasts a full year and is made up of two classes—BST 541 The Bible and History and BST 542 Biblical Theology. These courses are three credits each. The purpose of the Bible II track is to acquaint students with advanced issues in biblical studies. Topics include Old Testament and New Testament history and archaeology, the Old Testament and the Ancient Near East, developments in the so-called “inter-testamental” period (better referred to as the Second Temple period), social dimensions of biblical texts, the use of the Old Testament in the New Testament, theological concepts central to the Christian Bible, and current issues in exegesis and hermeneutics. Though this list may suggest a “topical” approach to the Bible, the launch point for all discussions is the study of specific biblical texts. The Bible II track will be clearly Bible-based.

Bible III Track. The Bible III track rounds out the Bible sequence for M.A.T.S. students with a concentration in biblical studies. This track is composed of four advanced-study courses in Old Testament and New Testament:

- BST 550 The Old Testament and the Ancient Near East

- BST 551 The Old Testament, Early Judaism and Christianity
- BST 560 Jesus and the Gospels
- BST 561 Paul and His Letters

Scheduling limitations require these courses be interspersed throughout the program. Students completing the M.A.T.S. in two years should ensure these courses are taken according to the “best route” as indicated in the respective program outlines. Students taking these programs over a longer time period may consider taking the Bible III track after, or near the end, of the Bible I and Bible II tracks.

Language Requirement. The M.A.T.S. Biblical Studies student is introduced to the biblical languages through BST 511 Introducing Biblical Hebrew and BST 521 Introducing New Testament Greek. The student will elect to focus further study on at least one of the two languages by taking either BST 512 Interpreting the Hebrew Testament or BST 522 Interpreting the Greek Testament. The student who chooses to focus on Hebrew will take the Hebrew sequence in the first year and the introductory Greek course in the fall of the second year. Likewise, the student who chooses to focus on Greek will take the Greek sequence the first year and the introductory Hebrew course in the fall of the second year. The student may elect to complete both sequences to gain proficiency in the study of both testaments.

Program Summary — Biblical Studies Emphasis

Biblical Studies Core.....	48
Christian History and Thought	9
Spiritual Formation and Discipleship	4
Elective	3
Total Hours Required for Degree.....	64

Course Requirements — Biblical Studies Emphasis

♦ BIBLICAL STUDIES CORE (48 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)

- BST 502 Bible for Ministry: Interpretation and New Testament (3)
- BST 503 Bible for Ministry: Intermediate Hermeneutics (3)
- BST 511 Introducing Biblical Hebrew (3)
- BST 521 Introducing New Testament Greek (3)

One of the following two courses:
 BST 512 Interpreting the Hebrew Testament (3)
 or BST 522 Interpreting the Greek Testament (3)

- BST 541 The Bible and History (3)
- BST 542 Biblical Theology (3)
- BST 550 The Old Testament and the Ancient Near East* (3)
- BST 551 The Old Testament, Early Judaism and Christianity* (3)
- BST 560 Jesus and the Gospels* (3)
- BST 561 Paul and His Letters* (3)
- BST 56_ New Testament Elective (3)
- BST 590 Research/Thesis in Biblical Studies (6)
- BST ___ Biblical Studies Elective^b (3)

♦ CHRISTIAN HISTORY AND THOUGHT

(9 hours required)

- CHT 511 Christian History and Thought I: The Early Church to the Sixteenth Century (3)
- CHT 512 Christian History and Thought II: The Reformation and Its Ramifications (3)

CHT 540 Theology and Practice of Holiness (3)

♦ **SPIRITUAL FORMATION AND DISCIPLESHIP**

(4 hours required)

SFD 510 Becoming a Self Before God (1)

SFD ___ Spiritual Formation Elective (1)

SFD ___ Spiritual Formation Elective (1)

SFD ___ Spiritual Formation Elective (1)

♦ **ELECTIVE:**

(3 hours required)

___ Elective (3)

Total Hours Required for Degree..... 64

Notes:

^a BST 550, 551, 560 and 561 are offered alternating years.

^b BST 512 or BST 522 may be taken to satisfy this elective and provide the student with complete Hebrew and Greek language tracks.

Program Summary —Christian History and Thought Emphasis

Biblical Studies.....	12
Christian History and Thought Core.....	33-36
Spiritual Formation and Discipleship	4
Pastoral Studies	9
Electives	3-6

Total Hours Needed for Graduation..... 64

Course Requirements — Christian History and Thought Emphasis

♦ **BIBLICAL STUDIES**

(12 hours required)

BST 501 Bible for Ministry: Interpretation and Old Testament (3)

BST 502 Bible for Ministry: Interpretation and New Testament (3)

One of the following tracks:

BST 511 Introducing Biblical Hebrew (3)

and BST 512 Interpreting the Hebrew Testament (3)

or BST 521 Introducing New Testament Greek (3)

and BST 522 Interpreting the Greek Testament (3)

♦ **CHRISTIAN HISTORY AND THOUGHT CORE**

(33-36 hours required)

CHT 511 Christian History and Thought I: The Early Church to the Sixteenth Century (3)

CHT 512 Christian History and Thought II: The Reformation and Its Ramifications (3)

CHT 513 American Church History (3)

CHT 530 Women in Ministry (3)

CHT 540 Theology and Practice of Holiness (3)

CHT 546 Contemporary Theological Trends (3)

CHT 550 Christian Ethics (3)

CHT 552 Essentials of Christian Theology (3)

CHT 560 History of the Holiness Movement (3)

CHT 561 Theology of John Wesley (3)

CHT 562 History of Spirituality and Renewal (3)

CHT 590 Research/Thesis in Christian History and Thought* (3-6)

♦ **SPIRITUAL FORMATION AND DISCIPLESHIP**

(4 hours required)

SFD 510 Becoming a Self Before God (1)

A minimum of one of the following:

SFD 520 Prayer (1)

SFD 530 Spiritual Life (1)

Select two electives:

SFD ___ Spiritual Formation Elective (1)

SFD ___ Spiritual Formation Elective (1)

♦ **PASTORAL STUDIES**

(9 hours required)

CED 501 Basic Principles of Christian Education (3)

CED 541 Christian Education and Formation of Adults (3)

One of the following:

PST 550 World Religions (3)

PST 553 Contextualized Urban Ministries (3)

ELECTIVES^a

(3-6 hours required)

___ Elective (3-6)

Total Hours Required for Degree..... 64

Note:

^a If CHT 590 is taken for three credits, six hours of electives are required.

If CHT 590 is taken for six credits, three hours of electives are required.

MASTER OF ARTS IN CHRISTIAN EDUCATION

Program Objectives

A Master of Arts in Christian Education is a professional degree that prepares the student for a vocation of leadership in educational and discipleship ministries within church or parachurch settings.

The Master of Arts in Christian Education program is designed to foster the student's ability to give professional and spiritual leadership to educational tasks in both a local church and para-church ministry. The curriculum is designed so that, having received the degree of Master of Arts in Christian Education, the graduate will be prepared to lead and facilitate ministries that effectively seek to present every person complete in Jesus Christ.

The student will be equipped to:

- Administer and evaluate existing programs and initiate new programs.
- Effectively recruit, disciple and train laity for the work of the ministry, carry out educational ministry with both professional and theological competence, and in most cases, qualify for ecclesiastical certification and endorsement. (See Degree Requirements.)

- Demonstrate respect for the worth of all persons that is based on biblical truth and an understanding of the created gifts of personality, learning style and spiritual giftedness. The student will be equipped to facilitate educational support for all people within the community served.

Degree Requirements

The curriculum is designed to equip men and women for occupations in educational and various other related ministries. A student looking forward to denominational — or a particular organization’s — certification must secure recommendation from the desired institution as well as expected procedures and competencies required for the desired certification or recognition. The seminary assumes no responsibility of this nature.

The M.A. in Christian Education degree does not substitute for a Master of Divinity degree or a pastoral degree. Following are the requirements for the M.A. in Christian Education degree:

1. Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 3.0 or above.
2. Meet all requirements for degree candidacy. In all cases, candidacy will include a personal interview, the submission of written work, and evaluation by the Graduate Department of Ministry Faculty.
3. Recommendation by the seminary faculty for graduation from George Fox University.

Program Summary

Biblical/Theological Foundations.....	18
Spiritual Formation and Discipleship	4
Pastoral Studies	9
Christian Education Core	20
Christian Education Internship.....	5
Electives	8
 Total Hours Required for Degree.....	 64

Course Requirements

♦ BIBLICAL/THEOLOGICAL FOUNDATIONS

(18 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)
- BST 502 Bible for Ministry: Interpretation and New Testament (3)
- CHT 511 Christian History and Thought I: The Early Church to the Sixteenth Century (3)
- CHT 512 Christian History and Thought II: The Reformation and Its Ramifications (3)
- CHT 513 American Church History (3)
- CHT 540 Theology and Practice of Holiness (3)

♦ SPIRITUAL FORMATION AND DISCIPLESHIP

(4 hours required)

- SFD 510 Becoming a Self Before God (1)
- SFD 591 Spiritual Leadership (1)
- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)

♦ PASTORAL STUDIES

(9 hours required)

- PST 501 Pastoral Counseling (3)
- PST ___ Elective (3)
- PST ___ Elective (3)

♦ CHRISTIAN EDUCATION CORE

(20 hours required)

- CED 501 Basic Principles of Christian Education (3)
- CED 502 Age-Level Ministries in Christian Education (3)
- CED 503 The Church and Its Curriculum (3)
- CED 521 The Ministry of Christian Education (1)
- CED 522 The Ministry of Christian Education (1)
- CED 540 History and Philosophy of Christian Education (3)
- CED 541 Christian Education and Formation of Adults (3)
- CED 542 Principles of Teaching (3)

♦ CHRISTIAN EDUCATION INTERNSHIP:

(5 hours required)

- CED 575 Internship in Christian Education (5)

ELECTIVE:^a

(8 hours required)

- ___ ___ Elective (3)
- ___ ___ Elective (3)
- ___ ___ Elective (2)

Total Hours Required for Degree..... 64

Note:

^a Elective courses are selected by the student and advisor to strengthen his/her program. Elective hours will vary depending on course availability and the interests of the student.

CERTIFICATE IN SPIRITUAL FORMATION AND DISCIPLESHIP

Program Objectives

The vision of the faculty for the Spiritual Formation and Discipleship Certificate program is to provide for the intentional spiritual formation of students in an academic setting and to train discerning and gifted persons as spiritual guides in the Christian tradition. The program will foster in the student:

1. The maturation of God's fullness within the individual;
2. The habits of authentic disciplines for living in Christ's presence;
3. The life of power in the Spirit and in communion with all God's people;
4. The biblical, theological, psychological and historical foundations of spirituality;
5. The development of skills for individual spiritual direction and group spiritual formation.

Certificate Requirements

A specialization in spiritual formation and discipleship is designed for women and men who desire preparation in the classical Christian art of spiritually guiding others. Such persons can be gifted laypeople, ordained clergy, Christian educators, or trained counselors. The specialization trains called individuals in a variety of contexts to offer spiritual guidance and discipleship.

Requirements for M.A. & M.Div. Degree Students:

Following are the requirements for a certificate in spiritual formation and discipleship for current degree students:

- M.Div. students must satisfactorily complete 15 credit hours from their non-designated course credits toward the certificate course requirements.

- M.A. students must satisfactorily complete 15 credit hours beyond the required M.A. curriculum toward the certificate course requirements.

- Have an in-depth interview with selected students and faculty after one year in the program and be recommended for certification.

Requirements for Non-Degree or Post-Seminary Degree Students:

Following are the requirements for a certificate in spiritual formation and discipleship for non-degree students or for students who have completed a seminary degree and are returning for further training:

- Non-degree students must satisfactorily complete 30 credit hours in the certificate program.
- Post-seminary degree students must satisfactorily complete a minimum of 15 credit hours in the certificate program.
- Have an in-depth interview with selected students and faculty after one year in the program and be recommended for certification.

Program Summary

Biblical/Theological/Psychological Foundations	18
Spiritual Formation Core	7
Spiritual Formation Electives	5
Total Hours Required	
for Certificate	30

Course Requirements

♦ FOUNDATIONS CORE

(18 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)
- BST 502 Bible for Ministry: Interpretation and New Testament (3)
- Either* CHT 546 Contemporary Theological Trends (3)
or CHT 506 Integrative Theology (3)
- CHT 562 History of Spirituality and Renewal (3)

- COU 510 Human Growth and Development (3)
- MFT 560 Social and Cultural Foundations (3)

♦ SPIRITUAL FORMATION CORE

(8 hours required)

- SFD 510 Becoming a Self Before God (1)
- SFD 520 Prayer (1)
- SFD 530 Spiritual Life (1)
- SFD 570 Spiritual Direction Experience (1)
- SFD 571 The Art of Spiritual Direction (1)
- SFD 572 Spiritual Direction Practicum (1)
- SFD 580 Group Spiritual Formation (1)
- SFD 591 Spiritual Leadership (1)

♦ SPIRITUAL FORMATION ELECTIVES

(4 hours required)

- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)
- SFD ___ Spiritual Formation Elective (1)

CERTIFICATE FOR SPOUSES-PARTNERS IN MINISTRY

Program Objectives

1. To equip the spouse to be an effective partner in ministry;
2. To assist the spouse in his/her own self development; and
3. To acquaint the spouse with the expectations and stresses of ministry.

Eligibility

The spouse of any degree-seeking student may participate. A bachelor's degree is not required. Courses are subject to a space-available basis. Scholarships are available to participants, but limited to the courses that make up the program.

Program Requirements

Courses are taken for credit and limited to one course per semester. Satisfactory completion of all courses is required for the certificate.

Course Requirements

(14 hours required)

One of the following:

BST 501 Bible for Ministry: Interpretation and Old Testament (3)

or BST 502 Bible for Ministry: Interpretation and New Testament (3)

CHT ___ Christian History and Thought Elective (3)

PST 591 Seminar in Marriage and Family Counseling (1)

SFD 510 Becoming a Self Before God (1)

___ Elective (3)

___ Elective (3)

Total Hours Required

for Certificate 14

COURSE DESCRIPTIONS

Biblical Studies

BST 501 Bible for Ministry: Interpretation and Old Testament

3 hours. A basic introduction to method in Bible study and the principles of Bible interpretation. Includes weekly studies and exercises based on selected texts from the Old Testament. This class gives students an introduction to the content and message of various books and sections of the Old Testament. Technical matters of Old Testament introduction are touched on.

BST 502 Bible for Ministry: Interpretation and New Testament

3 hours. An introduction to the New Testament and to the principles of biblical interpretation using New Testament texts. The course covers the critical, historical and literary issues in New Testament studies, as well as the emphasizing content of its 27 writings. Increased skill in using the New Testament in ministry is a primary objective.

BST 503 Bible for Ministry: Intermediate Hermeneutics

3 hours. This course provides a bridge between the Bible I track and the Bible II track by advancing the discussion about the inductive method of exegesis. Specifically, the topics of structure analysis, the contribution of the social sciences to the study of history, and tools for the analysis of the theology of texts are introduced. It also provides a bridge between the Bible I track and the Biblical Languages track by integrating original language tools and skills into the exegetical and hermeneutical process, especially through the use of advanced Bible research software. Prerequisites: BST 501 and 502, and either the Greek Sequence (BST 521 and 522) or the Hebrew Sequence (BST 511 and 512).

BST 505 Biblical Book Study in English

1 to 3 hours. Study of biblical books at WES is textual. Some offerings are based on the English text and are an application of inductive principles learned in the foundation courses, BST 501 and 502.

BST 511 Introducing Biblical Hebrew

3 hours. The first course in the Hebrew language sequence, this course begins with the study of the Hebrew alphabet and vowel points and moves on to study the structure of the Hebrew noun and verb systems and syntactical features. Hebrew language and exegetical tools in both hard-copy and electronic formats are introduced.

BST 512 Interpreting the Hebrew Testament

3 hours. The second course in the Hebrew language sequence, this class completes a basic study of Hebrew morphology, syntax and vocabulary. Students gain facility in reading basic and advanced narrative and elementary poetry. Exegesis in the original language is explored. Students also are introduced to advanced original-language computer tools for Bible research and their use. Prerequisite: BST 511 Introducing Biblical Hebrew.

BST 515 Old Testament Book Study in Hebrew

1 to 3 hours. Study of biblical books at WES is textual. Hebrew text book studies apply principles of hermeneutics and exegesis to original Hebrew texts. The prerequisite for Hebrew text book studies is BST 512 Interpreting the Hebrew Testament.

BST 521 Introducing New Testament Greek

3 hours. The introduction to New Testament Greek in which the student is exposed to the basic principles of New Testament Greek grammar, syntax and exegesis, to the Greek text of the New Testament, and to the major tools used in its study. While the basics of Greek have to be the center of focus in this introductory course, attention also is given to the Greek text of the New Testament.

BST 522 Interpreting the Greek Testament

3 hours. This continuation of BST 521 adds to the student's knowledge and understanding of New Testament Greek through further exposure to the Greek text of the New Testament. While it pays close attention to matters of grammar, the central focus is the text itself, its interpretation and its use. Prerequisite: BST 521 Introducing New Testament Greek.

