George Fox University

Graduate Programs

2020-21

GEORGE FOX
UNIVERSITY

Be Known

GEORGE FOX UNIVERSITY

2020-2021 Graduate Programs

GRADUATE PROGRAMS **3**

COLLEGE OF BEHAVIORAL AND HEALTH SCIENCES **4**

Doctor of Psychology (PsyD Degree) *5*
Doctor of Physical Therapy (DPT) *12*
Master of Medical Science *19*
Master of Social Work — 2-Year Program *27*
Master of Social Work — Advanced Standing Program *32*
College of Behavioral and Health Sciences Course Descriptions 37

COLLEGE OF BUSINESS PROGRAMS **72**

Master of Business Administration (MBA) - Full-Time Program *73*
Master of Business Administration (MBA) - Part-Time Program *76*
Doctor of Business Administration (DBA) *80*
Certificate in Advanced Digital Marketing *84*
Certificate in Business Data Analytics *85*
College of Business Course Descriptions 86

COLLEGE OF EDUCATION **99**

GRADUATE COUNSELOR EDUCATION PROGRAMS **100**

Masters (MA) in Clinical Mental Health Counseling *101*
Masters (MA) in Marriage, Couple, and Family Counseling *105*
Certificate in Marriage, Couple, and Family Counseling *109*
Certificate in Trauma Response Services *113*
Masters (MA) in Social and Behavioral Studies *117*
Masters (MA) in School Counseling *120*
Initial School Counseling Licensure Preparation Program *125*
Education Specialist (EdS) in School Psychology *129*
Initial School Psychology Licensure Preparation Program *133*
Continuing School Psychology Licensure Preparation Program *137*

SCHOOL OF EDUCATION **140**

Master Degree Programs 141
Master of Arts in Teaching *142*
Master of Arts in Teaching Plus ESOL Endorsement *147*
Master of Arts in Teaching Plus ESOL Endorsement with Dual Language Specialty *152*
Master of Arts in Teaching Plus Reading Endorsement *157*
Master of Arts in Teaching Plus SPED Endorsement *162*
Master of Arts in Education *167*
Master of Education *172*
Master of Education + Special Education Endorsement *177*
Endorsements and Certificates 180
Dual Language Specialty *181*
Reading Endorsement *183*
Teaching English to Speakers of Other Languages (ESOL) Endorsement *186*
Special Education Endorsement *189*
Principal License *192*
Professional Administrator License *195*
Certificate in the Teaching of Writing *198*
Education Specialist 200
Education Specialist in Administrative Leadership (EdS Degree) *201*
Education Specialist in Administrative Leadership Plus Professional Administrator License (EdS Degree) *204*
Education Specialist in Teacher Leadership (EdS degree) *207*

DOCTOR OF EDUCATION (EDD DEGREE) 211
GRADUATE COLLEGE OF EDUCATION COURSE DESCRIPTIONS 216

PORTLAND SEMINARY 258

Certificate in Spiritual Formation and Discipleship 259
Spiritual Direction Certification 262
Master of Divinity 265
Master of Arts (Theological Studies) 274
Master of Arts in Spiritual Formation 282
Doctor of Ministry in Leadership and Global Perspectives 286
Doctor of Ministry in Leadership and Spiritual Formation 291
Doctor of Ministry in Semiotics, Church, and Culture 296
Doctor of Ministry in Spirit-filled Global Leadership in the African Diaspora 301
SEMINARY COURSE DESCRIPTIONS 307

Notes about use of catalogs

These catalogs are provided for guidance in course selection and program planning. While every effort is made to ensure the accuracy of the information in this catalog, in no sense is it to be considered a binding contract, and it may be changed by action of appropriate bodies within the university.

Courses listed in these catalogs are subject to change through normal academic process. New courses and changes in existing course work are initiated by the appropriate school, department, or program, and approved by the Office of Academic Affairs and the university faculty. Changes to the curriculum are published on this website and in the schedule of classes.

Graduate Programs

Mission

George Fox University's graduate and professional programs seek to fulfill the university's mission by providing students with accessible, high-quality educational programs that enhance professional skills and foster intellectual and spiritual growth.

The university chooses to fulfill this mission through the following graduate schools:

College of Behavioral Science and Health Professions

College of Business

College of Education

Portland Seminary

Basis of Graduate Admission

The university admits applicants who evidence academic interests and ability, moral character, social concern, and who would most likely profit from the curriculum and Christian philosophy of George Fox University. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, writing sample, and in some cases an interview. Applicants with a criminal record may be required to submit additional official paperwork. Admission decisions and processes vary based on academic program.

George Fox University does not discriminate against students on the basis of race, color, national or ethnic origin, gender, age, disability, or any other status to the extent prohibited under applicable nondiscrimination law in the administration of its admission policies, scholarship and loan programs, educational programs, athletics programs, co-curricular activities, or other university-administered programs.

College of Behavioral and Health Sciences

The College of Behavioral and Health Sciences is committed to providing high-quality programs that prepare students to care for the overall wellness of diverse individuals and groups by utilizing their expertise in the areas of physical, emotional and spiritual healing.

Programs

Programs offered by the College of Behavioral and Health Sciences include:

Clinical Psychology

- Doctor of Psychology (PsyD Degree Requirements)

Physical Therapy

- Doctor of Physical Therapy (DPT Degree Requirements)

Physician Assistant

- Master of Medical Science (MMSc Degree Requirements)

Social Work

- Master of Social Work — 2-year Program (MSW 2-Year Degree Requirements)
- Master of Social Work — Adavanced Standing Program (MSW Adv. Standing Degree Requirements)

College of Behavioral and Health Sciences Course Descriptions

Doctor of Psychology (PsyD Degree)

Purpose

The Doctor of Psychology (PsyD) program follows a professional, competency-based training model and is designed to prepare licensed, health service psychologists. While the PsyD degree provides training in the scientific foundations of psychology and in research methods and statistics, it places 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 accredited by the American Psychological Association. (*The American Psychological Association's Commission on Accreditation is located at 750 First Street N.E. in Washington, D.C. 20002, (202) 336-5979*.)

The central distinctives of the program includes the integration of a Christian worldview and the science of psychology at philosophical, practical, and personal levels as well as psychological aspects of religious or spiritual issues within the other religious communities. A second distinctive is an emphasis on clinical training to serve a diverse population in primary care medical settings.

Degree Outcomes

Educational Objectives

To enable students to:

- Competently provide psychological services in a wide variety of clinical settings
- Evaluate, implement and apply psychological research

Professional Objectives

To enable students to:

- Become licensed as psychologists
- Commit themselves to the highest standards of professional ethics.

Admission Requirements

Applicants seeking admission to the PsyD program must hold a bachelor's degree from an accredited college or university, with a minimum GPA of 3.0, and approximately 18 semester hours of psychology or other related social science credits. In addition, applicants must complete the following to be considered for admission to the program:

- Doctor of Psychology application form and application fee
- Scores on the Graduate Record Examination (GRE) Aptitude Scales
- One official transcript from all colleges or universities attended
- Four references (forms provided in the application materials)

- An in-person interview

Transfer Credit

Transfer of up to 35 hours of credit is allowed toward the Doctor of Psychology program from accredited graduate schools (transfer credit is not allowed toward practicum or internship requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within seven years of the date of matriculation to the Doctor of Psychology program will be considered for transfer. Consult the program website for specific details concerning the transfer of credit. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 125 hours required for the Doctor of Psychology program, a minimum of 90 hours must be taken in resident study at George Fox University. All work leading to the degree must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate School of Clinical Psychology (GSCP) faculty. Reinstatement to the program after withdrawal requires Admission Committee action and may subject the student to additional requirements for the program.

Course Requirements

The Doctor of Psychology program is generally five years in length with 125 semester hours of coursework required as a minimum for graduation. This involves 100 hours of psychology coursework, 15 hours of faith integration coursework, and 10 hours of dissertation. In addition, 24 clinical internship hours are required for the degree.

The first two years of the program emphasize study in the scientific foundations of psychology 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 in clinical practice. Professional training in assessment and psychotherapy begins in the first year with coursework and simulated psychotherapy, clinical training continues incrementally throughout the program, culminating in the clinical internship during the fifth year.

An optional training track in primary care psychology as well as emphasis areas of study in psychological assessment or child and adolescent psychology offer the opportunity for students to benefit from a generalist training program while directing some of their academic coursework, clinical training, and research into areas of specialty defined by APA.

Clinical Training
Clinical training is a central component of the PsyD curriculum. Although it is a distinct part of the curriculum, it is also integrated with the academic coursework 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.

Other Degree Requirements

GSCP Faculty perform an annual evaluation of each student's academic progress, interpersonal relationships, legal and ethical conduct, and clinical skills. 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 an 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.

A Master of Arts in Clinical Psychology degree is normally conferred following successful completion of the first two years of the program and associated requirements. The MA degree is not designed or intended as a terminal degree; consequently, only students intending to complete doctoral study are admitted into the program. The MA degree is conferred following completion of 60 hours of coursework, including 40 hours of psychology coursework, 7 hours of which are Faith Integration coursework, 1 hour of Research Vertical Team/Dissertation and 12 hours of clinical training.

