

*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 George Fox 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 presiding 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.

GRADUATE ADMISSION

George Fox University's Newberg Campus
414 N. Meridian Street ♦ Newberg, Oregon 97132
Telephone: 503-554-2260 ♦ 800-631-0921 ♦ Fax: 503-554-3856

George Fox University's Portland Center
12753 S.W. 68th Avenue ♦ Portland, Oregon 97223
Telephone: 503-554-6100 ♦ 800-493-4937 ♦ Fax: 503-554-6111

George Fox University's Boise Center
8950 West Emerald Street, Suite 158 ♦ Boise, Idaho 83704
Telephone: 208-375-3900 ♦ 800-749-4369 ♦ Fax: 208-375-3564

PURPOSE 1
 Mission and Objectives
 Values Statement
 Student Outcomes
 Accreditations

PLACE 5
 Directions to Portland Center and the Newberg Campus
 Our Heritage
 Newberg Campus Facilities
 Newberg Campus Map
 Student Services
 Student Life

ACADEMIC PROGRAMS 15
 Facilities
 On-Campus Programs
 Course Numbering System
 Majors and Degrees

UNDERGRADUATE DEGREE-COMPLETION PROGRAMS 19
 Applied Behavioral Studies
 Management and Organizational Leadership
 Management of Human Resources
 Management and Business Information Systems

GRADUATE PROGRAMS 25
 Business
 Master of Business Administration
 Clinical Psychology
 Doctor of Psychology
 Counseling
 Master of Arts in Counseling
 Master of Arts in Marriage and Family Therapy
 Educational Foundations and Leadership
 Doctor of Education
 Master of Education
 Master of Arts in Teaching
 Administrative Licensure Programs
 Leadership
 Master of Arts in Organizational Leadership

GEORGE FOX EVANGELICAL SEMINARY 69
 Heritage
 Mission Statement
 Statement of Faith
 Foundations for Theological Education
 Accreditation and Memberships
 Information and Technology

Community Life
 Seminary Majors/Degrees
 Doctor of Ministry
 Master of Divinity
 Master of Arts (Theological Studies)
 Master of Arts in Christian Ministries
 Certificate in Spiritual Formation and Discipleship
 Certificate for Spouses-Partners in Ministry
 Course Descriptions

ACADEMIC REGULATIONS 95

Academic Sessions and Credits
 Guarantees and Reservations
 Attendance
 Classification of Students
 Auditors
 Continuing Education
 Registration
 Graduate Advising and Load
 The Grading System
 Academic Progress and Eligibility
 Continuous Enrollment and Leave of Absence
 Seminary Degree Candidacy
 Commencement
 Graduation Requirements
 Final Examinations
 Academic Honesty
 Seminary Academic Program Information

ADMISSION 103

Graduate and Seminary Admission
 Readmission of Former Students
 Part-Time Students
 Campus Visitation
 International Students
 Department of Professional Studies Admission

FINANCES 107

Tuition, Fees and Expenses
 Schedule of Required Deposits
 Financial Arrangements
 Financial Aid

COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS 115

Family Educational Rights and Privacy Act
 Drug-Free Environment
 Disabled Students
 Disclosure of Uses for Social Security Numbers
 Anti-Harassment Policy
 Appeal

TABLE OF CONTENTS

DIRECTORIES 119
Faculty
Administration
Board of Trustees
Seminary Board of Regents

INDEX 131

**UNIVERSITY
CALENDAR** Inside Back Cover

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 graduate school or 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 nation, as recognized by educators, business leaders, and professionals from across the country.

- U.S. News & World Report magazine annually, for 13 years, has recognized George Fox as “One of America's Best Colleges,” especially for its academic reputation.
- Senator Mark Hatfield, Herbert Hoover Distinguished Professor at George Fox, states: “You know there is something different about this university the moment you walk on this campus. The atmosphere is in sharp contrast to the many factorylike, decentralized, impersonal schools” that can be seen across the nation.
- George Fox is one of 20 colleges and universities in the United States named to receive double honors by the John Templeton Foundation: the University is one of 100 selected for its Honor Roll for Character-Building Colleges and the president is one of 50 recognized for outstanding presidential leadership.

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

The University further empowers students by providing opportunities for experiential learning. Internships, practicums, and cocurricular activities provide opportunities for leadership and skill development.

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 implementation 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 U.S. 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, 2002, and

authorizes George Fox University to offer the following degree program: master of education. The University expects to apply to continue its authorization. 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 100 member institutions is committed to academic excellence and to the integration of faith, learning, and living. The council, 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.

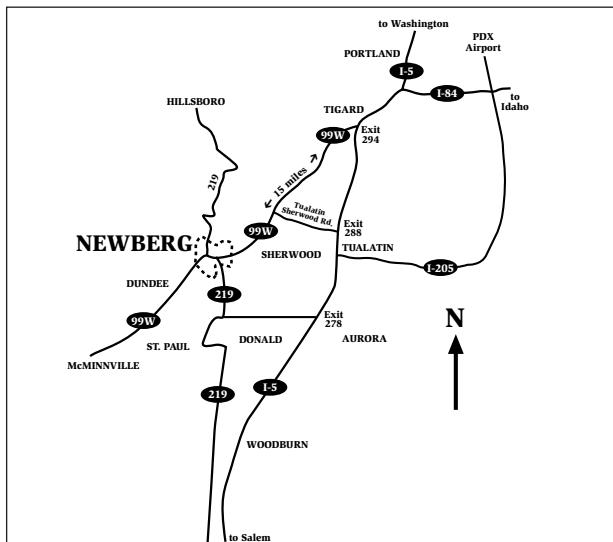
PLACE

*George Fox
University*

OUR LOCATION

George Fox University serves students at a number of locations in the Pacific Northwest, including its Portland Center, Boise (Idaho) Center, and teaching sites in Salem and Eugene. For its main campus, however, George Fox University's "place" is Oregon, the lower Willamette Valley, Newberg, on a 75-acre tree-shaded campus adjacent to 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 — 97,060 square miles of variety — stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley, past the snowcapped Cascades, and into the high desert country of central and eastern Oregon. More than half of the student body call Oregon home. Others come to school in Oregon and decide to make it their new



Routes to Newberg and the George Fox Campus

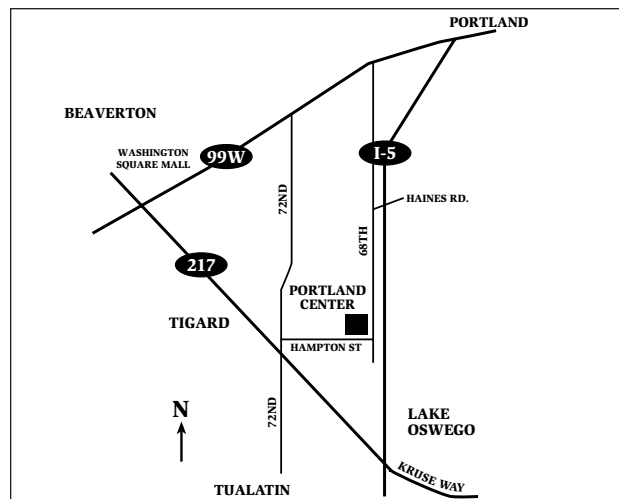
home — despite the fabled rain. Yes, there is rain, and sometimes it falls hard in the valley between the mountain ranges where George Fox University is located. But it is the rain that makes Oregon green and gives it natural beauty. Umbrellas and raincoats do come in handy during the winter months, but when the sun comes out, Oregon is spectacular, and it's worth the wait. Just ask the visitors who make tourism one of the state's largest industries, along with high technology, agriculture, and forest products.

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. In 2000, Portland topped *Money* magazine's list of "Best Places to Live in the U.S." Oregon's largest city, Portland offers 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 theatre groups and jazz clubs, and a world-class symphony, ballet, and opera. Other attractions include the Oregon Zoo, the Japanese Garden, the International Rose Test Gardens, and OMSI (the Oregon Museum of Science and Industry). 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 Beavers Triple A



Portland Center Campus

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 17,700, with many residents living in Newberg 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 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 110 years since George Fox University's 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 300 students on a campus in Tigard, Oregon.

From only a handful of courses in the 1890s, the University now offers 35 undergraduate majors and graduate programs in psychology, counseling, education, business, ministry, and religion. In all, more than 13,000 students over the years have called this institution their alma mater.

George Fox has grown rapidly in the last two decades — both in reputation and facilities. For 13 years, the University has been named as one of "America's Best Colleges" by *U.S. News & World Report*, and in 2000 ranked first in academic reputation among Western regional liberal arts colleges in the 15 states from Texas to Hawaii. George Fox also is second on the magazine's "Great Schools at Great Prices" list for the region's best values. National recognition also has come from the John Templeton Foundation, which has selected George Fox as one of 100 in its Honor Roll of Character-Building Colleges.

Following a campus master plan, George Fox has expanded to 75 acres in recent years. A \$16 million Centennial Campaign funded a new science building and restoration of Wood-Mar Auditorium, opened in 1995. A \$22 million Legacy Campaign is funding the new \$7 million Stevens Center, opened in 2001. More than 2,700 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators.

Undergraduate students live, study, work, and play in buildings that range from those with historic significance to some of the most modern anywhere. Depending on the program, graduate students attend classes either on the Newberg campus or at one of the University's teaching sites in Portland, Salem, or Boise. Off-campus teaching sites are also the location of classes offered through the George Fox degree-completion program for working adults.

Even as it expands its mission by offering graduate programs and serving adult learners, George Fox University remains committed to providing its 1,400 traditional undergraduate students with a residential campus atmosphere. Learning continues outside the classroom — as well as inside — through a variety of experiences, including music, athletics, clubs and organizations, special events, and Christian ministries.

The Christian atmosphere is a campus priority. With other Christians, the University holds to the historic truths and teachings of Christianity, as outlined in the statement of faith printed on page 2. From its founding, the University has been guided by Northwest Yearly Meeting of Friends Church. It historically has emphasized the necessity of a genuinely experiential Christian faith, personal integrity and purity, the spiritual nature of the ordinances, the importance of peacemaking and responsible social action, the involvement of women in ministry and leadership, the valuing of simplicity, and the right and duty of each person to hear and follow God's call.

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



CAMPUS FACILITIES

Bounded on three sides by a residential area, the George Fox Newberg 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:

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 University Advancement.

Barclay House, at 1313 East North Street on the east side of campus, was purchased in 1994. It houses a housing assistant area coordinator and 11 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 adjacent Donald Lindgren Gallery.

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

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

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

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 upper-division students in eight suites. It is the first unit of a three-building minidorm complex situated in the Hess Creek canyon.

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.

Center Street House is a former residence converted to offices in 1992. It houses the Center for Peace Learning, with office and library/conference room, and offices for the history and political science department.

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

Edwards Residence Hall was constructed in 1964 and renovated in 1995. Overlooking Hess Creek canyon, it is a residence for 54 men and 52 women with separate-wing housing 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 **Event Services Office** is a former residence at E. North and N. Center streets, adjacent to Newlin Apartments.

Fell House is located at 1216 Hancock Street. It was purchased in 2000 and houses nine students.

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

Foxhole is the student coffee house, located at 1110 E. Sheridan Street. The building, purchased in 1992, contains the graduate student lounge.

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.

Fulton Street House, located near Villa Road at 1508 E. Fulton Street, houses an area coordinator for student housing. It was purchased in 2000.

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

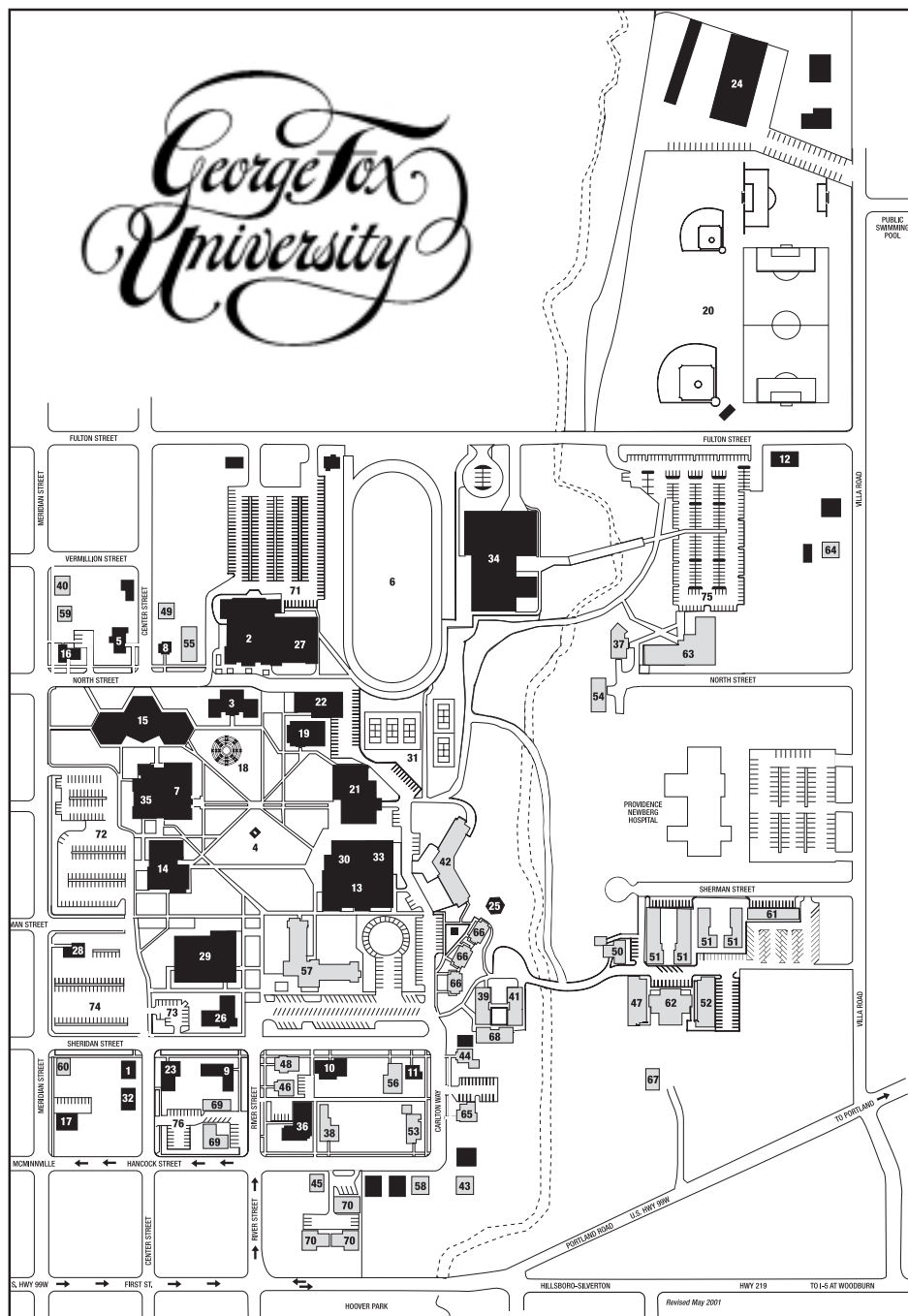
Hancock Street House was added to the campus in 1996. It houses 14 students at 1108 E. Hancock Street.

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

The **Herbert Hoover Academic Building**, built in 1977, houses the Kershner Library and the 160-seat Kershner Lecture Hall, classrooms, and faculty offices. The first floor has offices for business and sociology/social work departments. The second floor has offices for psychology faculty. A display of Herbert Hoover memorabilia was opened in 1997 on the first floor.

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 222 students. A central lobby is shared by the three buildings. The buildings are connected by outside walkways and an underground tunnel.



- | | | | | |
|----------------------------------|--|----------------------------|-------------------------------|--|
| 1. Armstrong House | 17. Meridian Street House | 32. University Fund Office | 48. Hoskins House | 67. Wilder House |
| 2. Bauman Chapel/Auditorium | 18. Virginia Millage Memorial Rose Garden | 33. University Store | 49. Kelsey House | 68. Willcuts Residence Hall |
| 3. Brougher Hall | 19. Minthorn Hall | 34. Wheeler Sports Center | 50. Kershner House | 69. Winters Apartments |
| 4. Centennial Tower | 20. Morse Athletic Fields | 35. Wood-Mar Hall | 51. Lewis Apartments | 70. Woolman Apartments |
| 5. Center Street House | 21. Murdock Learning Resource Center | 36. Woodward House | 52. Macy Residence Hall | |
| 6. Colcord Memorial Field | 22. North Street Annex | STUDENT HOUSING | 53. McGrew House | PARKING |
| 7. Edwards-Holman Science Center | 23. Pennington House | 37. Barclay House | 54. Munn House | 71. Bauman/Ross Center Parking Lot |
| 8. Event Services Office | 24. Plant Services Building | 38. Beals House | 55. Newlin Apartments | 72. Hoover/Wood-Mar Parking Lot |
| 9. Financial Affairs Office | 25. Prayer Chapel | 39. Beebe Residence Hall | 56. Parker House | 73. President's/University Relations Parking Lot |
| 10. Foxhole | 26. President's Office/University Relations Office | 40. Campbell House | 57. Pennington Residence Hall | 74. Stevens Center Parking Lot |
| 11. Fry House | 27. Ross Center | 41. Carey Residence Hall | 58. Riley House | 75. Wheeler Center Parking Lot |
| 12. Fulton Street House | 28. Security Services | 42. Edwards Residence Hall | 59. Schomburg House | 76. Winters Parking Lot |
| 13. Heacock Commons | 29. Stevens Center | 43. Fell House | 60. Sheridan Street House | |
| 14. Hoover Academic Building | 30. Student Union Building | 44. Gulley House | 61. Sherman Arms Apartments | |
| 15. Lemmons Center | 31. Tennis Courts | 45. Hancock Street House | 62. Sutton Residence Hall | |
| 16. Media Communication Center | | 46. Hester House | 63. University Residence Hall | |
| | | 47. Hobson Residence Hall | 64. Villa Road House | |
| | | | 65. Weesner House | |
| | | | 66. Weesner Village | |

Special reserved places for admissions guests are available in the Hoover/Wood-Mar Parking Lot and the Winters Parking Lot.



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

Kelsey House, purchased in 1997, houses six students. It is located at 610 N. Center Street.

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 12 students. It was purchased in 1992.

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

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

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

Minthorn Hall, constructed in 1886 and on the National Register of Historic Places, is the only first-generation building still existing. Remodeled and refurbished in 1962, 1989, and 1992, it houses faculty offices for writing, literature, communication arts, and languages; two classrooms; and the International Student Center, with faculty offices, conference room, and a lounge/reception area.

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

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

The **Murdock Learning Resource Center**, completed in 1988, houses nearly 140,000 volumes on three floors. Its fea-

tures include study carrels and study rooms; special collections concentrating on Quaker, Hoover, and peace studies; University and Northwest Yearly Meeting archives; microform readers; CD-ROM workstations; Internet connectivity including access to numerous research databases; and the curriculum library.

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

The **North Street Annex**, opened in 1998, contains an art studio and lab, classrooms and office space in the west half. The east half houses the main campus post office and print room, relocated to this site in 2001.

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

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 Office**, opened in 1991, is a remodeled residence at Sheridan and River streets, redesigned as the administrative center for the office of the president, university relations, publications, and public and sports information.

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.

Riley House is located at 1212 E. Hancock Street. Purchased in 2000 and renovated in 2001, it houses 10 students.

Schomburg House, at 608 N. Meridian Street, was purchased in 1998. It houses six students.

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

Sheridan Street House was converted to student housing in 1999 and houses six students. It is located at the corner of Meridian and Sheridan streets.

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

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

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

Tennis Courts are located on the edge of Hess Creek canyon south of 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 Fund Office**, at 211 N. Center Street, is a former residence, purchased in 1998 and renovated in 1999 for office space. It houses the staff for the University Fund, including the alumni telephone team.

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.

Villa Road House is a city-designated historical building constructed in 1912 and purchased by the University in 1995. It houses 11 students at 617 N. Villa Road.

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

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

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

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

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

floor, women on the two lower floors.

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

Wood-Mar Hall, constructed in 1911, houses Wood-Mar Auditorium, seating 250. The Academic Affairs Office is located on the second 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 Services.

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

Security Services

Security Services at George Fox University assists all students, staff, faculty, and guests to our campus community. Officers provide safe escorts and monitor activity on the campus. Maps of the campus as well as visitor passes and information are available in the Security Services office located at Meridian and Sherman streets, the campus's main entrance. Office hours are Monday-Friday, 8 a.m. to 4 p.m. However, Security is available by phone 24 hours a day, seven days a week, by calling 503-554-3842.

Housing

A 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 in the reception area at 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.

Standards of Conduct

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



STUDENT SERVICES

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/professional studies class schedule booklet.

Food Services

Graduate and commuter students at George Fox University have access to food service at the Newberg campus through the Bruin Den in Heacock Commons, which provides menu items ranging from sandwiches to pizza. The Bruin Den is open weekdays for lunch service 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. In addition, Bon Appétit provides evening food service Monday-Thursday, 4:30 to 7 p.m.

Career Services

The Career Services Office of George Fox University is located in the Stevens Center (ext. 2330) on the Newberg campus. The office is open Monday and Friday, 8 a.m. to 5 p.m., and Tuesday through Thursday, 8 a.m. to 6 p.m. This office provides:

- Student and alumni assistance in making and implementing career decisions.
- Skills, interests, values, and personality assessment in relation to career options.
- Occupational and employer information.
- Teacher placement file maintenance.
- Periodic career-related workshops and professional days.
- Computerized career guidance.
- Résumé/vita writing, interviewing, networking, and job search strategy assistance.
- Portfolio development assistance.

The Career Contact Network and the JobTrak listing service may be accessed through the Internet at www.jobtrak.com. Students can access other information and resources through the Career Services home page at careers.georgefox.edu along with the Jobs Board on Foxmail.

Graduate Student Services Office

This office, with branches located at the Portland Center and in the Stevens Center on the Newberg campus, is responsible for organizing and coordinating the services of the graduate student population. Services and programs are designed to foster a campus environment that is supportive of students in their academic, spiritual, personal, and professional development.

Services focus within the areas of:

- Orientation into graduate school.
- Personal and professional development.
- Spiritual life.
- Career services.

The office serves as a resource and advocate for students within the University. Students are encouraged to contact this office whenever they are concerned about aspects of University life or need personal or professional assistance.

International Student Services

International Student Services, located in Minthorn Hall on the Newberg campus, exists to support the cultural and learning processes of international students. International students are encouraged to contact this office for information and assistance.

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 Services

Multicultural Services (Newberg campus) exists to help the George Fox community believe and practice the biblical truth that every person is valuable to and gifted by God, and that God creates and celebrates racial and cultural diversity and wants us to join him in his appreciation and celebration.

The Office seeks to:

- Facilitate cultural sharing and education for the George Fox community.



- Provide an affirming, supportive environment for students of color.
- Retain students of color and facilitate their graduation from the University.
- Assist the Admission Office with the recruitment of students of color.
- Advocate for students.
- Assist students seeking financial assistance and job placement.

Students are encouraged to contact Multicultural Services, located in the Stevens Center.

Individual students of color may come to the University with unique needs or contributions. The multicultural 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.

Services to Disabled Students

Disabled students needing accommodation 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 for reasonable accommodation and appropriate documentation.

Health and Counseling Services

George Fox University requires all full-time students (those taking 8 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. No dependent coverage is available.

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).

Counseling and health care professional services are provided at no cost to students who have paid the student health/counseling fee. All other students are charged \$10 per visit for services rendered. Nominal fees are charged for psychological assessment and laboratory fees.

General medical and counseling services are located in the Health and Counseling Center on the Newberg campus. Diagnosis and treatment for illnesses and injuries, immunizations, allergy injections, referrals to local physicians, and

health education are available. A medical professional 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 doctoral-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. Marriage and premarital counseling, outreach seminars, crisis intervention, testing, and referral also are available. Counseling sessions are by appointment only.

ENROLLMENT SERVICES

This office, located in the Stevens Center on the Newberg campus, is responsible for the organization and administration of admission, financial aid, registration, student accounts, orientation, Freshman Seminar, advisement, retention, disability services, professional studies assessment, and institutional research. The vice president for enrollment services coordinates these services.

Disability Services

The Enrollment Services Office, located in the Stevens Center on the Newberg campus, coordinates services for students with documented handicaps/disabilities.

Financial Aid Office

This office, located in the Stevens Center on the Newberg campus, awards scholarships, grants, loans, and other forms of financial assistance.

Registrar's Office

This office, located in the Stevens Center on the Newberg campus, 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 Stevens Center on the Newberg campus, 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 (MLRC) is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The library presently houses nearly 140,000 volumes and receives over 900 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.

The Computer-Assisted Instruction Lab is located in the MLRC's lower level. Here, students may fulfill certain course requirements and may have access to word processing and other computer functions.

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

The University's online library catalog provides access to the holdings of both the MLRC 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 45 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 near Newberg for retreats and outdoor ministries, serving 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.

Media Communication Center

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

NEWBERG CAMPUS PROGRAMS

Center for Peace Learning

The Center for Peace Learning was established in 1985 after a growing concern among administrators, faculty, and students that George Fox University have an active learning program dealing with peacemaking and conflict resolution. Planning for the center was the specific result of searching questions about the University's contribution to peacemaking made by Senator Mark Hatfield in his address at the 1984 inauguration of President Edward Stevens. Hatfield now teaches a peace studies course at George Fox.

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

The Center for Peace Learning conducts a study program in conflict management to prepare students for practical peacemaking in their work, church, community, and family. Certificates are awarded upon completion of the program, details of which are presented in the peace and conflict studies section of the undergraduate catalog.

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 whatever 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!"

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 counseling, master of arts in marriage and family therapy, master of arts in psychology, doctor of education, and doctor of psychology. Included are 35 undergraduate majors and 12 graduate degrees.

As part of the educational foundations and leadership program, students may earn school teaching, administrator, and superintendent's licenses as well as a reading endorsement. Additionally, the University offers graduate degrees through the Seminary. Master's degrees are offered in the following areas: Christian ministries, 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:

UNDERGRADUATE DEGREE-COMPLETION PROGRAMS

- Applied behavioral studies (B.A.)
- Management and business information (B.S.)
- Management and organizational leadership (B.A.)
- Management of human resources (B.A.)

GRADUATE PROGRAMS

Business

- Master of arts in business administration

Clinical Psychology

- Doctor of psychology

Counseling

- Master of arts in counseling
- Master of arts in marriage and family therapy
- Certificate in marriage and family therapy

Education

- Doctor of education
- Master of education
- Master of arts in teaching
- Reading endorsement
- Continuing teaching license
- Initial administrator license
- Continuing administrator/initial superintendent license
- Continuing superintendent license

Leadership

- Master of arts in organizational leadership



SEMINARY PROGRAMS

- Doctor of ministry
- Master of divinity
- Master of arts (theological studies)
- Master of arts in Christian ministries
- Certificate in spiritual formation and discipleship
- Certificate for spouses-partners in ministry

UNDERGRADUATE
DEGREE-COMPLETION
PROGRAMS

*George Fox
University*

PROGRAM DESCRIPTION

DEPARTMENT OF PROFESSIONAL STUDIES

Program Description

The Department of Professional Studies offers four majors to adult students who are returning to college to complete their undergraduate degrees.

The majors are unique alternatives to the traditional method of pursuing a college degree. Courses are designed to meet the needs and learning styles of working adults. Classes are conveniently located and meet one night each week.

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

Students who successfully complete the courses of their major program and the accompanying degree requirements are granted either a bachelor of science degree in management and business information systems (MBIS), or a bachelor of arts degree in applied behavioral studies (ABS); management and organizational leadership (MOL); or management of human resources (MHR).

Applicants to the applied behavioral studies program must have a minimum of 50 semester hours of transferable college credit from accredited institutions or approved military education. Applicants to the management degree programs must have minimum of 62 semester hours of such transferable credit. General education requirements, totaling 35 semester credits (included as part of the minimum transfer hours required), should have been met upon entrance.

Through these programs the Department of Professional Studies serves the needs of adult learners and helps them assess personal values, develop interpersonal skills, and enhance competencies in order to better contribute to the organizations and individuals they seek to serve.

Credit for Life Learning

College-level learning occurs in many environments in addition to the traditional college classroom. Students in the professional studies degree programs can earn college credit for such learning through developing and presenting a life-learning portfolio for credit evaluation. Students document their professional instruction and life-learning experiences for faculty evaluation. A maximum of 30 semester hours (28 for MBIS) may be earned through the life-learning portfolio process.