BST 524 New Testament Textual Criticism

3 hours. An exploration of the history of the text of the New Testament in order to create understanding of how the New Testament came to be in its present form; and a study of the art, science and practice of New Testament textual criticism with a view to the recovery, as nearly as possible, of the text in its original form. Prerequisite: BST 521 Introducing New Testament Greek or its equivalent.

BST 525 New Testament Book Study in Greek

1 to 3 hours. Study of biblical books at WES is textual. Greek text book studies apply principles of hermeneutics and exegesis to original Greek texts. The prerequisite for Greek text book studies is BST 522 Interpreting the Greek Testament or its equivalent.

BST 530 Septuagint

3 hours. A course of readings in the Septuagint (LXX), mostly in passages that are quoted or alluded to in the New Testament but with exposure also to one of the books of the Old Testament apocrypha. Prerequisite: BST 522 Interpreting the Greek Testament.

BST 541 The Bible and History

3 hours. This course is designed to encounter and explore the history behind the Bible books and the light that background sheds on their meaning. Special attention is given to the social, political, religious and philosophical worlds of the Bible.

BST 542 Biblical Theology

3 hours. This course explores the message and theology of important texts, blocks of texts, books, and corpora in the Bible. Students gain greater skill in advanced Bible study method. We also deal with relating the theology of the Bible to issues of the world.

BST 550 The Old Testament and the Ancient Near East

3 hours. Offered 1999-2000. This course explores the relationship of the Bible to the Ancient Near Eastern world. Beginning with an introduction to archaeological method, the course moves into a study of extant sources from the Ancient Near East and attempts to get a feel for the social, political, religious and "philosophical" dynamics at work in that world and how they illumine various biblical passages. Prerequisites: BST 501 Bible for Ministry: Interpretation and Old Testament, and BST 502 Bible for Ministry: Interpretation and New Testament.

BST 551 The Old Testament, Early Judaism and Christianity

3 hours. Offered 2000-01. This course explores the historical and literary developments in the period of Second Temple Judaism and on into the early centuries after Christ. This gives opportunity to trace the path and development of theological ideas from Old Testament to New Testament, as well as the New Testament's use of the Old Testament. Prerequisites: BST 501 Bible for Ministry: Interpretation and Old Testament, and BST 502 Bible for Ministry: Interpretation and New Testament.

BST 556 The History of the Old Testament Text

3 hours. This course studies the literary development of Old Testament books leading to their final canonical form and their subsequent transmission in Hebrew manuscripts and other versions. Attention is given to significant manuscript discoveries in the modern era. Prerequisite: BST 512 Interpreting the Hebrew Testament.

BST 560 Jesus and the Gospels

3 hours. Offered 2000-01. A study of the founder of the Christian faith and of the Gospels, which record his life and teaching. Portions both of these books and the literature about them are studied. The life and teaching of Jesus and the ideas people have had about them are central to this course.

BST 561 Paul and His Letters

3 hours. Offered 1999-2000. Paul and his letters have for a long time been at the focus of careful scrutiny by the believing world. This course examines both by considering significant portions of his writing against the backdrop of his life. A key concern is the interpretation of the biblical text.

BST 563 Post-Pauline Christianity in the New Testament

3 hours. A parallel to BST 560 and BST 561 which seeks to understand Christianity in the New Testament church outside the purview of Paul.

BST 566 Christology of the New Testament

3 hours. A theological study of the presentation of the person and work of Christ in the various theologies of the New Testament. Special emphasis is given to the Johannine and Pauline writings and to contemporary scholarship. Prerequisite: BST 502 Bible for Ministry: Interpretation and New Testament.

BST 567 History of New Testament Interpretation

3 hours. A careful look at the history of the interpretation of the New Testament, with concentration on the period since the rise of critical studies. Prerequisites: BST 502 Bible for Ministry: Interpretation and New Testament and BST 503 Bible for Ministry: Intermediate Hermeneutics. Special study.

BST 585 Seminar in Biblical Studies

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the divisional chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

BST 590 Research/Thesis in Biblical Studies

3 or 6 hours. See requirements outlined on page 81.

BST 595 Special Study in Biblical Studies

1 to 3 hours. An individualized course of research, involving in-depth study of a particular question, problem or issue. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the department chair.

Christian Education**CED 501 Basic Principles of Christian Education**

3 hours. A survey of the basic principles in the field of Christian education. Theological, historical, philosophical and psychological foundations are given primary consideration. A foundational course.

CED 502 Age-Level Ministries in Christian Education

3 hours. With a view to developing spiritual growth at the different age levels, this study considers the major characteristics and distinctive needs of persons at each age level. Selected components of age-level ministry, such as principles of discipleship, teaching methods, programming, organizational policy, personnel recruitment and training, are researched.

CED 503 The Church and Its Curriculum

3 hours. This course will survey the construction, evaluation and use of curriculum resources within an educational program of the church or parachurch. Individual research is directed toward the curriculum of the student's denomination and/or ministry interest.

CED 521, 522 The Ministry of Christian Education

1 hour each. Field experience, guided reading and seminars are integrated in this course to provide the student a rich complement of learning experiences. The field experience is gained in the context of a local church under the supervision of a competent leader in Christian education. Here the student will gain experience and develop competencies in the varied responsibilities and relationships involved in the present-day ministry of Christian education. The reading and seminars under the guidance of professors in the seminary integrate the theoretical and practical aspects of this ministry.

CED 540 History and Philosophy of Christian Education

3 hours. The development of Christian education is traced from its Old Testament roots to the present. Special attention is given to historical problems and events that are of particular relevance to contemporary ministry. Attention is also given to secular educational trends and theories that have impacted Christian education.

CED 541 Christian Education and Formation of Adults

3 hours. In this course the student will 1) gain information concerning the characteristics and needs of adults; 2) consider educational principles, policies, plans and methods of teaching for the purpose of leading men and women toward maturity in Christ; 3) examine the organizational structure and leadership of successful Christian education programs for adults in a local church; 4) discuss some of the essential factors of a delightful Christian marriage and home; and 5) discover specific ways of working with adults (young, middle, and aged) in the local church.

CED 542 Principles of Teaching

3 hours. Students will research and practice the art of teaching. The qualifications for teaching in a Christian ministry, as well as characteristics of effective teachers, will be examined. The Bible will be the source for the practice of teaching, and students will be required to demonstrate expertise in teaching people of various ages.

CED 575 Internship in Christian Education

5 hours. The seminary cooperates with recognized denominational agencies or churches to provide internship experience under the auspices of qualified pastoral and/or administrative leadership. This can be arranged as a 12-week full summer program prior to the final year. The internship experience will involve a minimum of 480 hours, for which 5 hours of credit will be given on successful completion of the program. By special arrangement, shorter programs will receive appropriate credit. Prerequisite: CED 521, CED 522 The Ministry of Christian Education.

CED 585 Seminar in Christian Education

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

CED 590 Research/Thesis in Christian Education

3 hours. See requirements outlined on page 81.

CED 595 Special Study in Christian Education

1 to 3 hours. A specially designed and individually tailored course of research, involving in-depth study of a particular question, problem or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair. Special arrangements for regular courses of study must be approved by the Dean.

Christian History and Thought

CHT 506 Integrative Theology

3 hours. This course is designed as an introduction to the task of integrating psychology with the Christian faith. It will examine a number of key issues from the perspectives of each of the respective disciplines and present how faith in Jesus Christ creates a focus on psychology, psychotherapy, and marriage and family therapy. Students will research various facets of this complex issue and present their findings to the class.

CHT 511 Christian History and Thought I: The Early Church to the Sixteenth Century

3 hours. Covers the development of Christianity and Christian theology from the end of the apostolic period to the 16th century. Examines the expansion of the church, the growth of Christian institutions, the conflicts that confronted the church from within and without, and the theological development of doctrines such as the Trinity, Christology, the Holy Spirit, the church, and revelation.

CHT 512 Christian History and Thought II: The Reformation and Its Ramifications

3 hours. Covers the development of Christianity and Christian theology from the Reformation to the present outside the United States. Examines various aspects of the Reformation on the Continent and in England, the effects of the Reformation, important growth and change in Roman Catholicism and Protestantism since the Reformation, and the theological development of doctrines such as sin, salvation, sanctification, the sacraments, and the Word of God.

CHT 513 American Church History

3 hours. Covers the development of Christianity in the United States from its early colonial beginnings up to the present. Gives special attention to the development of denominations, trends in theological thought, significant church leaders, and the place of the church in contemporary culture.

CHT 530 Women in Ministry: Theology and Practice

3 hours. Reviews the biblical basis of women's leadership and the role women have played in Christian history. Explores issues relating to women in contemporary ministry through readings, case studies, discussion, and interaction with guest speakers.

CHT 540 Theology and Practice of Holiness

3 hours. The subject of this course is considered in relation to the teachings of Scripture, the tenets of holiness (especially Wesleyan) theology, the work of the ministry, and the student's own experience. Students are given opportunities to experience and practice a holiness which is engaged in bringing the kingdom of God into the wounded places of the world.

CHT 546 Contemporary Theological Trends

3 hours. A critical examination is made of significant writings of contemporary theologians, both in Europe and America. An attempt is made to keep abreast of literature in this field, and to evaluate it in the light of evangelical beliefs. Present trends such as New Age thought, postmodernism and other theological themes also will be examined in relationship to appropriate evangelical responses to 21st-century culture.

CHT 550 Christian Ethics

3 hours. A systematic study of philosophical, biblical and Christian ethics for the purpose of applying the Christian ethical ideal to personal, social, economic and political problems of our contemporary world.

CHT 552 Essentials of Christian Theology

3 hours. This course in systematic theology provides a practical synthesis of Christian doctrine. It builds upon the student's understanding of the historical development of theology in relation to its biblical roots. The principal goal is to reflect upon the normative sources for theology, with a view toward equipping students to engage their own denomination's heritage and mission of the church in the world.

CHT 560 History of the Holiness Movement

3 hours. Explores the roots of the Holiness Movement in the United States by focusing on primary sources. Examines the lives of key individuals in the Holiness Movement, as well as the Holiness Movement's distinctive contributions to religion in the United States.

CHT 561 Theology of John Wesley

3 hours. John Wesley's theological background, methodology and major themes receive primary attention. The seminar format provides opportunity for study of basic Wesleyan themes as derived from original and secondary materials, as well as opportunity for independent research in Wesley's thought.

CHT 562 History of Spirituality and Renewal

3 hours. Examines movements and people within Christianity who have brought spiritual renewal to the church, including monasticism, the mystics, the reformers, Pietism, the Wesleyan/evangelical revival, and certain present-day examples. Focuses not only on history, but also on themes within spiritual renewal and on insights that can be drawn for the contemporary believer and church.

CHT 563 The Evangelical Movement

3 hours. Students in this course seek to understand the origin and impetus of the American Evangelical Movement. Its antecedents in the Reformation, Pietistic and Wesleyan movements, as well as the American Awakenings, are traced. Its origins in the rise and fall of early 20th-century Fundamentalism are explored. Its own rise to eminence in the mid-to-late 20th century are detailed. Finally, its possible futures will be explored.

CHT 585 Seminar in Christian History and Thought

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

CHT 590 Research/Thesis in Christian History and Thought

3 to 6 hours. See requirements on page 81.

CHT 595 Special Study in Christian History and Thought

1 to 3 hours. A specially designed and individually tailored course of research, involving in-depth study of a particular question, problem or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair. Special arrangements for regular courses of study must be approved by the Dean.

Counseling**COU 500 Introduction to Marriage and Family Therapy**

3 hours. An examination of key concepts in marital and family systems, including the family life cycle, as well as an introduction to various approaches to marital and family therapy. Core counseling skills as used in systems therapy will be taught and practiced. Prevention services as well as the roles of ethnicity and culture will be studied.

COU 501 Principles and Techniques of Counseling I

3 hours. This course examines and invites the student to experience issues, topics and foundational skill building in counseling. The focus is primarily on principles, techniques, and a personal introspective process.

COU 502 Principles and Techniques of Counseling II

3 hours. This course builds on the concepts and introspective process of COU 501 and moves into the mastery in application of the foundational principles and techniques learned. The integration of counseling and theological truths will be introduced. Prerequisite: COU 501 Principles and Techniques of Counseling I.

COU 510 Human Growth and Development

3 hours. This course examines human development from birth through old age by surveying a variety of major developmental theories, including psychoanalytic, ego psychology, object relations, cognitive, and moral developmental theories. Development tasks appropriate for each stage in terms of physical, psychosocial, intellectual and family development are considered, along with faith and moral development.

COU 520 Personality and Counseling Theory

3 hours. A survey of major contemporary theories of counseling and personality development, with particular emphasis on the etiology and treatment of psychopathological states as interpreted within various theoretical frameworks. A biblical theory of personality is explored.

COU 530 Psychopathology and Appraisal

3 hours. The treatment of individuals, couples and families requires multidimensional assessment skills in order to ensure ethical, appropriate and effective intervention strategies. This course is intended to begin the student's process of developing mastery in the assessment and diagnosis of psychopathology as cataloged in the DSM-IV. Biological, psychological and systemic factors are considered in the assessment, etiology and treatment of various disorders.

COU 540 Professional Orientation

3 hours. A study of the professional and ethical issues that most affect the preparation for and practice of counseling. The course is preparatory for the student's clinical experience in the community.

COU 550 Group Theory and Therapy

3 hours. A study of the field of group therapy, including different therapeutic approaches and types of groups. The student will gain an understanding of group dynamics both theoretically and experientially. Prerequisite: COU 501 Principles and Techniques of Counseling I.

COU 560 Social and Cultural Foundations

3 hours. A study of social, cultural and ethnic diversity as they apply to counseling.

COU 570 Lifestyle and Career Development

3 hours. A study of the foundations and resources of counseling, career guidance programs for special populations, and future issues. The integration of career counseling and psychotherapy will be considered for a "total person" approach. Prerequisite: COU 501 Principles and Techniques of Counseling I or equivalent.

COU 581 Tests and Measurements

3 hours. A study of the basic concepts and principles of psychological assessment tools. Builds a foundation of statistical knowledge, especially of factors influencing validity and reliability. Student will explore a broad variety of psychological testing materials. Ethical considerations in the field of assessment are emphasized.

COU 582 Research and Evaluation

3 hours. A study of the major principles of data gathering, statistical analysis, and evaluation, with emphasis upon applications within the social sciences. The student also will gain skills to evaluate and learn from published counseling/psychological research. Prerequisite: COU 581 Tests and Measurements.

COU 585 Seminar in Counseling

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

COU 590 Research/Thesis in Counseling

3 hours. See requirements on page 81.

COU 591, 592, 593 Clinical Internship

Supervised clinical experience in community counseling programs. Prerequisite: COU 501 Principles and Techniques of Counseling I and COU 502 Principles and Techniques of Counseling II, plus 18 additional hours in counseling (COU 500 Introduction to Marriage and Family Therapy, COU 510 Human Growth and Development, COU 520 Personality and Counseling Theory, COU 530 Psychopathology and Appraisal, COU 540 Professional Orientation and COU 550 Group Theory and Therapy) and approved candidacy status. Students are expected to follow the sequence COU 592 (4 hours), COU 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for COU 591 (an additional 2 hours).

COU 595 Special Study in Counseling

1 to 3 hours. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by both the faculty member overseeing the study and the departmental chair.

Ministry

Courses with the DMN designation are designed only for students admitted to and enrolled in the Doctor of Ministry program.

♦ YEAR 1 — MODULE ONE**DMN 711 Spirituality and the Personality**

2 hours. A study of the relationships between personality, practices of spirituality, and spiritual formation. Using the resources of biblical and theological studies, the traditions of spiritual formation, and the insights of the Myers-Briggs Type Indicator, students will assess their own personality and spiritual journey. They will also consider how they may use specific understandings and practices to stimulate and sustain their own holistic spiritual development.

DMN 712 Spiritual Formation in the Minister

3 hours. An exploration of the particular opportunities, challenges and liabilities that the life of ministry brings to spiritual formation. This course examines the formational roots that animate the minister, as well as the experiences in ministry that threaten spiritual vitality and authenticity. Special attention is also given to the practical means in ministry to nurture spiritual development in oneself.

DMN 713 Introduction to Research and Resources

1 hour. Introduces the tools for study and research in spiritual formation and leadership. This will include orienting students to the resources of both campuses (George Fox University's Murdock Learning Resource Center, Portland Center library, Internet presence and capacities, etc.), as well as how to use electronic communication and software tools effectively in research.

DMN 714 History and Theology of Christian Spirituality

2 hours. Examines the biblical, theological and historical foundations for understanding spiritual formation and for practices in spirituality, and explores how spiritual experience and theology influence one another. Includes reflections on spirituality in shaping ethics. Students will be challenged to look for specific ways in which to integrate the subject matter of this seminar into their own ministry settings.