Continuous Enrollment
Students are expected to maintain continuous enrollment throughout the program. While full-time enrollment normally consists of a minimum of 8 hours each semester, failure to enroll for a minimum of 2 hours each semester (summer term is excepted) will result in suspension from the program. Re-enrollment will require application for readmission.

Professional Standards
Standards for graduate education in psychology, as well as for the practice of psychology, are set by the policies of the American Psychological Association (APA) through its Commission 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 (2002).

Additional Information
Additional program information can be obtained on the program website. Among this material is an FAQ page within which can be found information concerning time to completion, program costs, success in internship placement, attrition rates and licensure following graduation.

Graduation Requirements

In order to complete the Doctor of Psychology program students must:

- Satisfactorily complete a minimum of 125 semester hours of coursework with a cumulative GPA of 3.0 or above

- Retake a designated course if a grade below a B- is received (for more specific information, please refer to the GSCP *Handbook*)
- Successfully pass the Comprehensive Clinical Exam. The Comprehensive Clinical Exam has two components, a Scientific Foundations Exam (SFE) and Clinical Intervention and Assessment Exam (CIAE). The first component is a Scientific Foundations Exam that ensures a student has acquired a minimal level of achievement related to the scientific and theoretical aspects of academic psychology. Students are required to pass this exam before they can advance to doctoral candidacy, including the scheduling or defense of their preliminary dissertation proposal. The second component is the Clinical Intervention and Assessment Exam, which demonstrates a minimum level of achievement in conceptualization from a specific theoretical orientation, the selection of evidence-based interventions, the use of standardized assessment data to inform their understanding of the client and clinical practice, and the ability to assess and respond to outcome data. The CIAE must be passed before the student begins the internship application process (see GSCP handbook for additional details).
- Complete the equivalent of a one-year full-time clinical internship (normally 50 weeks and 2,000 clock hours; 24 semester hours)
- Successfully defend the doctoral dissertation (minimum of 10 hours) and submit related documentation components (See the GSCP *Student/Clinical Training Handbook*). A minimum of one credit of dissertation is required each fall and spring of the second through fourth years of the program.

Curriculum Plan

Completed by all students

Core Psychology Courses (56 hours)

Complete the following:

PSYD 501 Theories Of Pers/Psychotherapy 3 hours
PSYD 502 Psychopathology 3 hours
PSYD 503 Learning, Cognition & Emotion 3 hours
PSYD 504 Social Psychology 2 hours
PSYD 505 Lifespan Development 3 hours
PSYD 507 History & Systems Of Psych 3 hours
PSYD 509 Bio Basis Behavior 3 hours
PSYD 511 Psychometrics 3 hours
PSYD 512 Statistics 3 hours
PSYD 513 Research Design 3 hours
PSYD 517 Ethics For Psychologists 3 hours
PSYD 518 Professional Issues 2 hours
PSYD 521 Personality Assessment 3 hours
PSYD 541 Multicultural Psychotherapy 3 hours
PSYD 546 Essentials of Diversity 1 hour
PSYD 551 Psychodynamic Psychotherapy 3 hours

PSYD 552 Cognitive/Behav Psychotherapy 3 hours
PSYD 557 Cognitive Assessment: Adult 2 hours
PSYD 558 Cognitive Assessment: Child & Adolescent 2 hours
PSYD 563 Family Therapy in a Diverse Culture 3 hours
PSYD 593 Superv & Manag of Psyc Serv I 1 hour
PSYD 594 Superv & Manag of Psyc Serv II 1 hour

Required for Master's Degree: PSYD 501, 502, 503, 504, 505, 507, 511, 513, 517, 521, 522, 551, 552

Faith Integration (15 hours)

PSYD 571 Integrative Approaches To Psyc 3 hours
PSYD 574 Spir & Rel Div in Health Services Psychology 3 hours
PSYD 579 Spirit & Rel Issues in Psych 2 hours
PSYD 616 Spiritual Formation 1 1 hour
PSYD 617 Spiritual Formation 2 .5 hours
PSYD 618 Spiritual Formation 3 .5 hours
PSYD 619 Spiritual Formation 4 .5 hours
PSYD 620 Spiritual Formation 5 .5 hours
PSYD 630 Integrative Topics 1 2 hours
PSYD 631 Integrative Topics 2 2 hours
Required for Master's Degree: PSYD 571, 616, 617, 618, 630

Clinical Training (24 hours)

Complete the following:

PSYD 530 Clinical Foundations I 3 hours
PSYD 531 Clinical Foundations II 3 hours
PSYD 532 Practicum I 3 hours
PSYD 533 Practicum I 3 hours
PSYD 535 Practicum II 3 hours
PSYD 536 Practicum II 3 hours
PSYD 538 Preinternship 3 hours
PSYD 539 Preinternship 3 hours

Required for Master's Degree: PSYD 530, 531, 532, 533

Clinical Internship (24 hours)

Complete the following:

PSYD 610 Internship (Half-Time Units) 4 hours
PSYD 611 Internship (Half-Time Units) 4 hours
PSYD 612 Internship (Half-Time Units) 4 hours
PSYD 613 Internship (Half-Time Units) 4 hours
PSYD 614 Internship (Half-Time Units) 4 hours
PSYD 615 Internship (Half-Time Units) 4 hours

Dissertation Research (10 hours)

Complete 10 hours of the following:

Students must complete a total of 10 dissertation credits. Course is repeatable. A minimum of one credit of dissertation enrollment is required each fall and spring of the second through fourth years of the program.

PSYD 805 Dissertation/Research Team 1-4 hours

Required for Master's Degree: one credit of PsyD 805

Continuing Dissertation

PSYD 655 is required for students who do not finish their dissertation research within the minimum 10 hours. PSYD 655 is repeatable until the dissertation is finished.
PSYD 655 Dissertation 2 hours

Training Tracks

Students choose one

Broad and General Psychology (20 hours)

Additional Core Psychology requirements (2 hours)

PSYD 591 Consult, Educ & Prog Eval I 1 hour
PSYD 592 Consult, Educ & Prog Eval II 1 hour

Advanced Psychological Assessment (3 hours)

Students may choose PSYD 524 Comprehensive Psychological Assessment (3 hours) or the two-semester sequence of PSYD 527-528 Neuropsychological Assessment (3 hours total). Students may use elective credits if they are interested in enrolling in all 3 courses.

PSYD 524 Comprehensive Psych Assessment 3 hours
PSYD 527 Neuropsychological Assessment Foundations 2 hours
PSYD 528 Neuropsychological Assessment Interpretation 1 hour

Clinical Psychology Electives (15 hours)

Complete 15 hours from the following:

PSYD 516 Child and Adolescent Treatment 2 hours
PSYD 523 Projective Assessment 2 hours
PSYD 526 Child & Adolescent Assessment 2 hours
PSYD 556 Contemporary Psychoanalytic Therapy 3 hours
PSYD 561 Group Psychotherapy 3 hours
PSYD 582 Substance Abuse 2 hours
PSYD 587 Health Psychology 3 hours
PSYD 632 Advanced Integrative Topics 2 hours

Primary Care Psychology (20 hours)

Advanced Psychological Assessment (3 hours)

Complete the following:

PSYD 527 Neuropsychological Assessment Foundations 2 hours
PSYD 528 Neuropsychological Assessment Interpretation 1 hour

Primary Care Psychology Track Required Coursework (15 hours)

Complete the following:

PSYD 510 Psychopharmacology 2 hours
PSYD 516 Child and Adolescent Treatment 2 hours
PSYD 582 Substance Abuse 2 hours
PSYD 587 Health Psychology 3 hours
PSYD 701 Foundations of Primary Care Psychology 3 hours
PSYD 702 Advanced Primary and Specialty Care Psychology 3 hours

Clinical Psychology Electives (2 hours)

Complete 2 hours from the following:

PSYD 516 Child and Adolescent Treatment 2 hours
PSYD 523 Projective Assessment 2 hours
PSYD 526 Child & Adolescent Assessment 2 hours
PSYD 556 Contemporary Psychoanalytic Therapy 3 hours
PSYD 561 Group Psychotherapy 3 hours
PSYD 582 Substance Abuse 2 hours
PSYD 587 Health Psychology 3 hours
PSYD 632 Advanced Integrative Topics 2 hours

Doctor of Physical Therapy (DPT)

Overview

The Doctor of Physical Therapy (DPT) program consists of a three-year, entry-level professional graduate program that prepares students to be eligible for licensure and entry into contemporary physical therapy practice. The curriculum emphasizes a problem-solving, evidence-based approach to learning in addition to providing a wide variety of clinical experiences that are integrated throughout the program. Our faculty are experts in the areas of manual therapy, orthopedics, biomechanics, research, sports medicine, pediatrics, neuroscience and general physical therapy practice.

Mission

The mission of the Doctor of Physical Therapy Program is to prepare physical therapists to meet the health and wellness needs of their community through innovative practice, passionate commitment, the pursuit of excellence, and generous service.

Accreditation

Effective May 28, 2015, George Fox University has been granted full accreditation by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org).