Life-learning credit, evaluated and assessed after acceptance into a Department of Professional Studies degree program, is officially awarded and transcribed upon the completion of the degree requirements of the program in which the student has enrolled.



Course Structure

Courses are taught in seminar style. Students contribute life and organizational experiences in a cooperative learning environment. Simulations, discussions, and team projects are used to enhance learning. Out-of-class assignments include reading, research, and writing on selected topics.

The 37-semester-hour ABS curriculum includes 68 four-hour weekly evening class sessions and two Saturday sessions. Students in the ABS program also complete a required research practicum in their field of interest. Additional practicum hours can be chosen as elective course credits.

The required 34-semester hour MOL and MHR curricula include 62 four-hour weekly evening class sessions and six Saturday seminars. Students in the MOL and MHR programs are required to plan, implement, and report on an approved survey research project. The project examines an organizational problem in the student's occupational environment. Results are published at the conclusion of the program.

The required 36-semester-hour MBIS curriculum includes 68 four-hour weekly evening class sessions and six Saturday seminars. Students in the MBIS program are required to assess and report on the development or improvement of an information system within an existing organization.

The required 34-semester-hour MOL and MHR curricula include 62 four-hour weekly evening class sessions and six Saturday seminars. Students in the MOL and MHR programs are required to plan, implement, and report on an approved survey research project. The project examines an organizational problem in the student's occupational environment. Results are published at the conclusion of the program.

The required 36-semester-hour MBIS curriculum includes 68 four-hour weekly evening class sessions and six Saturday seminars. Students in the MBIS program are required to assess and report on the development or improvement of an information system within an existing organization.

The required 34-semester hour MOL and MHR curricula include 62 four-hour weekly evening class sessions and six Saturday seminars. Students in the MOL and MHR programs are required to plan, implement, and report on an approved survey research project. The project examines an organizational problem in the student's occupational environment. Results are published at the conclusion of the program.

The required 36-semester-hour MBIS curriculum includes 68 four-hour weekly evening class sessions and six Saturday seminars. Students in the MBIS program are required to assess and report on the development or improvement of an information system within an existing organization.

The Department of Professional Studies offers its programs in the following locations:

- Portland, Ore.
- Eugene, Ore.
- Salem, Ore.
- Boise, Idaho

APPLIED BEHAVIORAL STUDIES

(B.A. Degree)

Degree Requirements

37 semester hours are required for the student to complete the ABS major, consisting of the following courses:

- ABS 401 Group and Family Dynamics
- ABS 402 Effective Writing
- ABS 403 Applied Behavioral Analyses
- ABS 404 Interpersonal Communications
- ABS 405 Life Span Developments
- ABS 406 Community Relationships and Public Policy
- ABS 407 Christian Faith and Thought
- ABS 408 Contemporary Social Dynamics
- ABS 409 Personal and Professional Ethics
- ABS 410 Program Design and Proposal Writing
- ABS 411 Introductions to Practicum

Course Offerings

ABS 401 Group and Family Dynamics

3 hours. Course content focuses on family/group behavior and how group functioning affects the health and success of the unit and its members. Emphasis is placed on effective decision making, managing and resolving group conflict, and developing interpersonal relationship abilities including choice and change skills. Presents family/group dynamics and leadership from a systems perspective.



ABS 402 Effective Writing

3 hours. This course is designed to develop and enhance general and professional writing skills. Clean, concise, well-edited writing is emphasized. Course content includes selecting appropriate writing formats for specific situations and practicing various writing strategies designed to promote clear thinking and effective communication. Life-learning essays and professional writing assignments are included in course assignments.

ABS 403 Applied Behavioral Analysis

3 hours. Course discusses the past, present, and future roles of educational and human-service-related professions. Provides an overview of behavioral analysis and its implementation by direct service providers who work with populations requiring specialized interventions. Includes social learning theory, specific behavior management procedures and techniques, teaching new behaviors, reducing undesirable behaviors, task analysis, and data collection and interpretation.

ABS 404 Interpersonal Communication

3 hours. This course investigates the role communication plays in creating healthy family/group relationships. Emphasis is placed on intentional interviewing strategies, verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication. Focuses on a systematic approach to effective helping skills including understanding, comfort, crisis intervention, positive action, and advanced facilitation skills appropriate for family/group work.

ABS 405 Life Span Development

3 hours. Human growth and development across the life span is explored from the interactional perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact educating and empowering others, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices including such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents.

ABS 406 Community Relationships and Public Policy

3 hours. Considers issues of public policy with respect to service design and delivery. Emphasizes understanding the use of community organization knowledge and skills for the development and implementation of education and human service programs.

APPLIED BEHAVIORAL STUDIES

ABS 407 Christian Faith and Thought

3 hours. The roots and origins of Christian faith are investigated, with specific focus on how it relates to one's worldview. The course also focuses on the history of Christianity, the influence of Christianity upon society, and how the Christian faith relates to helping people.

ABS 408 Contemporary Social Dynamics

3 hours. Exploration of behaviors, values, and attitudes, about marriage, divorce, and intimate relationships from the various cultures and ethnic groups. Issues examined include values and attitudes toward family, sex roles, sexuality, marriage and divorce, traditional and contemporary relationship options, and dynamics of intimacy.

ABS 409 Personal and Professional Ethics

3 hours. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal and professional life and in the context of community. Each student will develop a system for making ethical decisions as well as explore the ethical frameworks operating in the helping professions.

ABS 410 Program Design and Proposal Writing

3 hours. Covers issues of nonprofit program design, funding, and grant writing. Provides an introduction to the characteristics of educational/human service organizations and the circumstances that affect organizational effectiveness. Public relations, finance and accounting, information systems, decision making, resource allocation, and planning are discussed.

ABS 411 Introduction to Practicum

1 hour. Provides an overview of the applied behavioral studies practicum experience and learning objectives. In conjunction with the supervising instructor, students will select and establish a practicum site and create a practicum learning plan.

ABS 417 Practicum Experience

This course provides the student with both observational and hands-on learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. Includes weekly synthesis activities with the practicum supervisor.

◆ Research and Policy Practice

3 hours – Required. Includes the development of knowledge and skills needed to be an educated consumer of research studies, to evaluate the effectiveness of practice, analyze the influence of public policy, and influence policy.

**Community and Organization Practice**

3 hours. Includes developing knowledge and skills to understand the organization and the community both as the context for practice with individuals, families, and small groups as well as to understand systems and procedures for generating synergy between the organization and the community at large.

◆ Direct Practice

3 hours. Includes the development of knowledge and skills to work effectively with individuals, families, and groups, utilizing theoretical knowledge to understand the student or client system, assessing both the strengths the system brings to the situation, as well as the barriers individuals face in obtaining their goals.

◆ Professional Learning

3 hours. Includes the development of professional identity, incorporation of the applicable code of professional ethics into practice, the ability to reflect on and critically analyze one's own practice, taking responsibility for one's own learning, and performing in a professional manner.

ABS 480 Qualitative and Quantitative Research Methods

An examination of the basic concepts and principles of scientific inquiry as applied to the student's professional work in the area of applied behavioral studies. Positivist and naturalistic methods of inquiry are covered. Other content includes conceptualization, operationalization, sample design, ethics, and client participation in the research process.

MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

(B.A. Degree)

Degree Requirements

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

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

Course Offerings

MOL 401 Dynamics of Group and Organizational Behavior

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

MOL 402 Effective Writing

3 hours. This course is designed to develop and enhance general and professional writing skills. Clean, concise, well-edited writing is emphasized. Course content includes selecting appropriate writing formats for specific situations and practicing various writing strategies designed to promote clear thinking and effective communication. Life-learning essays and business writing assignments are included in course requirements.

MOL 403 Organizational Theory and Analysis

3 hours. This course provides an overview of the field of organization and leadership theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of an organization. The course includes principles of general systems theory and their implications for understanding organizations.

MOL 404 Organizational Communication

3 hours. This course investigates the role communication plays in creating a productive work environment. Emphasis is placed on effective interviewing strategies. The course content also focuses on verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication. Negotiation strategies are covered through readings and in-class simulations.

MOL 405A Introduction to Survey Research Methods

1 hour. Students explore purposes for and types of research. Attention is given to planning survey research, including identifying and stating a research problem.

MOL 405B Survey Research Methods

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

MOL 406 Principles of Management and Supervision

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

MOL 407 Christian Faith and Thought

3 hours. The roots and origins of the Christian faith are investigated, with specific focus on how it relates to one's worldview. The course also focuses on the history of Christianity, the influence of Christianity upon society, and how the Christian faith relates to managing people.

MOL 409 Values and Ethics in the Workplace

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

MOL 410 Fiscal and Operational Management

3 hours. This course examines fiscal information for managerial purposes. The focus is on the relationship between fiscal and operational functions and their interrelationship within an organization. Course content includes control tools and techniques, as well as discussion and application of the manager's role in setting standards and controlling organizational outcomes.

MOL 485 Saturday Seminars (6)

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

MOL 495 Senior Research Project

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

MANAGEMENT OF HUMAN RESOURCES

(B.A. Degree)

Degree Requirements

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

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

Course Offerings

MHR 404 Organizational Communication

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

MHR 406 Principles of Management and Supervision

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

MHR 408 Human Resources Administration

3 hours. Values and perceptions of selected groups affecting social and economic life are explored. Students examine policies and practices regarding recruitment, selection, training, development, and compensation of employees. Attention is given to current regulatory employment issues.

MHR 495 Senior Research Project

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

For management and organizational leadership course descriptions, see page 23.

MANAGEMENT AND BUSINESS INFORMATION SYSTEMS

(B.S. Degree)

Degree Requirements

36 semester hours are required for the student to complete the MBIS major, consisting of the following courses:

MOL 401	Dynamics of Group and Organizational Behavior
MOL 402	Effective Writing
MOL 403	Organizational Theory and Analysis
MOL 406	Principles of Management and Supervision
MOL 407	Christian Faith and Thought
MOL 409	Values and Ethics in the Workplace
MOL 410	Fiscal and Operational Management
MOL 485	Saturday Seminars (6)
MBS 411	Fundamentals of Information Systems
MBS 412	Personal Productivity with IS Technology
MBS 413	Information Systems Theory and Practice
MBS 414	Hardware, Networks, and Telecommunications

Course Offerings

MBS 411 Fundamentals of Information Systems

3 hours. An introduction to systems and development concepts, information technology (IT), and application software. Explanation of how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage.

MBS 412 Personal Productivity with IS Technology

3 hours. This course enables students to improve their skills as knowledge workers through effective and efficient use of packaged software. It covers both individual and group work. The emphasis is on productivity concepts and how to achieve them through use of the Internet and intranets.

MBS 413 Information Systems Theory and Practice

3 hours. Provides an understanding of organizational systems, planning, decision process, and how information is used for decision support in organizations. This course covers decision theory, information theory, and practice essential for providing viable information to the organization. The course outlines the concepts of information systems (IS) for competitive advantage, data as resource, IS and IT planning and implementation, project management, and development of systems and end-user computing.

MBS 414 Hardware, Networks, and Telecommunications

3 hours. Provides the hardware/software technology background to enable management personnel to understand tradeoffs in computer architecture for effective use in a business environment. This course will explore system architecture for networked computing systems. Management of telecommunications networks and evaluation of connectivity options are covered.

For management and organizational leadership course descriptions, see page 23.

GRADUATE
PROGRAMS

*George Fox
University*

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.

Admission

Admission to the M.B.A. program generally requires a baccalaureate degree from a regionally accredited college or university; a GPA of 2.7 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 a group interview with faculty members. Students whose GPA from the last two years of course work does not reflect



their aptitude for graduate work may want to submit their GMAT test score 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 Graduate Admission Office.

The application deadline is July 1 for fall semester admission and October 15 for spring semester admission.

Degree Requirements

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 oneself and ideas to individuals and groups through public speaking and writing. Topics covered include interpersonal, nonverbal, and gender communication, as well as conflict resolution and negotiation.

BUS 524 Marketing

3 credits. The fundamental elements of marketing management: consumer behavior, market research, segmentation, positioning, pricing, integrated marketing, communications, and electronic marketing.

BUS 525 Global Awareness and Opportunities

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

BUS 527 Managerial Finance

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 and Information Management

3 credits. Using information in decision making and project 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 greater 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 many universities and professional schools. The Graduate School of Clinical Psychology (GSCP) of George Fox University is fully accredited by the American Psychological Association.

The curriculum of the Graduate School of Clinical Psychology 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 integration of these areas, and by their application in clinical practice. 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 more than 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 interactional 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. This takes place at a variety of agencies in the community. 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 and clinical programs. 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 all 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 Research Policies Handbook for more information.)

Research and Training Facilities

The psychology research lab is located in the Murdock Learning Resource Center on the Newberg campus. 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 psy-

chology and the Christian faith and a good collection of contemporary work in most areas of psychology. In addition, the library receives more than 150 periodicals in psychology and related disciplines. Students also have online access to major computerized databases through library services, including PsycINFO, 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 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 six psychologists and one psychiatrist; five clinical faculty are licensed psychologists who represent varied specialty areas and research interests; and two basic science faculty are specialists in research design, statistical methods, and cognitive 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, two of the nine 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 influenced 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 regulatory agencies. Both faculty and students are expected to adhere to the APA Ethical Principles of Psychologists and Code of Conduct (1992).

Admission

Admission to the psychology program requires a baccalaureate degree from a regionally accredited college or university. A 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, including the writing section, 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 many as 30 hours of credit transferred.

During recent years, the median GPA of admitted students has been about 3.6, and median GRE scores (combined Verbal and Quantitative Aptitude scores) about 1200. Applicants will generally have a GPA 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. Failure to enroll for a minimum of 3 hours each semester (summer term is excepted) will result in suspension from the program. Re-enrollment 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 GPA of 3.0 is expected in all course work within the program. 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 may result in academic dismissal.

The following also are grounds for academic probation and/or potential 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 practica.
- A GPA below 3.0 for two semesters.
- Failure to pass the 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 program.

◆ Transfer Credit

In some cases, a student may wish to transfer graduate-level course work previously earned at another accredited university or seminary. Guidelines covering transfer credit are stated in the Student Handbook of the Graduate School of Clinical Psychology and are in addition to general 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 = 125 semester hours. These hours include:
 - 81 hours of psychology courses (scientific foundations, psychological research, and clinical psychology)
 - 16 hours of clinical training (Prepracticum, Practicum I and II, and Preinternship)
 - 16 hours of Bible/religion
 - 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 of 610 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: fewer than 30 hours
- Second year: 30+ hours to M.A. conferral
- Third year: 60+ hours
- Fourth year: 90+ hours
- Fifth year: internship

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 54 hours of psychology and 6 hours of Bible courses. Psychology course requirements include 4 hours of Prepracticum and 4 hours of Practicum. Specific requirements are listed in the Student Handbook of the Graduate School of Clinical Psychology, and are marked on the Recommended Sequence that 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 and Psychotherapy*	3
PSY 502	Psychopathology*	3
PSY 517	Ethics for Psychologists*	3
PSY 511	Psychometrics*	3
BIB 511	Old Testament Studies and Interpretation*	3
		Total: 17

Spring

PSY 531	Prepracticum*	2
PSY 505	Human Development*	3
PSY 512	Statistics*	3
PSY 521	Personality Assessment*	3
BIB 521	New Testament Studies and Interpretation	3
		Total: 14

Summer

PSY 504	Social Psychology*	3
PSY 5XX	Elective	2
		Total: 5

◆ Second Year

Fall

PSY 532	Practicum I*	2
PSY 513	Research Design and Outcome Evaluation*	3
PSY 522	Intellectual and Cognitive Assessment*	3
PSY 552	Cognitive/Behavioral Psychotherapy*	3
PSY 600	Dissertation — Research Team	1
		Total: 12

Spring

PSY 533	Practicum I*	2
PSY 551	Psychodynamic Psychotherapy	3
PSY 507	History and Systems	3
PSY 571	Integrative Approaches to Psychology and Psychotherapy	3
PSY 5XX	Elective*	2
PSY 601	Dissertation — Research Team	1
		Total: 14

Summer

PSY 503	Learning Cognition and Emotion*	3
PSY 563	Family and Couples Therapy*	3
		Total: 6

◆ Third Year

Fall

PSY 535	Practicum II	2
PSY 5XX	Elective	3
PSY 509	Psychoneurology	3
PSY 5XX	Elective	3
PSY 602	Dissertation — Research Team	2
REL 530	Contemporary Religious Worldviews	2
		Total: 15

Spring

PSY 536	Practicum II	2
PSY XX	Elective	2
PSY 541	Multicultural Psychotherapy	3
PSY XX	Elective	3
PSY 603	Dissertation — Research Team	2
REL 520	Spiritual Formation	2
		Total: 14

Summer

PSY 5XX	Elective	2
PSY XX	Elective	2
		Total: 4

◆ Fourth Year

Fall

PSY 538 Preinternship	2
PSY xxx Elective	2
PSY 576A Integration Seminar	1
PSY 604 Dissertation — Research Team	3
REL 551 Historical Theology and Church Traditions	3
Total:	11

Spring

PSY 539 Preinternship	2
PSY 576B Integration Seminar	1
PSY xxx Elective	2
PSY xxx Elective	2
PSY 605 Dissertation — Research Team	3
REL 510 Christian Theology	3
Total:	13

◆ Fifth Year

PSY 610-615 Clinical Internship	
Program Total:	125

* = 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

3 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

3 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, Cognition, and Emotion

3 hours — Required. Examines contemporary perspectives on thought, learning, memory, emotion, and other higher mental processes. After a review of theoretical perspectives on learning, cognition, and emotion, cognition-emotion interaction and the development of this interaction will be discussed.

PSY 504 Social Psychology

3 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 Human Development

3 hours — Required. An overview of the important psychological developments that occur throughout the life span. Contemporary research and developmental theories will provide a structure for understanding the change of people from infancy to senescence. Central issues of human functioning such as intelligence, social relations, motor functions, gender, faith, morality, and selfhood will be discussed in order to provide a normative and foundational basis for understanding people.

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 to the 21st century. Current developments from these roots will be critically evaluated.

PSY 509 Psychoneurology

3 hours — Required. An overview of the biological bases of behavior. An overview of human neuroscience is provided, with emphasis on those areas of importance to the clinical psychologist.

PSY 510 Psychopharmacology

2 hours — Elective. An introduction to the foundations and principles of clinical psychopharmacology, with an additional emphasis on the interrelationship of the psychologist in clinical settings.

◆ Psychological Research

(10 hours required)

PSY 511 Psychometrics

3 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 will be examined, including scaling, item analysis, standardization, measurement error, reliability, and validity. Basic statistics related to these concepts will also be included. Commonly used psychology tests will be used as psychometric examples (especially cognitive scales). Original instruments with sound psychometric properties will be designed by those enrolled and will also provide opportunities to apply course concepts. Issues of test use among ethnic and special populations will also receive attention.

PSY 512 Statistics

3 hours — Required. This course begins with a review of basic statistics (univariate statistics such as Pearson r , t -tests, and ANOVA), then generalizes these to the case of multiple dependent variables. Numerous methods of comparing and combining results will be discussed including methods for tests of significance, effect sizes, and probabilities. It includes MANOVA, MANCOVA, Discriminate Analysis, Canonical Analysis, and Factor Analysis and an examination of the assumptions of each.

PSY 513 Research Design and Outcome Evaluation

3 hours — Required. A rigorous examination of the spectrum of methods available for research in the clinical domain, ranging from basic to applied, and including descriptive, traditional experimental research, and strategies used in evaluating the effectiveness of intervention programs in a variety of mental health settings. Topics include the principles of experimental and quasi-experimental design; an introduction to qualitative research; descriptive, correlational, and basic bivariate statistics; and program evaluation.

Clinical Psychology Courses:**◆ Domain A: Ethical and Professional Sequence**

(5 hours required)

PSY 517 Ethics for Psychologists

3 hours — Required. Examines 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 — Elective. 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 will be emphasized as well as preparing written reports of test results.

PSY 522 Intellectual and Cognitive Assessment

3 hours — Required. An introduction to individualized assessment of intellectual and other selected cognitive functions, such as memory. Theoretical, conceptual, and clinical aspects of test administration and interpretation will be emphasized. A weekly one-hour lab practicum experience is included in order to provide practice with and coaching on the most common cognitive test instruments.

PSY 523 Projective Assessment

2 hours — Elective. 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 — Elective. 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 and PSY 522 Intellectual and Cognitive Assessment.

PSY 525 Neuropsychological Assessment

3 hours — Elective. An introduction to the anatomical, empirical, and clinical aspects of neuropsychology, with an emphasis upon clinical assessment. Fixed and more flexible battery approaches will be illustrated in a weekly practice lab compo-

ment of the course. Integrating test findings, functional neurology, and report writing will be highlighted.

PSY 526 Assessment of Children and Adolescents

3 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 two 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. Prerequisites: PSY 535-536 Practicum II.

◆ Domain D: Special Populations

(4 hours required)

PSY 541 Multicultural Therapy

3 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 505 Human Development.

◆ **Domain E: Adult Individual Psychotherapies**

(4 hours required)

PSY 551 Psychodynamic Psychotherapy

3 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

3 hours — Required. This class provides an introduction to cognitive-behavioral techniques, explores their application in short-term and longer-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies are used to develop skills in planning cognitive behavioral interventions, establishing behavioral objectives, and measuring outcomes of treatment. Consistencies and tensions with Christian beliefs and world-views will be explored and practical strategies for using cognitive-behavioral interventions with religious clients are examined.

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

3 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. Prerequisites: PSY 501 Theories of Personality and Psychotherapy and PSY 551 Psychodynamic Psychotherapy.

◆ **Domain F: Child, Family, and Group Psychotherapies**
(7 hours required)

PSY 561 Group Psychotherapy

3 hours — Elective. 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

3 hours — Elective. This course will build on the human 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 posttraumatic stress disorders.

PSY 563 Family and Couples Therapy

3 hours — Required. This is a survey course of the major theoretical developments in family and couples therapy. Leading theories, concepts, assessment strategies, and intervention techniques will be discussed and demonstrated. A systems perspective on health and dysfunction will be contrasted with individual approaches to psychotherapy. The process and outcome research literature will be reviewed. An emphasis is placed on understanding the diversity of family structures and styles in contemporary society, as well

as the ways many Christians understand marriage and family relationships. Several issues relevant to clinical work with Christian families and couples will be discussed.

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 Integrative Approaches to Psychology and Psychotherapy

3 hours — Required. This class provides an overview of the theoretical, conceptual, and practical issues involved in relating worldviews to psychology, psychopathology, and psychotherapy. Emphasis will be placed on the various philosophical and practical ways in which Christian psychologists and theologians have resolved the tensions of faith and practice. Practical implications for conducting psychotherapy with persons who have spiritual and religious concerns will be explored.

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

2 hours — Elective. 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 Integrative Approaches to Psychology and Psychotherapy.

PSY 576 Integration Seminars

1 hour each — Elective. These are a series of one-hour seminars that 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. (Identical to REL 576.)

◆ **Domain H: Physiological and Health Psychology**

(4 hours required)

PSY 581 Human Sexuality and Sexual Dysfunction

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

PSY 582 Substance Abuse

2 hours — Elective. 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 biobehavioral 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 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.

◆ **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 workers' 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

The following are required (16 hours):

- 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 Worldviews (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; *and* 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, with attention 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, people, 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 that shaped Western culture and society.

REL 576 Religion Integration Seminars

1 hour — Elective. These are a series of one-hour seminars that 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. (Identical to PSY 576.)

COUNSELING

MASTER OF ARTS IN COUNSELING

(M.A. Degree)

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 people 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 the counseling profession.

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

- Satisfactorily complete a minimum of 64 semester hours with a cumulative GPA of 3.0 or above.
- No grade shall be lower than a C in main courses. If a grade of a C- or lower is received in a course, that course must be retaken.
- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R) and a personal interview with the counseling faculty.
- Undergo a minimum of 20 one-hour sessions of personal therapy — individual, couples, and/or group, (no more than 10 sessions may be in group therapy) — 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 in COU 598 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 three-year professional development plan.
- Be recommended by the Graduate Department of Counseling (GDC) faculty for graduation from George Fox University.

Program Summary

Spiritual Integration	10
Counseling core	42
Clinical internship	8-10
Counseling electives	2-4
Total hours required for degree	64

Course Requirements

◆ Spiritual Integration

(10 hours required)

COU 561 Spirituality and Clinical Praxis I	3
COU 562 Spirituality and Clinical Praxis II	3
COU 577 Images of God	1
COU 578 Shame and Grace	1
COU 579 Spiritual Identity	1
SI ___ Integration Elective	1

◆ Counseling Core

(42 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 534 Human Sexuality	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
COU 597 Treatment Planning I	1
COU 598 Treatment Planning II	1
COU 599 Graduate Clinical Project	1

◆ Clinical Internship

(8-10 hours required)

COU 591 Clinical Internship ^a	2
COU 592 Clinical Internship	4
COU 593 Clinical Internship	4
COU 594 Clinical Internship	2

◆ 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 additional 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.

Course Offerings

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. Recommendation: it is recommended that students enroll in this course in the academic year immediately preceding enrollment in COU 591, 592 Clinical Internship.



COU 534 Human Sexuality

3 hours. Aspects of ourselves as sexual people 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 that arise in the helping relationship. In addition, students have an introduction to sexual therapy and its role in therapeutic process.

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. Recommendation: it is recommended that students enroll in this course in the academic year immediately preceding enrollment in COU 591, 592 Clinical Internship.

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. This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Emphasis is placed on the student's examining his/her own cultural identity, attitudes, and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, structure and roles within marriage and family work, and various lifestyles. Further, the relationship of Christianity to multiple cultures will be considered.

COU 561 Spirituality and Clinical Praxis I

3 hours. This first of a two-part course in spiritual traditions and clinical praxis examines both the content and process of the Christian faith as well as its implications for clinical practice. Explored are an introduction to spirituality in mental health, basic hermeneutics as applied to Christian Scripture, basic theological concepts, the relationship between theology and psychology, health and toxic faith systems, spiritual development, spiritual/religious assessment, the spiritual/religious orientation and value system of the therapist, and treatment interventions in the spiritual/religious realm.

COU 562 Spirituality and Clinical Praxis II

3 hours. This course examines several major spiritual traditions with a view to understanding the implications for a clinical practice with persons in these populations. Within each tradition the following are explored: history and tradition; sacred writings; central doctrines; spiritual authority; faith communities; communal and personal disciplines/rituals; health/happiness and pathology; means of grace; social and cultural practice; relationship to creator/creation; gender, blood, and faith relationships; compare and contrast with Western Christian worldview; systemic analysis; and therapeutic implications. Recommendation: It is recommended that students complete COU 561 prior to enrolling in this course.

COU 570 Lifestyle and Career Development

3 hours. A study of the foundational issues and resources of career counseling, the lifestyle and career decision-making process, 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 577 Images of God

1 hour. This course seeks to facilitate the student’s growing awareness of God’s presence in one’s life by exploring the various images of God as presented in Scripture and in our faith communities. Special emphasis is placed on exploring internalized distorted images, which impact our understanding of self and other. Through class readings, discussion, personal reflection, group sharing, meditation, and prayer, students will explore various images of God, with an extended exploration of gender-based God imagery.

COU 578 Shame and Grace

1 hour. It is challenging to understand the difference between guilt, shame, and grace. It is also difficult to know then how to apply this to our spiritual lives, and yet harder to know how to apply this to someone else’s life. This course is designed to inform the therapist about family shame, guilt, and grace. Definitions, characteristics, and change strategies for shame in clients, both individuals and families, will be discussed. Models of grace and healing for shame will be identified. There will be significant emphasis on the student’s own experience of shame and grace.

COU 579 Spiritual Identity

1 hour. Provides an opportunity for students to develop/deepen their own spiritual identity. Views of God, creation, self, family, relationships, faith communities, personal disciplines, personality type, spiritual health, and pathology are among the topics for exploration. Students will explore literature of spiritual formation, reflect/journal on their spiritual histories, participate in intentional community experiences, and consider the therapeutic and clinical implications of their spiritual identity.