♦ YEAR 1 — MODULE TWO**DMN 721 Leadership in Biblical and Theological Perspective**

3 hours. A biblical and theological analysis of the dynamics of leadership in the context of Christian community. This course considers how biblical and theological principles can interact with models found in the behavioral sciences and contemporary studies of organizations and leadership. Students will be challenged to explore their own leadership styles and gifts, as well as how these may be applied to their leadership in local congregations and Christian organizations.

DMN 722 The Person and Work of the Leader

2 hours. An exploration of what goes into shaping and empowering leaders of congregations and parachurch organizations for effective collaboration in pursuing their goals and vision. In this course, students will study positive models in such areas as personal style, spiritual giftedness, conflict management, and decision-making processes. Students will be required to apply what they learn to their particular ministry settings.

DMN 723 Research Topic/Literature Review

1 hour. The process of developing a topic proposal for the written D.Min. project and for completing a foundational review of literature in support of the topic.

DMN 724 Dynamics of Leadership and Congregations

2 hours. The study and practice of recognizing and interpreting the character and dynamics of congregations or parachurch organizations using a systems perspective. Introduces a variety of practical approaches for observation and discernment of the systems' culture, politics, development, emotional health and structure, so that ministers may more accurately locate and understand the communities they serve.

♦ YEAR 2 — MODULE THREE**DMN 731 Leading the Church in a Postmodern World**

3 hours. An analysis of the post-modern, multicultural context and its impact on Christian identity and ministry. This course examines postmodernism and its usefulness in understanding the roles of leadership in the church. Students will consider the historical precedents of the church's response to major cultural shifts, as well as the practical roles of ecclesiology and theology in the formation of leadership styles and models.

DMN 732 Developing a Healthy Church

2 hours. This course presents the dynamics involved in a congregation's spiritual and emotional health. It explores what it means for the church to be "healthy" and analyzes specific strategies by which to actualize a congregation's optimal health and growth. Particular attention will be given to the essential qualities of healthy churches and how these qualities can be instantiated in one's own ministry setting.

DMN 733 Designing a Research Model

1 hour. The process of developing a design proposal for the written D.Min. project.

DMN 734 Strategic Visioning in the Church

2 hours. An overview of leadership dynamics and visioning strategies in the context of the local church. The purpose of the course is to develop professional competence through increased understanding of leadership principles and strategic planning theory. Particular attention will be given to coordinating information about the church, the church's vision, and the leader's style in order to develop and implement a specific plan of action for change and growth in the community.

♦ YEAR 2 — MODULE FOUR**DMN 741 Historical Models for Spiritual Formation in the Church**

3 hours. This course will explore the various ways that movements and traditions within Christianity have given shape to the process of spiritual growth. Examines in historical context the variety of models the church has used to deepen people's faith in God and to live out that faith in action. It will include monastic, mystical, Eastern Orthodox, Reformed, Anabaptist, Pietist and Wesleyan models and will examine how these models have been adapted in contemporary developmental models of spiritual formation.

DMN 742 Spiritual Formation and Discipleship in the Church

2 hours. This course will examine how Christians mature in faith, develop as disciples, and live out the values of the Kingdom of God. Careful attention will be given to the research on faith development, discipleship, and the church as community. Students will be challenged to reflect on, dialogue with, and develop action plans for the spiritual formation and discipling of all members of the congregation.

DMN 743 Writing the Project

1 hour. The process of research and writing in preparing the written D.Min. project.

DMN 744 The Practice of Spiritual Leadership

2 hours. Designed as a capstone course, this seminar will encourage doctoral students to use what they have learned about themselves, both in terms of their relationship with God as well as their leadership skills, to develop a plan for their continued spiritual growth and the exercise of their leadership in the church. The course will address two key questions: What are the creative, growing edges of your life, the places where you sense and see the Holy Spirit at work? And how do you see these being implemented in your ministry with others?

♦ YEAR 3 — (NO MODULES)**DMN 750 D.Min. Project**

4 hours. The completion of the project itself.

Marriage and Family Therapy**MFT 500 Introduction to Marriage and Family Therapy**

3 hours. An examination of key concepts in marital and family systems, including the family life cycle, as well as an introduction to various approaches to marital and family therapy. Core counseling skills as used in systems therapy will be taught and practiced. Prevention services as well as the roles of ethnicity and culture will be studied.

MFT 514 Advanced Marriage Therapy I

3 hours. This course is intended to equip the student to work more effectively with couples. Attention is given to understanding and assessing the couple as an interacting system; treatment planning; developing and maintaining therapeutic balance; as well as acquiring and practicing specific skills and frameworks for system intervention. Prerequisite: MFT 500 Introduction to Marriage and Family Therapy or its equivalent and the permission of the instructor.

MFT 524 Advanced Family Therapy I

3 hours. A course that concentrates on utilizing the interactional/systemic perspective in counseling with families. Attention is given to the acquisition and practice of family therapy skills and procedures, the development of an integrated approach to working with families, in addition to the impact of culture and ethnicity in family counseling. Prerequisites: Minimum: MFT 500 Introduction to Marriage and Family Therapy and MFT 514 Advanced Marriage Therapy I or their equivalent and the permission of the instructor.

MFT 534 Human Sexuality

3 hours. Aspects of ourselves as sexual persons will be addressed in terms of anatomy and physiology, identity, intimacy, values, attitudes, and relationships with others and with the creator of sex. Sexuality will be viewed in the context of marriage and family as well as the larger cultural milieu. Also addressed is how therapists can recognize and properly deal with their own sexual feelings which arise in the helping relationship. In addition, students have an introduction to sexual therapy and its role in therapeutic process.

MFT 540 Professional Orientation

3 hours. A study of the professional and ethical issues that most affect the preparation for and practice of marriage and family therapy. The course is preparatory for the student's clinical experience in the community.

MFT 554 Substance Abuse from a Systemic Perspective

3 hours. This course examines the nature and prevalence of alcohol and drug abuse and addiction, as well as the impact chemical addictions have on individuals, marriages and families. Various treatment approaches are examined, including systemic, psychodynamic, behavioral and self-help models in order to prepare the entry-level therapist to effectively intervene in families which have been impacted by substance abuse/addictions either presently or in the past.

MFT 560 Social and Cultural Foundations

3 hours. A study of social, cultural and ethnic diversity as they apply to marriage and family therapy.

MFT 574 Relationship Assessment

3 hours. An examination of various relationship assessment devices and their role in the assessment, diagnosis and treatment of couples and families. Assessment of premarital, marital, parenting and family systems is considered. Participants are trained in the administration and clinical application of five standardized inventories.

Students also will examine how their theoretical orientation informs their assessment methodology. Prerequisite: Student should be enrolled in MFT 593 Clinical Internship concurrently with enrollment in this course.

MFT 582 Research and Evaluation

3 hours. A study of the major principles of data gathering, statistical analysis, and evaluation, with emphasis upon applications within the social sciences. The student also will gain skills to evaluate and learn from published counseling, marriage and family therapy, and psychological research. Prerequisite: COU 581 Tests and Measurements.

MFT 585 Seminar in Marriage and Family Therapy

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

MFT 590 Research/Thesis in Marriage and Family Therapy

3 hours. See requirements on page 81.

MFT 591, 592, 593 Clinical Internship

Supervised clinical experience in community counseling programs. Prerequisite: COU 501 Principles and Techniques of Counseling I and COU 502 Principles and Techniques of Counseling II, plus 24 additional hours of course work (MFT 500 Introduction to Marriage and Family Therapy, COU 510 Human Growth and Development, COU 520 Personality and Counseling Theory, COU 530 Psychopathology and Appraisal, MFT 540 Professional Orientation, COU 550 Group Theory and Therapy, MFT 514 Advanced Marriage Therapy I, and MFT 524 Advanced Family Therapy I) and approved candidacy status. Students are expected to follow the sequence MFT 592 (4 hours), MFT 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for MFT 591 (an additional 2 hours).

MFT 595 Special Study in Marriage and Family Therapy

1 to 3 hours. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by both the faculty member overseeing the study and the departmental chair.

MFT 596 Training and Supervision in Systems Therapy and Professional Counseling

2 hours. This course is designed to train experienced clinicians to provide systems therapy and professional counseling supervision. It offers partial fulfillment of American Association for Marriage and Family Therapy (AAMFT)-approved supervisor educational requirements, as well as the 30-clock-hour post-graduate educational requirements of the Oregon Board of Professional Counselors and Therapists. This course also is intended to assist licensed therapists to become acknowledged as systems therapy supervisors for MFT interns.

Pastoral Studies**PST 501 Pastoral Counseling**

3 hours. An introduction to the counseling role of the minister. The purpose of the course is to acquaint the student with basic counseling methods in relation to the typical situations encountered in pastoral ministry. Special attention will be given to marital and family dynamics and process, as well as to the minister's own marriage and family. One of the principal objectives will be to help the student recognize when and how to refer persons to qualified mental health professionals.

PST 506 Pastoral Ministry

3 hours. An analysis of the theology and practice of pastoral ministry. The purpose of the course is to develop professional competence through increased understanding of (1) the theological basis of pastoral ministry, (2) the various types or models of pastoral ministry, and (3) how one's theological orientation and personality type (as adduced by the Myers-Briggs Type Indicator) predisposes a person to one min-

istry model over another. Attention will also be given to anticipated leadership responsibilities associated with pastoral ministry and how the student's personal leadership style may both help and hinder the satisfactory fulfillment of these responsibilities.

PST 510 Essentials of Preaching

3 hours. This course introduces students to the theology of preaching and to the principles of sermon construction and delivery. The purpose of preaching as an essential element in the ministry of the church will be considered, as well as the various sermon types and communication techniques used to convey the timeless message of Scripture within a con-temporary setting.

PST 540 Understanding Leadership and Congregations

3 hours. Integrating understanding of the complexities of leadership traits and behaviors within the context of the church organization is the focus of this course. Leadership inventories and assessments, case studies, feedback, and simulation exercises are used to help students identify their leadership gifts and to clarify the leadership role of the minister. Congregational insights about structure, culture, health, politics and organizational development help give a systems perspective to the leadership role.

PST 550 World Religions

3 hours. A survey of the major religions of the world, in a context of Christian ministry. The uniqueness of Christianity is noted in its relation to contemporary religions.

PST 553 Contextualized Urban Ministry

3 hours. This course involves the student in ministry in an urban context. It lays the theoretical and cultural foundation for doing cross-cultural ministries, and it enables the student to examine critically the "cultural baggage" that may encumber the clear communication of the gospel message. A significant component of field experience in an urban setting is required.

PST 554 Global Mission of the Church

3 hours. A course on the world mission of the Christian Church, including an intensive cross-cultural mission experience of at least one week and a study of the history of Christian missions. Course readings and meetings will prepare for and follow up on the immersion field experience.

PST 564 The Theology and Practice of Worship

3 hours. This course examines the purposes of worship and its biblical, theological and historical roots. It also focuses on evaluating current trends in worship, understanding the connection of worship to evangelism, learning how to plan and lead worship, and exploring the role of music and the arts in worship.

PST 565 Clinical Pastoral Education

6 hours. Chaplain internship at an approved CPE center.

PST 575 Pastoral Internship

2 to 6 hours. A full range of pastoral experience, including preaching at an approved church with a minimum of 10 hours a week of supervised involvement.

PST 580 Evangelism and Discipleship

3 hours. Examines the theology, methodology and interrelationship of evangelism and discipleship and seeks to apply them to the local church for the purpose of growing the church. Focuses particularly on providing congregational leadership and vision in personal and corporate evangelism, developing a spiritual gifts-based ministry, and building small groups for Christian community and spiritual formation.

PST 584 Church Administration

3 hours. The purpose of this course is to enhance professional competence in pastoral ministry by providing insights and skills pertaining to the administration and management of the local church. Particular attention will be given to time management, conflict resolution, delegation, the conducting of meetings, the coordination of committees, communication among staff, managing the church office, volunteer recruitment, training and support, church finances, and tax and legal considerations.

PST 585 Seminar in Pastoral Studies

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

PST 590 Research/Thesis in Pastoral Studies

3 hours. See requirements on page 81.

PST 591 Seminar in Marriage and Family Counseling

1 hour. An introduction to marital and family dynamics and process. Strategies and techniques of prevention and intervention will be discussed. Specific attention will be given to the minister's own marriage and family.

PST 595 Special Study in Pastoral Studies

1 to 3 hours. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair. Special arrangements for regular courses of study must be approved by the Dean.

Spiritual Formation and Discipleship

♦ CORE COURSES

SFD 510 Becoming a Self Before God

1 hour. Provides an opportunity for students to develop their own self-awareness in the context of their Christian faith and preparation for ministry. Through lecture, reflection and intentional community, the course equips students to be critically and positively reflective on their giftedness, calling, personal spiritual histories, and the strengths, weaknesses and spirituality of their personality types.

SFD 520 Prayer

1 hour. Provides an opportunity for students to develop in community deeper and more satisfying prayer lives. As the essential relational discipline of the Christian journey, prayer is examined in its various forms as modeled by Jesus and the church. The student will experience liturgical, intercessory, conversational, confessional, centering, and meditation prayers. The paradoxes and problems of prayer also are explored.

SFD 530 Spiritual Life

1 hour. Introduces students to classical exercises of the spiritual life. Certain disciplines — community, study of the Scriptures, confession, integrity, purity, simplicity, social justice and compassion — are explored in order to bring the student into a deeper relationship with God. The process involves lecture, training, community, and personal practice and reflection.

♦ ELECTIVE COURSES

SFD 534 Spirituality and Social Justice

1 hour. Spirituality is often perceived as otherworldly, with a focus on the interior life and individual piety. But many spiritual traditions such as the Wesleyan, with a biblical and theological foundation for uniting holiness and justice, provide an established model for relating prayer and social action. This course will explore the Wesleyan model as well as other Christian traditions, both ancient and modern, which provide spiritual resources for social action rooted in prayer and contemplation. Service to others is both a means and an end of spiritual formation.

SFD 536 Spirituality, Shame and Grace

1 hour. Based on an understanding of persons as created in God's image yet broken, this class explores how shame manifests itself in one's life. Emphasis is given to how the Christian faith unknowingly reflects a shame-based identity as well as perpetuates shame in the life of the believer. By exploring God's response of grace, the believer finds healing, breaking the distorted image of God created by shame-based faith systems.

SFD 540 Images of God

1 hour. Designed to give the student opportunities to explore images of God as portrayed through Old and New Testament stories, prayers and poetry, through Christ's words and deeds, and through the work of Jesus' first disciples. These images are compared to the student's internal images of God which shape one's thoughts, emotions and actions. The course guides the student toward allowing God to transform, build and strengthen these images.

SFD 541 Spirituality and Creation

1 hour. An exploration of the relationship between the meaning, process and experience of creation and our existence as spiritual beings. Of particular interest will be the conditions in which God's creative work is most likely to occur. Astronomy, natural theology and science fiction will be among the disciplines used for our exploration.

SFD 542 Spiritual Formation in Marriage

1 hour. Offered in a retreat format, this course explores the spiritual dynamics of a couple in the intimate marital relationship. Attention is given to how couples can cultivate a meaningful shared spiritual life. Though the student registers for the course, both the student and the student's spouse attend the retreat.

SFD 543 Spiritual Formation and the Family

1 hour. Offered in retreat format, this course examines how one can recognize and experience grace in and through family relationships. Attention is given to how one can practice family living as a spiritual discipline. Though the student registers for the course, both the student and the student's family attend the retreat.

SFD 544 Spiritual Formation for Women

1 hour. John 4 records the longest dialogue between Jesus and another human being, who happens to be a woman. In this class, we will consider the marvel and wonder of what Jesus has done and is doing in the spiritual development of women. This will be accomplished by reading and responding to Scripture, reflecting on the writings of historical and contemporary Christian women, and finally by considering the compatibility of the terms "Christian" and "feminist," examining the writings and claims of the Christian feminist movement and literature.

SFD 546 Spirituality and Stewardship

1 hour. Offered in a retreat format every other summer, this course explores the relationship of the student's spiritual life to the spiritual discipline of stewardship. Attention will be given to stewardship of self and of resources, but a particular focus will be made on the stewardship of creation. The seminar in an outdoor setting involves lecture, discussion, silent and written reflection, and small group interaction.

SFD 547 Spiritual Formation Through Journaling

1 hour. Conducted in a retreat setting, this course is designed to guide students in their personal spiritual formation through journaling, and to equip them for assisting in the formation of others through this discipline. Journaling methods used to accomplish this purpose include dialogue, meditation and imagination.

SFD 548 Advanced Personality and Spirituality

1 hour. Designed to provide a means for in-depth spiritual formation through greater self-awareness using personality tools. The Myers-Briggs Type Indicator will be used to explore spiritual practice, prayer life, and the hidden, inferior function. The Enneagram will help students delve into basic attitudes of their personal and spiritual lives and explore directions for individual growth.

SFD 556 Spirituality and the Writings of the Mystics

1 hour. An exploration of the mystical tradition of spiritual development. Students will read and reflect on representative selections from both male and female Christian mystics, looking at the theology, images of God, and practices that have shaped the contemplative tradition of Christian spirituality. Included in the course is a small group practicum to assimilate contemplative practices into the student's devotional life.