Degree Outcomes

Professional and Educational Outcomes

To enable students to:

- Function as safe, ethical and autonomous practitioners in a variety of settings
- Use effective communication skills in all professional relationships including those with patients, colleagues, other health care professionals and families
- Utilize critical thinking skills and principles of evidence-based practice for making clinical decisions using the patient/client management model
- Demonstrate both societal and professional responsibility through a commitment to life-long learning, professional development and community service
- Contribute to the profession as clinicians, researchers, educators, consultants and advocates
- Apply the concepts of health, wellness, and prevention to promote the best possible function

Admission Requirements

Enrollment is highly competitive and applicants seeking admission to the DPT program must hold a four-year baccalaureate degree from an accredited college or university with a minimum degree GPA of 3.25. Applicants must have completed all prerequisite courses with a minimum GPA of 3.25 prior to entry into the program.

Additional admission criteria include knowledge of the physical therapy profession in a variety of settings. This is evaluated by the number of hours spent either observing or working in the field of physical therapy. Although there is no minimum requirement at present, it's not uncommon to have applicants with well over 100 hours of observation time. Other factors that are included in the admission criteria are letters of recommendation, essay response, content of the application, and service to the community.

Prerequisite Courses

George Fox University offers an exercise science major, which is an interdisciplinary course of study that includes the prerequisites needed for most physical therapy programs. Although there are benefits to completing those courses at George Fox University, this does not guarantee admission into the program. All prerequisite coursework must be completed with a minimum grade of "C". A general description of prerequisite coursework is listed below.

Anatomy and Physiology: 8 semester credits (or equivalent) required course: human anatomy (with dissection preferred) & physiology. Laboratory sessions are required.

Biological Sciences: 4 semester credits (or equivalent) required courses: Biological sciences can include general biology, neuroscience, genetics, microbiology, advanced anatomy and other upper division classes. Equivalent courses include kinesiology, exercise physiology, and biomechanics.

Physics: 8 semester credits (or equivalent): required course: general physics. The course should reflect a standard two-semester (or equivalent) course which includes a laboratory.

Chemistry: 8 semester credits (or equivalent): required course: general chemistry. Equivalent courses such as organic & biological chemistry courses should reflect standard two-semesters which include a laboratory. Advanced courses such as organic chemistry, physical chemistry and biochemistry are strongly recommended.

Statistics: 2 semester credits (or equivalent): course can be taken as either math or social science credit.

Those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the following minimum international iBT (Internet-based TOEFL) scores: 25 points in each of the following, reading, writing, speaking and listening.

In addition, applicants must complete the following to be considered for admission to the program:

- Doctor of Physical Therapy application through PTCAS
- Two references (one academic and one physical therapist) through PTCAS
- An in-person interview

The core faculty and the director have the authority for determining the acceptance of specific undergraduate credits that may fall outside the lines of the traditional prerequisites.

Transfer Credit

Transfer credits and transfer students from other physical therapy programs will be considered on a case-by-case basis.

Course Requirements

The Doctor of Physical Therapy program is approximately three years in length (29 months) with 92 semester hours of didactic coursework required as a minimum for graduation, as well as 37 weeks of full-time clinical internships. The first year of the program emphasizes didactic study in the scientific foundations and evidence-based practice in physical therapy and includes a 4 week introduction to clinical practice during the summer. Students will integrate their didactic knowledge into clinical practice progressing in complexity as they advance through the program.

Clinical Training

A significant part of the program consists of 37 weeks of full-time clinical training. Integrated throughout all three years of the didactic component is hands-on clinical training in a variety of settings including private practice, hospital acute care, orthopedics, pediatric and rehabilitation facilities. Students should be prepared to participate in clinical internships outside of the Portland metropolitan area during the clinical education portion of the program. During these out-of-area internships (as well as other internships), students are responsible for living and transportation expenses.

Continuous Enrollment

Students are expected to maintain continuous enrollment throughout the program.

Professional Standards

Standards for graduate education in physical therapy, as well as for the practice of physical therapy, are set by the policies of the American Physical Therapy Association (APTA) through its Commission on Accreditation in Physical Therapy Education (CAPTE) and those of the relevant state laws and administrative rules. In Oregon, this includes the Oregon Physical Therapy Licensing Board. The design, structure, and processes of graduate education at George Fox University are influenced by these statutes, accreditation criteria, and policies. Consequently, in addition to the policies of the university's graduate program, students in the physical therapy 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 APTA Code of Ethics and Guide for Professional Conduct (2010).

Graduation Requirements

In order to graduate with a doctor of physical therapy degree students must:

- Satisfactorily complete a minimum of 129 semester hours with a cumulative GPA of 3.0 or above

- Achieve no grade lower than C+ in all but 2 courses. See grading policy for further details.

Grading

The DPT program reserves the right to determine how it defines professional competence and professional behavior, to establish standards of excellence, and to evaluate students. 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. The DPT program reserves the right to decline or withdraw a student's admission if the student's mental health status indicates that such action is essential for the safety of fellow students, faculty, administrative staff, or patients. The DPT program uses the following percentages for grade determination: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 72-70%, D = 60-69%, F = 59% or below, P = pass, NP = no pass, I = incomplete.

An incomplete ("I") is given when the student is performing satisfactorily but there may be circumstances beyond the student's control which resulted in the student not completing all of the assignments within the allotted time. If the incomplete work is not completed in the timeframe outlined by the faculty, the grade will be replaced with an "F". Students cannot progress to the next sequenced course until the "I" is replaced with a passing grade. If circumstances arise such that the student is unable to complete the semester they must either apply for a leave of absence, withdraw, or be dismissed

Course grades of D and F are unacceptable and cannot be included as graduate credit and may result in immediate dismissal from the program. Students may appeal grades through the university's academic appeals process. A student will be also dismissed from the program for the following reasons:

1. Repeating more than one clinical affiliation
2. Failure to achieve a minimum cumulative GPA of 3.0 by the end of the final semester

Clinical Grading

The DCE will assign a grade of "Pass, No Pass or Incomplete" to the clinical education experienced based upon the final APTA web-based Clinical Performance Instrument (CPI) completed by the Clinical Instructor (CI) and student as well as input from the agency CCCE as appropriate. This grade will be determined using the following as a guideline for determining a passing grade. Students are expected to reach the performance by the end of each clinical experience.

-PDPT 581 Beginner to advanced beginner in all criteria
-PDPT 680 Advanced beginner to intermediate in all criteria
-PDPT 780 Intermediate in all criteria
-PDPT 781 Advanced intermediate in all criteria
-PDPT 782 Entry level to above entry level in all criteria

Progression and Academic Standing

For continued matriculation, promotion, and graduation, Doctor of Physical Therapy students must maintain an average GPA of 3.0. If a student's GPA falls below 3.0,

the student will be placed on academic warning and the Program Director and faculty will consider the student's potential for continued success. The faculty and Program Director will make recommendations to the course of action to the Dean of the College of Behavioral and Health Sciences. If a student receives a C or C- in a single course, the student will be required to meet with their academic advisor for counseling and/or remediation. If a student receives a C or C- in two designated courses, that student will be subject to academic warning and remediation. The remediation process could take the form of extra written work, retaking examinations (written or lab), or to retaking the course at the consent of the Program Director and faculty. In all circumstances, counseling between the student and academic advisor will be necessary to establish avenues to improve future performance. If a student receives a C or C- in three designated courses, that student may be subject to dismissal.

If a student is not in good academic standing, they may be placed on academic probation or warning, and a recommended course of action for the individual will be made by the Program Director and faculty. Students will remain on academic probation until the deficiency is corrected. Once corrected, the student will be considered in good academic standing.

Should a student fail a clinic experience, they must remediate the failed clinical experience before progressing on to the next more advanced clinical experience. Remediation programs specific to the clinical education experience are designed and implemented on a case by case basis and are determined by the circumstances that led to the failure. The DCE, Program Director and faculty will decide the most appropriate remediation activity that may include instruction in clinical skills under direct supervision of faculty.

Unprofessional conduct will be remediated through review, oral and written testing on the code of ethics and standards of conduct; mentoring with the students' advisor or other designated faculty; and/or counseling with faculty possessing behavioral training expertise.

Academic remediation and probation will be assessed each semester or more frequently as needed. The determination of a plan to resolve the deficiencies will be developed by the Program Director and Faculty. If a student is at risk for dismissal, the Faculty and Program Director will make the final determination. The student's advisor or program director is to notify the student of the concern regarding performance and plan of action for remediation. Scholastic dishonesty (cheating, falsifying, misrepresentation or plagiarism) are also grounds for academic probation or dismissal from the program.

Upon completion of the remediation activity, the Program Director and Faculty will review the results and determine the outcome of the remediation process. Successful completion of the remediation activity will result in restoration of good academic standing, and a new grade will be assigned. Unsuccessful completion may result in retaking the class, reassignment to another cohort, or dismissal.

Leave of absence

If a student must take a leave of absence from the program due to an illness, accident, or other substantial reason that impairs their ability to continue course work at that time, all incomplete coursework must be completed within two years from the date of their original start. If they are unable to complete the program in that time frame, they will be dismissed from the program.