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 reli-



ability. 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. Conduct graduate level research in the area of counseling psychotherapy, including study design, data collection, data analysis, and drawing inferences from data. Research design will be quantitative or qualitative, and may be experimental, theoretical, or applied. Requires two faculty readers, minimum of one being a Graduate Department of Counseling faculty, oral and written defense before full faculty. Prerequisites: Assignment of faculty research advisor; completion of or concurrent enrollment in COU 582; approval of research plan from full faculty.

COU 591, 592, 593, 594 Clinical Internship

Supervised clinical experience in community counseling programs. Prerequisites: 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). There are three grades a student can earn in the course: P = Pass; NP = Not

Pass; or L = Long-term. Students who do not finish client hours at the end of spring, COU 593, will register for COU 594, summer (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.

COU 597, 598 Treatment Planning I, II

1 hour each. This course is intended to follow up COU 530 Psychopathology and Appraisal and operate in conjunction with COU 591-594 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; long-term goals; and therapeutic interventions. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are two grades a student can earn in this course: P = Pass and NP = Not Pass.

COU 599 Graduate Clinical Project

1 hour. In this course, the student will complete the Graduate Clinical Project (GCP). The GCP is a four-part clinical exam in which the student’s perceptual, conceptual, and executive skills are evaluated as applied to an actual case example. In Part I, the student will prepare a comprehensive paper detailing his or her theory on the nature of persons and the therapeutic process. Through use of video, session transcripts, and written reflection, in Part II the student will demonstrate the application of this theory in an actual case presentation. In Part III, the student will present a three-year growth plan, along with a professional self-disclosure statement written in accordance with Oregon state practice law. And finally, the student’s theoretical paper, case presentation, growth plan, and professional disclosure statement will be evaluated by both a GDC faculty member and a licensed therapist in the community. There are two grades a student can earn in this course: P = Pass and NP = Not Pass.

SI ___ Integration Elective

1 hour. To be chosen from menu of SI courses already offered by GDC faculty or SFD courses already offered by GDM faculty.

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

(M.A. Degree)

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 people 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 (AAMFT), and the American Counseling Association’s Specialization in Marriage and Family Counseling, as well as a licensed professional counselor (LPC).

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 GPA of 3.0 or above.
- No grade shall be lower than a C in main courses. If a grade of a C- or lower is received in a course, that course must be retaken.
- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R) and a personal interview with the counseling faculty.
- Undergo a minimum of 20 one-hour 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 family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan.
- Be recommended by the Graduate Department of Counseling faculty for graduation from George Fox University.

Program Summary

Spiritual Integration 10
 Counseling core 42
 Marriage and family therapy specialization 15
 Clinical internship 8-10
 Counseling electives 2-4



Total hours required for degree 79

Course Requirements

◆ **Spiritual Integration**

(10 hours required)

MFT 561 Spirituality and Clinical Praxis I	3
MFT 562 Spirituality and Clinical Praxis II	3
MFT 577 Images of God	1
MFT 578 Shame and Grace	1
MFT 579 Spiritual Identity	1
SI ____ Integration Elective	1

◆ **Counseling Core**

(42 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 580 Play Therapy	3
MFT 582 Research and Evaluation	3
MFT 597 Treatment Planning I	1
MFT 598 Treatment Planning II	1
MFT 599 Graduate Clinical Project	1

◆ **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
MFT 594 Clinical Internship	2

◆ **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 additional 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.

Course Offerings

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: 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 people 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 that 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 counseling. The course is preparatory for the student's clinical experience in the community. Recommendation: it is recommended that students enroll in this course in the academic year immediately preceding enrollment in MFT 591, 592 Clinical Internship.

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 that have been impacted by substance abuse/addictions either presently or in the past.

Prerequisite: MFT 500 Introduction to Marriage and Family Therapy *or* its equivalent *and* the permission of the instructor.

MFT 560 Social and Cultural Foundations

3 hours. This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Emphasis is placed on the student's examining his/her own cultural identity, attitudes, and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, structure and roles within marriage and family work, and various lifestyles. Further, the relationship of Christianity to multiple cultures will be considered.

MFT 561 Spirituality and Clinical Praxis I

3 hours. This first of a two-part course in spiritual traditions and clinical praxis examines both the content and process of the Christian faith as well as its implications for clinical practice. Explored are an introduction to spirituality in mental health, basic hermeneutics as applied to Christian Scripture, basic theological concepts, the relationship between theology and psychology, health and toxic faith systems, spiritual development, spiritual/religious assessment, the spiritual/religious orientation and value system of the therapist, and treatment interventions in the spiritual/religious realm.

MFT 562 Spirituality and Clinical Praxis II

3 hours. This course examines several major spiritual traditions with a view to understanding the implications for a clinical practice with persons in these populations. Within each tradition the following are explored: history and tradition; sacred writings; central doctrines; spiritual authority; faith communities;

communal and personal disciplines/rituals; health/happiness and pathology; means of grace; social and cultural practice; relationship to creator/creation; gender, blood, and faith relationships; compare and contrast with Western Christian worldview; systemic analysis; and therapeutic implications. Recommendation: It is recommended that students complete MFT 561 prior to enrolling in this course.

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. Corequisite: Student should be enrolled in MFT 593 Clinical Internship concurrently with enrollment in this course.

MFT 577 Images of God

1 hour. This course seeks to facilitate the student's growing awareness of God's presence in one's life by exploring the various images of God as presented in Scripture and in our faith communities. Special emphasis is placed on exploring internalized distorted images, which impact our understanding of self and other. Through class readings, discussion, personal reflection, group sharing, meditation, and prayer, students will explore various images of God, with an extended exploration of gender-based God imagery.

MFT 578 Shame and Grace

1 hour. It is challenging to understand the difference between guilt, shame, and grace. It is also difficult to know then how to apply this to our spiritual lives, and yet harder to know how to apply this to someone else's life. This course is designed to inform the therapist about family shame, guilt, and grace. Definitions, characteristics, and change strategies for shame in clients, both individuals and families, will be discussed. Models of grace and healing for shame will be identified. There will be significant emphasis on the student's own experience of shame and grace.

MFT 579 Spiritual Identity

1 hour. Provides an opportunity for students to develop/deepen their own spiritual identity. Views of God, creation, self, family, relationships, faith communities, personal disciplines, personality type, spiritual health, and pathology are among the topics for exploration. Students will explore literature of spiritual formation, reflect/journal on their spiritual histories, participate in intentional community experiences, and consider the therapeutic and clinical implications of their spiritual identity.



MFT 580 Play Therapy

3 hours. This course will cover an introduction to the theory and practice of play therapy as a primary therapeutic approach when working with children in individual and family psychotherapy. The course is designed to prepare the student to effectively provide developmentally appropriate counseling for children, focusing on the development of a therapist-child relationship and utilization of play media in the systemic counseling process as a means to facilitate expression, self-understanding, and personal growth and development. Students will become familiar with play therapy theory techniques, therapeutic stages, ethical issues, and application. Observation of and experience in play therapy are an integral part of the course. Prerequisite: MFT 500 Introduction to Marriage and Family Therapy or its equivalent and the permission of the instructor.

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/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. Conduct graduate-level research in the area of marriage and family psychotherapy, including study design, data collection, data analysis, and drawing inferences from data. Research design will be quantitative or qualitative, and may be experimental, theoretical, or applied. Requires two faculty readers, minimum of one being a Graduate Department of Counseling faculty, oral and written defense before full faculty. Prerequisites: Assignment of faculty research advisor; completion of or concurrent enrollment in MFT 582; approval of research plan from full faculty.

MFT 591, 592, 593 Clinical Internship

Supervised clinical experience in community counseling programs. Prerequisites: 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 postgraduate 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.

MFT 597, 598 Treatment Planning I, II

1 hour each. This course is intended to follow up COU 530 Psychopathology and Appraisal and operate in conjunction with MFT 591-594 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; long-term goals; and therapeutic interventions. Various therapeutic methods utilized in treatment and management of mental disorders will be presented.

MFT 599 Graduate Clinical Project

1 hour. In this course, the student will complete the Graduate Clinical Project (GCP). The GCP is a four-part clinical exam in which the student's perceptual, conceptual, and executive skills are evaluated as applied to an actual case example. In Part I, the student will prepare a comprehensive paper detailing his or her theory on the nature of persons and the therapeutic process. In Part II, through use of video, session transcripts, and written reflection, the student will demonstrate the application of this theory in an actual case presentation. In Part III, the student will present a three-year growth plan, along with a professional self-disclosure statement written in accordance with Oregon state practice law. And finally, the student's theoretical paper, case presentation, growth plan, and professional disclosure statement will be evaluated by both a Graduate Department of Counseling faculty member and a licensed therapist in the community.

SI/SFD — Integration Elective

1 hour. To be chosen from menu of SI courses already offered by GDC faculty or SFD courses already offered by GDM faculty.

CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

Program Objectives

Because the vast array of practitioners in the helping professions are faced with the need for expertise in resourcing couples and families, the 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.

A person may take an occasional professional studies 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. Postbaccalaureate 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 sessions 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)

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 561 Spirituality and Clinical Praxis I	3
MFT 574 Relationship Assessment	3

◆ Clinical Internship

(8 hours required)

MFT 591 Clinical Internship ^a	2
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.

EDUCATION

George Fox University offers education programs for both preservice and in-service educators. The M.A.T. program provides initial preparation for entry into the teaching profession. Our Educational Foundations and Leadership area offers additional professional growth opportunities through the Ed.D., M.Ed., and administrative licensure programs.

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.

All graduate candidates are required to have taken and passed the MSAT prior to being admitted in the program. Secondary graduate candidates are required to have taken and passed the appropriate Praxis Specialty Exam.

Candidates failing to meet this deadline may apply for an exception and be “conditionally admitted.” Before beginning fall semester and student teaching, students in the graduate elementary program must have taken and passed the MSAT, and students in the graduate secondary education program must have taken and passed the Praxis Specialty Exam for the discipline. If a student has not completed this requirement, she/he may apply for an exception; however, if an exception is granted and the student does not pass the required exams prior to graduation, the director will not sign any official documents recommending the student as a candidate for licensure in Oregon or any other state.

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:

- **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.
- **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.

Admission

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. Admission 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 GPA 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 1: 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 (Done as a “College for Kids,” four Saturday mornings)	2
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 enroll 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. Topics include the

foundations of education: school law, the history of schooling, school governance, and student diversity.

EDU 502 Special Topics for the Professional Educator

2 hours. An introduction to lesson planning with special consideration given to the Oregon Content Standards. Special topics include classroom management, guidance and counseling, developmentally appropriate instructional strategies, and the parent/school partnership. 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

2 hours. Special topics include innovations in methods and materials in all subject areas. Classroom teachers, school administrators, and college faculty will describe and demonstrate methods, materials, and programs. Special attention is paid to issues of inclusion and diverse learning styles. There will also be a continuation of topics from EDU 502 such as working with school specialists. Specific instructional methods labs may be attached to this course.

EDU 510 Human Development

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

EDU 520 Research Methods I: Reading 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 and implementation of an action research project related to an educational concern. Students will present their projects 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, with attention paid to developmentally appropriate practice.

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 of course topics presented is: nature of knowledge, general methods, subject-specific methods, integrated methods. Specific instructional methods labs may be attached to this course.

EDU 560 Language and Literacy

2 hours. An introduction to the language arts and related instructional methods, including strategies for teaching reading, writing, oral communication as applied across the disciplines. Special topics may include computer literacy.

EDU 575 Practicum I: Enrichment Program

2 hours. Planning, teaching, and evaluating a weeklong enrichment program for students grades 2 through 8. Optional sections for grades 9-12 may be included.

EDU 576 Practicum II: Classroom Organization in Practice — Classroom Teaching

Preservice teachers teach and evaluate lessons, assess student achievement, and evaluate themselves. Work Sample I will be implemented and evaluated.

If taken as a part of the EDU 576, EDU 578, EDU 579 sequence, this course serves as the first supervised student teaching experience and occurs at the first level of authorization.

If taken as a part of the EDU 576, EDU 577 sequence, this course serves as the first supervised student teaching experience and occurs at the second level of authorization.

EDU 577 Practicum III: Classroom Teaching

10 hours. Full-time, supervised student teaching at the first level of authorization. Preservice teachers teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated. Taken as a part of the EDU 576, EDU 577 sequence.

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 resume writing, job search strategies, placement services, and interviewing skills.

**EDUCATIONAL FOUNDATIONS AND LEADERSHIP**

The educational foundations and leadership area offers two graduate degrees:

- Doctor of education (Ed.D.)
- Master of education (M.Ed.)

The following endorsements and teaching or administrative licenses in Oregon can also be earned:

- Reading endorsement
- Continuing teaching license
- Initial administrator license
- Continuing administrator/initial superintendent license
- Continuing superintendent license
- Library media specialist

Educational foundations and leadership classroom-centered courses are regularly scheduled at the Portland Center during fall and spring semesters, and on the Newburg campus in summer. Courses are offered at additional sites throughout Oregon during the fall and spring semesters. Web-based courses are offered during fall and spring semesters.

Students enrolling in Web-based courses are expected to enroll in courses prior to the start of the semester, to order their textbooks, and to have access to both the Internet and e-mail.

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: initial administrator, continuing administrator, and 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 comprises 55 semester units of course work and a minimum of eight 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.
- 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 that 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 qualita-

tive 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.

Admission

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

- The doctor of education application form and fee.
- Evidence of an approved, accredited master's degree in education or a related field, with a GPA 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 Millers Analogies Test (MAT).
- A current professional résumé.

Program Delivery

Students gain full standing in the program by taking a minimum of 18 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.



Doctor of Education Course Offerings

The curriculum is designed so that students are required to take core course hours in the following perspective areas: ethics, foundations, teaching and learning, leading and managing, and research. Within each area students are allowed to choose electives that enhance their own areas of professional development, although some areas have required courses that are essential to the doctorate. Issues of cultural diversity are woven into courses within each perspective area.

◆ Ethical Perspectives (6 hours required)**EDD 535 Faith and Learning Seminars**

(3 seminars required)

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

EDD 544 Ethical Perspectives on Educational Leadership

3 hours. Offered summer. Format: classroom centered. 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 organizational leaders respond to the situations they face. 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 educational leaders.

The following course from the master of education curriculum can be used to complete the required courses in ethical perspectives:

EDM 544 Ethical Foundations of Education (3 hrs)

◆ Foundational Perspectives (6 hours required)**EDD 540 Philosophical Perspectives on Education**

3 hours. Offered fall 2002. Format: classroom centered. Systematic introduction to the field, indicating ways in which philosophy serves to elucidate educational aims, content, methods, and values. The course investigates the interplay of theories of knowing and models of learning within the context of K-20 educational organizations. Specifically, students examine some of the major philosophic systems that have served as the foundation for Western higher education. A practical project and final paper that brings into relationship the philosophical study of education and educational practice are required.

EDD 548 Legal Perspectives on Educational Policy

3 hours. Offered fall (online) and summer (classroom centered). This course focuses on legal issues that arise in ele-

mentary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy. The course 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 556 Political and Social Perspectives on Education

3 hours. Offered spring 2003. Format: classroom centered. 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 how are they 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; reform in education at elementary, secondary, postsecondary levels; and multiculturalism are also examined.

EDD 558 Historical Perspectives on American Education

3 hours. Offered fall 2001. Format: online. This course is designed to help educational leaders understand current educational policy from a historical perspective. If we examine the whole of culture — its institutions, texts, rituals, and techniques — what can we learn that will help us meet current challenges in educating citizens to continue supporting our democratic values? In this course we explore that question from several different perspectives and periods in history. We look 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 560 International Perspectives on Education

3 hours. Offered fall 2001. Format: online or classroom centered. Education is ever on the agenda of national governments. What role is education expected to play in national development? In this course students will examine the varied ways by which different nations tackle issues such as equity, efficiency, and quality in education. The course will also examine the conceptual and methodological questions underlying the field of comparative education. Particular attention is given to types of social and political analysis that may be applied to comparative and cross-national studies in education.



EDD 566 History of American Higher Education

3 hours. Offered spring 2003. Format: classroom centered. This course examines the development of postsecondary education in the United States with attention to social context and to scope and variety of institutions. It aims to help students understand the origins of contemporary practices and problems in higher education. Major themes include the creation of diverse institutions, such as land-grant colleges, research universities, liberal arts colleges, women's colleges, community colleges, and historically black colleges and universities; the expansion and limitations of access to higher education; debates about the purposes of higher education; and the changing experiences of students. Particular emphasis is placed on the development and issues of Christian higher education.

◆ **Teaching and Learning Perspectives**

(6 hours required)

EDD 530 Adult Development in Educational Organizations

2 hours. Offered summer 2002. Format: classroom centered. This course explores ways for shaping an educational organization as a healthy place for everyone's growth and development, with special attention to adult students, faculty, administrators, and support staff. The course will approach the field of adult growth with a variety of theoretical and practical questions, such as: What are the implications of various theories of adulthood for how we define development, maturity, and wisdom? Are there common features of the adult trajectory that apply across the diversities of gender, class, and ethnicity? Can we, and should we, intentionally seek to foster development in adulthood? How can leaders smoothly handle a ceaseless flow of problems and at the same time provide a climate for each member's ongoing growth and change? How can "staff development" really be about development and not just training, about transformation as well as information? How can conflict be a resource for development? What provisions should leaders make for their own growth as they develop their concepts of leadership?

EDD 546 Foundations of Teaching and Learning

3 hours. Offered fall and summer. Format: online or classroom centered. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning. The course emphasizes ways in which cultural, social, and organizational contexts influence

learning. The course 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 547 Learning and Cognition

3 hours. Offered fall 2001. Format: classroom centered. This course considers major topics dealing with the theories of cognition and learning. Topics include: the human as a processor of information; memory; schema theory; network models of cognition; meaningful learning; transfer of learning; situated cognition; perceptual control theory; and a biblical view of cognition and learning.

EDD 570 Developing Curriculum with New Technologies

2 hours. Offered fall 2002. Format: classroom centered. Can new technologies significantly improve teaching and learning? Too often new tools are introduced as a panacea for helping struggling learners reach higher levels of cognition yet are found wanting. This course addresses how new technologies can be used to meet a teacher's main learning agenda and increase students' understanding. Students will learn how to develop curriculum that effectively integrates educational software, the Internet, and other new technologies. Students will analyze and design technology-enhanced units that clarify learning goals, enhance student performances, and incorporate ongoing assessment. Readings will address theories of teaching and learning and the contribution of new technologies to teaching for understanding. The course is designed for teachers at all levels and others who wish to support the improvement of educational practice with new technologies.

The following course from the master of education curriculum can be used to complete the required courses in teaching and learning perspectives:

- EDM 510 Advanced Developmental Psychology (2 hours)
- EDM 511 Implementing Inclusion in the Regular Classroom (2 hours)
- EDM 523 Research in Effective Teaching (3 hours)
- EDM 542 Trends and Issues in Education (3 hours)

◆ **Leading and Managing Perspectives**

(8 hours required)

EDD 534 Student Life: Issues, Policy, and Planning

2 hours. Offered summer 2003. Format classroom centered. This seminar examines the historical and philosophical rationale regarding student issues, policy, and planning at the K-20 levels. Issues include residence life, safety, staffing and supervision, and program development for student emotional and social growth. The course emphasizes translating student life policy and planning into enhanced student learning within current educational contexts.

EDD 536 Enrollment Issues: Marketing and Retention

2 hours. Offered summer 2002. Format classroom centered. This seminar examines the theoretical and practical basis for providing support to academic departments in marketing, recruiting, advising, and retaining students in K-20 educational organizations.

EDD 538 Advancing the Organization: Fund Raising

2 hours. Offered summer 2003. Format: classroom centered. This seminar focuses on developing a fund-raising plan for private or public nonprofit institutions. This practical outcome is developed within the theoretical context of planned giving and institutional purpose.

EDD 551 Managing Organizational Resources

3 hours — Required. Offered summer 2001 and fall 2003. Format: classroom centered. 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 569 Organizational Change and Decision Making

2 hours. Offered fall 2001 and summer 2004. Format: online fall, classroom summer. This course examines the principles of organizational decision making and policy formation, implementation, and analysis within in the context of organizational change. 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.

EDD 567 Strategic Planning for Education Systems

2 hours. Offered alternating fall semesters beginning 2002. Format: online. Planning is one of the methods people 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 568 Program Evaluation

2 hours. Offered spring 2003. Format: online. 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. The 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 572 Implementing Technology in Educational Organizations

2 hours. Offered alternate years spring semester beginning 2002. Format: classroom centered. This course focuses on the complex issues of implementing, sustaining, and institutionalizing the use of technology for teaching and learning throughout an educational organization. The course will focus on the following: (1) approaches to defining the goals and priorities for the use of technology throughout an education system; (2) how technology can be incorporated into the educational system and how it affects organizational culture and communications; (3) strategies for integrating technology into the curriculum; (4) approaches to preparing and supporting teachers to use technology successfully; (5) planning a technology infrastructure that is cost-effective and sustainable and that can be upgraded to avoid becoming obsolete; and (6) developing technology implementation plans. A plan for a real or hypothetical education organization would be a final project for the course.

The following courses from the master of education and education administration programs can be used to complete the required courses in leading and managing perspectives:

- EDA 561 Advanced Leadership (3 hours)
- EDA 562 Administration of Specialized Programs (3 hours)
- EDM 540 Leadership in Education (3 hours)



◆ Research Perspectives

(10 hours required)

(Students must show competency in statistics prior to enrolling in EDD 563. Competency can be shown by examination if students have taken a statistics course prior to entry in the doctor of education program or by successfully completing EDD 561.)

EDD 561 Statistical Methods

2 hours. Offered fall and summer. Format: classroom centered. 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 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.

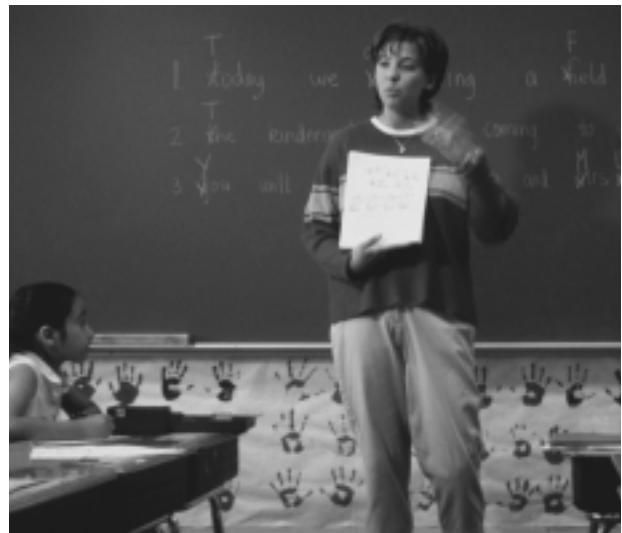
Note: EDD 561 is an elective in the Ed.D. program but does not count toward the 10 hours required in research perspectives.

EDD 563 Design and Methods of Quantitative Research

3 hours — Required. Offered summer 2002 and spring 2003. Format: classroom centered. 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 — Required. Offered fall 2002 and summer 2003. Format: classroom centered. Qualitative research does not mean using just 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 ques-



tions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research.

EDD 600 Foundations of Inquiry

2 hours — Required in the first year of the program. Offered summer. Format: classroom centered. 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, we will examine fundamental assumptions about knowing, knowledge, and knowers. This in turn requires us to think deeply about the purpose, limits, and promise of inquiry and the responsibility inquirers have to constructing good educational organizations. Emphasis is placed on effective writing through literature and bibliographical reviews.

EDD 601 Dissertation Seminar

2 hours — Required. Offered fall. Format: classroom centered. This seminar is taken after passing the comprehensive qualifying exam. During the seminar students prepare their dissertation proposal. Upon successful completion of the course students submit their dissertation proposals to their dissertation committee members.

◆ Electives

Students may take additional courses in the perspective areas as well as the following selected topics in the doctor of education program:

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. The course is offered on a nonregular basis. Examples of possible topics include: Minority Education in Cross-Cultural Perspective; Biography: Portraits of Teaching, Learning, and Culture.

The following administrative license practica can be taken as electives in the doctor of education program:

EDA 575 Initial Administrative Practicum I (3 hours)

EDA 576 Initial Administrative Practicum II (3 hours)

EDA 577 Continuing Administrative Practicum I (3 hours)

EDA 578 Continuing Administrative Practicum II (3 hours)

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.

◆ Dissertation

EDD 602-608

8 hours are required. Research for and preparation of doctoral dissertation. May be repeated for credit.

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 is also approved to offer the M.Ed. program in the state of Washington. See page 3 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.
- Educators at private schools.



Course Format

Web-based or online courses operate through the education department Web site found at <http://voyager.georgefox.edu>. Students enrolling in online courses are expected to enroll in courses prior to the start of the semester, order their textbooks, and have access to both the Internet and e-mail.

Classroom-centered courses are regularly scheduled at the Portland Center during fall and spring semesters and on the Newberg campus in summer. In addition, courses are offered at other sites throughout Oregon.

Degree Requirements and Options:

Requirements for the degree include the following 36 semester hours:

- 12 hours of required core courses.
- 10-14 hours of specialization.
- 5-7 hours of applied research and methods courses.
- Elective courses to bring the minimum number of hours to 36.

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.

Admission

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 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. Applicants desiring the M.Ed. degree that do not have a teaching license should submit a letter of explanation as to how the M.Ed. fits with their professional goals.
4. One- to two-page essay as described in the 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 3.0 cumulative GPA for most recent 60 semester or 90 quarter hours (and an explanation if the grade point is below 3.0).

For non-degree-seeking students applying for fewer than 8 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 GPA 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 10 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.

Students choose one of the following specializations for a focus of study within their M.Ed.:

- Curriculum and instruction
- Continuing teaching license
- Educational leadership (meets course requirements for the Oregon initial administrative licensure)
- Literacy and reading (meets course requirements for reading endorsement)
- Library media specialist
- Early childhood authorization
- Middle school authorization

Curriculum and Instruction Specialization

(without continuing teaching license)

A. Foundations (Core) (12 hours. These courses must be taken at GFU.)

EDM 521 Principles and Practices in Educational Research 3
 EDM 540 Leadership in Education 3
 EDM 542 Trends and Issues in Education 3
 EDM 544 Ethical Foundations of Education 3

B. Curriculum and Instruction Specialization (10 hours required)

EDM 510 Advanced Developmental Psychology 2
 EDM 511 Implementing Inclusion in Regular Classrooms 2
 EDM 523 Research in Effective Teaching 3
 EDM 526 Classroom Assessment 3

C. Applied Research and Methods Courses (7 hours required)

EDM 522 Action Research Seminar or EDM 560 (prerequisite EDM 521) 1
 EDM 525 Applied Research I or EDM 565 (taken concurrently with EDM 522) 2
 EDM 580 Curriculum Development/Implementation . . . 2
 EDM 527 Testing and Measurements 2

D. Electives (7 hours chosen from the following list in consultation with your advisor)

EDM 516 Classroom Management 3
 EDM 554 Technology in the Classroom I 2

EDM 555 Technology in the Classroom II 1
 EDM 585SC Studies in the Content Area 2-3
 EDM 513 Classroom Guidance 3
 EDM 514 Supervision and Mentoring Leadership in the School 3
 EDM 515 Mentoring Seminar 1
 EDM 524 Applied Methods I 1
 EDD 548 Legal Perspectives on Educational Policy 3
 Other electives or transfer hours to bring the total to 36.

Curriculum and Instruction Specialization

(including the continuing teaching license)

The specialization described on this page is for elementary and secondary teachers holding an initial teaching license in Oregon and desiring to complete the continuing teaching license as a part of their M.Ed. program.

The CTL program at George Fox University is approved by the Oregon Teacher Standards and Practices Commission.

The requirements for the Oregon continuing teaching license program at George Fox include:

(1) For teachers with an undergraduate college degree only, an applicant must complete a master’s or higher degree including the approved CTL program and demonstrate having met the 10 competencies required for the program and have three years of successful experience at least half time in one or more approved schools in Oregon.

(2) For teachers with a master’s degree such as a master of arts in teaching (M.A.T), an applicant must complete an approved CTL program, demonstrate having met the 10 competencies, and have three years of successful experience at least half time in an approved school in Oregon.