SFD 562 Celebration and Despair in the Psalms

1 hour. The psalms of ancient Israel provide models of appropriate human response to the breath of life as lived before God. In a strange but hopeful way, these immanent human songs of the seasons of human experience also become the source of the divine word of guidance, salvation and grace. Come join those who are learning to sing along with the chorus of the faithful throughout the ages!

SFD 563 Spirituality and Wisdom

1 hour. This course is designed for study, reflection and prayer based on the Wisdom Books of the Old Testament and the Apocrypha. The course uses biblical material to raise issues for spiritual consideration and to enable us to deepen our relationship with God. The Wisdom Literature challenges our usual ways of thinking about the world and God's relationship to it. The class consists of lecture, group discussion and reflection, prayer and journaling.

SFD 566 Spiritual Formation and the Parables

1 hour. Jesus used parables to communicate truth and to stimulate the growth of his followers. This course examines Jesus' use of parable stories, the power of stories to shape and give meaning to one's spiritual journey, and the use of storytelling and story-finding to enable others to move into a meaningful relationship with God.

♦ ADVANCED TRAINING COURSES**SFD 570 Spiritual Direction Experience**

1 hour. A two-semester course designed to give M.Div. students and Spiritual Formation and Discipleship Certificate students an intentional, one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires an attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual direction model is used.

SFD 571 The Art of Spiritual Direction

1 hour. Spiritual direction as a discipline for intentionally guiding persons in their spiritual growth is the focus of this course. Topics of the course include the heritage of spiritual direction; the theological, biblical, and psychological premises for the practice of spiritual direction; the difference between spiritual direction, discipleship, and counseling; the art of discernment; and the nature and practice of spiritual direction. Course participation is limited to students in the Spiritual Formation and Discipleship Certificate program.

SFD 572 Spiritual Direction Practicum

1 hour. The sequence course for SFD 571, Spiritual Direction Practicum gives students an experience in being spiritual directors under the supervision of a trained director. Further course topics include professionalism issues such as confidentiality, the directee-director relationship, the emotional health of the directee, and the beginning and ending of a spiritual direction relationship. The course is limited to students in the Spiritual Formation and Discipleship Certificate program.

SFD 580 Group Spiritual Formation

1 hour. Enables students to gain experience in, and learn how to create, small groups which intentionally seek to form participants spiritually. The course focuses on building a spiritual formation curriculum, utilizing small group dynamics, and experiencing mutual accountability, with the intention of providing a resource vital to future ministry. Students will have a small group practicum experience with supervision.

SFD 585 Seminar in Spiritual Formation and Discipleship

1 hour. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

SFD 590 Research/Thesis in Spiritual Formation and Discipleship

1 to 3 hours. See requirements on page 81.

SFD 591 Spiritual Leadership

1 hour. An examination of the unique nature and responsibility of spiritual leadership. The philosophy of spiritual leadership is analyzed in today's culture. Elements such as accountability, devotional habits, life balance, and retreats and solitude which encourage the formation and growth of spiritual leadership are reviewed. Elements such as burnout, depression, addictions, lack of self-differentiation, and misuse of power and innocence which inhibit the exercise of spiritual leadership are explored.

SFD 595 Special Study in Spiritual Formation and Discipleship

1 hour. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair.

ACADEMIC REGULATIONS

*George Fox
University*

The following information applies to graduate students attending George Fox University. If a policy is specific to a graduate program or to the seminary, it will be noted. Graduate programs of George Fox University may have their own policies related to enrollment and academic requirements. Graduate students should consult their program's directors or guide with regard to specific policies.

ACADEMIC SESSIONS AND CREDITS

The academic year at George Fox University is divided into two semesters of 15 weeks. In addition, the University operates a summer session which is integral to all graduate programs offered by the University.

The unit of credit is the semester hour, which normally is granted for the successful completion of a course meeting 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

Generally, George Fox University guarantees that the student may graduate under the requirements stated in the Catalog at the time of matriculation, provided attendance is continuous and full time (or at the hours required by the cohort program). Likewise, a student may graduate under the major requirements applicable at the time of admission to a program, provided attendance is continuous and full time (or at the hours required by the cohort program).

Students taking an approved leave of absence may remain under the original catalog at the time of matriculation. Two exceptions may be noted: (1) In the event of a change in requirements in a program, 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 its control and foresight that may necessitate a revision in available courses. In such situations, the interests of the student will generally 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.

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.

The University academic calendar provides the 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.

Students should plan to register at the time designated in the University academic calendar. No student will be received after the first academic week of any semester except by approval of the Dean and Registrar. Classes missed because of late registration will be regarded the same as an absence.

CLASSIFICATION OF STUDENTS

Graduate Students

Graduate students are defined by requirements set forth by the various graduate programs. Normally a graduate student is one with a B.A. or B.S. degree from a regionally accredited college or university who has successfully met the entrance requirements and been admitted for graduate study.

Full-Time Status

Full-time student status in all graduate (including seminary) degree programs is eight semester hours. A student need not maintain full-time status but should be aware of the continuous enrollment policy and that financial assistance programs are usually limited to those enrolled at least half time, which is four to seven hours per semester. Only full-time students may represent the University in an official capacity or may hold a major office in an organization.

Regular Students

A Regular Student is defined as one who has been formally admitted to graduate study leading to a master's degree or doctoral degree program.

Special Students

"Special Graduate Student" is the term used for either of the following:

1. A student who is not seeking a George Fox University degree. This student is taking courses for personal enrichment or professional certification.
2. A student who is interested in pursuing a George Fox University degree but has not been formally admitted to graduate study. Any Special Student wishing to enter a degree program must fulfill regular admissions requirements and be admitted. Special Student enrollment does not guarantee subsequent admission to any graduate program/department. A maximum of 10 hours taken as a Special Student may transfer to a degree program.

Special Students may be required to receive permission from the director of the graduate program prior to enrolling in courses. Some graduate programs limit the number of hours a Special Student may take or require approval.

Because of the cohort format of the M.A.T., M.B.A., M.A.O.L. and D.Min. programs, attendance as a Special Student is not permitted. The Graduate School of Clinical Psychology director must approve attendance in the Psy.D. program for special, non-admitted students.

Applicants are required to pay the nonrefundable \$40 application fee, and tuition is based on the current per-credit-hour rate.

Probation Students

A student whose cumulative grade point average falls below the level established for admission or who does not meet an academic requirement for admission may be granted probational admission. Additionally, students whose academic progress while enrolled falls below minimum standards may be classified as a probation student. Graduate programs have established minimum grade point average standards for academic progress. Students should refer to the program guide for the minimum grade point required for continuation in the program.

Provisional Students

Some applicants lacking specific requirements for admission may be admitted as a provisional student. A provisional student will not be advanced to regular status until these requirements are satisfied. Some programs may limit the number of hours for which a provisional student may enroll. Provisional status is limited to one semester of enrollment and generally must be resolved prior to enrolling for a second semester.

Auditors

Subject to instructor and/or graduate program director approval, any regular or special student may audit courses from which he or she wishes to derive benefit without fulfilling credit requirements. Auditors are not permitted in some graduate programs because of the cohort model and program requirements. Additionally, prerequisite course requirements must be met before approval to audit will be granted. This must be established with the Registrar at time of registration. Class attendance standards are to be met.

CONTINUING EDUCATION

Some programs offer Continuing Education Units (CEU). Generally, one hour of CEU credit is given for 10 hours of instruction in the classroom.

REGISTRATION

Registration is coordinated through the Registrar's Office. Registration periods vary by program. Specific dates may be found in the University Academic Calendar as printed in this catalog. Students generally must meet with their faculty advisors prior to registration to discuss their course load and obtain approval for courses selected.

All students are expected to register on the days designated on the University academic calendar and to begin classes on the first day. Late registrations will be assessed an additional fee. In addition, each student should be aware of the regulations that appear under the title "Course Numbering System" and those included in the class schedule booklet.

GRADUATE ADVISING AND LOAD

Advisors

Faculty advisors are assigned to most entering students by the director of the graduate program to which the student is admitted. Because students enrolled in cohort-format programs take courses in a prescribed sequence, advisors may not be assigned. Generally, only regular faculty serve as advisors. Where possible, accommodation is made for matching students with faculty in their primary field of study or who are their personal preference. However, advisee loads and other considerations may dictate student-advisor assignments.

Students must meet with their faculty advisors prior to registration to discuss their course load and obtain approval for courses selected. While it is the final responsibility of the student to ensure the appropriate courses are taken, the faculty advisor assists in this process. The faculty advisor's signature is generally required on all registration and change of registration forms before any action will be taken by the University Registrar. The faculty advisor or graduate program director will verify all course requirements have been satisfied prior to graduation.

Graduate Academic Load

The student's load will be determined in conference with the student's advisor. No student may enroll for more than 17 hours, except by special permission of the program director, faculty advisor and the Registrar.

Course Additions

- After classes begin, a later admission to class must have the approval of the Registrar and consent of the course instructor on a form available in the Registrar's Office or Seminary Admissions Office.
- The last day to add courses or to exercise a pass/no pass option is established in the calendar in this Catalog and is published in the student course book.

Course Withdrawals

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

THE GRADING SYSTEM

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

<i>Letter Grade</i>	<i>Meaning</i>	<i>Points Per Semester Hour</i>
A	Superior	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Average	2
C-		1.7
D+		1.3
D	Passing but inferior	1
F	Failing	0
I	Incomplete	
W	Official withdrawal	
X	No grade reported by instructor	
P	Pass (average or above)	
NP	Not passing	
L	Long-term	

Plus (+) and minus (–) grades may be designated by a professor and will be entered on the transcript. Points will be calculated for the student's grade point average accordingly.

The grade "I" is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for an "I" grade is initiated with and approved by the Registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the Registrar. An "I" not completed by the date indicated or within one semester becomes the grade indicated by the professor on the incomplete form.

An "L" grade (long-term grade) designates satisfactory progress in a course whose objectives continue for more than one semester. The "L" will be replaced by either a "P" grade or a point-receiving grade. This is not an incomplete or "I" grade.

An "X" grade indicates the instructor did not report a grade to the Registrar's Office.

Repeating a Course

If a student repeats a particular course, the University counts the course credits only once toward graduation requirements. Only the second grade will count in the cumulative GPA, but the original grade will remain on the student's transcript.

Graduation

Grade Point Average

Graduate students must maintain a B average (3.0) to be eligible for graduation. No more than eight semester hours of "C" work ("C+", "C", or "C-") can be counted toward a degree. Students who receive a grade lower than "C-" in any course must repeat the course or replace it with another course.

ACADEMIC PROGRESS AND ELIGIBILITY

Graduate students are expected to be aware of the policies related to satisfactory academic progress within their own graduate program. Students are expected to maintain satisfactory academic progress as defined by their degree program.

The student's semester grades with a semester GPA and a new cumulative GPA are posted on the grade report given to the student within three weeks following the close of each semester. The GPA is based on George Fox University credits only.

A student not achieving satisfactory academic progress (as defined by the graduate program in each school) may be academically suspended or dismissed. Students may appeal an academic suspension or dismissal through the program director. All appeals must be made in writing and directed to the program director. Students may be asked to appear before a committee.

Satisfactory Academic Progress

A student on regular, probational or provisional status is considered to be making reasonable academic progress. The student's semester grades with a semester grade point average and a new cumulative grade point average are posted on the grade report given to the student within three weeks following the close of each semester.

The grade point average is based on George Fox University credits only.

Students enrolled in master's and doctoral programs must maintain a cumulative grade point average of 3.0. A student is on probation when her or his grade point average falls below this standard. The student is generally given one semester of probation to achieve the above standard.

Students receiving Title IV financial assistance must maintain satisfactory academic progress as outlined above. If the student's grade point average does not meet or exceed the minimum standard set by the degree program requirements, after one semester of probation, the student will not be eligible to receive further aid until the minimum standards are met. Cases of exceptional circumstances are considered on an individual basis.

In addition to satisfactory grades, Title IV recipients must be enrolled for a minimum of four credits (half time) each semester. Graduate students must show that a degree program will be completed within the following time frames in order to continue eligibility to receive Title IV funds.

	<i>M.Div.</i>	<i>M.A.</i>	<i>Psy.D.</i>	<i>M.Ed.</i>
Full time	4.5 years	3.0 years	7.5 years	1.5 years
Half time	9.0 years	6.0 years	15.0 years	3 years

Suspension/Dismissal

A student not achieving satisfactory academic progress may be academically suspended or dismissed. Students may appeal an academic suspension or dismissal in writing to the program director. Students may be asked to appear before a committee. When a student's appeal is approved by the program director, he or she is reinstated to the University on a probationary status.

Academic Appeals

Academic actions may be appealed to appropriate University authorities and an Academic Appeals Board. Appeals are taken to be good-faith actions that request reexamination of academic decisions. All appeals must be made within limited time frames depending upon the action being appealed. Additional information is available in the Academic Affairs Office.

Continuous Enrollment and Leave of Absence

Upon being admitted to a graduate degree program, the student is expected to enroll for a minimum number of hours per semester and per year, stated in the individual program guides, and to be in continuous enrollment each semester until graduation. If the student finds this impossible for a particular semester within the regular school year, a leave of absence form must be submitted to the Registrar's Office, and a leave of absence requested for that specific semester. Students in their final year must maintain continuous enrollment until the hours needed for graduation have been completed.

Generally, students who have not maintained continuous enrollment and/or received a leave of absence must apply for readmission to the University.

Discontinuance of Enrollment

Enrollment at George Fox University is based upon an expectation that the student will perform responsibly in every area of life. A student may be denied re-enrollment, or enrollment may be suspended for failure to achieve minimum academic standards, failure to meet financial obligations to the University, or for cause.

Residency

A minimum number of hours of study must be completed at George Fox to satisfy the residency requirement. Minimum residency requirements are:

- Master of Divinity: 32 semester hours
- Master of Arts, Theological Studies: 32 semester hours
- Master of Arts in Christian Education: 32 semester hours
- Master of Arts in Counseling: 43 semester hours
- Master of Arts in Marriage and Family Therapy: 53 semester hours
- Master of Business Administration: Cohort program. All credits must be completed at George Fox University.
- Master of Arts in Teaching: Cohort program. All credits must be completed at George Fox University.
- Master of Education: 26 semester hours
- Master of Arts in Organizational Leadership: Cohort program. All credits must be completed at George Fox University.
- Master of Arts in Clinical Psychology: 40 semester hours

- Doctor of Psychology: 92 semester hours
- Doctor of Education: 67 semester hours consecutive enrollment
- Doctor of Ministry: Cohort program. All credits must be completed at George Fox University.

Transfer Credit

Post-baccalaureate work completed with a grade of “B-” or better and from an accredited school may be considered for transfer credit. Only courses which meet program requirements will be considered. Transfer credit will be limited to:

- Master of Divinity: 64 semester hours
- Master of Arts, Theological Studies: 32 semester hours
- Master of Arts in Christian Education: 32 semester hours
- Master of Arts in Counseling: 21 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of Arts in Marriage and Family Therapy: 26 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of Education: 10 semester hours
- Doctor of Psychology: 35 semester hours (maximum of 30 semester hours psychology; 12 hours Bible and theology)
- Doctor of Education: 17 semester hours

COMMENCEMENT

The University awards degrees twice a year at its May and December commencement exercises. Application for graduation is to be made by at least one semester prior to commencement. All graduating students are expected to participate in commencement exercises. A graduation fee is charged (including for those students unable to participate). Students completing degree work at other times of the year may receive a formal letter from the Registrar indicating that their work is complete. Diplomas are not issued until all academic and financial obligations have been met.

Graduation Requirements

Students wishing to receive a graduate degree from George Fox University must meet the following requirements:

1. Accumulate the number of credits required by the degree program in which the student is enrolled;
2. Complete the required course work while meeting minimum cumulative grade point average requirement of 3.00.
3. Complete all degree requirements for the major/degree;
4. Fulfill residency requirements at the University;
5. File a request for a Graduation Degree Audit two semesters or 30 hours before anticipated graduation;
6. File an Application for Degree form at least one semester prior to expected graduation; and
7. Pay in full all accounts at the Student Accounts Office.

In order to participate in commencement ceremonies, a student must have completed all degree requirements.

Second Degree

Students earning a second concurrent degree pay an additional \$20 graduation fee if participating in only one ceremony. Students earning a second degree will pay the standard graduation fee.

Final Examinations

Students are required to take final examinations as specified in course syllabi. **Students wishing to apply for change of final exam time must apply with the Registrar’s Office by the end of the 10th week of classes.**

ACADEMIC HONESTY

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all university matters. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one’s own, defacing and altering, and the disruption of classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper or exam, loss of campus position or employment, an “F” on a course, disciplinary probation and suspension.

SEMINARY ACADEMIC PROGRAM INFORMATION

The following information pertains to the seminary programs only.

Degree Candidacy at the Seminary

Students who qualify should make formal application through their advisors to be listed as a candidate for a degree. Candidates will be listed only upon faculty approval, which will be determined on the basis of Christian character, scholarship, and qualifications for leadership. Candidacy for the Master of Divinity degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 40 semester hours of the required courses and electives.