Curriculum Plan

First Year Coursework (44 credits)

Complete the following:

PDPT 500 Professional Practices in Physical Therapy 2 hours
PDPT 503 Basic Patient Care Skills 2 hours
PDPT 504 Principles of Motor Control 2 hours
PDPT 510 Human Anatomy I 4 hours
PDPT 511 Human Anatomy II 3 hours
PDPT 520 Biomechanics and Kinesiology I 3 hours
PDPT 521 Biomechanics and Kinesiology II 3 hours
PDPT 529 Evidence-Based Practice & Clinical Decision Making 2 hours
PDPT 531 Neuroscience 4 hours
PDPT 540 Therapeutic Modalities 2 hours
PDPT 550 Therapeutic Exercise I 2 hours
PDPT 551 Therapeutic Exercise II 2 hours
PDPT 560 Essentials of Research Methods 3 hours
PDPT 570 Applied Physiology 3 hours
PDPT 573 Pathophysiology 3 hours
PDPT 581 Comprehensive Clinical Experience 4 hours

Second Year Coursework (49 credits)

Complete the following:

PDPT 600 Cardiovascular and Pulmonary Therapeutics 3 hours
PDPT 610 Pharmacology for Physical Therapy 3 hours
PDPT 611 Medical Surgical and Integumentary Conditions 3 hours
PDPT 619 Health and Wellness in Physical Therapy 2 hours
PDPT 620 Geriatric Physical Therapy 2 hours
PDPT 630 Neurorehabilitation I 4 hours
PDPT 631 Neurorehabilitation II 3 hours
PDPT 649 Medical Screening and Differential Diagnosis 2 hours
PDPT 650 Orthopedic Assessment and Rehabilitation I 4 hours
PDPT 651 Orthopedic Assessment and Rehabilitation II 4 hours
PDPT 660 Prosthetics and Orthotics 2 hours
PDPT 670 Pediatric Physical Therapy 3 hours
PDPT 680 Clinical Internship II 6 hours
PDPT 690 Diagnostic Imaging for Physical Therapists 2 hours
PDPT 710 Psychosocial Aspects of Patient Care and Disability 1 hour
PDPT 750 Professional Research Project I 1 hour
PDPT 751 Professional Research Project II 1 hour
PDPT 752 Professional Research Project III 1 hour
PDPT 760 Professional Duty and Social Responsibility 2 hours

Third Year Coursework (36 units)

Complete the following:

PDPT 720 Administration in Physical Therapy 3 hours

PDPT 730 Professional Seminar 2 hours
PDPT 753 Professional Research Proj IV 2 hours
PDPT 770 Special Topics 2 hours
PDPT 780 Clinical Internship III 8 hours
PDPT 781 Clinical Internship IV 9 hours
PDPT 782 Clinical Internship V 10 hours

Master of Medical Science

Overview

George Fox University has proposed a new six-semester, 112-credit Physician Assistant (PA) program, which will award a master of medical science (MMSc) degree. The program will begin in January of 2021, pending successful regional accreditation from the Northwest Commission on Colleges and Universities and accreditation-provisional by the Accreditation Review Commission on Education for the PA.

Classes will be held in person at the university's Newberg campus and affiliated clinic sites and the program will be full-time. The program seeks to develop well-informed, resilient and compassionate PAs who provide patient-centered medical care in diverse environments and aspires to transform healthcare for the benefit of people and their communities.

Mission

The program seeks to develop well-informed, resilient, and compassionate PAs who provide patient centered and service-oriented medical care in diverse environments.

Accreditation

Accreditation for George Fox University and the MMSc-PA program comes from two sources. (1) professional accreditation is provided by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and (2) regional accreditation is provided by the Northwest Commission of Colleges and Universities (NWCCU).

Accreditation Review Commission on Education for the PA

George Fox University has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the PA (ARC-PA). George Fox anticipates matriculating its first class in January 2021, pending achieving Accreditation-Provisional status at the September 2020 ARC-PA meeting. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. In the event the program does not earn provisional-accreditation, students will not matriculate and admission deposits will be refunded.

National and Regional Accreditation

The MMSc-PA program has applied for regional accreditation by the Northwest Commission on Colleges and Universities. All existing programs at George Fox University are accredited by the Northwest Commission on Colleges and Universities (NWCCU). In addition, they are approved by the U.S. 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.

Degree Outcomes

In early 2000, national organizations representing PAs, including the National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the American Academy of Physician Assistants (AAPA), and the Physician Assistant Education Association (PAEA) worked to develop a set of overarching competencies for PAs and the PA professions, simply known as Competencies for the Physician Assistant Profession. The Competencies were subsequently nationally adopted in 2005, revised in 2012, and intended to serve as a "map" for both the development and the maintenance of professional competencies inherent to PAs and the PA profession.

As noted in the Competencies document, some of the competencies are acquired during the PA education process while others are developed and honed throughout a PA's career. The School of Medical Science acknowledges the importance of the national competencies and further recognizes that, although excellent benchmarks for PA performance, not all of the competencies can truly be evaluated within a PA education program. As such, the School of Medical Science has adapted the competencies into specific measurable outcomes, each falling within the general heading of the original competencies (e.g., medical knowledge), but reduced to a specific and measurable performance item that best reflects the goals of the school as follows:

Medical Knowledge: PAs must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, PAs are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Outcome expectations for this competency include the following. Upon completion of the program students will be able to:

- **MK1:** Demonstrate the ability to effectively recognize, assess, diagnose, and treat patients with a variety of problems to include preventive, emergent, acute, and chronic clinical practice of medicine.
- **MK2:** Demonstrate the medical, behavioral, and social science knowledge necessary to both promote health, evaluate, and manage care across the life span to include infants, children, adolescents, adults, and the elderly.

Interpersonal and Communication Skills: PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the healthcare system. Upon completion of the program students will be able to:

- **ICS1:** Demonstrate knowledge and application of effective interpersonal, oral and written communication skills necessary to elicit and record a medical history, explain and document diagnostic studies, and present an appropriate treatment plan.
- **ICS2:** Communicate in a patient-centered and culturally responsive manner to accurately obtain, interpret and utilize information and implement a patient-centered management plan.

Patient Care and Clinical Problem Solving: PAs must demonstrate care that is effective, safe, high quality, and equitable; includes patient- and discipline-specific assessment, evaluation, and management. Upon completion of the program students will be able to:

- **PC1:** Demonstrate the ability to perform a new or routine follow up physical exam and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- **PC2:** Demonstrate the ability to effectively work within a patient-care healthcare team.

Technical Skills: Demonstrate the ability to obtain informed consent and perform clinical procedures common to primary care. Upon completion of the program students will be able to:

- **TS:** Procedures include venipuncture, intravenous access, joint injections and aspirations, wound management, laceration repair, casting and splinting, strep screening, urinalysis, performing pelvic exams, and interpretation of radiographic images, pulmonary function tests and ECGs.

Practice-Based Learning and Improvement: PAs must be able to assess, evaluate, and improve their patient care practices. Upon completion of the program the student will be able to:

- **PBLI1:** Demonstrate the ability to critically evaluate research literature and develop educational evidenced-based practice-improvement research project.

Systems-Based Practice: PAs should work to improve the larger healthcare system of which their practices are a part. Upon completion of the program students will be able to:

- **SBP1:** Demonstrate the ability to critically evaluate medical literature to ensure the appropriateness and cost effectiveness of patient resources.
- **SBP2:** Demonstrate the ability to identify needed area(s) of change within a system-based practice and develop and present a plan for improvement.

Professionalism: PAs must express positive values and ideals as care is delivered. Foremost, professionalism involves prioritizing the interests of those being served above one's own while acknowledging their professional and personal limitations. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Upon completion of the program students will be able to:

- **P1:** Demonstrate professionalism in interactions with others including, but not limited to, patients, families, and colleagues.
- **P2:** Demonstrate knowledge and application of an understanding of the PA role including ethical and professional standards regarding the PA profession.

Competency and proficiency in these functions and tasks is a learning process that will gradually occur over the breadth of the Master of Medical Science at George Fox University. Evaluation of these outcomes will occur via the use of multiple instruments,

including, but not limited to, written and practical examinations, clinical preceptor evaluations, research projects, PANCE results, and graduate and post-graduate surveys.

Admission Requirements

Applicants are evaluated on multiple criteria to include overall academic aptitude, pre-requisite course aptitude, standardized testing score (GRE), paid health care experience, provider shadowing, and volunteerism. Additional detail on each is listed here.

Transcripts

All transcripts must be submitted and support completion of a bachelor's degree and required science prerequisites.

Bachelor's Degree and Associated Academic Standards

A bachelor's degree, from a U.S. regionally accredited institution with a 3.0 cumulative GPA minimum is required to matriculate. GFU will consider an applicant whose cumulative GPA falls below 3.0 provided their last 60 SH of academic work produced a 3.0 or higher GPA. Pre-requisites (see below) must still meet the 3.0 per course requirement.

Prerequisite Courses and Associated Academic Standards

All prerequisite courses must be taken at a U.S. regionally accredited institution and EACH course must meet a minimum grade of B, or 3.0 grade points/unit (B- is not acceptable).Prerequisite course completion recommended within last 5 to 7 years.

- Human Anatomy and Physiology I & II - Lecture and Lab (8 semester hours) **OR** Human Anatomy with Lab (4 semester hours) and Human Physiology (3 semester hours) *Note: Successful completion of the Special Operations Combat Medic Course meets the Anatomy and Physiology requirement.*
- General Biology with Lab (4 semester hours)
- Other Biology (3 semester hours)
- Microbiology (3 semester hours)
- General Chemistry with Lab (4 semester hours)
- Other Chemistry (3 semester hours)
- Introductory to Psychology or higher (3 semester hours)
- Statistics (3 semester hours)
- Medical Terminology is highly recommended

Note: (1) All labs must be completed in person (no online labs are accepted). (2) Survey courses (100) do not meet prerequisite requirements.