A. Foundations (Core) (12 hours. These courses must be taken at GFU)

EDM 521 Principles and Practices in Educational Research 3
 EDM 540 Leadership in Education 3
 EDM 542 Trends and Issues in Education 3
 EDM 544 Ethical Foundations of Education 3

B. Curriculum and Instruction Specialization (10 hours required)

EDM 510 Advanced Developmental Psychology 2
 EDM 512 Implementing Inclusion in Regular Classrooms 2
 EDM 523 Research in Effective Teaching 3
 EDM 526 Classroom Assessment 3

C. Applied Research and Methods Courses (7 hours required)

EDM 522 Action Research Seminar or EDM 560 (prerequisite EDM 521) 1
 EDM 525 Applied Research I or EDM 565 (taken concurrently with EDM 522) 2
 EDM 580 Curriculum Development/Implementation . . . 2
 EDM 527 Testing and Measurements 2

D. Continuing Teaching License Seminars and Practicum

(6 hours required plus one additional course included in the curriculum and instruction specialization — see above.)

EDM 561 Professional Teaching Seminar I 1
 EDM 562 Professional Teaching Seminar II 1
 EDM 563 Professional Teaching Seminar III 1
 EDM 571 Continuing Teaching License Practicum I 1
 EDM 572 Continuing Teaching License Practicum II . . . 1
 EDM 573 Continuing Teaching License
 Portfolio Review 1

Oregon Continuing Teaching License

(for those already holding a master’s degree)

The George Fox University continuing license program requires a minimum of 9 hours and demonstration that the candidate meets the competencies outlined in the program.

EDM 561 Professional Teaching Seminar I 1
 EDM 562 Professional Teaching Seminar II 1
 EDM 563 Professional Teaching Seminar III 1
 EDM 571 Continuing Teaching License Practicum I 1
 EDM 572 Continuing Teaching License Practicum II . . . 1
 EDM 573 Continuing Teaching License Portfolio
 Review 1
 Plus a 3-hour course chosen in consultation with
 your advisor 3

Further detail, concerning program activities, course objectives, and the advanced competencies are available by contacting the coordinator of the CTL program.

Oregon and Other States Licensure

If you choose, upon completing the M.Ed. degree, you will be eligible for the Oregon continuing teaching license. (In some cases, additional professional tests may be required.) The flexibility of the program often allows students to meet the licensure or recertification requirements of other states as well. Many of our students, especially in the online program, come from out of state. If you are an out-of-state student, you will need to check your own state’s licensing criteria before designing your M.Ed. program.

Early Childhood Education Authorization (age 3 to grade 4)

Students desiring to add an early childhood level authorization to their Oregon teaching license can do so within the master of education as an area of specialization, or as a stand alone add-on. Students desiring to add the authorization level only would complete requirements in section C below. In addition to the following course work, students are also required to take Praxis content area exams by Oregon Teachers Standards and Practices Commission (TSPC).

A. Foundations (Core) (12 hours. These courses must be taken at GFU.)

EDM 521 Principles and Practices
 in Educational Research 3
 EDM 540 Leadership in Education 3
 EDM 542 Trends and Issues in Education 3
 EDM 544 Ethical Foundations of Education 3

B. Applied Research and Methods Courses (7 hours required)

EDM 522 Action Research Seminar or EDM 560
 (prerequisite EDM 521) 3
 EDM 525 Applied Research I or EDM 560
 (taken concurrently with EDM 522) 2
 EDM 580 Curriculum Development/Implementation . . . 2
 EDM 527 Testing and Measurements 2

C. Early Childhood Level Authorization

EDM 585EE Early Childhood Education 3
 EDM 585EM Early Childhood Methods 3
 EDM 575 Practicum 2
 Content area courses in the area of specialty chosen in
 consultation with their advisor 5
 Electives 4
 TOTAL 36

Educational Leadership Specialization

A. Foundations (Core) (12 hours. These courses must be taken at GFU.)

EDM 521 Principles and Practices
 in Educational Research 3
 EDM 540 Leadership in Education 3
 EDM 542 Trends and Issues in Education 3
 EDM 544 Ethical Foundations of Education 3

B. Educational Leadership Specialization (14 hours)

(also meets requirements for Oregon initial administrator license)

EDM 510 Advanced Developmental Psychology 2
 EDD 546 Foundations of Teaching and Learning 3
 EDD 548 Legal Perspectives on Educational Policy 3
 EDA 575 Initial Administrative Practicum I 3
 EDA 576 Initial Administrative Practicum II 3

C. Applied Research and Methods Courses (5 hours required)

EDM 522 Action Research Seminar or EDM 560
 (prerequisite EDM 521) 1
 EDM 525 Applied Research I or EDM 560
 (taken concurrently with EDM 522) 2
 EDM 527 Testing and Measurements 2

D. Electives (Students choose 5 elective hours to complete a minimum of 36 hours for the M.Ed. in consultation with their advisor.)

Transfer credits up to 10 semester hours of graduate credit.

Recommended Electives

EDD 551 Managing Organizational Resources 3
 EDD 567 Strategic Planning for Educational Systems . . . 2
 EDD 568 Program Evaluation 2
 EDD 569 Organizational Change
 and Decision Making 2
 EDD 577 Implementing Technology in Educational
 Organizations 2

Library Media Specialization

Library media specialist endorsement

Purpose

This graduate program prepares K-12 educators to manage an effective, efficient, and energized school library media program that embodies the heart of the school environment by:

- Creating an environment within and throughout the school that promotes literacy.
- Inviting students and staff to become lifelong learners.
- Teaching students and staff how to access, apply, and evaluate information to solve problems.
- Providing leadership in planning, managing, and using instructional technologies.
- Teaching students to be ethical and effective consumers of information.
- Selecting and managing resources supporting and extending classroom learning.

Teaching Format

The four required media courses use a combination of online/on-site instruction that are scheduled in either the fall or spring semesters. These courses have two required meetings at the GFU Portland Center. The first meeting is a kickoff face-to-face Saturday meeting from 9 a.m. to 4 p.m. The second meeting would be scheduled midway through the semester. This format was chosen to reach out to educators through the state of Oregon making just two trips to Portland necessary each semester. The class meetings would be designed to provide direction, ensure focus, and establish networking relationships that extend the power of the online discussions. The remainder of the course would utilize the existing online teaching format used at George Fox University that provides for discussions, submission of written work, and evaluation of student work through the course Web site.

Potential Audiences for this endorsement

1. Licensed educators desiring only the endorsement:

The first potential group would be those teachers that already hold an Oregon teaching license (elementary or secondary) and want to add this as an additional endorsement. For this group they would need to complete the 18-hour program described in Option 1 and would not culminate in the M.Ed. degree.

2. Licensed educators desiring both the media endorsement and the master’s degree:

This group would complete the 18-hour endorsement program and an additional 18 hours described in Option 2.

3. Second career individuals desiring the Initial Teaching License and the media endorsement:

These individuals would have a bachelor’s degree but not a teaching license. Upon completion of the requirements listed in Option 3, they would be recommended for an initial teaching license at all four authorization levels with an endorsement in library media. They would not have an endorsement authorizing them as a regular elementary, middle, or high school teacher as their content area would be library media.

4. Doctor of education (Ed.D.) or master of education (M.Ed.) electives:

Students in either the Ed.D. or M.Ed. would be eligible to enroll in individual courses in this program. Students in the Ed.D. program could complete the 18-hour endorsement program as an area of emphasis in their Ed.D. program of study.

OPTION 1: Library media endorsement only for licensed educators

EDM 545	The Dynamic School Library Media Program		
Summer 2001	Face-to-face		3
EDM 546	Information Literacy in the K-12 Curriculum		
Fall 2001	Combination		3
EDM 547	Core Collection Development		
Spring 2002	Combination		3
EDM 548	Resource Management		
Summer 2002	Face-to-face		3
EDM 577	Library Media Practicum I Early Childhd/Elem.		
Fall 2002	On-site		2
EDM 578	Library Media Practicum II Middle/High School		
Spring 2003	On-site		2
EDM 533	Advanced Studies in Children’s/Adolescent Lit.		
Spring 2002	Combination		2
or summer			

TOTAL: 18



OPTION 2: Licensed educators desiring both the media endorsement and the M.Ed.

Students in this option would complete the 18-hour endorsement program listed above in Option 1 plus the following required M.Ed. courses to complete the 36 hours required for the degree.

EDM 521 Principles/Practices in Educational Research			
Fall and summer	Face-to-face		3
EDM 540 Leadership in Education			
Spring and summer	Face-to-face		3
EDM 542 Trends and Issues in Education			
Spring and summer	Face-to-face or online		3
EDM 544 Ethical Foundations of Education			
Fall and summer	Face-to-face		3
EDM 521 Action Research Seminar or EDM 560			
Fall and summer	Face-to-face		1
EDM 525 Applied Research I or EDM 565			
All semesters	Arranged		2
		Elective:	3
		TOTAL:	18

OPTION 3: Second-career individuals desiring the initial teaching license and the media endorsement

Students desiring their initial teaching license and the media endorsement would complete the 18-hour media endorsement described in Option 1 above, plus the following courses in the M.Ed. program for their initial teaching license. The completion of the 36 hours in Option 3 would not culminate in an M.Ed. degree. Students would need to complete the additional required core and research courses to complete the M.Ed. degree.

EDM 510 Advanced Developmental Psychology			
Summer	Face-to-face		2
EDM 511 Implementing Inclusion in the Regular Classroom			
Fall and summer	Face-to-face		2
EDM 516 Classroom Management			
Summer	Face-to-face		3
EDM 526 Classroom Assessment			
Spring	Face-to-face or online		3
EDM 555 Technology in the Classroom II			
Spring	Face-to-face		1
EDM 575 Practicum — 9 weeks full-time			
Any	Field-based		3
EDM 585WS Topics: Work Sample Seminar			
Fall or spring	Arranged		1
EDM 585LC Topics: Learning and Cognition			
Fall	Face-to-face		3
		TOTAL:	18

Literacy and Reading Specialization

Reading Endorsement

Purpose

To prepare the reading specialist at either early childhood/elementary or at middle level/high school levels.

To prepare the classroom teacher to expand his practice in literacy teaching.

To prepare the individual to take the reading Praxis specialist test.

In addition to the course requirements the candidate for the reading endorsement must also successfully complete the Praxis Reading Specialist Exam. The course work for this specialty has been designed to provide a broad base of understandings about successful reading methods, programs, and assessments, but also to prepare the individual to successfully complete the Reading Specialist Exam.

The teaching of reading/literacy is imbedded in the context of the interrelationships between all aspects of language-reading, writing, speaking, and listening. The more inclusive term literacy will often be used to denote this context and even when the term reading is used it implies the exploration of all the language arts.

The reading endorsement can be completed as a stand-alone program or as a specialization within the M.Ed. program.

A. Foundations (Core) (12 hours. These courses must be taken at GFU.)

EDM 521 Principles and Practices			
in Educational Research			3
EDM 540 Leadership in Education			3
EDM 542 Trends and Issues in Education			3
EDM 544 Ethical Foundations of Education			3

B. Applied Research and Methods Courses (7 hours required)

EDM 522 Action Research Seminar or EDM 560			
(prerequisite EDM 521)			1
EDM 525 Applied Research I or EDM 565			
(taken concurrently with EDM 522)			2
EDM 580 Curriculum Development/Implementation			2
EDM 527 Testing and Measurements			2

C. Reading Specialization (13 hours)

EDM 530 Reading Theory			2
EDM 532 Advanced Strategies in Literacy Instruction			2
EDM 534 Issues and Application			
of Literacy Instruction			2
EDM 536 Reading and Writing in the Content Areas*			2
EDM 538 Organization of Reading Programs			3
EDM 576 Reading Practicum			2

D. Electives (4 hours chosen from the following list in consultation with your advisor)

EDM 516 Classroom Management			3
EDM 554 Technology in the Classroom I			2
EDM 555 Technology in the Classroom II			1
EDM 585SC Studies in the Content Area			2-3
EDM 513 Classroom Guidance			3
EDM 514 Supervision and Mentoring Leadership			
in the School			3
EDM 515 Mentoring Seminar			1
EDM 524 Applied Methods I			1
EDD 548 Legal Perspectives on Educational Policy			1

*Those who plan to add the reading endorsement with the middle level and high school (ML/HS) must take EDM 536.

Middle Level Authorization

Students desiring to add a middle level authorization to their Oregon teaching license can do so within the master of education as an area of specialization, or as a stand-alone add-

on. Students desiring to add the authorization level only would complete requirements in section C below. In addition to the following course work, students are required to take Praxis content area exams by Oregon Teachers Standards and Practices Commission (TSPC).

A. Foundations (Core) (12 hours. These courses must be taken at GFU.)

EDM 521 Principles and Practices in Educational Research	3
EDM 540 Leadership in Education	3
EDM 542 Trends and Issues in Education	3
EDM 544 Ethical Foundations of Education	3

B. Applied Research and Methods Courses (7 hours required)

EDM 522 Action Research Seminar or EDM 560 (prerequisite EDM 521)	1
EDM 525 Applied Research I or EDM 565 (taken concurrently with EDM 522)	2
EDM 580 Curriculum Development/Implementation	2
EDM 527 Testing and Measurements	2

C. Middle Level Authorization (13 hours)

EDM 585ME Middle Level Education	3
EDM 585MM Middle Level Methods	3
EDM 575 Practicum	2
Content area courses in the area of specialty	5
Electives	4
Total	36

Course Offerings

◆ **Core Courses**

(Required in all M.Ed. specializations)

EDM 521 Principles and Practices in Educational Research

3 hours. Offered fall and summer. Format: classroom centered. This course provides teachers and administrators with research methodologies with which to pursue answers to practical classroom and professional questions regarding teaching and learning. Current published research is read and evaluated in the context of the action research or thesis project.

EDM 540 Leadership in Education

3 hours. Offered spring and summer. Format: classroom centered. 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. Offered online spring and classroom centered spring and summer. 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

3 hours. Offered fall and summer. Format: classroom centered. 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.

◆ **M.Ed. Elective and Specialization Area Courses**

EDM 510 Advanced Developmental Psychology

2 hours. Offered spring and summer. Format: classroom centered. 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 511 Implementing Inclusion in the Regular Classroom

2 hours. Offered fall and summer. Format: classroom centered. This course builds upon foundational knowledge of exceptionalities introduced in preservice teacher education programs, and includes an update of recent legal cases and reauthorization of special education laws, with an emphasis on providing strategies and resources for educational services to exceptional learners in regular classrooms. Prerequisite: a preservice or introductory course in exceptional learners.

EDM 513 Classroom Guidance

3 hours. Offered spring 2002. Format: classroom centered. 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. Offered fall and summer. Format: classroom centered. 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. Offered on demand. Format: classroom centered. 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. Offered summer 2003. Format: classroom centered. 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. Offered fall, spring, and summer. Format: classroom centered. 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. Offered fall. Format: online or classroom centered. 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). Offered fall, spring, and summer. Format: independent research under the direction of a faculty member. 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). Offered fall, spring, and summer. Format: independent research under the direction of a faculty member. Initial credits must be taken concurrently with EDM 522 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

3 hours. Offered spring. Format: online or classroom centered. 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 Measurements

2 hours. Offered spring or summer. Format: classroom centered. 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 530 Reading Theory

2 hours. Offered spring. Format: classroom centered. Thoughtful classroom practice depends on sound theory.

This course examines some current competing theories; looks at the implications of various literacy theories as they impact classroom decision making; and, through reading and discussion, develop a personal understanding of literacy processes. The linguistic framework of reading and its place in the language arts will also be explored.

EDM 532 Advanced Strategies in Literacy Instruction: Assessment and Remediation

2 hours. Offered summer 2003. Format: classroom centered. The course focuses on current methods and materials for reading/literacy instruction. The strategies used by proficient readers will be explored and teaching methods will be modeled and implemented. Methods of assessment and strategies for remediation will also be explored.

EDM 533 Advanced Studies in Children's and Adolescent Literature

2 hours. Offered spring and summer 2002. Format: classroom centered. The course focuses on a critical examination of children's literature as literature, considers curriculum development based on children's literature and on a further development of a broad understanding of literacy learning issues.

EDM 534 Issues and Application of Literacy Instruction

2 hours. Offered summer 2002. Format: classroom centered. The course focuses on the issues related to public and school-based concerns about literacy learning. The discussion of issues will lead to research-based applications that can be translated into the classroom practice at the elementary, middle, or high school level.

EDM 536 Reading and Writing in the Content Areas

2 hours. Offered fall. Format: classroom centered. This course focuses on the reading and writing needs of the student at the middle level and in the high school. The teaching of critical reading and writing strategies will be included as well as assessment tools. This course is required for those pursuing the middle level and high school authorizations of the reading endorsement, but is appropriate for teachers of all levels.

EDM 538 Organization of Reading Programs

3 hours. Offered fall. Format: classroom centered. The content of this course includes the organization of reading programs within the context of state and federal regulation and within the structure of the schoolwide program; the types of testing used to diagnose and monitor student progress; the methods that can be used to involve parents, paraprofessionals, and volunteers; and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

EDM 545 The Dynamic School Library Media Program

3 hours. Offered summer. Format: classroom centered. This course introduces the student to all aspects of program administration including the role of the media center; development of goals, both short and long term; and human, physical, and financial resources.

EDM 546 Information Literacy in the K-12 Curriculum

3 hours. Offered fall. Format: combination of two Saturday sessions in Portland and online. This course introduces library media specialists to aspects of learning and teaching including the development for designing units of study integrating information literacy skills with classroom content.

EDM 547 Core Collection Development

3 hours. Offered spring. Format: combination of two Saturday sessions in Portland and online. This course introduces the library media specialist to information access and delivery including the development of information resources, learning characteristics of students and staff, and methods for matching student needs with appropriate materials. The course will also emphasize reference and information sources and services in the school media center.

EDM 548 Resource Management

3 hours. Offered summer. Format: classroom centered. This course provides the media specialist with resources and knowledge about the organization, cataloging, classification, and arrangement of resources in the media center.

EDM 554 Technology in the Classroom I

2 hours. Offered summer. Format: classroom centered. 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. Offered on demand. Format: classroom centered. Focus on learning and applying advanced educational technology in the classroom, including Internet, CD ROM and/or laserdisc interactive programs, and video productions. May be repeated. No prerequisite required.

EDM 560 Thesis Seminar

1 hour. Offered on demand. Format: independent research under the direction of a faculty member. Thesis seminar provides group support and faculty assistance to teachers conducting thesis projects. May be repeated.

EDM 561 Professional Teaching Seminar I

1 hour. Offered fall, spring, and summer. A professional seminar that prepares classroom teachers with advanced teaching competencies, including self-assessment, development of a classroom, and school profile. Prerequisite: an initial teaching license in Oregon, and admission to the CTL program.

EDM 562 Professional Teaching Seminar II

1 hour. Offered fall, spring, and summer. A continuation of EDM 561 with emphasis on providing evidence that teaching and instruction have a positive impact on student learning. Teachers will develop a profile of learning for a class of students in grades K-12. Prerequisite: EDM 561.

EDM 563 Professional Teaching Seminar III

1 hour. Offered fall, spring, and summer beginning spring 2002. A continuation of EDM 561 and EDM 562 with empha-

sis on providing evidence that the classroom teacher evaluates student learning and collaborates with parents, colleagues, and members of the community to promote student learning. Prerequisite: EDM 562.

EDM 565 Thesis

1 to 6 hours. Offered on demand. Format: independent research under the direction of a faculty member. The student will do guided research under an appointed research committee. Prerequisite: EDM 521 Principles and Practices in Educational Research.

EDM 571 Continuing Teaching License Practicum I

1 hour. Offered fall and spring only while teachers are employed in a K-12 school, beginning fall 2002. An advanced supervised practicum experience for teachers in the continuing license program. University faculty will observe and provide feedback to participants to ensure that teachers are teaching, assessing, and establishing a classroom climate conducive to learning, and collaboration with parents and colleagues. Prerequisites: successful completion of EDM 561, 562, and 563.

EDM 572 Continuing Teaching License Practicum II

1 hour. Offered fall and spring only while teachers are employed in a K-12 school, beginning spring 2003. An advanced supervised practicum experience for teachers in the continuing license program. Students will provide evidence of an advanced work sample, implementation of instructional plans that employ knowledge of subject matter and research-based practices. Prerequisites: successful completion of EDM 562 and EDM 571.

EDM 573 Continuing Teaching License Portfolio Review

1 hour. Offered all semesters beginning summer 2003. Students will present to faculty, peers, and school personnel a presentation of their evidence of advanced teaching competencies required for the continuing teaching license. Prerequisites: successful completion of EDM 561, 562, 563, 571 and 571.

EDM 575 Practicum

1-5 hours. A supervised practicum for students adding a content area endorsement or age level authorization to their teaching license. Students teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated. Prerequisite: approval of the M.Ed. director.

EDM 576 Reading Practicum

2 hours. Offered fall and spring. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at the two levels of authorization, i.e., early childhood and elementary or middle level and high school.

EDM 577 Library Media Practicum I - Early Childhood/Elementary Experience

2 hours. Offered fall or spring. A supervised practicum in an

approved elementary school demonstrating knowledge and strategies developed in the library media courses.

Prerequisites: successful completion of all required library media courses and approval of the faculty advisor.

Note: Students can take either practicum first, depending upon their employment position and course scheduling. A practicum could also be arranged in the summer semester at a school offering at least half-day sessions.

EDM 578 Library Media Practicum II - Middle/High School Experience

2 hours. Offered fall or spring. A supervised practicum in an approved middle school or high school, demonstrating knowledge and strategies developed in the library media courses. Prerequisites: successful completion of all required library media courses and approval of the faculty advisor.

Note: Students can take either practicum first, depending upon their employment position and course scheduling. A practicum could also be arranged in the summer semester at a school offering at least half-day sessions.

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

2-3 hours. Offered summer. Format: classroom centered. 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 Topics Courses

EDM 585B Curriculum Issues and Methods and the Christian Teacher

3 hours. Offered summer 2003. Format: classroom centered. 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.

EDM 585EE Early Childhood Education (3)

EDM 585EM Early Childhood Methods (3)

EDM 585ME Middle Level Education (3)

EDM 585MM Middle Level Methods (3)

EDM 585CS Philosophy of Christian Schools (3)

EDM 585NZ New Zealand

2 hours. Opportunities to travel to New Zealand or other countries with innovative programs in literacy instruction will be offered from time to time. Students will take this two-credit course as part of that experience.

EDM 585SC Selected Topics in Content-Specific Areas

2-3 hours. Offered fall, spring, and summer. Format: independent research under the direction of a faculty member. 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.

Administrative Licensure Programs

Program Description

George Fox University offers candidates the opportunity to earn as many as three licenses that prepare educators to serve in Oregon public schools as K-12 building or district-level administrators. The initial administrator license can be earned as a specialization in the master of education degree, as a stand-alone license past the master's degree, or as part of the doctor of education degree. The continuing administrator/initial superintendent 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

George Fox University is committed to providing a program that has as its goal: preparing competent and ethical leaders to meet the personnel needs of schools in Oregon. This can best be accomplished by partnering with public and private schools to identify and develop leaders who have an equal commitment to developing these skills with faith, vision, and love as their foundation.

Schools in the 21st century require new ways of thinking. Leaders will need to help create a vision of the kind of culture and program needed to develop schools of excellence in teaching and learning, and to build support from all stakeholders to progress toward that shared vision.

George Fox University's administrative licensure program supports this style of leadership by focusing the curricula on the Oregon Educational Act for the 21st Century. The program is designed to prepare an educator 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 facilitate new ways of helping all students become productive citizens and supporting all teachers to become leaders within schools.

At the completion of the administrative license course work and practicum experiences, candidates will:

- Understand the developmental needs of students at all authorization levels.
- Be able 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 evaluating progress.
- Be prepared to lead teachers in helping students meet the standards and in continuing their professional development.

Initial Administrator License

Program Requirements

The Teacher Standards and Practices Commission requires documentation of at least three years of successful licensed teaching or personnel experience in public schools or regionally accredited private schools and evidence of administration potential based on assessments of skills in leadership,

management, and human relations as supported by supervisors’ recommendations, prior to making application for the initial administrator license.

Candidates must also earn a score of 630 or above on the Praxis Test Specialty Area — Educational Leadership: Administration & Supervision (10410), and submit the original score report with all license application materials as outlined in OAR 584-080-0011 to the Teacher Standards and Practices Commission (TSPC) including verification of a master’s degree from a regionally accredited institution or the foreign equivalent approved by TSPC.

Program Summary (18 hours total)

Core Courses	12 hours
Practicum I	3 hours (fall*)
Practicum II	3 hours (spring*)

*or a 9-week, full-time practicum approved by the director of administrative licensure

Curriculum

The initial administrator license program consists of four foundation or core courses, followed by a yearlong sequence of practicum experiences and projects. The candidates transfer core course content into actual practice in school settings. This course work can be embedded within a master’s program or may be taken as a licensure-only program accessed through face-to-face or online classes as scheduled. The University and site mentors will meet to verify the candidate’s demonstration and documentation of the following knowledge, skills, and competencies listed in OAR 584-017-0250:

1. Demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among diverse groups.
2. Support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students.
3. Develop and implement a plan with staff and other stakeholders for school improvement designed to increase student achievement using the best practices for curriculum design, instruction, and assessment.
4. Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
5. Demonstrate and promote values, ethics, beliefs, and attitudes that achieve the goals of the school and district.
6. Demonstrate knowledge of the organization of a school within the context of the district and community.
7. Establish positive school-community relations and encourage parent participation that assists staff in achieving district and/or building goals.
8. Collaborate in the design and implementation of professional staff development programs to increase the effectiveness of the school program.
9. Demonstrate knowledge of supervision, professional development, and evaluation of personnel to ensure effective instruction.
10. Facilitate alternative learning environments when student progress is less than desired.

11. Assist in the work of district decision-making groups, including the school site council.
12. Develop collaboratively a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities.
13. Manage school financial resources to meet established priorities.
14. Manage the school in accordance with statutes, administrative rules, school district policies, and collective bargaining agreements.
15. Demonstrate an understanding of Oregon school law and finance.
16. Exhibit an understanding of human development, curriculum, and methods for early childhood, elementary, middle school, and high school students.

◆ Core Courses

EDM 540 Leadership in Education	3
EDM 544 Ethical Foundations of Education	3
EDD 546 Foundations of Teaching and Learning	3
EDD 548 Legal Perspectives on Educational Policy	3

Practicum experiences may begin at the completion of at least three of the four core classes or on the approval of the program director for candidates who are assigned half-time administrator positions.

◆ Practica

The two semesters of practica have three components: on-site experiences, online academic projects, and a professional portfolio. Practicum experiences begin at the completion of at least three of the four core classes or on the approval of the program director. Administrative license candidates will begin their professional portfolio at the start of EDA 575 Practicum I. Candidates will add to the portfolio throughout their practicum, ending with EDA 576 Practicum II. Each candidate assembles a portfolio that documents satisfactory performance in at least five of the following areas of responsibility as listed in OAR 584-017-0280:

1. Leadership in establishing learning goals and evaluation of programs.
2. Selection, supervision, and professional development of personnel.
3. Budget preparation and management.
4. Student management/student activities.
5. School building design/management of facilities.
6. Curriculum development and implementation.
7. Development and coordination of participatory (site-based) decision making.
8. Communication of district goals and programs to students, parents, and community constituencies.
9. Technical requirements of mandated programs, such as special education and talented and gifted.

EDA 575 Initial Administrative Practicum I

3 hours. Offered fall semester. Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Initial administrator license candidates will begin a 360-hour practicum in elementary and in middle level/high schools

under the direct supervision of a University supervisor and licensed school administrators. The main (primary) site will account for two-thirds of the hours with administrative assignments and the alternative (secondary) site will provide administrative project opportunities for the remaining one-third time to be documented in the candidate's portfolio. Assignments will require candidates to learn about issues at the site, work with mentors to resolve the issues, and evaluate how they are being handled. These experiences will be supplemented by online administrative academic projects that focus on school governance and partnerships along with school management topics. The University supervisor and candidates will communicate via the Internet providing feedback to colleagues on various projects. Two Saturday seminars will be hosted at the Newberg campus and will focus on current topics of the initial administrator license areas of responsibilities.

EDA 576 Initial Administrative Practicum II

3 hours. Offered spring semester. Prerequisite: EDA 575. Practicum experiences continue at a building level of responsibility. Initial administrator license candidates will complete the practicum in elementary and in middle level/high school under the direct supervision of a University supervisor and a licensed school administrator. Practicum experiences are supplemented by online administrative academic projects that focus on curriculum and staff development, supervision and evaluation, and personnel hiring. The supervisors and candidates will communicate via the Internet. Two Saturday seminars will be hosted at the Newberg campus and will focus on current topics of the initial administrator license areas of responsibilities.