Candidacy for the Master of Arts in Counseling degree or Master of Arts in Marriage and Family Therapy degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 20 semester hours of the required courses and electives. Candidacy for all other Master of Arts degrees will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 32 semester hours of the required courses and electives. If degree candidacy is not awarded, the student cannot graduate.

Waivers

It is the desire of the faculty that each student's program of study build on the knowledge base the student brings to the seminary. Therefore, certain courses may be waived if previous study or expertise parallels the course under consideration in content, level and method. This determination shall be made by the course instructor and requires the approval of the faculty advisor and Dean. If the waiver is granted, an equivalent number of hours will be required in the same department.

Time Limitations

After degree candidacy has been granted, the student must complete the program within a five-year period. One extension request may be considered under special circumstances, such as ill health. If the program is not completed by that time, the candidacy shall lapse. A student wishing to re-establish candidacy will need to re-apply to the faculty of the appropriate department, who shall have jurisdiction to make any further requirements deemed necessary for such reinstatement.

Special Study

Special Study refers to a specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must develop a special study proposal with an instructor who will oversee the study and obtain the approval of his/her advisor and the departmental chair. The student registers for the special study during the regular registration period prior to the semester of the study. Special arrangements for regular courses of study are not permitted.

Seminar Courses

A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the department chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

Class Attendance

Graduate students should realize that regular attendance enhances the value of a course. Students who have a record of good attendance commend themselves to the faculty when consideration is given to degree candidacy and recommendations.

Absence from any class may be excused by the professor in charge, provided the student presents, in writing, an acceptable reason for being absent and makes up the work missed to the satisfaction of the instructor. Every absence from class, unless excused by the instructor, will reflect on the student's grade in that course. Excessive absences will result in an "F" for the course.

A student who must come late to class or leave early should make satisfactory arrangement with the instructor to avoid being counted absent.

Pass/No Pass

A pass/no pass option is available for one course per semester on non-major electives. Some courses are offered only on a pass/no pass basis and are not subject to this limitation. Pass is the equivalent of a "C" or above. No pass indicates the level of "C-" or below. No units of credit are given for courses that receive a "no pass." If a student anticipates additional graduate work, it is not advisable to take many courses pass/no pass.

Seminary Research Scholars

A research scholar is given opportunity to work closely with a professor, usually through the course of an entire year. This may include participation in his/her teaching ministry and assisting with syllabus preparation, classroom presentations, student evaluation, test construction, etc. It also may involve research for special projects related to instruction or publication. Students who desire such an educational experience are carefully screened and must meet high personal and academic standards. Selection usually is made prior to the beginning of the academic year. The Dean's approval is required.

Seminary Teaching Assistants

A teaching assistant is given opportunity to work closely with a professor and participates in his/her teaching ministry. Usually this includes an involvement in syllabus preparation, classroom presentations, student evaluation, test construction, etc. Preparation includes advanced study and research in the subject area as well. Students who desire such an educational experience are carefully screened and must meet high personal and academic standards. The Dean's approval is required.

Off-Campus Courses

A maximum six hours credit will be allowed toward the Master of Divinity degree for participation in seminars held off campus previously approved by the appropriate school. Four hours of credit will be allowed toward the Master of Arts degree. Regular tuition rates apply above any fees which may be associated with the off-campus activity.

Study Tours

When a member of the faculty leads a study tour which includes graduate learning experiences, an enrolling student may request credit. Registration is to be completed prior to the semester encompassing the tour dates. Credit hours and course requirements will be determined by the faculty member and approved by the Dean.

Seminary Graduate Research Program/Thesis Option

Graduate research is a serious academic inquiry into a selected area of study with a view to obtaining information hitherto unknown to the researcher. This inquiry is then presented in acceptable written form for the benefit of other readers.

The graduate research program goals are threefold:

1. To develop facility in the principles and techniques of literary and empirical research;
2. To increase the student's knowledge in an area of concentrated study;
3. To build within students a habit of asking questions and seeking answers which will serve them well as practitioners in their chosen field of ministry.

The values of this phase of the student's total preparation for life's work are as follows:

1. To discourage the practice of making hasty generalizations based upon insufficient evidence;
2. To encourage thoroughness of study and research in preparation for the varied tasks faced by the practitioner;
3. To develop expertise in research and in formalizing research findings.

♦ GENERAL REQUIREMENTS

1. In order to enter the graduate research program, a student must have completed 26 semester hours in an M.A. degree program or 54 semester hours in the M.Div. program.
2. Students must have a cumulative grade point average of at least 3.00 to be eligible to write a thesis or complete a graduate research project.
3. For Graduate Department of Ministry students, the professor teaching PST, BST, CHT, CED or SFD 590 shall serve as faculty advisor and will have primary responsibility for overseeing thesis work.

For Graduate Department of Counseling students, this function will be fulfilled by the professor teaching COU or MFT 582. Each student shall choose an additional faculty member who will serve as second reader. The second reader should be knowledgeable in the chosen research area and serve as a resource person as well.

4. Graduate research requires a substantial foundation of course work in the field to be investigated.

5. Thesis.

(a) The thesis requires the establishment of a specific problem to be solved and conclusions reached.

This occurs in the form of a hypothesis which must be supported by the literature study/review. In the counseling programs, the hypothesis will be tested using the proposed empirical research method. In the ministry programs, the hypothesis will be tested using the methodology most suited to the student's discipline.

(b) The thesis is intended not only to add to the student's personal understanding of a given subject area, but to contribute something new to the common store of knowledge in that subject area.

6. Graduate Research Project.

(a) The project requires the identification of a need which exists (e.g., grief counseling for pastors) and then presents the solution (e.g., a pastoral manual for grief counseling).

(b) The project is designed to bring information together in a practical and presentable format.

7. In order to be accepted into the graduate research program, a student must submit an acceptable proposal to the department faculty. The first draft of this proposal must be submitted to the faculty research advisor prior to November 1. For Graduate Department of Counseling students, this is in the term before the student enrolls in COU/MFT 582 Research and Evaluation. The final proposal must be submitted to the faculty research advisor by December 15. The proposal should reflect the fact that the student already has consulted with the research advisor, adequately defined and limited the proposed area of inquiry or need, structured a method of inquiry or solution, and done preliminary research in available bibliographic and other resources.

In determining the acceptability of the proposal, the faculty will look for the following elements:

- (a) title page;
- (b) summary of the area of inquiry, with hypothesis;
- (c) proposed research method and procedure;
- (d) discussion of the expected results;
- (e) justification of the proposed research, including its general usefulness and its anticipated benefits to the student particularly;
- (f) a listing and/or discussion of course work and other personal resources upon which the student can draw to complete the project.;
- (g) proposed schedule for completion;
- (h) preliminary bibliography, reflecting substantial survey of available resources already carried out;
- (i) signed and dated approval of faculty research advisor.

8. All work submitted, from proposal to final draft, must follow the appropriate form and style of the discipline, e.g., American Psychological Association (APA) Guidelines for Publication for Graduate Department of Counseling students.

9. All Graduate Department of Counseling students must register for COU/MFT 582 Research and Evaluation for the spring semester. Graduate Department of Ministry students may register for PST/BST/CHT/CED/SFD 590 Research/Thesis for the fall or spring semester.

10. In counseling programs, the student and the professor teaching COU/MFT 582 shall determine whether the student is adequately prepared to register for COU/MFT 590 Research/Thesis for the spring semester. In ministry programs, the student and the faculty advisor will determine whether or not the student will enroll in the appropriate 590 Research/Thesis course.

11. A thesis requires a one-hour oral defense before the research advisor and the second reader. Notice of the defense will be given to the student and appropriate department faculty at least one week in advance. Oral defenses will take place during the first two weeks of April.

12. Black ink is the only acceptable color for theses.

13. Final copies must be submitted in letter-quality type by April 1. Following the defense, the student will complete additions or changes requested by the faculty research advisor and second reader.

14. Once the student completes any required changes, the faculty research advisor and second reader will sign an Approval Page. Two copies of the final version must be turned in on paper with at least a 75 percent rag content. These copies are due the last day of classes spring semester. Note: This is following the defense; these are formal, archival copies.

15. Each copy must have an original (not photocopied) approval sheet signed by the faculty research advisor and the second reader.

16. Duplicate copies should be made of all work, including rough draft and bibliography, to protect against inadvertent loss of materials.

17. Grading policy: All thesis projects will be graded on a pass/no pass basis.

♦ SUGGESTED SCHEDULE

Fall semester: Meet with faculty research advisor. Conduct literature review.

- **November 1:** First draft of proposal to faculty research advisor.
- **December:** Advisor presents proposal to department faculty.
- **January-March:** Conduct empirical study. For the counseling student, this may be done in conjunction with project for COU/MFT 582.
- **March 15:** First draft.
- **April 1:** Final draft.
- **April 1-15:** Oral defense of thesis.

GRADUATE ADMISSIONS

*George Fox
University*

GRADUATE ADMISSIONS

George Fox University offers 12 graduate programs: three doctoral programs in clinical psychology (Psy.D.), education (Ed.D.), and ministry (D.Min.); master's-level programs in business administration (M.B.A.), education (M.Ed.) — including an Administrative Licensure program, organizational leadership (M.A.O.L.), teaching (M.A.T.), and psychology (M.A. — part of the Psy.D. program); and five master's-level seminary programs leading to the Master of Divinity (M.Div.), Master of Arts (M.A.) in Christian Education, Counseling, Marriage and Family Therapy, or the Master of Arts, Theological Studies (M.A.T.S.).

To be considered for admission, applicants are normally required to have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 grade point average in their last two years of academic work. An applicant whose cumulative grade point average is below this may be considered for admission on academic probation.

Individual graduate and seminary programs have unique admission deadlines, requirements and procedures established by the University. Application information for graduate study is available upon request. Write to the Graduate Admissions Office, George Fox University, 414 N. Meridian St. #6039, Newberg, OR 97132-2697 or request an application by calling (800) 631-0921; or the Seminary Admissions Office, 12753 S.W. 68th Ave., Portland, OR 97223 or request an application by calling (800) 493-4937.

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 indicators suggest probable success in the program.

Standardized admissions examination requirements vary according to program. Information about required tests and testing dates and sites may be obtained from the Seminary or Graduate Admissions Offices at George Fox University.

Application Procedures For Graduate Students

Application deadlines for graduate programs vary. Please consult the Graduate Admissions Office or the Seminary Admissions Office.

Applicants to graduate programs at George Fox University must submit the following materials to the Graduate Admissions Office or Seminary Admissions Office:

1. Application for admission to the appropriate program for which admission is sought. (A second application to George Fox University is not required.)
2. \$40 application fee.
3. If applicable, a passing score on the program-required entrance examination. (CBEST, Praxis I, PPST, GRE or GMAT scores normally must be less than five years old to be acceptable.)
4. Official transcripts from regionally accredited post-secondary institutions attended.
5. Three or four references, depending on the program for which admission is sought. (Forms are included in the application packet.)
6. Applicant's Admission Statement or Essay, as required by the program.
7. Once all materials have been received by the Admissions Office, the admissions committee will review the application. For most programs, a group or personal interview is required.
8. Admitted students pay a tuition deposit prior to enrollment.

Refer to application packets or catalog descriptions of individual degree programs for the specific admission requirements.

George Fox University reserves the right to select students on the basis of academic performance and professional qualifications. George Fox University does not discriminate in its educational programs or activities — including employment — on the bases of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws.

Services to Disabled Students

Disabled students needing accommodations should contact the Vice President for Enrollment Services well in advance of attendance so that specific attention can be made to develop an accommodation plan.

Instructional assistance for disabled students is available through the learning laboratory. Where necessary, course requirements are reasonably adjusted based on the student's request and appropriate documentation.

Readmission of Former Students

To apply for readmission after an absence of one or more semesters, a student should request an Application for Readmission from the Graduate Admissions Office or Seminary Admissions Office. In most cases, readmitted students must meet any new or revised graduation requirements and may be asked to go through regular admission procedures.

Students who withdraw risk non-acceptance of that credit upon readmission unless such has been approved by the graduate program director and the Registrar prior to leaving.

Special Students

"Special Student" is the term used for either of the following:

1. A student who is not seeking a George Fox University degree. This student is taking courses for personal enrichment or professional certification.
2. A student who is interested in pursuing a George Fox University degree or certification but has not been formally admitted to graduate study. Any Special Student wishing to enter a degree program must fulfill regular admissions requirements. Special Student enrollment does not guarantee subsequent admission to any graduate program/department. A maximum of 10 hours taken as a Special Student can transfer to a degree program.

Special Students may be required to receive permission from the director of the graduate program prior to enrolling in courses. Some graduate programs limit the number of hours a Special Student may take or require approval. Because of the cohort format of the D.Min., M.A.T., M.B.A. and M.A.O.L. programs, attendance as a Special Student is not permitted. The Graduate School of Clinical Psychology director must approve part-time attendance in the Psy.D. program for special, non-admitted students. Applicants are required to pay the non-refundable \$40 application fee, and tuition is based on the current per-credit-hour rate.

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 Graduate Admissions Office or Seminary Admissions Office, which is open on weekdays, 8 a.m. to 5 p.m.

Prospective graduate students may arrange campus visits by contacting the Graduate Admissions Office at (800) 631-0921 or the Seminary Admissions Office at (800) 493-4937.

Financial Aid Application Deadlines

Prospective students are encouraged to apply by May 1 since financial assistance decisions are made shortly thereafter. Applications are welcome after that date, but only federal Stafford Loans will be available for financial assistance. Because financial assistance is extremely difficult to obtain midyear, the University encourages students with these needs to enter in the fall semester.

Application deadlines are:

- Fall semester July 1
- Spring semester December 1
- Summer semester April 1

International Students

George Fox University is authorized to enroll non-immigrant alien students. In addition to the standard requirements for admission, international applicants also must submit the following materials. These materials must be on file before the international applicant will be considered for admission.

1. Results of the Test of English as a Foreign Language (TOEFL) for students whose first language is not English. A minimum score of 550 (213 on computer exam) is required for admission.
2. Declaration of Finances form testifying to the applicant's ability to meet travel, educational and living costs for the duration of study in the United States. U.S. Immigration and Naturalization Services regulations governing F-1 student status require compliance. George Fox University may not send the admitted student an I-20 form, which allows the student to obtain a visa, until full financial certification is on file with the Graduate Admissions Office or Seminary Admissions Office.

3. A transcript evaluated by Academic Credentials Evaluation Institute, Inc., in comprehensive form at the student's expense. Forms are available from the Graduate Admissions Office or from the Seminary Admissions Office.

Transfer Students

Post-baccalaureate work completed with a grade of "B-" or better and from an accredited school may be considered for transfer credit. Only courses completed not more than seven years prior to admission and which meet program requirements will be considered. Transfer credit will be evaluated by the appropriate department and are limited to:

- Doctor of Clinical Psychology 35 semester hours
(not more than 30 in psychology; not more than 12 in Bible)
- Master of Education 10 semester hours
- Master of Divinity 64 semester hours
- Master of Arts, Theological Studies 32 semester hours
- Master of Arts in Christian Education 32 semester hours
- Master of Arts in Counseling 21 semester hours
- Master of Arts in Marriage and Family Therapy: 26 semester hours

- Doctor of Education
17 semester hours

Transfer credits are not accepted into cohort programs: M.A.O.L., M.A.T., M.B.A., and D.Min.

Seminary Advanced Standing

George Fox University will consider applicants for advanced standing at the seminary subject to the following:

1. Students admitted with advanced standing may be granted such standing
 - a) without credit by exempting students from some courses but not reducing the total number of academic credits required for the degree, or
 - b) with credit by reducing the number of hours required for the degree.
2. If George Fox chooses to grant advanced standing with credit, it must determine by appropriate written and oral examination that students have the knowledge, competence or skills that normally would be provided by the specific courses for which they have been admitted with advanced standing.
3. Advanced standing with credit cannot be granted on the basis of ministerial or life experience or the content of undergraduate work alone.
4. If advanced standing is granted with credit on the basis of appropriate evaluation, not more than one-sixth of the total credits required for an ATS-approved degree may be granted in this way.
5. At least 50 percent of the concentration hours must be taken at the seminary at George Fox University.
6. A student must meet the minimum residency requirements of the individual programs: 32 hours for the Master of Divinity, Master of Arts Theological Studies, and Master of Arts in Christian Education; 27 hours for the Master of Arts in Leadership; 43 hours for the Master of Arts in Counseling; and 53 hours for the Master of Arts in Marriage and Family Therapy.
7. Appropriate fees may be assessed for processing and evaluation.
8. Faculty may identify certain courses that are not available for advanced standing.

FINANCES

*George Fox
University*

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

The Board of Trustees reserves the right to adjust charges at any time, after giving notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year.