Letters of recommendation

Three letters of recommendation are required (each from a professional source (employer, teacher, and similar); they should not be from a relation or close family friend).

Additional Admissions Information

See Admissions webpage for more specifics regarding admissions recommendations and guidelines.

Transfer Credit

All George Fox courses must be taken as part of the PA cohort, and no advanced placement options are available.

Grading

Students enrolled in GFU's PA Program must maintain adherence to the program standard of academic performance and professionalism. Due to the sequential nature of the curriculum, students must successfully complete all courses for a given semester before becoming eligible to take courses in the subsequent semester.

Didactic grades will be given as A, B, C and F. Experiential (clinical) course grades will be given as pass or fail. No more than 6 credits of a C grade are allowed. See Department Handbook for more details on thegrading policy.

The MMSc-PA program has an ongoing 'professionalism' grading policy. To receive a passing score, students must receive a 73% or higher rating.

Professional Standards

The MMSc-PA program has an ongoing 'professionalism' grading policy. The following rubric is used. To receive a passing score, students must receive a 73% or higher rating. Any 'poor' or 'unsatisfactory' rating requires remediation; any 'unsatisfactory' rating requires probation, meeting with the program director, and review by the Academic Progress and Professionalism Committee. Repeated professionalism failures (two or more courses) may result in program dismissal. Failures related to (1) cheating, (2) fabrication, (3) plagiarism, (4) defacing property, and (5) disrupting class will result in immediate referral to the Academic and Professionalism Committee and may be subject to dismissal from the program.

Remediation

The goal of remediation is to identify areas of weaknesses and assist the student in overcoming those weaknesses and develop material mastery. Within courses that do not utilize exams, course directors may use other tools to evaluate the need for remediation. In all instances, the course director, in conversation with the student, will establish the remediation plan, which is presented to the GFU MMSC-PA program director for final approval. In addition, all active remediation processes will be evaluated (for effectiveness and/or adjustment) during each Academic Progress committee meetings. See department's handbook for policies.

Progression

Deceleration

The GFU MMSC-PA program's curriculum is delivered on a full-time basis to students in a cohort. There is no formal deceleration plan nor is there an option to complete the curriculum on a part time basis. In most instances, a student who has previously attended the program and did not complete the program must reapply. The application will be treated in the same manner as all other applications.

Probation

All students must achieve a cumulative 3.0 GPA in their didactic coursework in order to progress to the clinical phase of training. A cumulative grade point average of 3.0 or higher is required to graduate from the program.

During the didactic year, any student who has the following grade/s will be placed on probation:

- One course grade of 73 to 79 (C)
- One semester with a cumulative GPA below 3.0 (B)

During the experiential (clinical) year, any student who has the following grade/s will be placed on probation:

- One SCPE Course grade of 73 to 79 (C)
- One semester with a cumulative GPA below 3.0 (B)

Students with a grade between 73% and 79% will automatically be placed on probation and will be required to repeat the SCPE clerkship. Repeating a clerkship failure (grade between 73% and 79%) must occur during the spring semester following the summative course. This will result in a delay in graduation. In addition, the student will be responsible for the additional costs of the added semester. These costs include tuition (prorated to a credit hour value), housing, transportation, and so on.

Disciplinary action for academic misconduct is the initial responsibility of the faculty member assigned to the course. The faculty member assesses the gravity of the case of academic transgression or behavior and gives sanctions to any student involved. In addition, any 'unsatisfactory' professionalism rating requires probation, meeting with the program director, and review by the Academic Progress and Professionalism Committee. Probation penalties that may be applied to individual cases include one or more of the following:

- Written reprimand
- Requirement to redo work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning the grade of F to work in question

Dismissal

During the didactic year, any student who has the following grade/s will be dismissed from the program:

- One course grade below 73%
- Two consecutive semester/s with a cumulative GPA below 3.0

During the experiential (clinical) year, any student who has the following grade/s will be dismissed from the program:

- One SCPE Course grade below 73%
- Two consecutive SCPE course grades below 80%
- Two consecutive semesters with a cumulative GPA below 3.0

The MMSc-PA program has an ongoing 'professionalism' grading policy. The following rubric is used. To receive a passing score, students must receive a 73% or higher rating. Any 'poor' or 'unsatisfactory' rating requires remediation; any 'unsatisfactory' rating requires probation, meeting with the program director, and review by the Academic Progress and Professionalism Committee. Repeated professionalism failures (two or more courses) may result in program dismissal. Failures related to (1) cheating, (2) fabrication, (3) plagiarism, (4) defacing property, and (5) disrupting class will result in immediate referral to the Academic and Professionalism Committee and may be subject to dismissal from the program.

Graduation Requirements

In order to graduate with a master of medical science

- Satisfactorily complete a minimum of 112 semester hours with a cumulative GPA of 3.0 or above
- A grade of B- or above is acceptable completion of any course. Up to 6 credits with a C grade is allowed. See department student handbook for grading policy.
- Successfully pass all pre-clinical, clinical, and components of the summative evaluation/course.
- Demonstrate they have met all graduate competencies and learning outcomes
- Be in good professional standing.

Curriculum Plan

Didactic Year Courses (12 continuous months)

Complete the following:

MMSC 500 Introduction to the PA Profession .5 hours
MMSC 502 Research and Evidence-based Medicine .5 hours
MMSC 504 Health Care Delivery Systems and Health Policy .5 hours
MMSC 506 Ethics and Social Behavior Science .5 hours
MMSC 508 Communication and Counseling Techniques .5 hours
MMSC 510 Introduction To Anatomy and Physiology .5 hours

MMSC 512 Introduction to Physical Exams .5 hours
MMSC 514 Introduction to Pharmacology .5 hours
MMSC 520 Behavior Medicine 2 hours
MMSC 530 Human Anatomy I 2 hours
MMSC 532 Human Anatomy II 2 hours
MMSC 534 Human Anatomy III 2 hours
MMSC 540 Pathophysiology I 2.5 hours
MMSC 542 Pathophysiology II 3 hours
MMSC 544 Pathophysiology III 3 hours
MMSC 550 Pharmacotherapy and Patient Management I 2.5 hours
MMSC 552 Pharmacotherapy and Patient Management II 3 hours
MMSC 554 Pharmacotherapy and Patient Management III 3 hours
MMSC 560 Clinical Reasoning Problem Based Learning I 7 hours
MMSC 562 Clinical Reasoning Problem Based Learning II 9 hours
MMSC 564 Clinical Reasoning Problem Based Learning III 9 hours
MMSC 570 Clinical Reasoning Problem Based Learning Lab I 1 hour
MMSC 572 Clinical Reasoning Problem Based Learning Lab II 1 hour
MMSC 574 Clinical Reasoning Problem Based Learning Lab III 1 hour
MMSC 580 Global Health and Special Populations I 2 hours
MMSC 582 Global Health and Special Populations II 2 hours
MMSC 584 Global Health and Special Populations III 2 hours

Experiential (Clinical) Year Courses (11 continuous months)

Complete the following:

MMSC 600 Principles of General Surgery 3 hours
MMSC 602 Principles of Emergency Medicine 3 hours
MMSC 604 Transition to Clerkships 2 hours
MMSC 610 Family Medicine SCPE 4 hours
MMSC 620 Internal Medicine SCPE 4 hours
PDPT 630 Neurorehabilitation I 4 hours
MMSC 640 General Surgery SCPE 4 hours
MMSC 650 Pediatric Medicine SCPE 4 hours
MMSC 660 Prenatal and Gynecology SCPE 4 hours
MMSC 670 Behavior and Mental Health SCPE 4 hours
MMSC 680 SCPE Elective #1 4 hours
MMSC 682 SCPE Elective #2 4 hours

Summative (1 continuous month)

MMSC 690 Summative 5 hours

Master of Social Work — 2-Year Program

Purpose

The Master of Social Work program offers a 62-semester-hour course of study, and 450+ hours of field internship work per year. The School of Social Work seeks to integrate Christian scholarship within the discipline of social work. Upon completion of the prescribed curriculum, the student should be able to demonstrate mastery of the theories, methods, techniques, and values of the social work profession as prescribed by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). The student should be able to integrate their personal faith within the program's curriculum and understand how this impacts them both personally and professionally. It is the program's goal that students graduate with the ability to differentiate personal belief systems from their client's beliefs and conduct themselves ethically as advanced practice social workers, working with diverse and vulnerable populations in a variety of settings.

Within the context of a Christian university, this program is dedicated to providing a community environment where each individual is viewed as unique and valuable with varied gifts and abilities to use in service to others.

Mission Statement

The mission of George Fox University's School of Social Work Masters Program is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity within public and private human service organizations, faith communities, and religiously affiliated agencies.