Continuing Administrator/Initial Superintendent License

Program Requirements

The TSPC requires documentation of at least three years of successful licensed administrative experience at the half-time level or above (.5 FTE), in public schools or regionally accredited private schools, education service districts, state-operated or federal schools, or any private schools registered by the Oregon Department of Education, prior to making application for the continuing administrator/initial superintendent license.

Program Summary (18 hours total)*

Skill Development Courses	12
Practicum/Mentorship I	3 (Fall)
Practicum/Mentorship II	3 (Spring)

*Pending TSPC approval in fall 2001

Curriculum

This 18-hour continuing administrator/initial superintendent licensure program is designed to match experienced practitioner mentors with experienced administrator candidates. This course work can be embedded within a doctoral program or may be taken as a licensure-only program and can be accessed through face-to-face or online classes as scheduled. The program director will facilitate a self-assessment of current skills, at the building and district level, to enable the

candidate to demonstrate and document the following advanced competencies as listed in OAR 584-017-0260:

1. Understand and apply emerging research on teaching, learning, and school improvement to increase district effectiveness.
2. Implement research-based educational practices that ensure candidate achievement and are sensitive to individual differences, diverse cultures, and ethnic backgrounds.
3. Exhibit collaboration with colleagues, staff, parents, and the public to enhance the school's performance and its reputation as a high quality learning environment for all students.
4. Demonstrate effective leadership in communication with diverse and special interest organizations.
5. Collaborate with patrons, staff, and interested organizations in the development, evaluation, and improvement of policies and programs to meet school district needs.
6. Implement practices that ensure effective organizations and management of school district policies and procedures.
7. Develop productive school, board, and community relations.
8. Demonstrate an advanced understanding of Oregon school law and school finance.
9. Demonstrate an understanding of planning, maintenance, and management of facilities.

◆ Skill Development Courses

EDA 561 Advanced Leadership

3 hours. Alternating summers beginning 2003. Format: classroom centered. This course focuses on district-level leadership assignments. The class will examine how education districts of various sizes organize to provide leadership to perform necessary functions as required by Oregon statutes and administrative rules. Participants will assess their management styles in light of the requirements of various upper level management positions in a variety of educational organizations. Topics include establishing a vision for the organization, empowering others to lead through human resource selection and development, working with other leaders, working with school boards (e.g., salary schedules, contract negotiations), making public presentations, and dealing with hostile constituents.

EDA 562 Administration of Specialized Programs

3 hours. Alternating summers beginning 2002. Format: classroom centered. This course focuses on leadership of specialized programs. The class will examine how educators can navigate federal mandates for special programs using Oregon's statutes, administrative rules, and agencies as a model. Participants will be involved through discussions, simulations, and presentations utilizing materials and personnel from a variety of educational organizations. Course topics include: administrating special programs (e.g., special education, talented and gifted, English as a second language); dealing with curricular and legal issues encountered in delivering these services to children; and developing strategies to improve the academic performance of students through special programs. Additional emphasis will be placed on emerging leadership strategies to address the

needs of alternative education students.

A minimum of two courses from the following list in the Ed.D. program:

EDD 567 Strategic Planning for Education (fall 2002 online)	2
EDD 568 Program Evaluation (spring 2003 online)	2
EDD 569 Organizational Change and Decision Making (fall 2001 online)	2
EDD 572 Implementing Technology in Educational Organizations (spring 2002 online)	2

One course selected from the following list in the Ed.D. program:

EDD 530 Adult Development in Educational Organizations	3
EDD 540 Philosophical Perspectives on Education	3
EDD 551 Managing Organizational Resources	3
EDD 556 Political and Social Perspectives on Education	3
EDD 558 Historical Perspectives on American Education	3
EDD 560 International Perspectives on Education	3
EDD 585 Selected Topics 1–3	3

◆ **Practica**

EDA 577 Continuing Administrative/Initial Superintendent Practicum I

3 hours. Offered fall semester. Practicum experiences are carried out at a building or district level of responsibility. Practicum experiences are supplemented by online administrative academic projects that focus on advanced competencies of administration. The supervisors and candidates will communicate via the Internet. Two Saturday seminars will be hosted at the Newberg campus and will focus on current topics of continuing administrator/initial superintendent license competencies.

EDA 578 Continuing Administrative/Initial Superintendent Practicum II

3 hours. Offered spring semester. Prerequisite: EDA 577. Practicum experiences begun in EDA 577 will continue at a building or district level of responsibility. Practicum experiences are supplemented by online administrative academic projects that focus on advanced competencies of administration. The supervisors and candidates will communicate via the Internet. Two Saturday seminars will be hosted at the Newberg campus and will focus on current topics.

Continuing Superintendent License Program Requirements

The TSPC requires documentation of at least three years of successful licensed superintendent experience at the half-time level or above (.5 FTE), in public schools or regionally accredited private schools, or education service districts, prior to making application for the continuing superintendent license.

Program Summary (12 hours total)*

Skill Development Courses 12
*Pending TSCP approval in fall 2001

Curriculum

The continuing superintendent’s license consists of 12 semester hours customized to meet the learning needs of the individual candidate. This course work can be embedded within a doctoral program or may be taken as a licensure-only program and can be accessed through face-to-face or online classes as scheduled. The program director will facilitate a self-assessment process to enable the candidate to demonstrate and document the following advanced competencies as listed in OAR 584-017-0270:

1. Understand policy development for a school district and the ability to implement policies effectively.
2. Understand planning, maintenance, and management of facilities at a school district level.
3. Develop a process for goal setting for the school district that involves community, school board, and staff.
4. Use research that enhances best practice to implement the goals of the district.
5. Leadership with students, staff, school board, and the community.
6. Use various evaluation techniques in order to improve policies and programs across the district.
7. Collaborate with patrons, staff, and interested organizations to enhance community relations for the school district.

◆ **Skill Development Courses**

Four or more courses may be selected from the following list in the Ed.D. program based on the needs identified in the candidate’s self-assessment:

EDD 530 Adult Development in Educational Organizations	3
EDD 540 Philosophical Perspectives on Education	3
EDD 544 Ethical Perspectives on Educational Leadership	3
EDD 547 Learning and Cognition	3
EDD 551 Managing Organizational Resources	3
EDD 556 Political and Social Perspectives on Education	3
EDD 558 Historical Perspectives on American Education	3
EDD 560 International Perspectives on Education	3
EDD 567 Strategic Planning for Education (fall 2002 online)	2
EDD 568 Program Evaluation (spring 2003 online)	2
EDD 569 Organizational Change and Decision Making (fall 2001 online)	2
EDD 570 Developing Curriculum with New Technologies	2
EDD 572 Implementing Technology in Educational Organizations (spring 2002 online)	2
EDD 585 Selected Topics	1-3

LEADERSHIP

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

(M.A. Degree)

Program Description

The master of arts in organizational leadership (M.A.O.L.), 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 fields 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 Professional Studies 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.

Admission

Admission to the M.A.O.L. program requires a baccalaureate degree from a regionally accredited college or university; a 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 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. Provides an introduction to social theory and analysis of organizations. Individual behaviors 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. Investigates international marketing and international management concepts. This course 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. The class 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. It also develops a multicultural sensitivity among individuals within organizations. This course integrates diverse perspectives toward the goal of students applying the perspectives in their own organizations.

MOL 522 Leadership and Human Development

3 hours. Reviews theory and research on adulthood and aging, including current psychological theories of adult development. Course work probes 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. Interaction between leadership, strategic planning, and effective decision making are analyzed. Theories of leadership as a backdrop for understanding the dynamics of positive organizational change are studied. How change is planned, initiated, and sustained for the long term is assessed.

MOL 532 Organizational Planning and Control

3 hours. Reviews fundamental principles in the management of financial resources, as applicable in industrial, service, and nonprofit organizations and institutions. Focus will be on the procedures used to plan, execute, and review performance from the perspective of a general manager. Students obtain financial information from an appropriate organization, then plan, analyze, and interpret the results.

MOL 541 Ethics and Social Responsibility

3 hours. Develops a framework for ethical thinking and reflection. The course begins with a focus on critical thinking skills, then investigates major avenues of ethical analysis and ethical reflection. Students are challenged with various theories of social responsibility and civic involvement. Readings and case histories involving specific ethical dilemmas are discussed and developed.

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 an emphasis on persuasive speeches. The course also provides the student an opportunity to practice negotiation strategies and techniques.

MOL 543 Values and Corporate Responsibility

2 hours. 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. Introduces the students to the master of arts in organizational leadership program. Emphasis will be placed on team building as students are presented with strategies for enhancing their problem-solving and decision-making skills within a group setting.

MOL 545 Professional Development II

1 hour. Analyzes each student's own leadership attitudes and abilities using instrumentation and feedback tools. Students will discover ways in which these assessment processes and procedures can be used to encourage professional growth among other potential leaders in their organization.

MOL 546 Professional Development III

1 hour. Analyzes leadership styles and abilities directed primarily toward providing each student with feedback and recommendations. This includes developing and executing strategies for professional and personal leadership growth.

MOL 547 Leadership

2 hours. Explores both historical and contemporary leadership theories and models. Particular emphasis is given to evaluating leadership theories from a values 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 to meet the requirements of today's increasingly complex organizations.

MOL 551 Research Methods

2 hours. Enables students to identify issues, locate and evaluate relevant literature, design data collection tools, gather pertinent information, and analyze and apply the information within an organizational setting.

MOL 552 Service Learning Project

3 hours. Provides an opportunity in which students work with a public benefit organization to apply skills, theory, course concepts, and research-based decision-making skills. A faculty mentor will structure the learning, coordinate with the cooperating organizations, assess level and significance of student learning, and monitor the overall experience. Students will provide oral and written reports to organization and class.

PSYCHOLOGY

See Clinical Psychology, page 27.

GEORGE FOX
EVANGELICAL
SEMINARY

*George Fox
University*

SEMINARY HERITAGE

George Fox Evangelical Seminary began in 1947 as the Western School of Evangelical Religion. In 1951, it became Western Evangelical Seminary. The original campus was on the Evangelical Church conference grounds at Jennings Lodge, east of Portland. In 1993, the Seminary moved to a new centrally located and more easily accessible campus near Interstate 5 and Highways 99W and 217. In 1996, it merged with George Fox to form George Fox University, and changed its name on January 1, 2000, to George Fox Evangelical Seminary. The site of the Seminary is now the University's Portland Center.

The first students came from the founding denominations: the Evangelical Church and the Northwest Yearly Meeting of Friends. Soon the Free Methodist and Wesleyan churches lent their support. Today, more than 30 denominations are represented in the student body.

When the Seminary began, it fulfilled the dream of its first president, Dr. Paul Petticord, and other regional Christian leaders, who recognized the need for a Wesleyan seminary in the Pacific Northwest. The ideal was set forth in an early catalog:

...to train men and women in the definite doctrines of faith set forth in the constitution and bylaws 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.

George Fox Seminary faculty members come from a variety of evangelical backgrounds. They share a common commitment to sound scholarship, warmhearted personal faith, and effective pastoral practice that continues to characterize the Seminary's approach to theological education.

The curriculum now includes not only the M.Div., the foundational degree for pastoral ministry, but also the M.A. in Christian ministries, a flexible, two-year program with specialized concentrations, designed for leaders in church and other ministry settings. The M.A.T.S. degree, with emphases in either Bible or theology/history, continues to serve those called to teaching or eventual doctoral study. The doctor of ministry degree, for experienced pastors who hold the M.Div. or its equivalent, is a cohort-style program emphasizing leadership and spiritual formation.

The Association of Theological Schools granted the Seminary full accreditation in 1974 and in 1976. The Northwest Association of Schools and Colleges also certifies the Seminary's programs. This dual accreditation is maintained now through George Fox University and assures students of the highest academic and professional standards.

MISSION STATEMENT

George Fox Evangelical Seminary demonstrates the meaning of Jesus Christ by offering spiritual formation and education for ministry in the context of a caring, Christian community, in order to prepare men and women of faith for effective service to the church and the world.

STATEMENT OF FAITH

The Trinity

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

God the Father

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

God the Son

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

God the Holy Spirit

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

Salvation

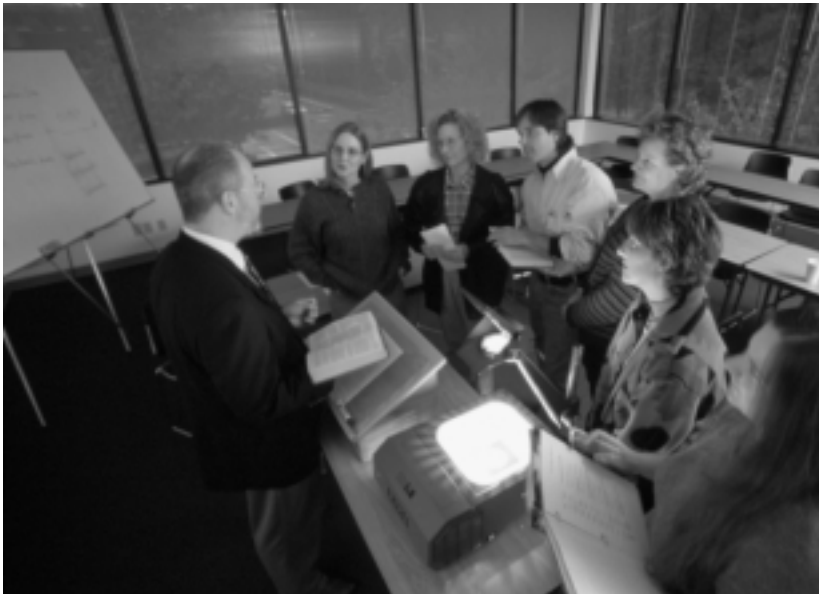
We believe that salvation comes through Jesus Christ alone, to whom we must respond with repentance, faith, and obedience. Through Christ we come into a right relationship with God, our sins are forgiven, and we receive eternal life.

The Bible

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

The Christian Life

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



The Church

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

Christian Worship

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

The Future

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

FOUNDATIONS FOR THEOLOGICAL EDUCATION AT GEORGE FOX EVANGELICAL SEMINARY

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 and practice are linked at the Seminary.

Classroom learning and field experience are mutually essential for ministry and Christian leadership. Our curriculum includes applied practice in prayer, preaching, teaching, leading, evangelism, and counseling. Growth in ministry skills is as essential as knowledge of Scripture, theology, and church history.

Vocational Diversity: Students may prepare for Christian service in a variety of specific callings: pastoral ministry, missions, evangelism, teaching, counseling, chaplaincy, church and organizational leadership, and other ministries.

Multidenominational Community: Students represent a broadening spectrum of church membership. The Seminary works with them and 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.

MEMBERSHIPS

The Seminary holds memberships in the National Association of Evangelicals and in the Association for Clinical Pastoral Education. The Association for Clinical Pastoral Education 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 United States, 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, these

centers provide opportunities for accredited clinical training for Seminary students.

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 the Seminary.



INFORMATION AND TECHNOLOGY

Personal spiritual formation and the acquisition of professional ministry skills are at the heart of the Seminary's mission. As the world moves into an information age, skills in information literacy and technological competence are important for professional ministry. We are doing several things to prepare 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 they have accessed.
- Knows how to incorporate information in their work.

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

Participation in a Technologically Enriched Environment

A Lilly Endowment grant is bringing new technology resources to the classroom instruction of Seminary students. "Smart Classrooms" (classrooms equipped with computer projection equipment with full multimedia capability with access to all network and Internet resources) will enrich the in-class experience. Course Web sites and online access to licensed databases and library resources enable ongoing work and vibrant exchanges among students and faculty between class sessions. The faculty are also strengthening their skills in the effective use of technology in teaching, and students will serve as interns and teaching assistants.

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, church management software, and other helpful applications.

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. Several new databases are being studied for inclusion in our collection. 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

Most of the Seminary's courses are "electronically enhanced." A course that is electronically enhanced has a live class period once a week and an interactive Web site that directs the remainder of the work for the week (between 6 and 7.5 hours). Students at a distance do not need to be in class every day but can come once or twice a week and do the rest of their work online.

Access to Computer Labs

The Portland Center has a well-equipped 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.george-fox.edu>. The site provides information about degrees and certificates, departments, faculty, admission, 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 formation and academic success of students. The mission of the Seminary is to intentionally foster 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.
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. They organize the worship program, select worship speakers, propose action to enhance spiritual life on campus, and evaluate 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. Further, 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.

SEMINARY DEGREES

- Doctor of ministry
- Master of divinity
- Master of arts in theological studies
- Master of arts in Christian ministries
- Certificate in spiritual formation and discipleship
- Certificate for spouses-partners in ministry

DOCTOR OF MINISTRY IN LEADERSHIP AND SPIRITUAL FORMATION

(D.Min. Degree)

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 biblical studies, theology, and philosophy 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, and leadership development.

- 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 GPA 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 dissertation 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.

Course Requirements

◆ **Module One**

(8 hours required)

DMN 511 Spirituality and the Personality	3
DMN 512 Spiritual Formation in the Minister	2
DMN 513 Introduction to Research and Resources	1
DMN 514 History and Theology of Christian Spirituality	2
Guided RetreatPass/Fail

◆ **Module Two**

(8 hours required)

DMN 521 Leadership in Biblical and Theological Perspective	3
DMN 522 The Person and Work of the Leader	2
DMN 523 Research Topic/Literature Review	1
DMN 524 Dynamics of Leadership and Congregations	2
Guided RetreatPass/Fail

◆ **Module Three**

(8 hours required)

DMN 531 Leading the Church in a Postmodern World	3
DMN 532 Developing a Healthy Church	2
DMN 533 Designing a Research Model	1
DMN 534 Strategic Visioning in the Church	2
Guided RetreatPass/Fail

◆ **Module Four**

(8 hours required)

DMN 541 Historical Models for Spiritual Formation in the Church	2
DMN 542 Spiritual Formation and Discipleship in the Church	3
DMN 543 Writing the Project	1
DMN 544 The Practice of Spiritual Leadership	2
Guided Retreat	Pass/Fail

Project and Dissertation

(4 hours required)

DMN 550 Doctor of Ministry Project and Dissertation . . .	4
Total hours required for degree	36

Learning Environment

The program uses 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.

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. dissertation will be given in four consecutive research courses: DMN 513 Introduction to Research and Resources (Module One); DMN 533 Designing a Research Model (Module Two); DMN 543 Designing a Research Project (Module Three); and DMN 543 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 8 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 is 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 during each module.
- **Computer usage.** Homework assignments 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 postclassroom 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 Evangelical Seminary’s D.Min. degree is the 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.

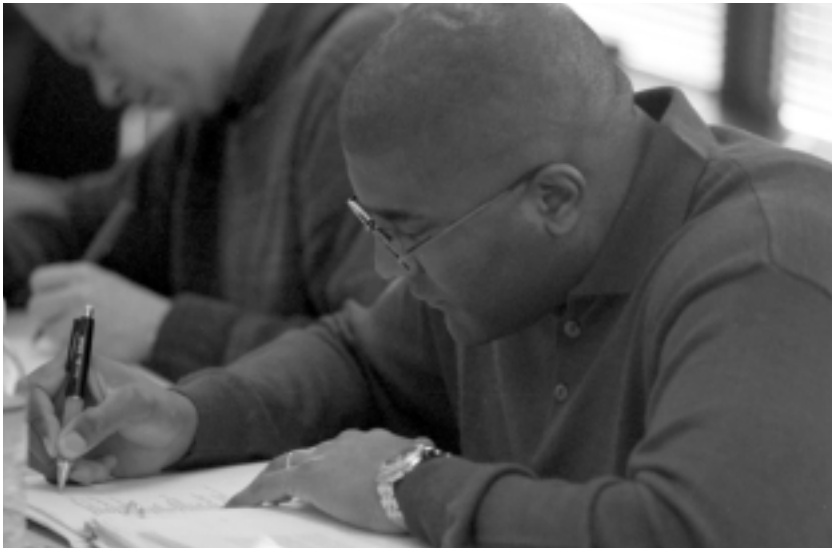
The online component is designed to:

- 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 GPA of 3.0 for Modules One and Two.
- Complete the selection of a dissertation advisor approved by the D.Min. director.
- Submit a dissertation 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.

The Dissertation

To complete the D.Min. program, a written D.Min. dissertation 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 dissertation advisor, each student will receive guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal 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.

For course descriptions, see page 89.

MASTER OF DIVINITY

(M.Div. Degree)

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, oneself 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 GPA of 3.0 or above.
- Be accepted by the faculty for degree candidacy.
- Be recommended by the Seminary 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 in an area of ministry such as adult ministry, biblical studies, Christian history and thought, Christian ministries, church leadership, family ministry, spiritual formation, and urban ministry.

9. Mission Orientation

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

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 511 Introducing Biblical Hebrew 3
 BST 521 Introducing New Testament Greek 3
 One of the following two:
 BST 512 Interpreting the Hebrew Testament 3
 BST 522 Interpreting the Greek Testament 3
 BST 541 The Bible and History 3
 BST 542 Biblical Theology 3
 BST ___ Biblical studies elective

◆ 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
 One of the following two:
 CHT 546 Contemporary Theological Trends 3
 CHT 552 Essentials of Christian Theology 3
 CHT ___ Christian History and Thought elective 3
 CHT ___ Christian History and Thought elective 3
 CHT ___ Christian History and Thought elective 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
 SFD 530 Spiritual Life 1
 SFD 570 Spiritual Direction Experience 1
 SFD 591 Spiritual Leadership 1
 SFD ___ Spiritual Formation and
 Discipleship elective 1
 SFD ___ Spiritual Formation and
 Discipleship elective 1
 SFD ___ Spiritual Formation and
 Discipleship elective 1

◆ Pastoral Studies

(30 hours required)

CMN 500 Theology and Purpose of the Church 3
 PST 506 Pastoral Ministry 3
 PST 510 Essentials of Preaching 3
 PST 540 Understanding Leadership
 in Congregations 3
 PST 564 Theology and Practice of Worship 3
 PST 575 Pastoral Internship 3

One of the following two:

- PST 501 Pastoral Counseling 3
- CMN 510 Ministry to Families

3One of the following three:

- PST 553 Contextualized Urban Ministry 3
- PST 554 Global Mission of the Church 3
- CMN 530 Christian Ministry
for Reconciliation 3

One of the following two:

- PST 580 Evangelism and Discipleship 3
- CMN 550 Ministry to and with Adults 3

One of the following three:

- PST 584 Church Administration 3
- CMN 520 Communication in Christian Ministry 3
- CMN 560 Principles of Teaching 3

◆ **Concentration or Electives**

(17 hours required)

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

Total hours required for degree: 96

For course descriptions, see pages 85-93.

CONCENTRATION IN URBAN MINISTRIES

(15 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. Seminary 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 from the Seminary 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 Counseling (3 hours), either PST 553 Contextualized Urban Ministry (3 hours) or PST 554 Global Mission of the Church (3 hours), and PST 575 Pastoral Internship (2 hours) — 8 hours in all.

MASTER OF ARTS (THEOLOGICAL STUDIES)

(M.A.T.S. Degree)

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.

Degree 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. studies degree:

- Satisfactorily complete a minimum of 64 semester hours with a cumulative GPA of 3.0 or above.
- Meet all requirements for degree candidacy. In all cases, it will include a personal interview with the Seminary faculty.
- Be recommended by the Seminary faculty for graduation from George Fox University.

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.

Thesis Requirement

Graduate research is a serious academic inquiry into a selected area of study with a view to obtaining information hitherto unknown to the researcher. The researcher must then present the results of this inquiry 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 that 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 begin the thesis, 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 GPA of at least 3.0 to be eligible to write a thesis.
3. The professor teaching PST, BST, CHT, CMN, or SFD 590 shall serve as faculty advisor and will have primary responsibility for overseeing thesis work. 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 be available to assist the student in structuring his/her research.
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, analysis of the problem, and conclusions reached. The thesis should present the problem in the form of a hypothesis, validated by a review of relevant literature. The student must then test the hypothesis using a methodology most suited to the research 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. In order to be accepted into the graduate thesis program,



a student must submit an acceptable proposal to the department faculty. 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 conducted preliminary research to determine the availability of bibliographic and other resources. For deadlines, see the schedule provided below.

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) 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 a substantial survey of available resources already carried out
 - (i) signed and dated approval of faculty research advisor
7. All work submitted, from proposal to final draft, must adhere to the form and style guidelines as described in the most recent edition of Kate L. Turabian, *A Manual for Writers of Terms Papers, Theses, and Dissertations*.
 8. With approval of the faculty advisor, the student may register for PST/BST/CHT/CMN/SFD 590 Research/Thesis for the fall, spring, or summer semester.
 9. 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.
 10. Following the defense, the student must complete any additions or changes requested by the faculty research advisor and second reader. Final copies must be submitted in letter-quality type, in black ink. 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 or fall semester. Note: This is following the defense; these are formal, archival copies.
 11. Each copy of the final thesis must have an original (not photocopied) approval sheet signed by the faculty research advisor and the second reader.
 12. Duplicate copies should be made of all work, including rough draft and bibliography, to protect against inadvertent loss of materials.
 13. Grading policy: All thesis projects will receive a letter grade.

Suggested Schedule

Following an initial consultation with the faculty research advisor and subsequent library research, students should carefully observe the following deadlines.

	Beginning Fall Sem.	Beginning Winter Sem.	Beginning Summer Sem.
<i>First draft of proposal due to faculty research advisor</i>	Nov 1	Mar 1	Jul 1
<i>Proposal presented for faculty approval</i>	Dec	Apr	Aug
<i>Research and writing</i>	Jan-Mar	May-Nov	Sep-Nov
<i>Completion of first draft</i>	Mar 15	Nov 15	Nov 15
<i>Submission of final draft</i>	Apr 1	Nov 26	Nov 26
<i>Oral defense before faculty advisor and second reader</i>	Apr 1-15	Nov 22-Dec 3	Nov 22-Dec 3
<i>Deadline for the submission of two archival copies of the thesis</i>	Apr 21	Dec 17	Dec 17

Program Summary

◆ M.A.T.S. Core:

Biblical Studies	12
Christian History and Thought	12
Spiritual Formation and Discipleship	4
Pastoral Studies	3
BST or CHT Concentration	33
Total hours required for degree	64

Course Requirements

◆ Biblical Studies Core

(12 hours required)

BST 501 Bible for Ministry: Interpretation and Old Testament	3
BST 502 Bible for Ministry: Interpretation and New Testament	3
Two semesters of a biblical language:	
BST 511 Introducing Biblical Hebrew	3
BST 512 Interpreting the Hebrew Testament	3
BST 521 Introducing New Testament Greek	3
BST 522 Interpreting the Greek Testament	3

◆ Christian History and Thought Core

(12 hours required)

CHT 511 Christian History and Thought I: The Early Church to the 16th Century	3
---	---

CHT 512 Christian History and Thought II:

The Reformation and Its Ramifications	3
CHT ___ Christian History and Thought Elective	3
At least one of the following two:	
CHT 546 Contemporary Theological Trends	3
CHT 552 Essentials of Christian Theology	3

◆ Spiritual Formation and Discipleship Core

(4 hours required)

SFD 510 Becoming a Self before God	1
At least one of the following two:	
SFD 520 Prayer	1
SFD 530 Spiritual Life	1
SFD ___ Spiritual Formation and Discipleship elective	1
SFD ___ Spiritual Formation and Discipleship elective	1

◆ Pastoral Studies Core

(3 hours required)

CMN 575 Teaching Internship	3
-----------------------------	---

Course Requirements — Biblical Studies Concentration

◆ Biblical Studies

(33 hours required)

An additional semester of biblical language:

BST 511 Introducing Biblical Hebrew	3
BST 521 Introducing New Testament Greek	3
BST 541 The Bible and History	3
BST 542 Biblical Theology	3
BST ___ Biblical Studies elective ^b	3
BST ___ Biblical Studies elective	3
BST 590 Research/Thesis in Biblical Studies	6
Four of the following courses:	
BST 550 The Old Testament and the Ancient Near East ^a	3
BST 551 The Old Testament, Early Judaism and Christianity ^a	3
BST 560 Jesus and the Gospels ^a	3
BST 561 Paul and His Letters ^a	3
BST 563 Post-Pauline Christianity in the New Testament	3
BST 566 Christology of the New Testament	3
Total hours required for degree	64

Notes:

^a BST 550, 551, 560, 561, 563, and 566 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.