TUITION, FEES AND EXPENSES (1999-2000)

Tuition — Graduate and Seminary

Master of Education.....	\$385 per hour
Master of Arts in Organizational Leadership	\$18,000
Master of Arts in Teaching	\$17,970 per program
(includes tuition, books and fees)	
Master of Arts in Teaching (evening cohort)	\$18,720
Master of Business Administration	\$22,530 per program
(includes tuition, books and fees)	
Master of Business Administration (January cohort) ...	\$22,700
(includes tuition, books and fees)	
Doctor of Psychology.....	\$500 per hour
Internship: full time, per semester	\$2,825
part time, per semester	\$1,412.50
Seminary courses.....	\$290 per hour
Doctor of Education	\$385 per hour
Administrative Certificate	\$385 per hour
Doctor of Ministry	\$10,850

Graduate courses may be audited for half the applicable regular charge.

SFD Certificate (non credit) \$100 per hour

Student Body Membership

Students registered for 8 hours or more	
each semester	\$70 per semester
Students registered for 4-7 hours	
each semester	\$35 per semester

The full membership covers student activities, class dues, social events, the Student Union Building, and subscriptions to Associated Student Community publications.

General Use Fee

All students registered for	
4 hours or more	\$10 per semester

Health/Counseling Fee

Health/Counseling Fee, per semester.....	\$45
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This fee provides access to the Health and Counseling Service to full-time graduate students attending on the Newberg campus.

Evidence of acceptable medical insurance for accidents, sickness and prolonged illness is required of all full-time students. Students are required to enroll in the University-approved student medical insurance plan unless an insurance waiver

form is submitted at the time of registration indicating comparable coverage elsewhere. A new waiver form must be submitted each academic year.

The premium is subject to change each year by the underwriter but is approximately \$600 for 12 months coverage, payable on the first-semester billing.

Health Center Fee: Per-visit fee\$10 per visit charged for students not attending on the Newberg campus who use services of the Health Center

Deposits and Admission Fees for 1999-2000

Application Fee (nonrefundable, submitted	
with application for admission)	\$40
Tuition Deposit for Graduate Students.....	\$200
Tuition Deposit for Seminary Students	\$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
Graduation Fee:	
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
Unofficial Transcript	\$1
Rushed Official Transcript	\$10
Examination Fee.....	\$40
Seminary Ministry Assessment Fee	\$125
(charged first semester of enrollment)	
Seminary Graduate Research/Thesis.....	\$100
Placement File Setup Fee.....	\$10
Placement File, per set.....	\$7
Additional sets with same order.....	\$3

Departmental Fees

Other: Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from \$10 to \$50 per class, although some specific courses may be higher. Class fees are printed in the course schedule book.

Business Office Fees

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

Returned check fee, per check	\$25
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Parking Fee

(Newberg campus programs)

Student vehicles must be registered with the Security Office, and a non-refundable parking fee must be paid.	
Per semester.....	\$30
Annual.....	\$50
Summer.....	no charge

SCHEDULE OF REQUIRED DEPOSITS

Admitted students are required to pay a tuition deposit by the date established by the graduate or seminary program. This deposit will be applied against tuition.

FINANCIAL ARRANGEMENTS

All charges made by the University are due prior to the beginning of each semester or may be made on an installment basis by either annual or semester plans. Students receiving financial aid must complete all necessary arrangements well in advance of registration. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that still may be pending at the time of registration must have a letter of commitment from the lender acceptable to the University. Service charges will be made on unpaid accounts even though a loan is pending, so the loan application process should be started early.

Earnings from work-study jobs are given directly to the student. These jobs are not guaranteed, therefore the earnings cannot be credited to a student account in advance. Interest will be charged on accounts being paid from work-study earnings.

Payment for summer tuition is due in full when billed.

Students may be asked to leave at any time during a semester if appropriate arrangements have not been made at the beginning of the semester or if the student becomes delinquent on installment payments.

Restrictions

The University will withhold transcript of records and diploma until all University bills have been paid. Students will not be permitted to attend for a new semester until all bills are paid for the previous session.

Refund/Repayment Policy

All students withdrawing from George Fox University must complete the "Official Withdraw Form" available from the Registrar's Office, or for the Department of Continuing Education, from the DCE Assessment Office. Following submission of the completed form to the Registrar's Office, the Student Accounts Office will calculate the refund and written notification will be sent to the student. According to federal policies, refunds are returned first to financial aid programs and last to the student's account.

Students who choose to reduce their course load and who do not completely withdraw from the University will generally not receive a refund of tuition, course fees, and other associated fees unless the change takes place prior to the "Last Day to Change Registration," also known as the end of the add/drop period, which is published in the University's academic calendar and Class Schedule (not applicable to cohort model programs).

For complete withdrawals during the semester, the refund/repayment calculation date is the last recorded date of class attendance. Repayment of Title IV funds will be returned to the appropriate programs within 30 days of the date of notice. Regardless of refund percentage granted, the lesser of \$100 or 5 percent of institutional costs will be charged by the University to cover the cost of registration and processing.

In the case of cancellation of pre-registration, the lesser of \$100 or 5 percent will be charged by the University to cover the costs of registration and processing. To avoid this minimum charge, notification must be made to the Registrar's Office by July 15; for spring semester, notification must be made prior to January 1; for summer enrollment, notification must be made by May 1 for programs beginning in May, and June 1 for programs beginning in June. For Department of Continuing Education programs, notice must be made two weeks prior to the first class session.

The \$100 undergraduate continuing deposit will be held on the student's account up to 60 days past the end of the semester in which the student graduates or withdraws, pending receipt by the Student Accounts Office of any fines, penalties, or other charges. If there is an outstanding balance on the student's account, the deposit refund will be applied to that balance. (Not applicable to graduate and continuing education students.)

In the case of a complete withdrawal, refunds after the start of the enrollment period (defined as the period for which the student was charged) will be made according to the following schedule:

For all students **except** those who are eligible for medical or hardship considerations and **including** students who are asked to withdraw for disciplinary or academic reasons, refunds will be calculated using one of the two federal refund policies outlined below.

For medical or hardship withdraws, restrictions apply and student initiation is required. Students will need to submit documentation that can be verified. The percentage to be used in the refund calculation will be determined based on documentation provided.

Note: In both of the following federal policies, to determine weeks attended, round up to include the remainder of any week in which attendance took place.

♦ STANDARD FEDERAL REFUND

Students canceling their registration or withdrawing on or before day one of the enrollment period (defined as the period for which the student was charged) will have all financial aid removed from their account and then be given a **100 percent** refund, **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws day two through the first 10 percent of the enrollment period result in a **90 percent** refund **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws after 10 percent through 25 percent of the enrollment period result in a **50 percent** refund **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws after 25 percent through 50 percent of the enrollment period result in a **25 percent** refund **minus** the lesser of \$100 or 5 percent of institutional charges.

Withdraws after 50 percent through the end of the enrollment period result in no refund.

♦ FEDERAL STATUTORY PRO RATA REFUND

For first-time George Fox University students who withdraw before 60 percent of the term has passed or before completion of one course, refunds will be calculated according to federal statutory pro rata guidelines, which require the percentage used for calculation to equal the percentage of remaining weeks in the term. To determine this percentage, divide the weeks remaining by the total number of weeks in the enrollment period.

According to federal regulations, funds must be returned to the programs from which the student received aid in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV aid
8. Other state and institutional aid
9. The student

Note: A first-time student is one who has not previously attended at least one class at George Fox University or who, for all previous attendance, withdrew prior to attending 60 percent of the enrollment period.

The following, when present on the account, are not generally refunded or are calculated as specified:

- Non-returned equipment or books
- Interest, fines and collection fees
- Add/drop fees, parking fees, course fees
- Juniors Abroad expenses refunded according to program guidelines
- Generally, refunds for insurance will be made if the request for refund is submitted in writing prior to the "Last Day to Change Registration," also known as the end of the add/drop period, which is published in the University's academic calendar and Class Schedule.

• Partial refunds for housing and meals will be considered if the written request/petition is submitted as follows: Housing refund requests must be submitted by Friday of the first week of classes. Meal refund requests must be submitted by Friday of the second week of classes. Generally, no refunds for housing/meals will be made except as noted above.

• Partial refund for traditional undergraduate tuition deposits will be given if requested in writing prior to May 1 for summer and fall semesters or December 1 for spring semester.

• May Term Refunds: Withdrawal prior to day one results in a 100 percent refund. Withdrawal on day one of any class, regardless of attendance, results in a 50 percent refund. The one exception to this would be classes that will meet for the first time on a Friday evening, after business hours. In this situation, to receive a 50 percent refund, the student must have attended on Friday only and the withdrawal must be made on the following Monday by 5 p.m. Withdraws after day one of any class result in no refund.

Note: No transcript will be released until the student's account is paid in full. This includes current charges.

Repayments

Some students receive aid, paid directly to them, to help cover indirect educational expenses (such as off-campus housing, transportation, and personal living expenses). The student may be required to make repayment to federal and state programs if he or she received a larger cash disbursement than the costs incurred during the period of enrollment. These indirect educational expenses are calculated using figures from the student's Financial Aid Award Letter. Repayment will be calculated by subtracting the reasonable non-institutional expenses for the period of attendance from the cash disbursed directly to the student for the same period. The portion of the semester for which the student was enrolled will be used to determine the appropriate indirect educational expenses for the semester to which the aid disbursement may apply.

If the student who received federal or state financial aid funds in the form of cash for indirect educational expenses is required to repay some or all funds, repayment will be made to programs in the following order:

1. Federal Perkins Loan
2. Federal Pell Grant
3. Federal SEOG
4. Other Title IV aid programs
5. Other federal and state aid
6. Private aid

Stafford Loans and work-study wages are not included in the repayment requirement, unless the student didn't attend any classes in the applicable term. The student will be notified in writing if he or she is required to make an immediate repayment. Most George Fox students are not required to make an immediate repayment because they seldom receive funds beyond George Fox University expenses from sources other than Stafford Loan or work-study.

This policy is in compliance with the Higher Education Reauthorization Act.

To request refund examples, please stop by the Student Accounts Office or call (800) 765-4369, ext. 2290.

FINANCIAL AID

Basis of Student Aid

George Fox University offers several financial assistance programs for its degree-seeking students. Loans are a primary source of financial aid for graduate study. Limited tuition need-based and academic-based grants, scholarships, and employment are available to eligible students enrolled in seminary degree programs. All students in need of financial aid are encouraged to apply.

Information on financial aid options and application procedures is available from the Financial Aid Office. These change annually, so please make sure you have information for the current year.

With few exceptions, students must be enrolled full time (at least eight credits per semester) to receive financial aid. However, eligibility for assistance from the Federal Direct Student Loan program requires half-time enrollment (four semester hours). Students must also meet eligibility requirements of the programs from which they receive assistance. Such requirements include maintaining satisfactory academic progress toward a degree, maintaining a minimum grade point average, having financial need, and other specific conditions of federal, state or University regulations. Students enrolled in certificate programs only are not eligible for financial aid.

Awards Based Upon Financial Need

Financial need is determined by a uniform method of analysis of information provided on the Free Application for Federal Student Aid (FAFSA). The need analysis helps the University determine the contribution the student is expected to make. The difference between this expectation and the cost of attendance at the University is the “need” that financial aid attempts to fill.

Financial assistance awarded by George Fox University takes the form of grants, loans and employ

ment. “Need-based” financial assistance comes from the state or federal government and from the University. Students awarded federal and state aid are subject to the laws regulating those programs. For instance, all federal and state assistance requires signed statements from the recipient attesting that the funds will be used only for educational purposes, that the student is not in default on any government loan nor owing a refund on any government grant, and that the student has registered with the Selective Service or that he or she is not required to do so.

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

Loans, Scholarships, Grants and Student Employment

♦ LOANS

The University participates in the Federal Direct Student Loan program for the Federal Stafford Loan and the Federal Unsubsidized Stafford. Eligibility for the Stafford and the Unsubsidized Stafford is determined by filling out the Free Application for Federal Student Aid, as well as by student status.

When other funds are not available, loans place the responsibility for financing higher education on the student. Students are encouraged to be cautious when applying for loans but to consider the value of receiving financial assistance when needed and of paying some of the cost of education later when they are better able to do so. The University expects loans to be a significant part of the financial aid award for graduate students, but the student must decide whether the loans are necessary based upon his/her financial situation.

♦ GOVERNMENTAL FUNDS AND PROVISIONS

Prospective and enrolled students may request and receive information from the financial aid staff concerning available financial assistance and student consumer information.

Financial resources are supplied by the federal government through Title IV of the Higher Education Act of 1965 as amended. This aid includes the Direct Loan Program and the Federal Guaranteed Student Loan Program. Students may inquire about eligibility for aid, criteria for selection, award amounts, and rights and responsibilities.

♦ VETERANS ADMINISTRATION (V.A.) ASSISTANCE

The University is listed with the United States government as a recognized graduate school for the training of veterans. All prospective students eligible for V.A. assistance should write to the University Registrar for V.A.-approved program information and follow procedures required by the Veterans Administration for transfer of training to George Fox University. To be recommended for V.A. assistance, the student must continue as a bona fide registrant throughout the semester. Those receiving V.A. assistance must meet the minimum academic standards of the University for enrollment and progress toward degree completion.

SEMINARY INSTITUTIONAL AID PROGRAMS

Several scholarship/grant programs are available for eligible students. Seminary Grants are awarded annually.

Unless otherwise specified, students must be enrolled full time with eight credits or more for each semester to receive an award.

The **V.A. Ballantyne Scholarship Fund**, established in 1993 by the Evangelical Literature Service, is awarded to students who are members of the Evangelical Church of North America.

The **Julius Clifton Bruner Scholarship Fund** was established by Iris J. Bruner in memory of her husband for graduate theological education.

The **Ketterling-Schlenker Memorial Scholarship Fund** was established to assist students demonstrating financial need. Preference is given to students from North Dakota, Montana or the Midwest.

The **Clara and Harlan Macy Memorial Scholarship** was established by family members to help seminary students going into pastoral ministry.

The **Chuan Cheng Morrisey Missions Memorial Scholarship Fund** is awarded to students preparing for cross-cultural ministry (preferably with Chinese) or to Chinese students preparing for cross-cultural ministry to non-Chinese.

The **H.W. and Wilma Ogden Scholarship** is awarded to Free Methodist students in the ministry program at the seminary.

The **John and Emma Pike Scholarship** is awarded to Master of Divinity students committed to full-time pastoral ministry upon graduation.

Earnings from the **Arthur T. Shelton Scholarship Fund** are awarded to students coming from the states of Oregon and Washington.

Earnings from the **Lydia C. Sundberg Memorial Fund** are awarded to international students who will return to their homeland or students planning to enter missionary service.

The **Glenn and Allee Yoder Memorial Scholarship** was established in 1993 by their family for the educational advancement of Christian students.

Eligibility for all of the above awards is based on evidence of financial need and is limited to tuition only. If a student's enrollment status changes, the amount of the scholarship may be decreased accordingly. A student may not be on academic probation more than one semester to maintain eligibility. Awards are limited to the amount of funds available and to seminary courses taken for credit only, not audit courses or off-campus courses and seminars.

Seminary Church Matching Grants are awarded up to \$1,000 annually. Participating churches must be approved and must provide a letter of confirmation by October 1 indicating the designated student and amount contributed.

Seminary Multicultural Scholarships are awarded to current and prospective students who are U.S. citizens and ethnic minorities. These scholarships are based on need.

The **E. Arleta Wood Reed Memorial Student Loan Fund** has been established by Merrill L. Reed in memory of his wife and provides low-interest loans for tuition, books or supplies. When need has been determined by the Financial Aid Office, the loan can be acquired through the Financial Aid Office subject to the extent of funds available.

Partners in Ministry Grants are provided for all spouses enrolled in the Partners in Ministry Certificate program. Scholarships are limited to one course per semester. Scholarships will be applied only to those courses in the program.

Pastor and Teacher Enrichment Grants are available for full-time pastors, Christian educators, and mission personnel not pursuing a degree program for courses taken on an audit basis.

Seminary Grant

The Seminary Grant is available to all students whose federal financial aid form determines need and who have at least a 3.5 cumulative grade point average. Also, the federal financial aid form results must be received by the Financial Aid Office by May 1. All new entering seminary students will be considered on need only, but the cumulative grade point average must also be maintained with at least a 3.5 cumulative grade point average to continue receiving the Seminary Grant.

Seminary International Student Award

All international students will be awarded an International Grant based on 20 percent of the tuition for a full load of eight credits. Students must maintain at least eight credits per semester and can receive 20 percent of any credits over eight credits as well. It is the student's responsibility to let the Financial Aid Office know if taking more than eight credits. All international students must apply for admission by May 1 of each year in order to receive the International Grant.

Seminary Research Scholars and Teaching Assistants

Several seminary students are selected each year to serve as research scholars and teaching assistants for full-time faculty. Prospective research scholars and teaching assistants should make application for the position with the endorsement of the faculty member by May 1 prior to the academic year. Qualifications for the position are considered. An applicant must be a registered student. Though not required, a research scholar is typically in her/his second or third year of study. Research scholars and teaching assistants are considered student employment positions. Re-muneration will be at the established University student employment rates.