Degree Outcomes

Students completing the MSW program will be able at an advanced level to:

- Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
- Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
- Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
- Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

Admission Requirements

Admission to the GFU School of Social Work graduate program (MSW)

Admission to the GFU School of Social Work graduate program is conducted by formal application. Qualified students will be admitted regardless of race, color, national or ethnic origin, gender, age, or disability. The applicant's packet will be considered complete when the following parts have been received:

1. A completed online application and application fee; An official transcript from each junior college, college, or university in which baccalaureate coursework was taken.
2. A written response to questions related to the applicant’s reason for applying, professional goals and interest, work and/or volunteer experiences, and reflection on case-related materials.
3. Recommendations: Three strong professional references who can attest to the applicant’s ability in these areas: intellectual competence; potential for academic success; the ability to work with people around sensitive issues, including people from diverse backgrounds; possession of critical thinking and communication skills; a sense of values and ethics; and potential as a professional social worker. At least one of the recommenders must be an academic reference having been the instructor of the applicant in a classroom setting. Recommenders must submit these directly to the School of Social Work graduate program using the online link provided. If a letter is included, the letters must be written on institutional or business letterhead.
4. Current resume.

Admission Requirements

The graduate program requires that all applicants have either a bachelor's degree from an accredited institution in the United States or proof of equivalent education at an international institution of higher learning.

The Admissions Committee will only review an application that is missing no more than one prerequisite course. The applicant will be expected to complete all undergraduate prerequisites prior to enrolling in the program.

Applicants are expected to have a record of undergraduate study and experience that is predictive of success in graduate study. A minimum admissible grade point average is 2.75.

A satisfactory grade point average in and of itself does not guarantee admission to a graduate program. Approval for admission is provided after consideration of the assessment and review processes conducted by the graduate admissions committee.

Applicants are evaluated based on the admissions criteria specified in the Admissions Criteria section of the *MSW Student Handbook*.

The graduate program‘s letter of admission constitutes the University‘s official notification of the admission decision. Admitted students will have a maximum of one year from the date of admission within which to enroll. Attempts to enroll after the one-year period will require completion of another application. The University reserves the right to refuse admission to any applicant whose previous academic record and/or

readiness for graduate study in social work is deemed unsatisfactory (*MSW Student Handbook*).

Transfer Credit

For matriculating students who wish to transfer from another CSWE accredited graduate social work program, the MSW program has a written policy stipulating the transfer of credits as follows.

The Director of the School of Social Work may approve up to 15 hours of coursework for inclusion into the MSW standard two-year degree requirements or up to 9 hours of coursework in the advanced standing program. Students may only transfer a maximum of 15 semester credits for the 2-year program or 9 semester credits for the advanced standing program in order to preserve the integrity of his/her education at the degree granting institution; field practicum credits will not be transferred.

The Director, in consultation with MSW faculty, will make decisions about acceptance of transfer of credit.

No credit will be given toward required MSW courses unless the following conditions apply:

- The courses were taken in a graduate program accredited by the Council on Social work Education.
- A course description and syllabus is available and the Director judges the courses to be an appropriate substitution for a specific course in the graduate program.
- Once the Director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan.

A petition for transfer credit must fulfill the conditions listed below:

- Students who wish to transfer credits must make the request and present relevant syllabi and transcripts six (6) weeks prior to the beginning of the first semester of matriculation.
- The work must have been done while the student was enrolled in good standing as a graduate student.
- The work must have been done within five years prior to the award of the master‘s degree from George Fox University.
- The school from which the credits are transferred must be accredited by a regional accreditation agency.
- No earned grade for transfer credit is less than a B.
- None of the transfer coursework consists of extension or workshop courses.
- Petition for transfer of credit occurs after enrollment in the School of Social Work graduate program.

Residence Requirements

Of the 62 credit hours required for the Master of Social Work program, a minimum of 47 credit hours must be taken in resident study at George Fox University. All work leading to the degree must meet the requirements stated in the program transfer policy.

Leave of Absence

If a student must take a leave of absence from the program due to an illness, accident, or other substantial reason that impair their ability to continue coursework or field internship they must submit a written request explaining reasons for requesting a leave. All incomplete coursework or fieldwork must be completed within two years from the date of his or her original start. If they are unable to complete the program in that time frame, they will be dismissed from the program.

The director of the School of Social Work must approve leaves of absence for the Master of Social Work program.

Graduation Requirements

In order to graduate with the Master of Social Work degree students must:

- Satisfactorily complete a minimum of 62 credit hours with a cumulative GPA of 3.0 or above.
- Maintenance of a minimum average of 3.0 on a 4.0 scale for all academic courses taken and a minimum grade of C for all academic courses taken.
- Earn a grade of B or higher in all Field Internship courses.
- Earn no more than two "C" grades in the program.
- Complete a 480-hour supervised internship in the foundation-year and a 600-hour supervised internship in the concentration-year in an agency setting approved by the School of Social Work.
- Completion of all degree requirements within four (4) years of matriculation.

Curriculum Plan

Foundation-Year Courses (30 hours)

Complete the following:

SWKG 520 Diversity and Difference: Implications for Social Work Practice 3 hours
SWKG 521 Human Rights & Social Justice 2 hours
SWKG 533 Human Behavior in the Social Environment 3 hours
SWKG 542 Research Methods 3 hours
SWKG 560 Social Policy 3 hours
SWKG 570 Values & Ethics: Spirituality & Religion 3 hours
SWKG 576 Foundation Internship I 3 hours
SWKG 577 Foundation Internship II 3 hours
SWKG 591 Social Work Practice I: Families, Individuals & Groups 3 hours
SWKG 592 Social Work Practice II: Organizations & Communities 3 hours
SWKG 596 Concentration Year Seminar 1 hour

Concentration-Year Courses (23 hours)

Complete the following:

SWKG 600 Introduction to the DSM-V 1 hour
SWKG 642 Advanced Research I 2 hours

SWKG 643 Advanced Research II 2 hours
SWKG 676 Advanced Internship I 4 hours
SWKG 677 Advanced Internship II 4 hours
SWKG 685 Selected Topics in Advanced Social Work Practice 3 hours
SWKG 685 Selected Topics in Advanced Social Work Practice 3 hours
SWKG 698 Program Development, Administration, and Funding 3 hours
SWKG 690 Social Work Capstone 1 hour

Concentration

Choose one of the following:

Direct Practice (9 hours)

Complete the following:

SWKG 691 Theories for Advanced Practice: Families, Children, Individuals & Groups 3 hours
SWKG 693 Skills for Advanced Practice: Families, Children, Individuals & Groups 3 hours
SWKG 696 Special Issues in Advanced Practice: Families, Children, Individuals & Groups 3 hours

Community Practice (9 hours)

Complete the following:

SWKG 692 Theories for Advanced Practice: Community Organizations & Development 3 hours
SWKG 694 Skills For Advanced Practice: Community Organizations & Development 3 hours
SWKG 697 Special Issues in Advanced Practice: Community Organizations & Development 3 hours

Master of Social Work — Advanced Standing Program

Purpose

The Advanced Standing Master of Social Work program offers a 32-semester-hour course of study, and 500+ hours of field internship work. The School of Social Work seeks to integrate Christian scholarship within the discipline of social work. Upon completion of the prescribed curriculum, the student should be able to demonstrate mastery of the theories, methods, techniques, and values of the social work profession as prescribed by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). The student should be able to integrate their personal faith within the program's curriculum and understand how this impacts them both personally and professionally. It is the program's goal that students graduate with the ability to differentiate personal belief systems from their client's beliefs and conduct themselves ethically as advanced practice social workers, working with diverse and vulnerable populations in a variety of settings.

Within the context of a Christian university, this program is dedicated to providing a community environment where each individual is viewed as unique and valuable with varied gifts and abilities to use in service to others.

Mission Statement

The mission of George Fox University's School of Social Work Masters Program is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity within public and private human service organizations, faith communities, and religiously affiliated agencies.

Degree Outcomes

Students completing the MSW program will be able at an advanced level to:

- Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
- Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
- Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
- Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

Admission Requirements

Admission to the GFU School of Social Work graduate program (MSW)

Admission to the GFU School of Social Work graduate program is conducted by formal application. Qualified students will be admitted regardless of race, color, national or ethnic origin, gender, age, or disability. The applicant's packet will be considered complete when the following parts have been received:

1. A completed online application and application fee; An official transcript from each junior college, college, or university in which baccalaureate coursework was taken.
2. A written response to questions related to the applicant’s reason for applying, professional goals and interest, work and/or volunteer experiences, and reflection on case-related materials.
3. Recommendations: Three strong professional references who can attest to the applicant’s ability in these areas: intellectual competence; potential for academic success; the ability to work with people around sensitive issues, including people from diverse backgrounds; possession of critical thinking and communication skills; a sense of values and ethics; and potential as a professional social worker. At least one of the recommenders must be an academic reference having been the instructor of the applicant in a classroom setting. Recommenders must submit these directly to the School of Social Work graduate program using the online link provided. If a letter is included, the letters must be written on institutional or business letterhead.
4. Current resume.

Admission Requirements

Students who have a baccalaureate degree in social work from George Fox University, as well as students who have earned a baccalaureate degree in social work from another program accredited by the Council on Social Work Education, may apply for admission into the Advanced Standing at George Fox University. If admitted, full-time students can complete their MSW at GFU in 32 semester credit hours of graduate work.

Applicants to the GFU Advanced Standing Program with a degree from an international social work program must provide evidence through CSWE’s International Social Work Degree Recognition and Evaluation Service that the program from which they have graduated or anticipate graduating is certified by CSWE.