Course Requirements — Christian History and Thought Concentration

◆ Christian History and Thought

(33 hours required)

CHT 590 Research/Thesis in Christian History and Thought	6
--	---

Nine of the following courses:

CHT 513 American Church History	3
CHT 530 Women in Church History ^a	3
CHT 540 Theology and the Practice of Holiness	3
CHT 546 Contemporary Theological Trends	3
CHT 550 Christian Ethics ^a	3
CHT 552 Essentials of Christian Theology	3
CHT 560 History of the Holiness Movement ^a	3
CHT 561 Theology of John Wesley ^a	3
CHT 562 History of Spirituality and Renewal	3
CHT 563 The Evangelical Movement ^a	3
CHT 564 History and Polity of the Quaker Movement ^a	3
CHT 585 CHT elective ^a	3
Total hours required for degree	64

Note:

^a CHT 530, 550, 560, 561, 563, and 564 are offered every other year.

For course descriptions, see pages 85-93.

MASTER OF ARTS IN CHRISTIAN MINISTRIES

(M.A. Degree)

Program Objectives

A master of arts in Christian ministries is a professional degree that prepares men and women for a vocation of professional and spiritual leadership in educational and discipleship ministries within church or parachurch settings. The curriculum is designed so that having received the degree, master of arts in Christian ministries, 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 ministries, programs and systems within a Christian community.
- Initiate new ministries and programs based on a biblical and theological framework.
- Articulate and employ a philosophy of ministry that is holistic, respectful and inclusive of all persons, and biblical.
- 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.
- 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.

Degree Description and Uniqueness

The M.A. in Christian ministries is unique in the following ways:

- It requires core courses that are philosophic and historical in nature while practical, reflective and considerate of the current demands of Christian ministry.
- It requires biblical, theological, and spiritual formation courses which students must rely on and integrate into practical ministry and use as a basis for thinking, creating and



understanding Christian ministry.

- It allows students to participate in the creation of their course of study by offering various concentrations and elective courses whereby students may select and design part of the curriculum to equip them for a specific area of ministry.
- It requires an internship in which the student will apply previously learned theory, participate in a carefully mentored internship, and develop a method of reflecting theologically on the practice of Christian leadership.

This degree is designed to educate and nurture men and women as Christian ministers and human beings in areas of integrity, attitude, interpersonal relationships, spirituality, discipline and vision. The degree is aimed at enhancing the student’s commitment to lifelong ministry, professionalism, lifelong learning and reflection skills that will be practiced in solitude and in community.

The Christian ministries degree offers the following concentrations: adult ministries, church leadership, spiritual formation, urban ministry, and family ministries.

Degree Requirements

The curriculum is designed to equip men and women for a variety of occupations in Christian ministry. A student looking forward to denominational, or a particular organization’s certification, must secure recommendation from the desired institution as well as fulfill the expected procedures and competencies required for the desired certification or recognition. The Seminary assumes no responsibility of this nature. The M.A. in Christian ministries does not substitute for a master of divinity degree in preparation for pastoral ministry. The

requirements for the M.A. in Christian ministries are as follows:

1. Satisfactory completion of a minimum of 64 semester hours with a cumulative GPA of 3.0 or above.
2. Meeting all requirements for degree candidacy. In all cases, candidacy will include a personal interview, the submission of written work, and evaluation by the Seminary faculty.
3. Recommendation by the Seminary faculty for graduation from George Fox University.

Program Summary

Christian Ministries Core	18
Biblical/Theological Foundations	18
Spiritual Formation and Discipleship	4
Concentrations	15-17
Christian Ministries Internship	3
Electives	4-6
Total hours required for degree	64

Course Requirements

◆ Christian Ministries Core

(18 hours required)

CMN 500 The Theology and Purpose of the Church	3
CMN 510 Ministry to Families	3
CMN 520 Communication in Christian Ministry	3
CMN 530 Christian Ministry for Reconciliation	3
CMN 550 Ministry to and with Adults	3
PST 540 Understanding Leadership and Congregations	3

◆ 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
BST ___ Elective	3
CHT 511 Christian History and Thought I	3
CHT 512 Christian History and Thought II	3
CHT 546 Contemporary Theological Trends or CHT 552 Essentials of Christian Theology	3

◆ Spiritual Formation and Discipleship

(4 hours required)

SFD 510 Becoming a Self Before God	1
SFD 591 Spiritual Leadership	1
SFD ___ Elective	1
SFD ___ Elective	1

◆ Christian Ministries Internship

(3 hours required)

CMN 575 Internship in Christian Ministry	3
--	---

◆ Concentration in Christian Ministries

(15-17 hours required)

1. Adult Ministries

(15 hours required)

Students may choose from the following courses:

CMN 560 Principles of Teaching	3
CHT 530 Women in Church History	3
MFT 560 Social and Cultural Foundations	3
COU 510 Human Growth and Development	3
MFT 500 Introduction to Marriage and Family Therapy	3
CHT 540 Theology and Practice of Holiness	3
PST 580 Evangelism and Discipleship	3

2. Church Leadership

(15 hours required)

Students may choose from the following courses:

PST 501 Pastoral Counseling	3
PST 506 Pastoral Ministry	3
PST 510 Essentials of Preaching	3
PST 564 Theology and Practice of Worship	3
PST 580 Evangelism and Discipleship	3
PST 584 Church Administration	3
CMN 560 Principles of Teaching	3

3. Family Ministries

(15 hours required)

MFT 500 Introduction to Marriage and Family Therapy	3
COU 501 Principles and Techniques of Counseling I	3
COU 510 Human Growth and Development	3
MFT 560 Social and Cultural Foundations	3
MFT 585 Seminar in Marriage and Family Therapy	3

4. Spiritual Formation

(17 hours required — certificate program)

CHT 562 History of Spirituality and Renewal	3
COU 510 Human Growth and Development	3
MFT 560 Social and Cultural Foundations	3
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 Internship	1
SFD 580 Group Spiritual Formation	1
SFD ___ Electives	2

5. Urban Ministry

(15 hours required)

Students may choose from the following courses:

PST 550 World Religions	3
PST 553 Contextualized Urban Ministry	3
CHT 540 Theology and Practice of Holiness	3

◆ CUME/NW (Contextualized Urban Ministry Education Northwest) Courses:

• Theology of the City	2
• Dynamic Program Development	2
• Integrative Seminar	2
• Creating Understanding	2
• Culture Mapping	2
• Practical Anthropology	2



- Starting and Developing a Church 2
- Church in Culture 2
- How the City Works 2
- Facilitating Community Transformation 2

◆ **Electives:**

(4-6 hours required)

Total hours required for degree 64

For course descriptions, see pages 85-93.

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. and 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 nondesignated 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.

Requirements for Nondegree or Postseminary Degree Students

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

- Nondegree students must satisfactorily complete 30 credit hours in the certificate program.
- Postseminary 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 Studies 6
- Christian History and Thought 6
- Psychological/Ministry Studies 6
- Spiritual Formation and Discipleship Core 10
- Spiritual Formation and Discipleship Electives 4
- Total hours required for certificate 32

Course Requirements

◆ Foundations

(18 hours required)

6 hours of biblical studies:

- BST 501 Bible for Ministry: Interpretation and Old Testament (highly recommended) 3
- BST 502 Bible for Ministry: Interpretation and New Testament (highly recommended) 3
- BST 541 The Bible and History 3
- BST 542 Biblical Theology 3

6 hours of Christian history and thought:

- CHT 562 History of Spirituality and Renewal 3
- CHT ___ Christian History and Thought Elective 3

6 hours of pastoral/psychological studies:

One of the following two:

- COU/MFT 560 Social and Cultural Foundations 3
- CMN 530 Christian Ministry for Reconciliation 3

One of the following two:

- COU 501 Principles and Techniques of Counseling 3
- PST 501 Pastoral Counseling 3

◆ Spiritual Formation and Discipleship - Phase One

(6 hours required)

- SFD 510 Becoming a Self Before God 1
- SFD 520 Prayer 1
- SFD 530 Spiritual Life 1
- SFD 570 Spiritual Direction Experience (\$150 fee for SFD students only — for payment to outside spiritual directors for 10 sessions) 1
- SFD 580 Group Spiritual Formation 1
- SFD 591 Spiritual Leadership 1

CERTIFICATE FOR SPOUSES-PARTNERS IN MINISTRY

◆ **Spiritual Formation and Discipleship — Phase Two (Final Year)**

(4 hours required)

SFD 571 The Art of Spiritual Direction 2
 SFD 572 Spiritual Direction Practicum 2

◆ **Spiritual Formation and Discipleship Electives**

(4 hours required; choose 4 of 6)

SFD 536 Spirituality, Shame, and Grace 1
 SFD 540 Images of God 1
 SFD 544 Spiritual Formation for Women 1
 SFD 548 Advanced Personality and Spirituality 1
 SFD 549 Spiritual Formation for Men 1
 SFD 556 Spirituality and the Writing of the Mystics 1
 Total hours required for certificate 32

Spiritual Director Certificate

Upon completion of the course requirements for the program, students will receive a certificate in spiritual formation and discipleship. Those students who want to serve as professional spiritual directors need to complete these additional requirements: (1) at least 30 hours doing spiritual direction with at least two persons over the course of a year, and (2) receive 8-10 hours of supervision. Upon completion of these additional requirements, the student will receive a certificate in spiritual direction.

For course descriptions, see pages 85-93.

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.
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)

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
 SFD 510 Becoming a Self Before God 1
 ___ ___ Elective 3
 ___ ___ Elective 3
 Total hours required for certificate 14

For course descriptions, see pages 85-93.

SEMINARY COURSES

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 emphasizing the content of its 27 writings. Increased skill in using the New Testament in ministry is a primary objective.

BST 505 Biblical Book Study in English

3 hours. A textual study of a biblical book, based on the English text, applying 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

3 hours. Hebrew text book studies apply principles of hermeneutics and exegesis to original Hebrew texts. Prerequisite: BST 512 Interpreting the Hebrew Testament.

BST 521 Introducing New Testament Greek

3 hours. An 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 525 New Testament Book Study in Greek

3 hours. Greek text book studies apply principles of hermeneutics and exegesis to original Greek texts. Prerequisite: 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 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 contemporary issues.

BST 546 The Text History of the Bible

3 hours. This course studies how the text of the Old and New Testaments developed, were canonized, received their final form, and were transmitted and translated from their

origins to the present. Attention is given to significant manuscript discoveries in the modern era.

BST 547 History of Biblical Interpretation

3 hours. A study of the history of the interpretation of the Bible. Emphasis is on the principles of hermeneutics and their theological development. Application to preaching and teaching in the Church today.

BST 550 The Old Testament and the Ancient Near East

3 hours. 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. Students are encouraged to take BST 501 Bible for Ministry: Interpretation and Old Testament, and BST 502 Bible for Ministry: Interpretation and New Testament prior to registering for BST 550.

BST 551 The Old Testament, Early Judaism and Christianity

3 hours. 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. Students are encouraged to take BST 501 Bible for Ministry: Interpretation and Old Testament, and BST 502 Bible for Ministry: Interpretation and New Testament prior to registering for BST 551.

BST 560 Jesus and the Gospels

3 hours. A study of the life and teaching of Jesus as presented in the four Gospels. Emphasis on the distinctive viewpoint of each Gospel. Discussion of current biblical scholarship on the life of Jesus.

BST 561 Paul and His Letters

3 hours. Paul and his letters have for a long time been 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 that 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 looks of the New Testament. Special emphasis is given to the Gospels, the Pauline writings, and contemporary scholarship.

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 departmental 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

6 hours. See requirements outlined on page 79.

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 HISTORY AND THOUGHT

CHT 511 Christian History and Thought I: The Early Church to the 16th 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 Church History

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 that 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 547 History of Biblical Interpretation

3 hours. A study of the history of the interpretation of the Bible. Emphasis on the principles of hermeneutics and their theological development. Application to preaching and teaching in the church today.

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 564 History and Polity of the Quaker Movement

3 hours. This course offers an overview of the Quaker movement from the 17th century to the present. It focuses on the characteristics, beliefs, and practices that give Quakerism its unique identity. Key writings, leaders, and contributions to Christian thought and practice are considered. The course is designed especially for those seeking to pursue ministry in the Northwest Yearly Meeting of Evangelical Friends.

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

6 hours. See requirements on page 79.

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.



CHRISTIAN MINISTRIES

CMN 500 The Theology and Purpose of the Church

3 hours. This course will introduce students to the nature, purpose, practice, and functions of the church. Special attention will be given to the purposes of education, worship, social justice, community, and service.

CMN 510 Ministry to Families

3 hours. This course is a study of the family: its historical and contemporary religious and cultural structure and function. Questions will be addressed such as: What does it mean to be a family? What are the biblical models of families? How can families integrate faith and spiritual formation into their family life? and What is a Christian family? The class will also consider how the church can and must minister effectively to families.

CMN 520 Communication in Christian Ministry

3 hours. This course will focus on the various means of communication necessary for successful leadership by Christian ministers. Included will be leading meetings, interviewing, staff training, and public speaking, along with written communication such as writing letters, proposals, job descriptions, evaluations, and newsletters. At least one-third of the course will teach the value and practice of technical communication important to ministers and leaders.

CMN 530 Christian Ministry for Reconciliation

3 hours. This course will examine the ways and means of carrying out the biblical mandate that all who are reconciled to God through Christ are to become agents of that reconciliation in the world. Special consideration will be given to promoting the reconciliation and equality of men and women, racial and ethnic groups, economic classes, age groups, and Christian traditions.

CMN 550 Ministry to and with Adults

3 hours. This course will examine the human and spiritual roles, tasks, and development of adults. Attention will be given to the processes and contexts by which adults mature as individuals and in community. Biblical and theological foundations for adult development, moral and faith development, adult characteristics, needs, life cycle, learning patterns, and transitions will be explored.

CMN 560 Principles of Teaching

3 hours. Students will research and practice the art of teaching. They will be introduced to the various methods of teaching, as well as the variety of ways one can structure a lesson plan. The class will focus equally on the importance of preparation and presentation. The Bible will be a primary source for the practice of teaching, and students will be required to demonstrate expertise in teaching people of various ages.

CMN 575 Internship

3 hours. The Seminary cooperates with churches and parachurch ministries to provide internship experience under the supervision of qualified pastoral and administrative leaders. The internship requires a minimum of 120 hours on site at the ministry selected and attendance at three six-hour classes, usually held on selected Saturdays. Reflection papers, regular meetings with the ministry supervisor, and assigned readings are also required. Students are expected to secure their own ministry site and supervisor, which must be approved by the faculty internship director. Students should take the internship course during the last half of his or her program. A Christian Ministries Internship Handbook is required and explains in detail all of the requirements of the course.

CMN 585 Seminar in Christian Ministry

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 department chair. Such requests, as well as faculty interest and special opportunities that become available in the Portland area, will be considered in arranging a seminar.

CMN 595 Special Study in Christian Ministry

1 to 3 hours. This course is a specially designed and individually tailored course wherein the student requests an in-depth study of a particular question, problem, or issue. This individually designed course will include extensive reading, regular meetings with the professor, research, and written papers or projects. The student must make application for the study prior to registration for the semester in which the study will be carried out. The topic for this type of study is selected by the student and then approved by the faculty member overseeing the study and the department chair. Requests for taking regular courses of study as a special study course must be approved by the dean.

DOCTOR OF 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 511 Spirituality and the Personality

3 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 various tests of coun-

seling and psychology, 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 512 Spiritual Formation in the Minister

2 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 513 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 514 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 521 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 522 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 523 Research Topic/Literature Review

1 hour. The process of developing a topic proposal for the dissertation and for completing a foundational review of literature in support of the topic.

DMN 524 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 531 Leading the Church in a Postmodern World

3 hours. An analysis of the postmodern, 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 532 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 533 Designing a Research Model

1 hour. The process of developing a design proposal for the dissertation.

DMN 534 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 strate-



gic 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 541 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 542 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 543 Writing the Dissertation

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

DMN 544 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 550 D.Min. Dissertation

4 hours. The completion of the project itself.

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 ministry 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 contemporary 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 79.

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 593 Senior Seminar in Preaching

1 hour. An advanced level homiletics course in which theory and practice are brought together in student preaching and peer evaluation. Builds on principles taught and practiced in PST 510. The goal is to enhance a student's ability to craft sermons and to strengthen one's skills in sermon delivery.



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.

◆ Electives

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 its 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 549 Spiritual Formation for Men

1 hour. Examines the issues and challenges of spirituality that are unique to men. Spiritual formation is holistic, so gender plays a significant role in one's spiritual development. This course studies issues such as intimacy, power, aggression, lust, anger, and the changing roles of women and men in society and the church.

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, salva-

tion, 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. (\$150 fee for spiritual formation and discipleship nondegree students).

SFD 571 The Art of Spiritual Direction

2 hours. 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

2 hours. 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. There is a \$100 fee for supervision.



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 79.

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.

In addition to traditional course formats, some courses are offered online, or partially online (Internet enhanced). The M.A.T., MAOL, D.Min. degree-completion, and M.B.A. programs are offered through a cohort model in which small groups of students attend class together through the entire program.

The unit of credit is the semester hour, which traditionally 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 8 semester hours. A student need not maintain full-time status, but should be aware of the continuous enrollment policy and that financial aid programs are usually limited to those enrolled at least half time, which is 4 to 7 hours per semester. Some financial aid programs are limited to those enrolled fulltime. 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 a program of 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 admission 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, nonadmitted students.

Applicants are required to pay the non-refundable \$40 special student application fee, and tuition is based on the current per-credit-hour rate.

Probation Students

A student whose cumulative GPA 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 GPA standards for academic progress. Students should refer to the program guide for the minimum GPA 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 \$50 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 Portland Center 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 graduate class schedule 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 Portland Center 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 GPA 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.

Students enrolled in master's and doctoral programs must maintain a cumulative GPA of 3.0. A student is on probation when his or her GPA 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 GPA does not meet or exceed the minimum standard set by the degree program requirements after one semester of probation, the student may 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 4 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 a Graduate-Standing Review Committee. 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 in theological studies: 32 semester hours
- Master of arts in Christian ministries: 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

Postbaccalaureate work completed with a grade of B- or better and from an accredited school may be considered for transfer credit. Only courses that meet program requirements will be considered. Transfer credit will be limited to:

- Master of divinity: 64 semester hours
- Master of arts in theological studies: 32 semester hours
- Master of arts in Christian ministries: 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 GPA 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.
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.

COUNSELING ACADEMIC PROGRAM INFORMATION

The following information pertains to the counseling program only. Please check with your advisor to confirm the specific requirements for your program.

Degree Candidacy

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 15 semester hours of the required courses in the first year. If degree candidacy is not awarded, the student cannot see clients or graduate.

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.

SEMINARY AND GRADUATE SCHOOL ACADEMIC PROGRAM INFORMATION

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.

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 of 6 hours credit will be allowed toward the master of divinity degree for participation in seminars held off-campus previously approved by the appropriate department. 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.

ADMISSION

*George Fox
University*

GRADUATE AND SEMINARY ADMISSION

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), counseling, and marriage and family therapy; and three master's-level seminary programs leading to the master of divinity (M.Div.), master of arts (M.A.) in Christian ministries, and the master of arts (M.A.) in theological studies.

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 GPA in their last two years of academic work. An applicant whose cumulative GPA 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. Applications are also available at the George Fox Web site (www.georgefox.edu). For graduate education programs, write to the Graduate Admission Office, George Fox University, 414 N. Meridian St. Box 6149, Newberg, OR 97132-2697, or request an application by calling 800-631-0921. For all other graduate and Seminary programs, write to the Graduate Admission Office, George Fox University, 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 admission examination requirements vary according to program. Information about required tests and testing dates and sites may be obtained from the Graduate Admission Office.

Application Procedures For Graduate Students

Application deadlines for graduate programs vary. Please consult the Graduate Admission Office.

Applicants to graduate programs at George Fox University must submit the following materials to the Graduate Admission 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 and/or II, MSAT, PPST, GRE, or GMAT). Scores normally must be less than five years old to be acceptable.
4. Official transcripts from regionally accredited postsecondary 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 Admission Office, the admission committee will review the application. For most programs, a group or personal interview is required.

8. Admitted students generally 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 basis of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws.

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 Admission 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 nonacceptance of that credit upon readmission unless such has been approved by the graduate program director and the registrar prior to leaving.

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 Admission Office, which is open weekdays, 8 a.m. to 5 p.m., at the Newberg campus and the Portland Center.

Prospective graduate students may arrange campus visits by contacting the Graduate Admission Office at Newberg, 800-631-0921, or Portland, 800-493-4937.

Financial Aid Application Deadlines

Prospective students are encouraged to apply by May 1, because 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 nonimmigrant 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 Admission 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 Admission Office.

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 George Fox Evangelical Seminary.
6. A student must meet the minimum residency requirements of the individual programs: 32 hours for the master of divinity, master of arts in theological studies, and master of arts in Christian ministries.



7. Appropriate fees may be assessed for processing and evaluation.

8. Faculty may identify certain courses that are not available for advanced standing.

ADMISSION PROCEDURES AND POLICIES FOR DEPARTMENT OF PROFESSIONAL STUDIES (DPS) STUDENTS

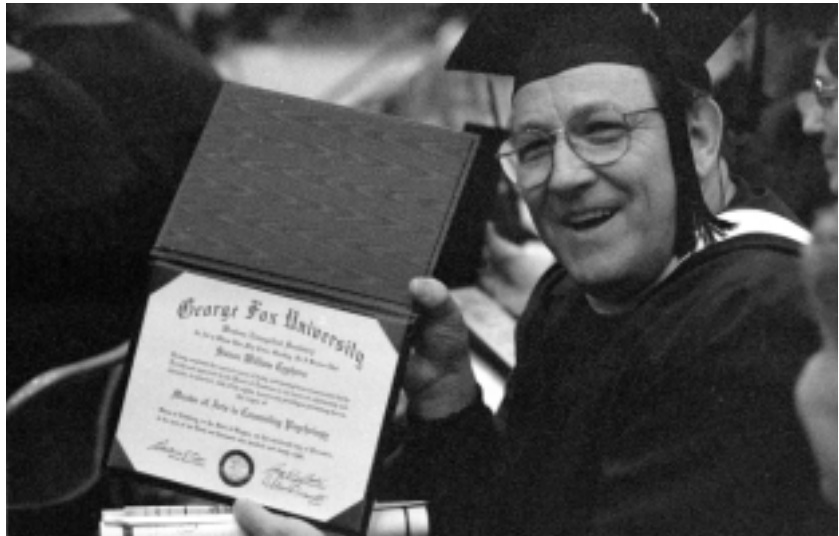
Procedures

1. Obtain from George Fox University an application packet by calling or writing one of our admission offices.
 - Oregon Office: DPS Admission, George Fox University Portland Center, 12753 S.W. 68th Ave., Portland, OR 97223, 888-888-0178, dps@georgefox.edu
 - Boise Office: George Fox University – Boise Center, DPS Admission, 8660 W. Emerald St., Suite 158, Boise, ID 83704, 1-800-749-4369, (208) 375-3900, dceboise@georgefox.edu
- Applications are also available at the George Fox Web site (www.georgefox.edu). Instructions for the online application process are explained there.
2. Complete the application for admission and return to the DPS Admission Office with a nonrefundable application fee of \$40.
3. Request that official transcripts be sent directly to George Fox University from each college or university attended. (See application for request forms.)
4. Have two letters of recommendation completed and sent to the DPS Admission Office. (See application.)
5. Complete a one- to two-page writing sample, to be evaluated by George Fox University faculty.
6. After acceptance into a DPS program, and at least two weeks prior to the first class session, a tuition deposit of \$150 is required for registration.

Policies

Admission into DPS programs is based on the following criteria:

- For the MBIS, MOL, and MHR, a minimum of 62 transferable semester hours (93 quarter hours) consisting of 35 general education hours and 27 elective hours from accredited colleges or universities, or approved military education.
- For the ABS, a minimum of 50 transferable semester hours (75 quarter hours) consisting of 35 general education hours and 15 elective hours from accredited colleges or universities, or approved military education.
- Minimum of five years qualifying work experience documented in a résumé.
- Official transcripts indicating a cumulative GPA of 2.0 or higher.
- Two letters of recommendation (one personal and one professional) from persons qualified to assess academic or professional competency.
- Writing sample, assessed by George Fox University faculty, that demonstrates competency needed for success in the program.
- Completed application and \$40 nonrefundable application fee.



To graduate with a bachelor's degree, students must complete a total of 126 semester hours as follows:

	ABS	MOL/	MBIS
		MHR	
Required entry credit	50	62	62
Approved portfolio credit* <i>or</i> additional transfer credit	30	30	28
Electives	9		
Department of Professional Studies Program	37	34	36
Total	126	126	126

*If a student enters the program with fewer than 92 semester hours, academic credit can be earned through the portfolio process. Credit may be awarded for college-level learning through personal growth and professional development or by writing life-learning essays. In the MOL or MHR program, a maximum of 30 semester hours of credit may be granted through portfolio assessment. In the MBIS program, a maximum of 28 semester hours is allowed.

FINANCES

*George Fox
University*

TUITION, FEES, AND EXPENSES

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

Tuition — Undergraduate Degree-Completion Programs (Department of Professional Studies)

MOL/MHR Oregon.....	\$12,420
MOL Boise	\$12,640
MBIS	\$13,625

Tuition — Graduate and Seminary

Master of education, per hour	\$416
Master of arts in organizational leadership	\$17,100
Master of arts in teaching, per program.....	\$19,030
(includes tuition, books and fees)	
Master of arts in teaching (evening cohort)	\$19,860
Master of business administration, per program	
fall cohort	\$22,950
spring cohort.....	\$23,150
(includes tuition, books and fees)	
Doctor of psychology, per hour	\$551
internship: full time, per semester.....	\$2,500
part time, per semester.....	\$1,250
Seminary courses, per hour.....	\$300
Doctor of education, per hour	\$416
Administrative certificate, per hour.....	\$416
Doctor of ministry	\$11,800
Master of arts in counseling, per hour.....	\$320
Master of arts in marriage and family therapy,	
per hour	\$320

Graduate courses may be audited for half the applicable regular charge.

SFD certificate (noncredit), per hour.....	\$100
--	-------

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

This fee covers the cost of student activities, services, social events, and the Student Centers.

General Use Fee

Students registered for 4 hours or more	\$10 per semester
---	-------------------

This fee provides access to campus facilities, activities, and complementary events.

Health/Counseling Fee

Health/counseling fee, per semester.....	\$50
--	------

This fee provides access to the Health and Counseling Center for full-time graduate students attending on the Newberg campus.

Health Insurance

Evidence of acceptable medical insurance for accidents, sickness and prolonged illness is required by the second week in the semester of all full-time students. Students are required to enroll in the University-approved student medical insurance plan unless an insurance waiver form and proof of insurance are 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 \$550 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

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).....	\$50
Change of registration fee, per change form	
after second week of semester.....	\$10
Graduation fee:	
Master's degree.....	\$135
Doctor of psychology degree	\$165
Thesis Processing:	
Psy.D. dissertation	\$212.50
Personal copy, per bound copy.....	\$32
Copyright fee (optional)	\$45
Transcripts, per copy.....	\$3
Unofficial transcript	\$1
Rushed official transcript	\$10
Examination fee	\$50
Seminary and counseling department candidacy	
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

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.

Late Payment Fees

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

Returned check fee, per check	\$25
Billing service charge (for late payment of fines)	\$5

Parking Fee/Fines

(Newberg campus programs)

Student vehicles must be registered with Security Services, and a nonrefundable parking fee must be paid.

Per semester	\$30
Annual	\$50
Summer	no charge
Parking violations.....	\$15-50

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 may be waived on accounts being paid from Work-Study earnings, if that amount is the only balance remaining.

Payment for summer tuition is due in full when billed. Graduate programs are billed at various times during the summer based on the calendar of the enroll-

ment period for each program. Interest begins to accrue on accounts that have aged more than 30 days.

Payment for summer tuition is due in full when billed.

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 changes take place prior to the last day to change registration, also known as the end of the add/drop period, which is published in the University's academic calendar and class schedule book.

Refunds of tuition for courses that do not extend through a full regular (i.e. fall, spring, summer) enrollment period, such as May Term, abbreviated graduate summer sessions, and selected seminars, excluding cohort model programs, will generally be calculated as follows, except when the student is receiving financial aid:

Note: Students must process withdraws with the Registrar's Office.