Seminary Student Employment

Several seminary students are selected each year for campus employment assignments in the Portland Center of George Fox University. These positions vary throughout the year depending on the staffing needs. Both financial need and qualifications for the position are considered. Applications are available from the Seminary Enrollment Office. A campus employment student must be a registered student. Remuneration will be at the established University student employment rates.

Other Scholarship Programs for Seminary Students

Information and applications for the following scholarship programs may be obtained by contacting the appropriate denominational and conference offices directly.

Brethren in Christ Church Scholarships:

A \$500 annual tuition scholarship is provided students of the Brethren in Christ Church.

Evangelical Church, Pacific Conference:

The Pacific Conference of the Evangelical Church offers financial aid to its ministerial students who are attending the seminary and who are under the guidance of the conference Board of Ministerial Relations. Both basic tuition scholarships and service-grant loans are available.

Evangelical Men Scholarship: The Evangelical Men of the Evangelical Church (Pacific Conference) grant an annual tuition scholarship to a student of their choice.

Free Methodist Church Scholarships:

Tuition scholarship assistance is provided for all Free Methodist students who meet the standards determined by the denomination.

Higbee Memorial Scholarship:

The Oregon Conference of the Free Methodist Church is custodian of a scholarship fund for Free Methodist students. The fund is in honor of Dellno Higbee.

Northwest Yearly Meeting of Friends Church Scholarship:

A limited number of Friends students may receive tuition scholarship assistance from allocated funds set apart for this purpose by the Yearly Meeting.

Paul T. and Vera E. Walls Foundation

Scholarships: These scholarships are designated to provide assistance to seminary students who are members of the Pacific Northwest Conference of the Free Methodist Church.

Waldo Hicks Memorial Scholarship: His widow, Frances Hicks French, and her two sons, Bruce and David, have designated this annual scholarship to assist a student of the Friends Church.

Wesleyan Church Scholarship: Funds are made available to Wesleyan students on a loan basis. Repayment is dependent on years of service in the denomination following seminary training.

COMPLIANCE WITH FEDERAL LAWS & REGULATIONS

*George Fox
University*

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 does the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the

health or safety of students or other persons. All these exceptions are permitted under the act.

Within the George Fox University community, only those members, individually or collectively, acting in the students' direct educational interest are allowed access to student educational records. These members include personnel in the student services offices and academic personnel within the limitation of their "need to know" as determined by the Registrar.

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

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the Registrar's Office. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Non-directory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. The Registrar's Office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admissions, personal and academic files, and academic, cooperative education, disciplinary, and placement records. Students wishing to review their education records must give a written request to the Registrar listing the item or

items of interest. Only records covered in the act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

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

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

Drug-Free Environment

George Fox University is concerned about the intellectual, physical, psychological and spiritual well-being of all its students and employees. The community recognizes the danger to one's physical and psychological well-being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or non-prescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used,

possessed or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually, a resource guide concerning drug and alcohol issues.

Disabled Students

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

Documentation of an existing disability generally will be required.

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

Disclosure of Uses for Social Security Numbers

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

Anti-Harassment Policy

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

◆ PROHIBITED CONDUCT FOR SEXUAL HARASSMENT

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

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

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

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

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

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

DIRECTORIES

*George Fox
University*

FACULTY, 1999-2000

This register includes those teaching half time or more under regular faculty contracts, as well as certain administrative officers with faculty designation. Listed are those contracted at the time of printing.

Wayne V. Adams, Professor of Psychology. B.A., Houghton College; M.A., Ph.D., Syracuse University. George Fox University 1999–

Michael A. Allen, Professor of Sociology. B.S., M.S., Illinois State University. George Fox University 1976–

Pat Allen, Assistant Professor of Family and Consumer Sciences. B.S., University of Oregon; M.S., Oregon State University. George Fox University 1999–

Richard E. Allen, Associate Professor of Management and Health and Human Performance, Assistant Director of Continuing Education. B.S., Seattle Pacific University; M.S., University of Oregon. George Fox University 1969–

Paul N. Anderson, Associate Professor of Biblical and Quaker Studies. B.A., Malone College; B.A., Trinity Lutheran Seminary; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox University 1989-98, 1999–

Mark E. Ankeny, Associate Professor of Education. B.A., George Fox University; M.S., Portland State University; Ph.D., University of Oregon. George Fox University 1991–

Rebecca Thomas Ankeny, Professor of English, Chairperson of the Department of Writing/Literature. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1988–

Patrick L. Bailey, Assistant Professor of Health and Human Performance. B.S., University of Idaho; M.Ed., University of Oregon. George Fox University 1995–

Robin E. Baker, Vice President for Academic Affairs, Professor of History. B.A., Grand Canyon University; M.A., Hardin-Simmons University; Ph.D., Texas A&M University. George Fox University 1999–

Tara L. Baker, Assistant Professor of Biology. B.S., Ph.D., Iowa State University. George Fox University 1998–

Grace A. Balwit, Associate Professor of Education, Director of the Master of Arts in Teaching Program. B.S., Eastern Nazarene College; M.A., Ed.Spec., Northern Michigan University; Ph.D., University of Wisconsin. George Fox University 1994–

Dirk E. Barram, Professor of Business, Chairperson of the Department of Business and Economics. B.A., Gordon College; M.Ed., Kent State University; Ph.D., Michigan State University. George Fox University 1986–

Stephen R. Bearden, Assistant Professor of Marriage and Family Therapy. B.A., Olivet Nazarene University; M.Div., M.A., Fuller Theological Seminary; Ph.D., Oregon State University. George Fox University 1996–

Deborah L. Berhó, Assistant Professor of Spanish. B.A., Northwest Nazarene College; M.A., University of New Mexico. George Fox University 1997–

Teresa L. Boehr, Associate Professor of Family and Consumer Sciences. B.S., Oregon State University; M.A., Linfield College. George Fox University 1985–

John D. Bowman, Professor of Music. B.M., Houghton College; D.M.A., University of Cincinnati. George Fox University 1980–

Irv A. Brendlinger, Professor of Religion. B.A., Asbury College; M.Div., Asbury Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Edinburgh. George Fox University 1993–

Daniel L. Brunner, Assistant Professor of Church History and Pastoral Studies, Chairperson of the Graduate Department of Ministry. B.A., Northwest Christian College; M.Div., Fuller Theological Seminary; Ph.D., University of Oxford. George Fox University 1996–

Robert E. Buckler, Professor of Psychology. A.B., University of California, Los Angeles; M.P.H., Johns Hopkins University; M.D., Georgetown University School of Medicine. George Fox University 1990–

Rodger K. Bufford, Professor of Psychology, Director of Integration for the Graduate School of Clinical Psychology. B.A., The King's College; M.A., Ph.D., University of Illinois. George Fox University 1990–

William C. Buhrow, Jr., Director of Health and Counseling Services, Assistant Professor of Psychology. A.A., Baptist Bible College; B.A., Cedarville College; M.A., Dallas Theological Seminary; M.A., Psy.D., George Fox University. George Fox University 1994–

George J. Byrtek, Director of Continuing Education, Assistant Professor of Management. B.S., University of Wisconsin, Stevens Point; M.S., National Louis University. George Fox University 1991–

Clark D. Campbell, Associate Professor of Psychology, Chairperson of the Department of Psychology. B.A., Wheaton College; M.A., Ph.D., Western Seminary. George Fox University 1991–

Douglas G. Campbell, Professor of Art. B.A., Florida State University; M.F.A., Pratt Institute; Ph.D., Ohio University. George Fox University 1990–

Kevin M. Carr, Assistant Professor of Education. B.S., University of Oregon; M.S., Ph.D., University of Idaho. George Fox University 1998–

Paul H. Chamberlain, Professor of Chemistry, Director of Overseas Studies. B.A., Point Loma College; Ph.D., University of Nevada, Reno. George Fox University 1977–

R. Carlisle Chambers, Associate Professor of Chemistry. B.S., Milligan College; Ph.D., Emory University. George Fox University 1994–

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

Charles J. Conniry, Jr., Assistant Professor of Pastoral Ministries, Director of the Doctor of Ministry Program. B.A., American Christian School of Religion; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary. George Fox University 1998–

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

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

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

Jonas A. Cox, Assistant Professor of Education. B.S., Oregon State University; M.A.T., Lewis & Clark College; Ph.D., University of Iowa. George Fox University 1997–

Victoria L. Defferding, Assistant Professor of Spanish. B.A., University of Oregon; M.A., Portland State University, George Fox University 1989–

John S. DeJoy, Assistant Professor of Management. B.B.A., Pace University; M.S., Ph.D., University of Idaho. George Fox University 1996–

Stephen Delamarer, Associate Professor of Old Testament. A.A., Wenatchee Valley College; B.A., Seattle Pacific University; M.A.R., M.Div., Western Evangelical Seminary; M.A., Ph.D., Claremont Graduate School. George Fox University 1996–

Carol A. Dell'Oliver, Assistant Professor of Psychology; Director of Clinical Training, Graduate School of Clinical Psychology. B.A., University of Colorado-Boulder; M.A., Ph.D., University of Kansas-Lawrence. George Fox University 1996–

Jeffrey M. Duerr, Assistant Professor of Biology. B.S., B.A., Whitworth College; M.S., Portland State University; Ph.D., University of Hawaii. George Fox University 1999–

Eugene R. Dykema, Professor of Business and Economics. B.A., University of Illinois; M.B.A., University of Chicago; Ph.D., University of Notre Dame. George Fox University 1991–

Kathryn V. Ecklund, Associate Professor of Psychology. B.A., M.A., Ph.D., Biola University. George Fox University 1994–

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

William R. Essig, Assistant Professor of Business. B.A., Miami University; Dep. C.S., Regent College; M.P.A., Harvard University. George Fox University 1995–

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

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

Stanley M. Frame, Associate Professor of Management, Director of the Boise Center. B.A., La Verne College; M.A., Chico State University; Ed.D., New Mexico State University. George Fox University 1996–

Kathleen A. Gathercoal, Associate Professor of Psychology, Director of Research for the Graduate School of Clinical Psychology. A.B., Franklin & Marshall College; M.A., Ph.D., Case Western Reserve University. George Fox University 1993–

Andrew D. Gess, Assistant Professor of Management. B.A., Azusa Pacific University; M.Div., Fuller Theological Seminary; M.Ed., Oregon State University; Ph.D., Regent University. George Fox University 1991-96, 1998–

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

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

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

David M. Hansen, Assistant Professor of Computer Science. B.S., Oral Roberts University; M.S., Washington State University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox University 1999–

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

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

Thomas F. Head, Professor of Economics. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox University 1971-74; 1976-79; 1983–

W. Scot Headley, Associate Professor of Education, Director of the Master of Education Program. B.S., M.Ed., Colorado State University; Ph.D., The Ohio State University. George Fox University 1994–

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

Edward F. Higgins, Professor of English. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox University 1971–

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

Martha A. Iancu, Associate Professor of English as a Second Language, Director of the English Language Institute. B.A., M.A., University of Oregon. George Fox University 1989–

Kerry E. Irish, Associate Professor of History, Chairperson of the Department of History and Political Science. B.A., George Fox University; M.A., Ph.D., University of Washington. George Fox University 1993–

Dale R. Isaak, Assistant Professor of Health and Human Performance. B.S., Willamette University; M.Ed., University of Minnesota; M.S., Indiana State University. George Fox University 1995–

Clella I. Jaffe, Associate Professor of Communication Arts, Director of Forensics. B.A., Seattle Pacific University; M.Ed., Ph.D., Oregon State University. George Fox University 1995–

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

Derric E. Johnson, Artist in Residence, Director of Dayspring. B.A., Azusa Pacific University. George Fox University 1996–

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

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

Michele E. Johnson, Associate Professor of Business. B.A., Wayne State University; M.B.A., University of South Dakota. George Fox University 1997–

Thomas F. Johnson, Dean of the Seminary, Professor of Biblical Theology. B.Ph., Wayne State University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Duke University. George Fox University 1997–

William G. Jolliff, Professor of Writing/Literature. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., The Ohio State University. George Fox University 1994–

Paul W. Kennedy, Associate Professor of Sociology. B.A., Wheaton College; M.S., State University of New York; M.A., Fuller Theological Seminary; Ph.D., University of Southern California. George Fox University 1997–

Gary M. Kilburg, Associate Professor of Education. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox University 1992–

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

E. Alan Kluge, Associate Professor of Business. B.S., M.B.A., Ph.D., Oregon State University. George Fox University 1996–

Christopher J. Koch, Associate Professor of Psychology; Director of Undergraduate Studies, Department of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox University 1993–

Warren G. Koch, Assistant Professor of Telecommunication. B.A., George Fox University; M.S., Boston University; Ph.D., Regent University. George Fox University 1982–92; 1993–

Beth A. La Force, Professor of Education, Co-Director of Intensified Studies. B.S., Malone College; M.A., Western Michigan University; Ph.D., Michigan State University. George Fox University 1987–

Gregg T. Lamm, Campus Pastor. B.A., George Fox University; M.Div., Western Evangelical Seminary. George Fox University 1991–

Robert E. Lauinger, Associate Professor of Music. B.S., Portland State University; M.M., Indiana University; D.M.A., University of Arizona. George Fox University 1967-69; 1971–

Laurie E. Lieggi, Reference Librarian. B.A., Northwest Nazarene College; M.L.S. Indiana University. George Fox University 1997–

Sharon F. Linzey, Professor of Sociology. B.A., Southern California College; M.A., M.A., Ph.D., Indiana University. George Fox University 1997–

Carleton H. Lloyd, Professor of Social Work, Chairperson of the Department of Sociology/Social Work. B.A., Columbia Christian College; M.A., Eastern New Mexico University; M.S., Oregon State University; M.S.S.W., Ph.D., University of Texas-Arlington. George Fox University 1994–

Bruce G. Longstroth, Assistant Professor of Management. B.A., George Fox University; M.S.W., University of Utah. George Fox University 1974–

Howard R. Macy, Professor of Religion and Biblical Studies, Chairperson of the Department of Religious Studies. B.A., George Fox University; M.A., Earlham School of Religion; Ph.D., Harvard University. George Fox University 1990–

Margaret L. Macy, Associate Professor of Education. B.A., George Fox University; M.Ed., Wichita State University; Ph.D., Walden University. George Fox University 1991–

Anita B. Maher, Assistant Professor of Marriage and Family Therapy. B.A., Millersville State University; M.A., Azusa Pacific University; M.A., Ph.D. Fuller Theological Seminary. George Fox University 1996–

Leonardo M. Marmol, Professor of Psychology, Director of the Graduate School of Clinical Psychology. B.A., M.A., Pepperdine University; B.D., San Francisco Theological Seminary; Ph.D., California School of Professional Psychology, San Francisco. George Fox University 1997–

Mark S. McLeod, Associate Professor of Philosophy. B.R.E., Briercreech Bible College; B.A., Westmont College; M.A., Trinity Evangelical Divinity School; M.A., Ph.D., University of California, Santa Barbara. George Fox University 1999–

Rebecca L. M. McLeod, Assistant Professor of History. B.A., Trinity College; M.A., University of California, Santa Barbara; M.A., M.Phil., Yale University. George Fox University 1999–

Susan C. McNaught, Assistant Professor of Management. B.A., Oklahoma City University; M.S., Portland State University; Ph.D., Oregon State University. George Fox University 1996–

Randolph Michael, Associate Professor of Marriage and Family Therapy. B.A., Northwest Nazarene College; M.Div., Nazarene Theological Seminary; D.Min., Midwestern Baptist Theological Seminary. George Fox University 1996–

Donald J. Millage, Vice President for Financial Affairs. B.S., University of Oregon; CPA, Oregon. George Fox University 1972–

Melanie Springer Mock, Assistant Professor of Writing/Literature. B.A., George Fox University; M.A., University of Missouri. George Fox University 2000–

Ronald L. Mock, Director of the Center for Peace Learning, Assistant Professor of Peace Studies and Political Science, Co-Director of Intensified Studies. B.A., George Fox University; M.P.A., Drake University; J.D., University of Michigan. George Fox University 1985–

Glenn T. Moran, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox University 1979-86; 1991–

Robert JC Morgan, Instructor of Management; Executive in Residence. A.A., Glendale Community College; B.S.B.A., University of Phoenix; M.B.A., Western International University. George Fox University 1999–

Edward F. Morris, Associate Professor of Psychology. B.A., Lake Forest College; M.S.W., Loyola University; M.A., Ph.D., University of Maryland. George Fox University 1997–

MaryKate Morse, Associate Professor of Spiritual Formation and Pastoral Studies. B.S., Longwood College; M.A., M.Div., Western Evangelical Seminary; Ph.D., Gonzaga University. George Fox University 1996–

Lee Nash, Professor of History. A.B., Cascade College; M.A., University of Washington; Ph.D., University of Oregon. George Fox University 1975–

John R. Natzke, Assistant Professor of Electrical Engineering. B.S.E.E., Milwaukee School of Engineering; M.S.E.E., Marquette University; Ph.D.E.E., University of Michigan. George Fox University 1995–

Roger J. Newell, Assistant Professor of Religious Studies. B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., University of Aberdeen. George Fox University 1997–