Preference will be given to admitting to Advanced Standing those students who completed their baccalaureate degrees no more than five years prior to application. If students completed their baccalaureate degree in social work more than five years before applying to the MSW program, they must demonstrate that they have engaged in continuing education and professional social work practice during a majority of the years since their baccalaureate education. Decisions about their admission to Advanced Standing will be based on the following, in addition to the standard graduate social work application:

- An overall grade point average of 3.0 or higher on a 4.0 scale, a grade point average of 3.0 or higher in all social work coursework, to include a minimum grade of B in all practice and field courses.

- A copy of the student's Field Evaluation from baccalaureate social work field experience(s) documenting satisfactory generalist practice experience and skills in the internship is required. (While prospective students may be admitted conditionally based on their performance in the field, full admission is contingent upon receipt of final field evaluation. When the final field evaluation is not available, a positive reference from a social work supervisor familiar with the applicant's skills in social work practice is necessary.)

Transfer Credit

For matriculating students who wish to transfer from another CSWE accredited graduate social work program, the MSW program has a written policy stipulating the transfer of credits as follows.

The Director of the School of Social Work may approve up to 15 hours of coursework for inclusion into the MSW standard two-year degree requirements or up to 9 hours of coursework in the advanced standing program. Students may only transfer a maximum of 15 semester credits for the 2-year program or 9 semester credits for the advanced standing program in order to preserve the integrity of his/her education at the degree granting institution; field practicum credits will not be transferred.

The Director, in consultation with MSW faculty, will make decisions about acceptance of transfer of credit.

No credit will be given toward required MSW courses unless the following conditions apply:

- The courses were taken in a graduate program accredited by the Council on Social work Education.
- A course description and syllabus is available and the Director judges the courses to be an appropriate substitution for a specific course in the graduate program.
- Once the Director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan.

A petition for transfer credit must fulfill the conditions listed below:

- Students who wish to transfer credits must make the request and present relevant syllabi and transcripts six (6) weeks prior to the beginning of the first semester of matriculation.
- The work must have been done while the student was enrolled in good standing as a graduate student.
- The work must have been done within five years prior to the award of the master's degree from George Fox University.
- The school from which the credits are transferred must be accredited by a regional accreditation agency.
- No earned grade for transfer credit is less than a B.
- None of the transfer coursework consists of extension or workshop courses.
- Petition for transfer of credit occurs after enrollment in the School of Social Work graduate program.

Residence Requirements

Of the 32 credit hours required for the Advanced Standing Master of Social Work program, a minimum of 23 credit hours must be taken in resident study at George Fox University. All work leading to the degree must meet the requirements stated in the program transfer policy.

Leave of Absence

If a student must take a leave of absence from the program due to an illness, accident, or other substantial reason that impair their ability to continue coursework or field internship they must submit a written request explaining reasons for requesting a leave. All incomplete coursework or fieldwork must be completed within two years from the date of his or her original start. If they are unable to complete the program in that time frame, they will be dismissed from the program.

The director of the School of Social Work must approve leaves of absence for the Master of Social Work program.

Graduation Requirements

In order to graduate with the Master of Social Work degree in the Advanced Standing Program students must:

- Satisfactorily complete a minimum of 32 credit hours with a cumulative GPA of 3.0 or above.
- Maintenance of a minimum average of 3.0 on a 4.0 scale for all academic courses taken and a minimum grade of C for all academic courses taken.
- Earn a grade of B or higher in all Field Internship courses.
- Earn no more than two "C" grades in the program.
- Complete a 600-hour supervised internship in an agency setting approved by the School of Social Work.
- Completion of all degree requirements within four (4) years of matriculation.

Curriculum Plan

Core Courses (23 hours)

Complete the following:

SWKG 600 Introduction to the DSM-V 1 hour
SWKG 642 Advanced Research I 2 hours
SWKG 643 Advanced Research II 2 hours
SWKG 676 Advanced Internship I 4 hours
SWKG 677 Advanced Internship II 4 hours
SWKG 685 Selected Topics in Advanced Social Work Practice 3 hours
SWKG 685 Selected Topics in Advanced Social Work Practice 3 hours
SWKG 698 Program Development, Administration, and Funding 3 hours
SWKG 690 Social Work Capstone 1 hour

Concentration Courses

Choose one of the following:

Direct Practice (9 hours)

Complete the following:

SWKG 691 Theories for Advanced Practice: Families, Children, Individuals & Groups 3 hours
SWKG 693 Skills for Advanced Practice: Families, Children, Individuals & Groups 3 hours
SWKG 696 Special Issues in Advanced Practice: Families, Children, Individuals & Groups 3 hours

Community Practice (9 hours)

Complete the following:

SWKG 692 Theories for Advanced Practice: Community Organizations & Development 3 hours
SWKG 694 Skills For Advanced Practice: Community Organizations & Development 3 hours
SWKG 697 Special Issues in Advanced Practice: Community Organizations & Development 3 hours

College of Behavioral and Health Sciences Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
PDPT	Physical Therapy
PSYD	Doctor of Psychology
SWKG (500-698)	Social Work
MMSC	PA Medicine

PDPT

PDPT 500 Professional Practices in Physical Therapy
2 hours. This course introduces the student to current federal, state and local regulations regarding physical therapy practice. It also introduces the student to the history of the physical therapy profession and the role it has in health care including topics such as professional behavior, learning methods, ethical practice, professional writing and documentation, medical terminology, and functions of an autonomous practitioner. Emphasis is placed on developing effective attitudinal, interpersonal and communication skills within the health care system. Through class lectures and small group discussions students also explore his/her own moral values, teaching, and learning styles. Course also includes faculty directed application of skills and service to the community. Prerequisite: Admission to the program or authorized by program director

PDPT 503 Basic Patient Care Skills
2 hours. This course introduces the student to basic skills necessary for the practice of physical therapy to include taking a history, documentation, body mechanics, goniometry, vital signs, assistive equipment, patient movement and transfers, positioning, patient safety. Additional information includes the effects of inactivity, infection control, total joint arthroplasty and wound care. Principles from the Guide to Physical Therapy Practice are incorporated into the skills. Prerequisite: Admission to the program or authorized by program director

PDPT 504 Principles of Motor Control
2 hours. This course covers current theories in normal and abnormal motor development and motor control as it relates to the neuromuscular system. Topics include plasticity, skeletal muscle fatigue, neural mechanisms of muscle strengthening, spinal circuitry, reflexes, spasticity, rigidity, and balance and posture. Changes in motor development and motor control as aging occurs will also be discussed. Prerequisite: Admission to the program or authorized by program director

PDPT 510 Human Anatomy I
4 hours. This is the first of a two-term intensive course in gross human anatomy. This course includes advanced study of gross human anatomy utilizing cadaver dissection and includes lecture and laboratory sessions. Emphasis is placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems. Utilization of additional methodologies such as radiographic, computerized tomographic, and magnetic resonance imaging is also included. Emphasis is also placed on head and neck, upper extremity, thorax and abdominal wall including bones, joints, nerves, and connective tissue. Prerequisite: Admission to the program or authorized by program director

PDPT 511 Human Anatomy II
3 hours. This is the second of a two-term intensive course in gross human anatomy. This course includes advanced study of gross human anatomy utilizing cadaver dissection and includes lecture and laboratory sessions. Emphasis is placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems. Utilization of additional methodologies such as radiographic, computerized tomographic, and magnetic resonance imaging is also included. Emphasis is also placed on spine, pelvis,

hip, knee, ankle, and foot, including bones, joints, nerves, and connective tissue. Prerequisite: Successful completion of PDPT 510

PDPT 520 Biomechanics and Kinesiology I
3 hours. This is the first of a two-term course in clinical biomechanics. This course investigates normal and pathological movement based on an understanding of muscle and joint mechanics as well as muscle testing and function. It is also designed to examine basic evaluation and clinical physical therapy skills such as range of motion, manual muscle testing, goniometry, stretching, and palpation. This course also includes medical and surgical management of orthopedic conditions. Kinesiology is studied from a clinical and functional approach and emphasis is placed on the head and neck, upper extremity, thorax and abdominal wall. Prerequisite: Admission to the program or authorized by program director

PDPT 521 Biomechanics and Kinesiology II
3 hours. This is the second of a two-term course in clinical biomechanics. This course investigates normal and pathological movement based on an understanding of muscle and joint mechanics as well as muscle testing and function. It is also designed to examine basic evaluation and clinical physical therapy skills such as range of motion, stretching, goniometry, manual muscle testing, and palpation. This course also includes medical and surgical management of orthopedic conditions. Kinesiology is studied from a clinical and functional approach and emphasis is placed on the spine, pelvis, hip, knee, ankle, and foot. Additional content such as gait analysis, posture assessment, and scoliosis will also be covered. Prerequisite: Successful completion of PDPT 520

PDPT 529 Evidence-Based Practice & Clinical Decision Making
2 hours. This course includes lecture, small group discussions and simulated patient-client clinical examination. Emphasis is placed on clinical cases and clinical problems using student-centered, problem-based learning format including evidence-based practice objectives. This course introduces the student to evidence-based practice and the process of critical inquiry. Prerequisite: Admission to the program or authorized by program director