- A student who withdraws on or prior to day one of the courses receives a full refund.
- A student who withdraws after day one receives a 50 percent refund, regardless of attendance.
- A student who withdraws after day two or later will not receive any refund.

Refunds for students receiving financial aid will be based on the standard refund calculation policy noted later in this section, unless financial aid eligibility is not impacted.

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 generally not be permitted to attend for a new semester until all bills are paid for the previous session.

The Return of Title IV and Institutional Financial Aid Funds and the George Fox University Removal of Institutional Charges Policy

These policies generally apply to students who withdraw entirely from George Fox University or take an approved leave of absence, or to students who are asked to withdraw for academic, disciplinary or financial reasons.

Note: Both The Return of Title IV and Institutional Financial Aid Fund Policy and the George Fox University Institutional Removal of Charges Policy must be considered when determining the financial impact of withdrawing completely from the University.



◆ Explanation of Terms

The term “Title IV Funds” refers to federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). At George Fox University, these programs include unsubsidized Stafford Loans, subsidized Stafford Loans, Perkins Loans, PLUS Loans, Pell Grants, and SEOG. Federal Work-Study wages are not included.

The term “institutional financial aid funds” refers to George Fox University financial aid dollars, including grants and scholarships.

The “return” of funds, either Title IV or institutional, refers to the amounts removed from the student’s account.

The term “refund” refers to the reversal of amounts charged on the student’s account.

The “withdrawal date” is the date established by the Office of the Registrar in accordance with the Official Withdrawal Process. (See Official Withdrawal Process, page 118.)

The “period” used in calculating the return of Title IV and institutional funds is either the payment period or the enrollment period, depending on the academic program involved. Both periods are based on calendar days. They include weekends but exclude scheduled breaks of five days or more. The period used in calculating institutional refunds is always the enrollment period.

The “enrollment period” is defined as the period in which a student is enrolled.

The “payment period” is defined as the loan payment period for which the student is eligible. The payment period is used only when calculating the return of funds for academic programs that have two loan disbursement periods within one academic period, such as the Department of Professional Studies MOL and MBIS programs.

A “postwithdrawal disbursement” is a financial aid or loan disbursement that the student was eligible for prior to withdrawal, but had not yet received.

◆ Return of Title IV and Institutional Funds

- Federal law requires that all Title IV funds disbursed to the school be included in the return calculation, including funds in excess of the student’s account balance that the institution has forwarded to the student and eligible funds pending disbursement. (See Postwithdrawal Disbursement below.)
- The percentage of Title IV and institutional funds returned is based on the number of calendar days that the student was enrolled, including the established withdraw date and the tuition charges.
- After 60 percent of the period has transpired, there is no return.

To estimate the amount that will be returned to either federal or institutional financial aid programs:

(a) Divide the days transpired by the total number of days in the period. (See the definition of withdrawal date and calculation period in the section, “Explanation of Terms,” on page 109.)



(b) Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This generally equals the percentage of aid retained.

(c) Subtract the percentage of aid retained from 100 percent. This generally is the percentage that will be returned.

(Example: If a student’s withdrawal date is established as the 21st day of a period that is 111 days long, 21 days would be divided by 111 days to equal .1892, which converts to 18.9 percent. This is the amount of aid **retained**. 100 percent minus 18.9 percent equals 81.1 percent of aid that must be **returned**.)

A copy of the worksheet used for this calculation can be requested from the George Fox University Student Accounts Office.

In accordance with federal regulations, the return of Title IV funds is made in the following order:

- Unsubsidized Stafford Loans
- Subsidized Stafford Loans
- Perkins Loans, PLUS Loans
- Pell Grants
- SEOG
- Other Title IV programs

The order that institutional financial aid is returned is at the discretion of the Financial Aid Office.

◆ Return of Title IV Funds by the Student

When the Return of Title IV Funds calculation results in the student (or parent for a PLUS Loan) having a repayment responsibility, the George Fox University Student Accounts Office will notify the student of his or her responsibility.

◆ Postwithdrawal Disbursement

When a postwithdrawal disbursement is available, the institution may, without the student’s or parent’s permission, credit the late disbursement to the student account to cover allowable institutional charges. When loans are applied to the student’s account, the student is notified of the disbursement. If the student (or parent for a PLUS Loan) wishes to cancel all or a portion of a loan, they must do so, in writing, to the Financial Aid Office within two weeks of receiving notice of the disbursement.

When the postwithdrawal disbursement results in excess funds being available to the student, or when pending disbursements are needed to cover minor non-institutional charges:

- Authorization from the borrower is required.
- If the borrower has not signed an authorization, the institution will request the needed authorization either electronically or in writing.
- The borrower will be advised that no late disbursement will be made for these purposes unless authorization is received within 14 days of the date the institution sent the notification.

◆ Removal of Institutional Charges Refund Calculation

When a student withdraws completely from the University, refunds of tuition, excluding May Term, will generally be calculated as follows:

- In the case of cancellation of preregistration of traditional undergraduate 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 charge, notification must be made to the Registrar's Office by July 15 for fall semester; for spring semester, notification must be made prior to January 1.
- In the case of complete withdrawal for approved medical or hardship reason, a minimum charge of the lesser of \$100 or 5 percent generally will be charged by the University to cover the costs of registration and processing.
- A student whose withdrawal date is day one of the enrollment period generally receives a 90 percent adjustment.
- A student whose withdrawal date is after day one but within week one generally receives a 75 percent adjustment.
- A student whose withdrawal date is within week two generally receives a 50 percent adjustment.
- A student whose withdrawal date is within week three generally receives a 25 percent adjustment.
- A student whose withdrawal date is within week four, or later, generally receives no adjustment.

Refunds of tuition for courses that do not extend through a full regular (i.e. fall, spring, summer) enrollment period, such as May Term, abbreviated graduate summer sessions, and selected seminars, excluding cohort model programs, will generally be calculated as follows, except when the student is receiving financial aid:

Note: Students must process withdraws with the Registrar's Office.

- A student who withdraws on or prior to day one of the courses receives a full refund.
- A student who withdraws after day one receives a 50 percent refund, regardless of attendance.
- A student who withdraws after day two or later will not receive any refund.

Refunds for students receiving financial aid will be based on the standard refund calculation policy noted earlier in this section, unless financial aid eligibility is not impacted.

Adjustments of room and board will generally be calculated as follows:

- Students withdrawing from housing during the first week in the enrollment period will receive a prorated adjustment. After the first week, there is no adjustment.
- Students withdrawing from the meal plan during the first two weeks in the enrollment period will receive a prorated adjustment. After the second week, there is no adjustment. After the second week of the enrollment period, there is generally no adjustment of health insurance, student body fees, health counseling fees, activity fees, parking permit fees, and course fees. (Refunds of course fees will be considered if the student submits faculty approval showing that the institution did not incur costs as a result of the student's anticipated participation in activities and/or that supplies

were not issued.)

Generally, there is no adjustment of ministry assessment fees, graduate education student body fees, add/drop fees, and interest.

Note: No transcripts will be released until the student's account is paid in full. This includes current charges, balances that are the result of financial aid funds returned, fines that may be assessed after the student leaves, and computer buy-out fees.

These policies are in compliance with the Higher Education Reauthorization Act. For examples, please stop by the Student Accounts Office or call 503-554-2290.

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. Options and procedures change annually, so please make sure you have information for the current year.

With few exceptions, students must be enrolled full time (at least 8 credits per semester) to receive financial aid. However, eligibility for assistance from the Federal Stafford Loan program requires half-time enrollment (4 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 GPA, having financial need, and meeting 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 employment. "Need-based" financial assistance comes from the federal government and from the University. Students awarded federal aid are subject to the laws regulating those programs. For instance, all federal 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 Family Education Loan program for the federal Stafford Loan and the federal unsubsidized Stafford. Eligibility for both Stafford loans is determined from the FAFSA information, 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 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 Stafford Loan program. Students may inquire at the Financial Aid Office about eligibility for aid, criteria for selection, award amounts, and rights and responsibilities.

◆ Veterans Administration (V.A.) Assistance

The University is listed with the U.S. 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.



The **Clapp Scholarship**, is awarded to master of divinity students.

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 **Richard Parker Scholarship** was established by Jeannette Parker in memory of her husband. It is awarded to students in the master of divinity, master of arts in Christian ministries, or master of arts in theological studies programs.

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 scholarships 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: Between \$500 and \$1,000 are awarded annually. Seminary students can receive up to \$1,000 annually, and doctor of ministry students can receive up to \$500 annually. Participating churches must be approved and must provide a letter of confirmation by October 1 indicating the designated student and the amount contributed. The student must be enrolled full time to receive the matching grant.

Seminary Multiethnic Scholarships are awarded to current and prospective students who are U.S. citizens and ethnic minorities. These scholarships are based on need.

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 8 credits or more for each semester to receive a scholarship or grant.

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 GPA. 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 GPA must also be maintained with at least a 3.5 cumulative GPA 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 8 credits. Students must maintain at least 8 credits per semester and can receive 20 percent of any credits over 8 credits as well. It is the student's responsibility to let the Financial Aid Office know if taking more than 8 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. Remuneration will be at the established University student employment rates.

Seminary Student Employment

Several Seminary students are selected each year for campus employment assignments at 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 Portland Center Admission 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

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. The University also is in compliance with the Family Educational Rights and Privacy Act of 1974.

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

Director of admission: student consumer information

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

Vice president for student life: Title IX (nondiscrimination on the basis of sex)

Director of 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.

Students are afforded the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (campus security, personnel, and health services staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance



committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the University may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The University construes the following information to be "directory information": parents' names and addresses, the student's name, permanent address, local address, temporary address, e-mail address, telephone number, date and place of birth, participation in officially recognized activities and sports, major, dates of attendance, full-time and part-time status, degrees and awards received, class year, the most recent previous school attended, and for members of athletic teams, height, weight, and position played. The University also considers photographs to be directory information. As such, release of photographs also is permitted.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the Registrar's Office within the first two weeks of fall semester. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Nondirectory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The Registrar's Office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admission, personal and academic files, and academic, cooperative education, disciplinary records, and placement records. Students wishing to review their education records must give a written request to the registrar listing the item or items of interest. Only records covered in the Act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admission, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record 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 nonprescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

Disabled Students

The 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.

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

Interested students should contact the Enrollment Services Office and provide documentation of disability and information concerning desired accommodations. Students are

encouraged to contact the vice president for enrollment services as early as possible to make arrangements for necessary support services.

Disclosure of Uses for Social Security Numbers

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

George Fox University students work in an environment where the dignity of each individual is respected. Demeaning gestures, threats of violence, or physical attacks directed toward another person are not tolerated. This includes hazing or other initiations or any actions that may be hazardous, dehumanizing, harassing, or humiliating to community members. Also included is the use of telephones, United States or campus mail, or e-mail for the purpose of issuing obscene, harassing, or threatening messages. Also, vandalism of property is unacceptable.

Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran's status, or any other status protected under applicable local, state, or federal law is prohibited.

A person may commit criminal harassment if he or she intentionally harasses or annoys another person by:

- subjecting another person to offensive physical contact;
- publicly insulting another person with abusive words or gestures in a manner intended and likely to provoke a violent response.

◆ A. Sexual Harassment

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. Submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting the 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, academic, or student life environment.

Sexual harassment may take many other forms. 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 sexual harassment may include, but are not limited to, innuendoes, jokes, offensive or sexually oriented posters, cartoons, caricatures, or comments when these things contribute to an intimidating, hostile, or offensive environment.

◆ B. Complaint Procedure for Harassment

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

1. If the alleged incident involves student to student, faculty member to student, or employer to employee harassment or discrimination, contact a school dean, the vice president for academic affairs, the vice president for student life, the dean of students, or the vice president for enrollment services.
2. If the alleged incident involves supervisor to supervisor, or faculty member to staff member, or 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.

All complaints are promptly and thoroughly investigated and corrective action taken as determined appropriate by the University. No one will suffer retaliation for reporting concerns about discrimination or harassment.

Retaliation against an individual for good faith initiation or participation in the complaint procedure is strictly prohibited. Violation of this policy subjects an individual to disciplinary consequences up to and including termination and dismissal.

Official Withdraw Process

If a student wishes to officially withdraw from all course work at George Fox University either during or at the end of a semester/enrollment period, the student must notify the Registrar's Office directly (verbally or in writing). The student may contact the Registrar's Office in person, by fax, phone or on the Internet at <http://cis.georgefox.edu/Registrar/index.html>. An official withdraw begins when a student submits a completed withdraw form to the Registrar's Office.

◆ Procedures

- The Registrar's Office is designated by the institution as the contact for all withdraws: part-time, during-semester, or complete withdraws.
- The student must pick up a withdraw form at the Registrar's Office or Enrollment Services counter (also available on the Internet), obtain signatures or approval from the Financial Aid Office and the Student Accounts Office, and return the form to the Registrar's Office. (This process may be completed via the phone working with the Registrar's Office.)
- Generally the student will be awarded W grades for all courses affected by an official withdraw.
- The student is then considered to be officially withdrawn.

◆ General Information

- The student is responsible to return all institutional property to the appropriate office or department, such as library books, keys, athletic equipment, lab equipment, etc. Students are financially responsible for all items not returned.
- The student will be notified by the Student Accounts Office of financial obligations when the withdrawal calculation is completed. For a copy of or examples of the refund policy, please contact the Students Accounts Office.
- The official withdraw date is established by the Registrar's Office. Generally, the withdraw date is the date the withdraw form is completed and submitted to the Registrar's Office or the date established on the withdraw form.
- For during-semester withdraws, students generally lose enrollment privileges five working days after the official withdraw date established by the Registrar's Office. These services may include, but are not limited to, e-mail, library, student activities, food service, on-campus housing, health, and other related services associated with enrolled student status. The University reserves the right to remove privileges immediately upon official withdraw notification.

◆ Rescind Notification of Intent to Withdraw

If a student wishes to cancel his or her official withdraw from the institution, that student must submit to the Registrar's Office, in writing, his or her intent to complete the current term of enrollment. This rescinds the student's notification of intent to withdraw.

◆ Unofficial Withdraw

If a student fails to follow the official withdraw process, he or she will be considered to have unofficially withdrawn. If the student unofficially withdraws, the institution will generally use the 50 percent point of term or a documented earlier or later date of academic activity or attendance as the official withdraw date. Generally, the student will be awarded F grades for all courses affected by an unofficial withdraw.

◆ Appeal

An appeal of the established withdraw date is to be submitted in writing to the Registrar's Office within 60 days from the established withdraw date.

DIRECTORIES

*George Fox
University*

FACULTY

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, Director of the Graduate School of Clinical 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–

Richard E. Allen, Associate Professor of Management and Health and Human Performance, Assistant Director of Professional Studies. B.S., Seattle Pacific University; M.S., University of Oregon. George Fox University 1969–

Paul N. Anderson, Professor of Biblical and Quaker Studies, Chairperson of the Department of Religious 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–

Raymond D. S. Anderson, Assistant Professor of Media Communications. B.S., University of West Indies; M.B.A., Nova Southeastern University. George Fox University 2001–

Mark E. Ankeny, Associate Professor of Education, Director of the Doctor of Education Program. 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, Dean of Faculty Development. 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. 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., Ph.D., University of New Mexico. George Fox University 1997–

Virginia D. Birky, Assistant Professor of Education. B.S., Goshen College; M.S., Ohio State University. George Fox University 2000–

Teresa L. Boehr, Associate Professor of Family and Consumer Sciences, Chairperson of the Department 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–

Marlene J. Brown, Associate Professor of Business. M.B.A., University of Montana; B.A., Moorhead State University. George Fox University 2001–

Daniel L. Brunner, Associate Professor of Church History and Pastoral Studies, Director 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–

Gary R. Buhler, Artist in Residence. B.S., Western Oregon State College; M.F.A., University of Arizona. George Fox University 1989-90, 2000–

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–

Roy L. Bunch, Assistant Professor of Education, Director of Master of Arts in Teaching Nighttime Program. B.Th., Northwest Christian College; M.Div., Emmanuel School of Religion; Ed.D., Portland State University. George Fox University 2001–

George J. Byrtek, Assistant Professor of Management. B.S., University of Wisconsin, Stevens Point; M.S., National Louis University; Ph.D., Walden University. George Fox University 1991–

Clark D. Campbell, 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–

Pam B. Chambers, Instructor of Earth Sciences. B.S., Milligan College. George Fox University 2000–

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–

David M. Church, Assistant Professor of Music. B.M., University of Colorado; M.S., University of Southern California; M.A., Pacific Lutheran University. George Fox University 2000–

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–

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

Caitlin C. Corning, Associate Professor of History, Chairperson of the Department of History and Political Science. B.A., Seattle Pacific University; M.A., Ph.D., University of Leeds. George Fox University 1996–



Victoria L. Defferding, Assistant Professor of Spanish. B.A., University of Oregon; M.A., Portland State University. George Fox University 1989–

Stephen Delamarter, 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–

Mark W. Doyle, Instructor of Biology. B.S., Eastern Oregon State University. George Fox University 2000–

Jeffrey M. Duerr, Assistant Professor of Biology. B.A., B.S., 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–

Patsy A. Engle, Assistant Professor in Teacher Education. B.A., Indiana Wesleyan University; M.A., Ball State University. George Fox University 1993–

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; Dip.C.S., Regent College; M.P.A., Harvard University. George Fox University 1995–

Michael A. Everest, Assistant Professor of Chemistry. B.S., Wheaton College; Ph.D., Stanford University. George Fox University 2001–

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 Graduate and Professional Studies, Professor of Psychology. B.S., Seattle Pacific University; M.A., Ph.D., The Ohio State University. George Fox University 1980–

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–

Jules D. Glanzer, Dean of George Fox Evangelical Seminary. D.Min., Fuller Theological Seminary; M.Div., Mennonite Brethren Seminary; B.S., Tabor College. George Fox University 2001–

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

Melinda M. Gunther, Instructor of Social Work. M.S.W., Portland State University; B.S., George Fox University. George Fox University 2001–

FACULTY

Dennis B. Hagen, Director of East Asia Exchange Programs. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox University 1964–

Mark D. Hall, Associate Professor of Political Science. B.A., Wheaton College; M.A., University of Virginia; Ph.D., University of Virginia. George Fox University 2001–

Thomas E. Hancock, Associate Professor of Education. B.A., Whitworth College; M.Ed., Seattle Pacific University; Ph.D., Arizona State University. George Fox University 2000–

David M. Hansen, Assistant Professor of Computer Science. B.S., Oral Roberts University; M.S., Washington State University; Ph.D., Oregon Graduate Institute. George Fox University 1999–

Robert F. Harder, Professor of Mechanical Engineering, Director of Engineering Program. 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–

Glenda T. Hays, Assistant Professor of Family and Consumer Science. B.S., University of Southwestern Louisiana; M.S., Florida State University. George Fox University 2001–

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, Chairperson of the Department of Teacher Education. 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–

Sarah M. Hopkins, Assistant Professor of Psychology. B.A., M.A., Psy.D., George Fox University. George Fox University 1998–

Karen S. Hostetter, Assistant Professor of Health and Human Performance. B.A., Seattle Pacific University; M.S., California State University-Fullerton. George Fox University 2000–

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. 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, University Librarian, 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. C.P.A. George Fox University 1997–

Thomas F. Johnson, 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 and Chairperson of the Department of Writing and Literature. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., The Ohio State University. George Fox University 1994–

Karen B. Jordan, Associate Professor of Counseling, Director of the Counseling Program. B.A., Colorado Christian College; M.A., Rollins College; Ph.D., University of Georgia. George Fox University 2001–

Charles D. Kamilos, Technical Services Librarian. B.A., Northwest Christian College; M.Div., Brite Divinity School-Texas Christian University; M.A., University of Iowa. George Fox University 1997–

Paul W. Kennedy, Associate Professor of Sociology, Chairperson of the Department of Sociology and Social Work, Assessment Coordinator. 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 Assessment, Department of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox University 1993–

Beth A. La Force, Professor of Education. 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–

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 Management. 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–

Howard R. Macy, Professor of Religion and Biblical 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–

Mark S. McLeod, Associate Professor of Philosophy. B.R.E., Briercrest Bible College; B.A., Westmont College; M.A., Trinity Evangelical Divinity School; Ph.D., University of California. 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–

Nicole R. Miller-Rigelman, Assistant Professor of Education. B.A., Portland State University; M.Ed., Portland State University. George Fox University 2001–

Melanie J. Mock, Assistant Professor of Writing Literature. B.A., George Fox University; M.A., University of Missouri; Ph.D., Oklahoma State University. George Fox University 1999–



Ronald L. Mock, Director of the Center for Peace Learning, Assistant Professor of Peace Studies and Political Science, 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, Director of the Boise Center, 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, Executive in Residence. B.S., University of Phoenix; M.A., Western International University. George Fox University 1999–

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, Associate 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–

K. Louise Newswanger, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox University 1992–

Neal P. Ninteman, Assistant Professor of Mathematics. B.S., California Polytechnic State University; M.S., Stanford University. George Fox University 2000–

Mark L. Ocker, Assistant Professor of Management, Director of the Department of Professional Studies. B.A., George Fox University; M.A.T., Alaska Pacific University. George Fox University 1998–

Susan O'Donnell, Assistant Professor of Psychology. B.A., M.A., Ph.D., University of Minnesota. George Fox University 2001–

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, Associate Professor of Business, Director of the Master of Business Administration 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–

David Peterson del Mar, Assistant Professor of History. B.S., M.A., Ph.D., University of Oregon. George Fox University 2001–

FACULTY

Donna K. Phillips, Associate Professor of Education, Director of Master of Arts in Teaching Daytime Program. 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, Director of International Student Services. 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–

Gary L. Railsback, Associate Professor of Education, Director of Master of Education Program. B.S., Northwest Christian College; M.A., Fuller Theological Seminary; Ph.D., University of California, Los Angeles. George Fox University 2000–

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–

Alexander W. Rolfe, Reference Librarian. M.A., University of Washington; B.A., Whitman College. George Fox University 2001–

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, Assistant Professor of Health and Human Performance, Head Coach of Women's Basketball. B.S., M.A.T., Oregon State University. George Fox University 1996–

Beth A. Shafer, Assistant Professor of Management. B.A., Northwest Nazarene College; M.A., Boise State University. George Fox University 2000–

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, Director of Social Work Programs. B.S., George Fox University; M.S.S., M.L.S.P., Bryn Mawr College; M.Div., Eastern Baptist Theological Seminary. George Fox University 1995–

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

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–



Marc A. L. Shelton, Associate Professor of Education, Director of Administrative License Program. B.S., University of South Dakota; M.A., University of South Dakota; Ed.D., University of South Dakota. George Fox University 2000–

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, Director of English Lab. B.A., Seattle Pacific University. George Fox University 1976–

Laura K. Simmons, Assistant Professor of Christian Ministries, Director of Master of Christian Ministries Program. B.A., University of California, Davis; M.A., Ph.D., Fuller Theological Seminary. George Fox University 2001–

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–

Jayne L. Sowers, Assistant Professor of Education. B.S., Indiana State University; M.S., University of Tennessee; Ed.D., 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–

Mark A. Sundquist, Assistant Professor of Health and Human Performance, Head Coach of Men's Basketball. B.A., Seattle Pacific University; M.S., Portland State University. George Fox University 2000–

Daniel S. Sweeney, Associate 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–

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–

Janis L. Tyhurst, Reference Librarian. B.A., M.L.S., University of California. George Fox University 1998–**Carrie**

Jo Vincent, Assistant Professor of Drama. B.A., M.A., Western Oregon State College. George Fox University 1998–

Brent H. Weaver, Associate Professor of Music, Chairperson of the Department of Fine Arts. B.A., Goshen College; M.M., University of Oregon; D.M.A., University of Oregon. George Fox University 2001–

K. Mark Weinert, Associate Professor of History, Associate Dean for Academic Affairs. B.A., Anderson College; M.Div., Western Evangelical Seminary; M.A., University of Portland; Ph.D., Vanderbilt University. George Fox University 1982–

Martha L. White, Instructor of Counseling. M.A., George Fox University; B.A., Midamerica Nazarene University. George Fox University 2001–

Kenneth F. Willson, Associate 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–

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–

Jenny Y. P. Yau, Associate Professor of Education. B.A., University of Waterloo; M.A., University of Waterloo; Ed.D., University of Rochester. George Fox University 2001–

Kent L. Yinger, Associate Professor of New Testament. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Sheffield University. George Fox University 2001–

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.

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. Crecelius, 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.

Gerald W. Dillon, Professor of Pastoral Ministry. A.B., Kletzing College; B.D., Asbury Theological Seminary; M.A., State University of Iowa; D.D., Azusa Pacific University.

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.

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; 1988–2001

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.

Allen C. Odell, Professor of Ministry. B.A., Cascade College; M.Div., Western Evangelical Seminary; D.Min., Western Conservative Baptist Seminary.

Al Stiefel, Professor of Counseling. B.A., Eastern Nazarene College; B.D., Nazarene Theological Seminary; S.T.M., Boston University School of Theology; Ph.D., Boston University.

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.

UNIVERSITY ADMINISTRATION

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

G. Michael Goins, B.A., Vice President for Financial Affairs/Treasurer

UNIVERSITY ADMINISTRATION

Barry A. Hubbell, B.A., Executive Assistant to the President

Bradley A. Lau, M.A., M.S., Vice President for Student Life

Dana L. Miller, M.A., Vice President for University Advancement

President Emeritus

David C. Le Shana, Ph.D., President Emeritus of George Fox University, President Emeritus of George Fox Evangelical Seminary

Academic Administration

Wayne Adams, Ph.D., Director of the Graduate School of Clinical Psychology

Richard E. Allen, M.S., Associate Director of Professional Studies

Mark E. Ankeny, Ph.D., Director of the Doctor of Education Program

Rebecca J. Ankeny, Ph.D., Dean of Faculty Development

Bruce A. Arnold, B.S., Technology Agent

Rich A. Bass, Help Desk Technical Support Specialist

Janelle L. Baugh, B.A., Senior Programmer Analyst/Assistant Database Administrator

Anthony W. Brock, B.S., Director of Systems and Networks

Daniel L. Brunner, Ph.D., Director of the Graduate Department of Ministry

William C. Buhrow, Jr., Psy.D., Dean of Student Services

Mike D. Campadore, Microcomputer Support Specialist

Paul H. Chamberlain, Ph.D., Director of Overseas Studies

Charles K. Church, M.L.S., Portland Center Librarian

Kandie L. Comfort, Help Desk Supervisor

Charles J. Conniry, Jr., Ph.D., Director of the Doctor of Ministry Program

J. Marie Craven, B.A., Associate Registrar

Patricia E. Dell, M.S., Registrar

Russell P. DeVore, B.S., Director of User Services

Matthew W. Dolphin, B.A., Director of Academic Technology

Lon W. Fendall, Ph.D., Dean of Undergraduate Studies.