S. Susan Newell, Assistant Professor of Social Work. B.A., Westmont College; M.S.W., Portland State University. George Fox University 1999–

K. Louise Newswanger, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox University 1992–

Mark L. Ocker, Instructor of Management. B.A., George Fox University; M.A.T., Alaska Pacific University. George Fox University 1998–

Mary R. Olson, Assistant Professor of Management. B.A., M.A., Pacific Lutheran University; Ph.D., University of Idaho. George Fox University 1999–

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, Director of the Graduate Business Program. B.A., University of Minnesota; M.S.W., University of Washington; M.B.A., Ph.D., Case Western Reserve University. George Fox University 1995–

Donna K. Phillips, Assistant Professor of Education. B.S., Eastern Oregon State University; M.S., Western Oregon State University. George Fox University 1998–

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

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

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

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

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

Félix Rosales, Instructor for Special Programs. Diploma in Theology, International Bible Institute, Managua, Nicaragua; GED Certificate, Centralia Community College; M.A., Western Evangelical Seminary. George Fox University 1996–

Scott M. Rueck, Instructor of Health and Human Performance. B.S., M.A.T., Oregon State University. George Fox University 1996–

Linda L. Samek, Assistant Professor of Education, Chairperson of the Department of Teacher Education. B.S., Oregon State University; M.S., Portland State University. George Fox University 1996–

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

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

Judith A. Schwanz, Associate Professor of Counseling, Chairperson of the Graduate Department of Counseling. B.A., Northwestern University; M.A., Western Evangelical Seminary; M.S., Ph.D., Portland State University. George Fox University 1996–

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

Richard S. Shaw, Assistant Professor of Marriage and Family Therapy. B.S., University of Nebraska-Kearney; M.A., Asbury Theological Seminary; D.M.F.T., Fuller Theological Seminary. George Fox University 1996-

R. Larry Shelton, Wesleyan Professor of Theology. B.A., Pfeiffer College; M.Div., Th.M., Asbury Theological Seminary; Th.D., Fuller Theological Seminary. George Fox University 1996-

Byron S. Shenk, Professor of Health and Human Performance, Chairperson of the Department of Health and Human Performance. B.A., Goshen College; M.A., University of Oregon; Ed.D., University of Virginia. George Fox University 1990-

Sherie L. Sherrill, Instructor of English. B.A., Seattle Pacific University. George Fox University 1976-

Philip D. Smith, Associate Professor of Philosophy. B.A., George Fox University; M.A., Fuller Theological Seminary; Ph.D., University of Oregon. George Fox University 1982-

Robin L. Smith, Associate Professor of Christian Education. B.S., Northwest Christian College; M.S., University of La Verne; Ph.D., Claremont Graduate School. George Fox University 1998-

Jayne Sowers, Assistant Professor of Education. B.S., Indiana State University; M.S., University of Tennessee; Ed.D., TESL Certificate, Portland State University. George Fox University 1999-

Carole D. Spencer, Instructor of Church History. M.A., Western Evangelical Seminary. George Fox University 1996-

Ronald G. Stansell, Professor of Religion. B.A., George Fox University; M.Div., Western Evangelical Seminary; D.Miss., Trinity Evangelical Divinity School. George Fox University 1985-

Daniel S. Sweeney, Assistant Professor of Counseling. B.A., San Jose State University; B.A., San Jose Bible College; M.A., Azusa Pacific University; Ph.D., University of North Texas. George Fox University 1996-

Craig B. Taylor, Associate Professor of Health and Human Performance, Director of Athletics. B.S., George Fox University; M.Ed., Linfield College. George Fox University 1975-78; 1980-

Mark E. Terry, Assistant Professor of Art. B.S., Willamette University; M.S., Western Oregon State University. George Fox University 1997-

Nancy S. Thurston, Associate Professor of Psychology. B.A., Hope College; M.A., Ph.D., Central Michigan University. George Fox University 1999-

Laurel M. Lee Thaler, Writer-in-Residence. B.A., University of California, Berkeley. George Fox University 1990-

Manfred Tschan, Assistant Professor of Health and Human Performance. B.S., State Teacher's College, Hofwil, Switzerland; B.S., University of Bern; M.S., University of Oregon. George Fox University 1988-

Timotheos Tsohantaris, Assistant Professor of Religion. B.A., Barrington College; M.A., Ashland Theological Seminary. George Fox University 1985-90; 1993-

Mark S. Vernon, Assistant Professor of Health and Human Performance. B.S., George Fox University; M.S., Linfield College. George Fox University 1982-

Michael E. Vines, Instructor of New Testament. B.A., Willamette University; M.A., Fuller Theological Seminary. George Fox University 1999-

K. Mark Weinert, Associate Professor of History, Dean of the School of Humanities. B.A., Anderson College; M.Div., Western Evangelical Seminary; M.A., University of Portland; Ph.D., Vanderbilt University. George Fox University 1982-

Kenneth F. Willson, Assistant Professor of Music. B.A., George Fox University; M.Mus., University of Portland; D.A., University of Northern Colorado. George Fox University 1987-90; 1992-

Brent D. Wilson, Assistant Professor of Computer Science. B.A., Western Oregon State University; M.A.T., Oregon State University. George Fox University 1994-

John E. Wilson, Visiting Assistant Professor of Writing and Literature. B.A., M.A., University of Oregon; M.Ed., Oregon State University; Ph.D., University of Oregon. George Fox University 1999-

Diane F. Wood, Assistant Professor of Family and Consumer Sciences and Education. B.A., Oregon State University; M.Ed., University of Portland. George Fox University 1995-

Debra Drecnik Worden, Associate Professor of Business and Economics. B.A., Westminster College; M.S., Ph.D., Purdue University. George Fox University 1994-

FACULTY EMERITI

Ralph K. Beebe, Professor of History. B.A., George Fox University; M.Ed., Linfield College; M.A., Ph.D., University of Oregon. George Fox University 1955-57; 1974-97.

Harvey J. Campbell, Registrar. B.A., George Fox University; M.A., Colorado State College of Education. George Fox University 1958-77.

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 1990-98.

Ronald S. Creclius, Chaplain. A.B., Th.B., George Fox University; M.A., Pasadena College; M.R.E., D.D., Western Evangelical Seminary. George Fox University 1967-87.

Robert D. Gilmore, Director of Instructional Media. B.A., Azusa Pacific University; B.D., California Baptist Theological Seminary; M.S.Ed., University of Southern California. George Fox University 1964-67; 1968-95.

Myron D. Goldsmith, Professor of Religion and Greek. B.A., Friends University; B.D., Asbury Theological Seminary; Ph.D., Boston University. George Fox University 1961-74; 1975-86.

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 and Dean of the College, 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.

Patricia A. Landis, Professor of Education, Director of Undergraduate Teacher Education. B.A., Seattle Pacific University; M.A., University of Washington. George Fox University 1984-99.

Hector J. Munn, Professor of Chemistry. B.S., Seattle Pacific University; M.S., Ph.D., Oregon State University. George Fox University 1958-62; 1966-94.

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; 1963-93.

SEMINARY FACULTY EMERITI

Gerald W. Dillon, Professor Emeritus of Pastoral Ministry. A.B., Kletzing College; B.D., Asbury Theological Seminary; M.A., State University of Iowa; D.D., Azusa Pacific University.

Allen C. Odell, Professor Emeritus of Ministry. B.A., Cascade College; M.Div., Western Evangelical Seminary; D.Min., Western Conservative Baptist Seminary.

Al Stiefel, Professor Emeritus of Counseling. B.A., Eastern Nazarene College; B.D., Nazarene Theological Seminary; S.T.M., Boston University School of Theology; Ph.D., Boston University.

Leo M. Thornton, President Emeritus. A.B., Cascade College; M.Div., Western Evangelical Seminary; LL.D., Azusa Pacific University.

UNIVERSITY ADMINISTRATION, 1999-2000

President's Cabinet

H. David Brandt, Ph.D., President

Robin E. Baker, Ph.D., Vice President for Academic Affairs

Andrea P. Cook, Ph.D., Vice President for Enrollment Services

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

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

Dana L. Miller, M.A., Vice President for University Advancement

University Representative

David C. Le Shana, Ph.D., President Emeritus of George Fox University, President Emeritus of Western Evangelical Seminary

Academic Administration

Richard E. Allen, M.S., Assistant Director of Continuing Education

Robin E. Baker, Ph.D., Vice President for Academic Affairs

Grace A. Balwit, Ph.D., Director of the Master of Arts in Teaching Program

Daniel L. Brunner, Ph.D., Chairperson of the Graduate Department of Ministry

William C. Buhrow, Jr., Psy.D., Director of Health and Counseling Services

Paul H. Chamberlain, Ph.D., Director of Overseas Studies

Charles K. Church, M.L.S., Portland Center Librarian

Carol A. Dell'Oliver, Ph.D., Director of Clinical Training, Graduate School of Clinical Psychology

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J. Marie Craven, B.S., Assistant Registrar

Terri D. Crawford, Financial Aid Counselor

James W. Fleming, M.A., Registrar

Jennifer R. Getsinger, Associate Director for Student Accounts

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

David R. Haigh, M.A., Associate Registrar

Marian J. Holzschuh, B.A., Admissions Counselor for Continuing Education, Boise Center

Meredith L. Jessup, B.A., Admissions Counselor for Undergraduate Admissions

Luis G. Juarez, M.Ed., Director of Admissions for Continuing Education

Monika R. Keller, Financial Aid Counselor

Karin R. Klinger, B.A., Undergraduate Admissions Counselor

Donna S. Lewis, M.A., Associate Registrar for Continuing Education

Melva R. Lloyd, Graduate Admissions Counselor

Todd M. McCollum, M.A., Director of Enrollment Services for the Seminary

Kevin P. Multop, B.S., Associate Director for Financial Aid

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

Christine A. Schlarbaum, B.S., Financial Aid Counselor

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Jennifer M. Swanborough, B.A., Associate Director of Undergraduate Admissions, Office Operations

Joseph D. Thouvenel, B.A., Admissions Counselor for Undergraduate Admissions

Richard R. Zielke, M.Div., Graduate Admissions Counselor for the Seminary

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Janelle F. Baugh, B.A., Programming Analyst

Anthony W. Brock, B.S., Director of Network Services

Mike D. Campadore, Microcomputer Support Specialist

Kimberly S. Cliffe, B.A., Area Coordinator

Cara J. Copeland, B.A., Area Coordinator

Daryl Dixon, M.Div., Graduate Student Services Assistant

Sharra L. Durham, M.S. Interim Dean of Students

Joshua C. Howery, B.A., Interim Director of Security

Bonnie J. Jerke, M.A., Director of Career Services and the Academic Success Program

Tara C. Jones, B.A., Assistant Director of Career Services

Gregg T. Lamm, M.Div., Campus Pastor

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Rob Simpson, B.A., Area Coordinator

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denominational bishop

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retired

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*George Fox
University*

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UNIVERSITY ACADEMIC CALENDAR

August

Faculty Conference, Monday Sun.-Tues.
 All-Campus Fellowship Tues.

1999-2000

Aug. 15-17
 Aug. 24

2000-01

Aug. 14-16
 Aug. 22

Fall Semester

Residence halls open to new students, 1 p.m. Fri.
 New Student-Parent Convocation Fri.
 New student sessions/registration/confirmation Fri.-Sun.
 Residence halls open to returning students, 10 a.m. Sat.
 Registration/confirmation of returning students, 1 to 6 p.m. Sat.
 Newberg campus classes begin, 8 a.m. Mon.
 Honors Convocation, 10 a.m. Mon.
 Last day to register Fri.
 Seminary classes begin Tues.
 Last day to change registration Fri.
 Withdrawal fee begins Mon.
 Seminary last day to change registration Fri.
 Last day to exercise pass/no pass option Fri.
 Mid-semester holiday Fri.
 Last day to withdraw from class Fri.
 Thanksgiving vacation Thur.-Sun.
 Classes resume Mon.
 Registration for spring semester/undergraduate Mon.-Fri.
 Registration for spring semester/graduate Mon.-Fri.
 Fall semester classes end, 5 p.m. Fri.
 Study day Mon.
 Final exam period Tues.-Fri.
 Residence halls close, 5 p.m. Sat.
 Midyear Commencement, 2 p.m. Sat.

1999-2000

Aug. 27
 Aug. 27
 Aug. 27-29
 Aug. 28
 Aug. 28
 Aug. 30
 Aug. 30
 Sept. 3
 Sept. 7
 Sept. 10
 Sept. 13
 Sept. 17
 Sept. 24
 Oct. 8
 Nov. 5
 Nov. 25-28
 Nov. 29
 Nov. 29-Dec. 3
 Dec. 6-10
 Dec. 10
 Dec. 13
 Dec. 14-17
 Dec. 18
 Dec. 18

2000-01

Aug. 25
 Aug. 25
 Aug. 25-27
 Aug. 26
 Aug. 26
 Aug. 28
 Aug. 28
 Sept. 1
 Sept. 5
 Sept. 8
 Sept. 11
 Sept. 15
 Sept. 22
 Oct. 6
 Nov. 3
 Nov. 23-26
 Nov. 27
 Nov. 27-Dec. 1
 Dec. 4-8
 Dec. 8
 Dec. 11
 Dec. 12-15
 Dec. 16
 Dec. 16

Spring Semester

Residence halls open for new students, 1 p.m. Sun.
 Residence halls open for returning students, 1 p.m. Sun.
 Registration/confirmation of new students Sun.
 Classes begin, 8 a.m. Mon.
 Last day to register Fri.
 Martin Luther King Jr. Holiday Mon.
 Last day to change registration Fri.
 Withdrawal fee begins Mon.
 Last day to exercise pass/no pass option Fri.
 Housing deposit due for upcoming year Tues.
 Last day to withdraw from class Fri.
 Spring vacation Sat.-Sun.
 Classes resume Mon.
 Preregistration for fall & spring semesters/graduate Mon.-Fri.
 Preregistration for fall & spring semesters/undergraduate Mon.-Fri.
 Spring semester classes end, 5 p.m. Fri.
 Easter Sun.
 Study day Mon.
 Final exam period Tues.-Fri.
 Residence halls close, 5 p.m. Sat.
 Graduate and Continuing Education Commencement Sat.
 Baccalaureate Sat.
 Undergraduate Commencement Sat.
 Residence halls close for graduates, 5 p.m. Sun.

1999-2000

Jan. 9
 Jan. 9
 Jan. 9
 Jan. 10
 Jan. 14
 Jan. 17
 Jan. 21
 Jan. 24
 Feb. 4
 March 7
 March 10
 March 18-26
 March 27
 April 3-7
 April 10-14
 April 21
 April 23
 April 24
 April 25-28
 April 29
 April 29
 April 29
 April 29
 April 30

2000-01

Jan. 7
 Jan. 7
 Jan. 7
 Jan. 8
 Jan. 12
 Jan. 15
 Jan. 19
 Jan. 22
 Feb. 2
 March 6
 March 9
 March 17-25
 March 26
 April 2-6
 April 9-13
 April 20
 April 15
 April 23
 April 24-27
 April 28
 April 28
 April 28
 April 28
 April 29

May Term

Preregistration	Mon.-Fri.
Final Registration	Tues.
May Term begins	Tues.
Last day to withdraw	Fri.
May Term ends	Sat.
Memorial Day holiday	Mon.

1999-2000

Nov. 29-Dec. 3
May 2
May 2
May 12
May 20
May 29

2000-01

Nov. 27-Dec. 1
May 1
May 1
May 11
May 19
May 28

Summer Semester

2000

2001

♦ **UNDERGRADUATE**

Summer semester begins	Tues.
Last day to withdraw	Fri.
Summer semester ends	Fri.

May 23
July 21
Aug. 4

May 22
July 21
Aug. 3

♦ **GRADUATE**

Clinical Psychology

Preregistration	Mon.-Fri.
Final Registration	Tues.
Summer Session	Mon.-Fri.

April 3-7
May 9
May 8-June 30

April 2-6
May 8
May 7-June 29

Education

M.A.T. at Night Session	Mon-Sat.
M.A.T. Final Registration	Tues.
M.A.T. Session	Mon.-Fri.
M.Ed. Session	Mon.-Fri.

May 8-Aug. 1
June 13
June 12-Aug. 4
June 19-Aug. 18

May 7-July 31
June 12
June 11-Aug. 3
June 18-Aug. 17

Business

M.B.A. Session	Mon.-Sat.
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April 17-July 22

April 16-July 21

Seminary

Seminary Session	Mon.-Fri.
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May 8-June 30

May 7-June 29

Meal Service

1999 Fall Semester: Evening of Friday, Aug. 27, for new students, Saturday, Aug. 28, for returning students, through breakfast Saturday, Dec. 18.

2000 Spring Semester: Evening of Sunday, Jan. 9, through breakfast Saturday, March 18, and evening of Sunday, March 26, through noon Saturday, April 29.

NOTICE: Rarely are changes made in a University calendar once published. However, George Fox reserves the right to change dates. Any significant changes will be sent to accepted students by April 1, or when they are admitted after that date.