James W. Fleming, M.A., Project Manager/Administrative Software Implementation

Gloria A. Foltz, Web Trainer/Coordinator

James D. Foster, Ph.D., Dean of Graduate and Professional Studies

Jules D. Glanzer, D.Min., Dean of George Fox Evangelical Seminary

Robert F. Harder, Ph.D., Director of Engineering Program

Martha A. Iancu, M.A., Director of the English Language Institute

Bonnie J. Jerke, M.A., Director of Career Services/Academic Success Program Director

Merrill L. Johnson, M.L.S., University Librarian

Piper L. Jones, B.A., Audiovisual Services Support Specialist

Paul W. Kennedy, Ph.D., Assessment Coordinator

S. Lawrence Lebow, Director of Administrative Computing
Keri L. Macadaeg, B.S., Executive Director of Institutional Technology

Sean M. McKay, B.Th., Microcomputer Support Specialist

Ronald L. Mock, J.D., M.P.A., Director of the Center for Peace Learning, Director of Intensified Studies

Glenn T. Moran, Ed.D., Director of the Boise Center

Joshua G. Nauman, B.A., Video Production Manager

Asbjorn Osland, Ph.D., Director of the Master of Business Administration Program

Joaquin B. Perez, M.S., Network and System Administrator

Donna K. Phillips, M.S., Director of Master of Arts in Teaching Daytime Program

Alex A. Pia, M.A., Director of International Student Services

Gary L. Railsback, Ph.D., Director of Master of Education Program

Kelleigh D. Ratzlaff, M.A., Assistant Registrar

Sherrie K. Schulke, M.S.W., M.Div., Director of the Social Work Program

Marc Shelton, Ed.D., Director of Administrative License Program

Sherrie Sherrill, B.A., Director of English Lab

Dan L. Swanson, B.S., System Administrator/Programmer Analyst/Systems Operator

Kathy F. Vancil, M.A., Program Coordinator for Department of Teacher Education

K. Mark Weinert, M.Div., Ph.D., Dean of Records and Faculty Evaluation.

Bradley T. Weldon, A.S.E.E., Academic Technology Developer

Business and Related Services

Merilyn R. Aldy, B.S., Assistant Director of Human Resources

Karon L. Bell, B.A., Assistant Vice President for Administration

Debora C. Cash, B.S., Accountant

Andrew B. Dunn, B.A., University Store Manager



Sherrie G. Frost, Director of Mail Services

G. Michael Goins, B.A., Vice President of Financial Affairs/Treasurer

Steven E. Hannum, Ph.D., Assistant Director of Safety/Lab Manager

John F. Heitz, Superintendent of Building Repair

Virginia L. Hoover, Superintendent of Custodial Services

David D. Kelley, M.B.A., Assistant Vice President for Finance

Peggy L. Kilburg, B.A., Director of Human Resources

Larry A. Kintz, Superintendent of Building Systems

Laura E. Klaus, Assistant Manager of the University Store

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

Steven M. Pfaff, B.A., Senior Accountant

Daniel A. Schutter, B.S., Associate Director of Plant Services/ Superintendent of New Construction

Laura K. Simmons, Ph.D., Director of Christian Ministries Program

Wilfred M. Smith, Superintendent of Grounds

John M. Stewart, B.A., Portland Center Bookstore Manager

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

University Advancement

Dave L. Adrian, B.A., Associate Vice President for University Advancement

Norma I. Alley, Assistant Director of University Fund

Scott W. Box, B.A., Assistant Director of Alumni and Parent Relations

Samuel A. Farmer, B.A., Assistant to the President for Special Projects and Church Relations

James E. Jackson, B.S., Director of the University Fund

Amy D. Karjala, B.S., Director of Advancement Services

Dana L. Miller, M.A., Vice President for University Advancement

Todd K. Newell, B.S., Director of Estate and Planned Giving

Danya G. Ochsner, Director of Special Events and Projects

Sherilyn L. Philips, Executive Director of Alumni and Parent Relations

Laura A. Shaver, B.S., Associate Director of the University Fund

Enrollment Services

Alissa F. Alvord, B.A., Graduate and Professional Studies Admission Counselor

Sheila H. Bartlett, B.A., Graduate and Professional Studies Admission Counselor

Terence E. Bell, M.S., Director of Institutional Research

Carrie J. Bohl, B.A., Academic Advisor for Department of Professional Studies

Gary D. Brown, M.A., Graduate Admission Counselor

James D. Butkus, B.A., Graduate and Professional Studies Admission Counselor, Boise Center



Janet R. Cain, B.S., Graduate Admission Counselor

M. Blair Cash III, M.Div., M.C.E., Sports Information Director

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

Matthew K. Clemons, B.A. Associate Director of Financial Aid

Holley S. Clough, B.A., Director of Academic Advising for Department of Professional Studies

Andrea P. Cook, Ph.D., Vice President for Enrollment Services

Teresa D. Crawford, Financial Aid Counselor

Ryan W. Dougherty, B.S., Undergraduate Admission Counselor

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

Connie L. Ganz, B.A., Editor

Jennifer R. Getsinger, Associate Director of Student Accounts

Kathleen D. Grant, B.A., Graduate and Professional Studies Admission Counselor

Jacqueline A. Gresham, M.A., Director of Financial Aid

Marian J. Holzschuh, B.A., Graduate and Professional Studies Admission Counselor, Boise

Meredith L. Jessup, B.A., Undergraduate Admission Counselor

Monika R. Keller, Financial Aid Counselor

Karin R. Klinger, B.A., Assistant Director of Undergraduate Admission

Ginean L. Lewis, B.A., Assistant Director of Undergraduate Admission

Melva R. Lloyd, B.A., Graduate and Professional Studies Admission Counselor

Todd M. McCollum, M.A., Director of Admission for Graduate and Professional Studies

Colin F. Miller, B.A., Senior Graphic Designer

Robert J. Molzahn, B.A., Director of Recruiting for Graduate and Professional Studies

Carol A. Namburi, B.A., Graduate and Professional Studies Admission Counselor

Amber A. Russell, M.S., Graduate and Professional Studies Admission Counselor

Christine A. Schlarbaum, B.S., Financial Aid Counselor

Dale E. Seipp Jr., M.Ed., Executive Director of Admission and Financial Aid

Timothy R. Stoltzfus, M.A., Executive Director of Marketing and Admission for Graduate and Professional Studies

Jennifer M. Swanborough, B.A., Associate Director of Undergraduate Admission

BOARD OF TRUSTEES

Student Life

- William C. Buhrow Jr.**, Psy.D., Dean of Student Services
Cara J. Copeland, B.A., Area Coordinator
Andrea M. Crenshaw, B.A., Director of Outreach and Discipleship
Daryl Dixon, M.Div., Director of Multicultural Affairs
Michael J. Hampton, M.A., Associate Director of Career Services
Bonnie J. Jerke, M.A., Director of Career Services/Academic Success Program Director
Gregg T. Lamm, M.Div., Campus Pastor/Director of Campus Ministries
Bradley A. Lau, M.A., M.S., Vice President for Student Life
Becky F. Meenderinck, B.A., Area Coordinator
Miriam Mendez, M.Div., Assistant Director of Graduate Student Services and Assessment Specialist for the Seminary
William J. Mulholland, B.A., Director of Security
Valorie J. Orton, B.S.N., Nurse
Mark A. Pothoff, M.Ed., Associate Dean of Students/Director of Residence Life
Marta O. Sears, B.A., Multicultural Advisor
Rob W. Simpson, B.A., Area Coordinator
John I. Smith, B.S., Security Officer
Kimberly S. Stave, B.A., Area Coordinator and Housing Assistant
Craig B. Taylor, M.Ed., Director of Athletics
Linda R. Thompson, M.A., Director of Graduate Student Services
Scott A. Wade, M.Ed., Associate Dean of Student Leadership
- Tilikum Retreat Center**
Carl L. Anderson, Property Manager
Joshua L. Cogar, B.A., Challenge Course Manager
Jennifer E. Crackenberg, B.A., Food Services Manager
Merle E. Hilbun, Guest Services Director
John Bedford Holmes, B.S., Executive Director
Jeffrey M. VandenHoek, M.A., Program Director

Staff Emeriti

- Janet L. Lyda**, B.A., Records Specialist, Registrar's Office
John D. Lyda, B.S., Superintendent of New Construction, Plant Services
Joan M. Stebbins, Administrative Secretary, Plant Services

BOARD OF TRUSTEES

(Current until September 1, 2001.)

- Peter H. Anderson**, Beaverton, Oregon, chemist/university professor
Gloria L. Attrell, Newberg, Oregon, business owner
G. Kenneth Austin Jr., Newberg, Oregon, corporate owner/executive

- Carrie Lamm Bishop**, Fishers, Indiana, financial aid consultant
Nancie M. Carmichael, Sisters, Oregon, writer/editor
Don G. Carter, West Linn, Oregon, attorney
Gary W. Chenault, Portland, Oregon, non-profit agency executive
Izzy J. Covalt, Albany, Oregon, corporate owner/executive
Dealous L. Cox, West Linn, Oregon, public school administrator (retired)
Gordon L. Crisman, Tualatin, Oregon, finance executive
Kate G. Dickson, West Linn, Oregon, school administrator
Miles J. Edwards, Portland, Oregon, professor emeritus
Richard P. Espejo, McMinnville, Oregon, corporate executive/owner
Richard D. Evans, Happy Valley, Oregon, real estate
C.W. "Bill" Field Jr., Vancouver, Washington, gas company executive (retired)
Peggy Y. Fowler, Portland, Oregon, utility executive
Keith G. Galitz, Lake Oswego, Oregon, corporate executive
Gilbert S. George, Kelso, Washington, minister
Fred S. Gregory, Seattle, Washington, non-profit agency executive
Dale W. Hadley, Portland, Oregon, investments executive
Marla R. Heikkala, Vancouver, Washington, attorney
André W. Iseli, Gresham, Oregon, corporate owner/executive
Jake Lautenbach Jr., Hillsboro, Oregon, landscaping contractor
John R. Lemmons, Kelso, Washington, lumber company executive
Margaret E. Lemmons, Newberg, Oregon, educator (retired)
John K. Lim, Gresham, Oregon, business owner/executive
Roger A. Martell, Boise, Idaho, investments executive
Judy A. Miller, Tigard, Oregon, corporate officer
Roger M. Minthorne, Sherwood, Oregon, investments
Robert G. Monroe, Portland, Oregon, consulting engineer (retired)
Stanley D. Morse, Star, Idaho, research chemist
Charles E. Mylander, Brea, California, denominational executive
Jackson H. Newell, Boise, Idaho, insurance executive
Barbara D. Palmer, Newberg, Oregon, bank executive
Victor A. Peterson, Hayden Lake, Idaho, public school administrator
William F. Sims, Hayden Lake, Idaho, attorney
Victor E. Slaughter, Vancouver, Washington, denominational superintendent
Kent L. Thornburg, Portland, Oregon, university professor
Nancy A. Wilhite, Eugene, Oregon, homemaker
William B. Wilson, Longview, Washington, petroleum wholesaler

Ex Officio

H. David Brandt, Newberg, Oregon, President, George Fox University

Joseph A. Gerick, Newberg, Oregon, Superintendent, Northwest Yearly Meeting of Friends Church

Honorary Trustees

Hal L. Adrian, Portland, Oregon, insurance executive (retired)

Dorothy E. Barratt, Newberg, Oregon, Christian education consultant (retired)

Mark O. Hatfield, Portland, Oregon, United States senator (retired)

Paul L. Hathaway, Hillsboro, Oregon, gas company executive (retired)

Donald D. Lamm, Nampa, Idaho, denominational executive

Walter P. Lee, Nampa, Idaho, minister (retired)

Dwight O. Macy, Culver, Oregon, rancher (retired)

Jack E. Meadows, Fayetteville, Arkansas, investments

Donald McNichols, Stanwood, Washington, university professor (retired)

James E. Miller, Portland, Oregon, investments

Wayne E. Roberts, Newberg, Oregon, physician (retired)

Floyd H. Watson, Newberg, Oregon, bank executive (retired)

Norman D. Winters, Redmond, Oregon, public school administrator (retired)

Seminary Board of Regents

Timothy P. Bletscher, Portland, Oregon, dentist

Nancie M. Carmichael, Sisters, Oregon, editor

Don G. Carter, West Linn, Oregon, attorney

A. Marcile Crandall, Salem, Oregon, women's ministry

Dale Erbele, Billings, Montana, pastor (and superintendent of Western Conference of Evangelical Church)

Vernon H. Haas, Vancouver, Washington, bookstore owner

Greg N. Kanehen, Bellingham, Washington, pastor

Stanley D. Kern, Newberg, Oregon, physician

Arthur Krampitz, Chilliwack, British Columbia, dairy owner

David Le Shana, Lake Oswego, Oregon, president emeritus

John K. Lim, Gresham, Oregon, business owner/executive

Derry S. Long, Billings, Montana, denominational superintendent

Dean R. Schmitz, Newberg, Oregon, retired

Victor E. Slaughter, Vancouver, Washington, denominational superintendent

Gary Sloan, Salem, Oregon, superintendent Free Methodist Conference

Mark E. Strong, Portland, Oregon, pastor

William H. Vermillion, Milwaukie, Oregon, pastor

A. Adolph Wells, Portland, Oregon, denominational bishop

INDEX

*George Fox
University*

INDEX

A

Academic Affiliations of the Seminary.....	71
Academic Appeals	99
Academic Credits.....	96
Academic Dismissal	99
Academic Honesty	100
Academic Load.....	97
Academic Programs	15
Academic Progress and Eligibility	98
Academic Regulations	95
Academic Sessions and Credits.....	96
Accreditation and Memberships (Seminary) ..	71
Accreditations (George Fox University)	2
Adding a Course	97
Administration.....	125
Administrative Licensure Programs.....	62
Admission Procedures and Policies for Department of Professional Studies Students	105
Admission Procedures for Graduate and Seminary Students.....	104
Advanced Standing at the Seminary	105
Advisors.....	97
Anti-Harassment Policy.....	117
Applied Behavioral Studies	21
Attendance.....	96
Auditing.....	97
Awards Based Upon Financial Need.....	111

B

Biblical Studies Concentration (M.A.T.S.).....	80
Biblical Studies Courses	85
Board of Regents (Seminary)	129
Board of Trustees (University)	128
Business Administration, Master of.....	26

C

Calendar	Inside Back Cover
Campus Employment at the Seminary	113
Campus Facilities	8
Campus Map.....	9
Campus Visitation.....	104
Career Services Office	12
Center for Peace Learning	17
Certificate for Spouses-Partners in Ministry ...	84

Certificate in Marriage and Family Therapy	45
Certificate in Spiritual Formation and Discipleship	83
Christian History and Thought Concentration	80
Christian History and Thought Courses.....	86
Christian Ministries Courses.....	88
Christian Ministries, Master of Arts in.....	81
Class Attendance	96
Classification of Students	96
Clinical Psychology	27-37
Commencement	100
Community Life at the Seminary	73
Complaint Procedure for Harassment	118
Compliance with Federal Law and Regulations.....	115
Computer Tools at the Seminary.....	72
Continuing Administrator/ Initial Superintendent License.....	64
Continuing Superintendent License	65
Conduct, Standards of.....	11
Continuous Enrollment	99
Continuing Teaching License (M.Ed.).....	55
Counseling, Academic Program Information .	100
Counseling Courses	39
Counseling, Master of Arts in.....	38
Course Additions	97
Course Numbering System	17
Course Withdrawals.....	98
Credits, Academic.....	96
Curriculum and Instruction Specialization (M.Ed.)	55

D

Degree-Completion Programs	19
Degrees and Majors	17
Departmental Fees.....	109
Deposits and Admission Fees.....	108
Disabled Students	13, 117
Disclosure of Uses for Social Security Numbers	117
Discontinuance of Enrollment	99
Dismissal/Suspension	99
Doctor of Education	48-54
Doctor of Ministry.....	73-76
Doctor of Ministry Courses.....	88
Doctor of Psychology Degree	27-37
Drug-Free Environment	117

E

Early Childhood Education	
Authorization (M.Ed.)	56
Education	45
Educational Foundations and Leadership	48-67
Educational Leadership	
Specialization (M.Ed.)	56
Employment	113
English Language Institute	17
Enrollment Services	12,127

F

Facilities	8-11, 16
Faculty	120
Faculty Emeriti	125
Family Educational Rights and Privacy Act (FERPA)	116
Federal Aid Programs	111
Federal Law and Regulations, Compliance with	115
Final Examinations	100
Finances	107
Financial Aid	111
Financial Aid Application Deadlines	104
Financial Aid at the Seminary	112
Financial Aid Office	13
Financial Arrangements	109
Food Services	12
Foundations for Theological Education at the Seminary	71
Full-Time Status	96

G

General Use Fee	108
Grade Point Average	98
Grading System	98
Graduate Academic Load	97
Graduate Advising and Load	97
Graduate Programs	25-67
Graduate School Admission	104
Graduate Student, Definition of	96
Graduate Student Services Office	12
Graduation Fees	108
Graduation Grade Point Average	98
Graduation Requirements	100
Grants	111
Guarantees and Reservations	96

H

Health and Counseling Fee	108
Health and Counseling Services	13
Health Insurance	13, 108
Herbert Hoover Symposia	17
Heritage of George Fox University	7
Heritage of the Seminary	70
Honesty, Academic	100
Housing	11

I

Incompletes	98
Initial Administrator License	63
International Student Services	12
International Students at George Fox	105

L

Late Payment Fees	109
Leadership, Master's in	66
Leave of Absence	74, 99
Library	16
Library Media Specialization (M.Ed.)	57
Literacy and Reading Specialization (M.Ed.)	58
Loans	111

M

Majors and Degrees	17
Management and Business Information Systems	24
Management and Organizational Leadership	23
Management of Human Resources	24
Map of Campus	9
Marriage and Family Therapy, Certificate	45
Master of Arts in Christian Ministries	81
Master of Arts in Counseling	38
Master of Arts in Marriage and Family Therapy	41
Master of Arts in Organizational Leadership	66
Master of Arts in Teaching	45
Master of Arts (Theological Studies)	78
Master of Business Administration	26
Master of Divinity	76

INDEX

Master of Education.....	54
Media Communication Center.....	16
Middle Level Authorization (M.Ed.).....	58
Mission and Objectives of George Fox University.....	2
Mission Statement of the Seminary.....	70
Multicultural Services.....	12
Murdock Learning Resource Center.....	16

N

New Student Orientation.....	11
Newberg.....	6

O

Off-campus Courses.....	101
Official Withdraw Process.....	118
Oregon.....	6
Oregon Continuing Teaching License.....	56
Orientation.....	11
Overloads.....	97

P

Parking Fee/Fines.....	109
Partners in Ministry Program for Spouses.....	84
Pastoral Studies Courses.....	90
Paying for Your Education.....	108
Peace Center.....	17
Place.....	6
Portland, City of.....	6
Portland Center Library.....	16
Prayer at the Seminary.....	73
Probation and Provisional Students.....	97
Psychology, Doctor of (Psy.D.).....	27-37

R

Reading Endorsement.....	58
Readmission of Former Students.....	104
Refund Procedure and Policy.....	109
Registrar's Office.....	13
Registration.....	97
Registration, Records and Graduation Fees.....	108
Regular Students, Definition of.....	96

Repeating a Course.....	98
Research Scholars.....	101
Reservations and Guarantees.....	96
Residency.....	99
Return of Title IV and Institutional Financial Aid Funds.....	109

S

Satisfactory Academic Progress.....	99
Schedule of Required Deposits.....	109
Scholarships at the Seminary.....	112
Security Services.....	11
Semester System.....	96
Seminary.....	69
Seminary Admission.....	104
Seminary Advanced Standing.....	105
Seminary Campus Employment.....	113
Seminary Community Life.....	73
Seminary Course Descriptions.....	85-93
Seminary Financial Aid.....	112
Seminary Heritage.....	70
Seminary Information and Technology.....	72
Seminary Institutional Aid Programs.....	112
Seminary Degrees.....	73
Seminary Partners in Ministry Program for Spouses.....	84
Seminary Programs.....	69-93
Seminary Research Scholars.....	113
Seminary Special Study.....	83
Seminary Study Tours.....	84
Seminary Teaching Assistants.....	113
Services to Disabled Students.....	13, 117
Sexual Harassment.....	117
Social Security Numbers, Uses for.....	117
Special Students, Definition of.....	78
Special Study.....	101
Spiritual Director Certificate.....	84
Spiritual Formation and Discipleship Certificate.....	83
Spiritual Formation and Discipleship Courses.....	91
Spiritual Life Curriculum of the Seminary.....	73
Spiritual Life at the Seminary.....	73
Staff Emeriti.....	128
Standards of Conduct.....	11
Student Accounts.....	13
Statement of Faith.....	70

Student Body Membership Fee.....	108
Student Classification.....	96
Student Employment	113
Student Life	12, 127
Student Outcomes	2
Student Services.....	11
Study Tours.....	101
Suspension/Dismissal	99

T

Teaching Assistants at the Seminary.....	113
Teaching, Master of Arts in	45
Teaching, Master of Education.....	54
Theological Studies, Master of Arts.....	78
Tilikum Retreat Center	16
Time Limitations for Degrees at the Seminary.....	74
Transfer Credit.....	99
Tuition, Fees, and Expenses	108
Tuition Payment Policy	108
Tuition Refund Policy	109

U

Undergraduate Degree-Completion.....	19-24
Urban Ministries Concentration	78

V

Values Statement	2
Veterans Administration (V.A.) Assistance ...	112
Visiting the Campus	104

W

Withdrawing from a Course	98
Worship at the Seminary	73

GRADUATE ACADEMIC CALENDAR PAGE 1

NEWBERG CAMPUS

M.A.T. Daytime

Fall classes begin	.Mon
Midsemester holiday	.Fri
Thanksgiving vacation	.Thu-Sun
Fall classes end	.Fri
Spring classes begin	.Mon
Martin Luther King Jr. Day holiday**	.Mon
Spring vacation	.Sat to Sun
Spring classes end	.Fri
Summer classes begin for new cohort	.Mon
Independence Day holiday	.Thu/Fri
Summer classes end	.Fri

2001-02

Aug 27
Oct 5
Nov 22-25
Dec 14
Jan 14
Jan 21
Mar 23-31
May 3
Jun 17
Jul 4
Aug 9

2002-03

Aug 26
Oct 11
Nov 28-Dec 1
Dec 20
Jan 13
Jan 20
Mar 22-30
May 2
Jun 16
Jul 4
Aug 8

Psy.D.

Fall classes begin	.Wed
Late registration/confirmation fee in effect (\$50)	.Mon
Last day for students to register	.Fri
Last day to change registration (add/drop)	.Fri
Course withdraw fee in effect*	.Mon
Midsemester holiday	.Fri
Last day to withdraw from class w/o grade responsibility	.Fri, 4:30 p.m.
Thanksgiving vacation	.Thu-Sun
Graduate registration/confirmation for spring semester	.Mon-Fri
Fall classes end	.Fri
Midyear commencement	.Sat
Spring classes begin	.Mon
Late registration/confirmation fees in effect (\$50)	.Mon
Last day for students to register	.Fri
Martin Luther King Jr. Day holiday**	.Mon
Last day to change registration	.Fri
Course withdraw fee in effect*	.Mon
Last day to withdraw from class w/o grade responsibility	.Fri, 4:30 p.m.
Spring vacation	.Sat to Sun
Graduate preregistration	.Mon-Fri
Spring classes end	.Fri
Baccalaureate	.Sat
Spring commencement	.Sat
Summer classes begin	.Mon
Late registration/confirmation fee in effect	.Mon
Last day to change registration (add/drop)	.Mon
Memorial Day holiday	.Mon
Course withdraw fee in effect*	.Mon
Independence Day holiday	.Thu
Summer classes end	.Fri

2001-02

Aug 29
Aug 27
Aug 31
Sep 7
Sep 10
Oct 5
Nov 2
Nov 22-25
Dec 3-7
Dec 14
Dec 15
Jan 13
Jan 13
Jan 18
Jan 21
Jan 25
Jan 28
Mar 15
Mar 23-31
Apr 1-5
May 3
May 4
May 4
May 15
May 15
May 21
May 27
Jun 10
Jul 4
Jul 5

2002-03

Sep 2
Sep 2
Sep 6
Sep 13
Sep 16
Oct 11
Nov 8
Nov 28-Dec 31
Dec 9-13
Dec 20
Dec 21
Jan 12
Jan 12
Jan 17
Jan 20
Jan 24
Jan 27
Mar 14
Mar 22-30
Mar 31-Apr 4
May 2
May 3
May 3
May 14
May 14
May 20
May 26
Jun 9
Jul 3
Jul 3

PORTLAND CENTER

M.A.T. @ Night

Fall classes begin	.Mon
Midsemester holiday	.Fri
Thanksgiving vacation	.Thu-Sun
Fall classes end	.Wed
Spring classes begin	.Mon
Martin Luther King Jr. Day holiday**	.Mon
Spring vacation	.Sat to Sun
Spring classes end	.Fri

2001-02

Aug 27
Oct 5
Nov 22-25
Dec 12
Jan 7
Jan 21
Mar 23-31
May 3

2002-03

Aug 26
Oct 11
Nov 28-Dec 31
Dec 18
Jan 6
Jan 20
Mar 22-30
May 2

ACADEMIC CALENDAR

GRADUATE ACADEMIC CALENDAR PAGE 2

Summer classes begin	Mon	May 8	May 7
Memorial Day holiday	Mon	May 27	May 26
Independence Day holiday	Thu/Fri	July 4	July 4
Summer classes end	Wed	July 31	_____

M.B.A.

		2001-02	2002-03
Fall classes begin	Tue	Sep 4	Sep 3
Midsemester holiday	Fri	Oct 5	Oct 11
Thanksgiving vacation	Thu-Sun	Nov 22-25	Nov 28-Dec 31
Fall classes end	Wed	Dec 12	Dec 18
Spring classes begin	Wed	Jan 2	Jan 6
Martin Luther King Jr. Day holiday**	Mon	Jan 21	Jan 20
Spring vacation	Sat to Sun	Mar 23-31	Mar 22-30
Spring classes end	Fri	Apr 19	Apr 18
Summer classes begin	Mon	Apr 22	Apr 21
Memorial Day holiday	Mon	May 27	May 26
Independence Day holiday	Thu/Fri	July 4	July 4
Summer classes end	Fri	Aug 2	Aug 1

Counseling/Marriage and Family Therapy, M.Ed., Administrative Licensure, Ed.D., Seminary

		2001-02	2002-03
Fall classes begin	Tue	Sep 4	Sep 3
Late registration/confirmation fee in effect(\$50)	Tue	Sep 4	Sep 3
Last day for students to register	Fri	Sep 7	Sep 6
Last day to change registration (add/drop)	Fri	Sep 14	Sep 13
Course withdraw fee in effect*	Mon	Sep 17	Sep 16
Midsemester holiday	Fri	Oct 5	Oct 11
Last day to withdraw from classes w/o grade responsibility	Fri 4:30 p.m.	Nov 2	Nov 8
Thanksgiving vacation	Thu-Sun	Nov 22-25	Nov 28-Dec 31
Graduate registration/confirmation for spring semester	Mon-Fri	Dec 3-7	Dec 9-13
Fall classes end	Fri	Dec 14	Dec 20
Midyear commencement	Sat	Dec 15	Dec 21
Spring classes begin	Mon	Jan 14	Jan 13
Late registration/confirmation fee in effect (\$50)	Mon	Jan 14	Jan 13
Last day for students to register	Fri	Jan 18	Jan 17
Martin Luther King Jr. Day holiday*	Mon	Jan 21	Jan 20
Last day to change registration (add/drop)	Fri	Jan 25	Jan 24
Course withdraw fee in effect*	Mon	Jan 28	Jan 27
Last day to withdraw from class w/o grade responsibility	Fri 4:30 p.m.	Mar 15	Mar 14
Spring vacation	Sat to Sun	Mar 23-31	Mar 22-30
Graduate preregistration	Mon-Fri	Apr 1-5	Mar 31-Apr 4
Spring classes end	Fri	May 3	May 2
Baccalaureate	Sat	May 4	May 3

Counseling/Marriage and Family Therapy and Seminary

Summer classes begin	Mon	May 13	May 12
Late registration/confirmation fee in effect	Mon	May 13	May 12
Last day to change registration (add/drop)	Mon	May 21	May 20
Memorial Day holiday	Mon	May 27	May 26
Course withdraw fee in effect*	Mon	Jun 10	June 9
Summer classes end	Fri	Jul 3	Jul 2

GRADUATE ACADEMIC CALENDAR PAGE 3

M.Ed., Administrative Licensure, Ed.D.

Summer classes begin	Mon	Jun 24	Jun 23
Late registration/confirmation fee in effect (\$50)	Mon	Jun 24	Jun 23
Last day to change registration (add/drop)	Mon	Jun 28	Jun 27
Course withdraw fee in effect*	Mon	July 1	Jul 30
Independence Day holiday	Thu/Fri	July 4	July 4
Summer classes end	Fri	Aug 23	Aug 22

*see Refund Policy, page 109
**evening classes meet as scheduled

BOISE CENTER

M.A.O.L.

<i>Cohort 2</i>	
Fall classes begin	Mon
Fall classes end	Mon
Spring classes begin	Mon
Spring classes end	Mon
Summer classes begin	Mon
Summer classes end	Mon
<i>Cohort 3</i>	
Fall classes begin	Mon
Fall classes end	Mon
Spring classes begin	Mon
Spring classes end	Mon
Summer classes begin	Mon
Summer classes end	Mon

2001-02

Aug 27	
Dec 17	
Jan 7	
Apr 15	
Apr 22	
Jun 3	(cohort concludes)
Aug 27	(cohort begins)
Dec 17	
Jan 7	
Apr 29	
May 6	
Aug 12	

ACADEMIC CALENDAR