PDPT 531 Neuroscience
4 hours. This course introduces the student to the fundamentals and essential concepts of neuromuscular function and includes an in-depth study of the anatomical and physiological study of the nervous system. Emphasis is placed on neuroanatomy, neurophysiology, and neurodevelopment. This course includes topics such as the peripheral and central nervous systems, and the auditory, visual, and vestibular systems and emphasizes disorders commonly found in physical therapy practice. Both acute and chronic pain mechanisms will also be discussed. Prerequisite: Admission to the program or authorized by program director

PDPT 540 Therapeutic Modalities
2 hours. This course is designed to provide the student with the knowledge and skills necessary to understand the physiology of pain and inflammation and how it relates to the selection and use of physical agents, mechanical modalities and electrotherapeutic modalities. Students will learn safety and evidence based reasoning for the selection and implementation of modalities. Lectures, small group discussion and hands on lab sessions will include thermal agents, cryotherapy, hydrotherapy, soft tissue mobilization, traction, compression, electrotherapeutic modalities and ultrasound. Students will be introduced to electromyography, nerve conduction, and fire-wire EMG. Prerequisite: Admission to the program or authorized by program director

PDPT 550 Therapeutic Exercise I
2 hours. This course is intended to provide basic patient care and clinical skills such as assistive devices and gait, bed mobility, draping, positioning, transfer training, dynamic stretching, strengthening, and principles of therapeutic exercise progression. Emphasis is placed on patient safety and handling, proper and safe body mechanics, patient communication and documentation for the therapist. This course also introduces the student to patient assessment and treatment through small group interaction, clinically-based studies and case study presentations. Prerequisite: Admission to the program or authorized by program director

PDPT 551 Therapeutic Exercise II
2 hours. This course is a continuation of PDPT 550 and emphasizes the principles of therapeutic exercise progression from the pediatric patient to the geriatric patient while utilizing exercise for injury prevention and reducing functional impairments. Current concepts in fitness evaluation and health education will be discussed. This course also introduces the student to the concepts of wellness and nutrition including education and prevention programs for individuals, groups, and communities. Prerequisite: Successful completion of PDPT 550

PDPT 560 Essentials of Research Methods
3 hours. This course is intended to provide students with fundamental knowledge of statistical design with emphasis on statistical methodology specific to the biological sciences. Introduction to evidence-based practice that includes question formation and analysis as it relates to current literature and physical therapy practice will also be discussed. The course will also include a review of current statistical models and provide a critical review of published literature with the students beginning to developing their individual or group professional research project. The student will also develop competence in understanding and applying the principles of research into clinical practice. Prerequisite: Admission to the program or authorized by program director

PDPT 570 Applied Physiology
3 hours. This course is a study of human physiology starts at the cellular level of function and progresses to looking at the interrelationships between organ systems. Areas stressed are the autonomic nervous, cardiovascular, renal, hematologic, immune, integumentary, pulmonary, gastrointestinal, endocrine, and skeletal systems. In addition the physiologic effects of pregnancy as well as organ histology are covered. Prerequisite: Admission to the program or authorized by program director

PDPT 573 Pathophysiology
3 hours. This course covers pathophysiology starting with the molecular and cellular processes that result in structural and functional pathophysiologic changes. Topics covered include cell and tissue injury, healing and repair, inflammation, infection, and cancer. Diseases of the endocrine metabolic, gastrointestinal, renal, musculoskeletal, genital, cardio-pulmonary, hematologic, nervous systems over the life-span are covered. Disease definition, incidence, etiology, pathogenesis, clinical manifestations and treatment approaches are discussed. Embryology is reviewed and congenital conditions covered. Prerequisite: Admission to the program or authorized by program director

PDPT 581 Comprehensive Clinical Experience
4 hours. This course is a 4-week comprehensive residency based clinical experience. Students will work in groups under direct supervision of a clinical faculty. Collaborative care may also be utilized with local physicians, licensed physical therapists, GFU

DPT 2nd year students, as well as students from GFU Physician Assistant program. Groups will rotate through various simulated settings: outpatient physical therapy clinic, pediatrics, rehabilitation clinic, and acute care. Students are also expected to attend and present at GFU PT Health and Wellness Week as well as grand rounds type case presentations.

PDPT 600 Cardiovascular and Pulmonary Therapeutics
3 hours. This course covers normal human physiology of body systems and students receive instruction and practice skills associated with conditions related to the cardiopulmonary system. Special emphasis is placed on the body systems most directly affected by the practice of physical therapy. This course also applies the basic concepts and techniques in the management of patients with acute and chronic cardiac and pulmonary disorders. The student gains experience in the interpretation of EKG, heart and lung sounds, and hematological and serum chemistry analysis. Students will demonstrate proper techniques in laboratory sessions. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 610 Pharmacology for Physical Therapy
3 hours. This course covers the general principles of pharmacology. This includes pharmacokinetics, how drugs are administered, absorbed, metabolized and excreted by the body, and pharmacodynamics, how the drugs have their effects on cells. For each organ system the pharmacologic treatment of disease processes will be explored, looking at the mechanism of action, indications, adverse effects, and drug interactions of the major drugs commonly used. Impact of different agents on exercise is considered. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 611 Medical Surgical and Integumentary Conditions
3 hours. This course covers physical therapy examination and intervention for the medical surgical and integumentary systems. Also included are the concepts of the inflammatory process, types and classification of wounds and wound care, patient education and prevention will also be addressed. Medical and surgical interventions of burns, surgical incisions and wounds, as well as other integumentary procedures such as debridement and non-surgical protocols will be discussed. In addition, physical therapy evaluation and treatment procedures for the management of selected systems such as genitourinary, renal, immune, gastrointestinal, and endocrine will also be covered. Client care problems are emphasized with a problem-solving/case-study format. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 619 Health and Wellness in Physical Therapy
2 hours. Concepts of nutrition, health, and wellness are addressed. Topics include diabetes, heart disease, obesity, with emphasis on prevention and wellness. Clinical nutrition as it relates to post-surgical conditions, chronic illness and disease will also be discussed. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 620 Geriatric Physical Therapy
2 hours. This course is designed to provide an intense study of geriatric physical therapy and related issues. Specific emphasis is given to the normal development process of again, preventative care and management of pathological aging. Additionally, this course includes a holistic approach to the geriatric patient as an active

participant in their health care. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 630 Neurorehabilitation I
4 hours. This didactic and laboratory-based course requires students to apply principles of motor control and neuroscience to the clinical care of adults with neurologic health conditions resulting from acquired disorders of the central nervous system. Using current evidence, students will engage in a systematic clinical decision-making approach to the physical therapy examination, movement system diagnosis/ prognosis, and management of these individuals. This approach will guide students to integrate their knowledge of a patient's neurologic health condition with data derived from the patient's medical history, relevant standardized tests and measures, and functional task analyses, enabling them to develop and evaluate causal hypotheses and generate goals addressing body structure/ function impairments, activity limitations, and participation restrictions. Design, progression, and outcomes assessment of the physical therapy plan of care will be considered, guided by current concepts of neuroplasticity and neurotherapeutics. A holistic, interdisciplinary team approach to neurorehabilitation will be emphasized. Prerequisites: Successful completion of year 1 coursework or authorization by Program Director

PDPT 631 Neurorehabilitation II
3 hours. This didactic and laboratory-based course continues to build on the principles of motor control and neuroscience previously taught, and expands on concepts introduced in PDPT 630. This course will focus on the application of a systematic clinical decision-making approach to the physical therapy care of adults with neurologic health conditions resulting from specific acquired disorders of both the central and peripheral nervous systems. Students will be required to integrate their knowledge of current evidence addressing each neurologic disease / disorder with the patient's medical history, interdisciplinary examination findings, and results of tests and measures examining body structure / function impairments, activity limitations, and participation restrictions. Clinical decisions addressing the areas of examination, movement system diagnosis, goal-setting, design and progression of the physical therapy plan of care, and outcomes assessment will be considered as they relate to each health condition. Prerequisites: Successful completion of PDPT 630

PDPT 649 Medical Screening and Differential Diagnosis
2 hours. This course is designed to equip the student with the skills necessary to perform a medical screening and differential diagnosis. Lectures and hands on lab sessions will include algorithms for problem solving, systems review of pathology, integration of diagnostic imaging and laboratory testing in diagnosis, palpation and observation. Prerequisite: Successful completion of coursework year 1 or authorized by program director

PDPT 650 Orthopedic Assessment and Rehabilitation I
4 hours. This course addresses the examination, evaluation, diagnosis, prognosis, and intervention of orthopedic/musculoskeletal injuries of the upper and lower extremities. Medical screening and differential diagnosis will also be covered. Students will plan, initiate, develop, and implement appropriate therapeutic treatments including manual techniques, outcome assessment, and patient education. This course will also consist of laboratory sessions where the students must demonstrate techniques under the direct supervision of a faculty member. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 651 Orthopedic Assessment and Rehabilitation II
4 hours. This course addresses the examination, evaluation, diagnosis, prognosis, and intervention of orthopedic/musculoskeletal injuries of the cervical, thoracic, lumbar, and pelvic regions as well as TMJ. Students will plan, initiate, develop, and implement appropriate therapeutic treatments including manual techniques, outcome assessment, and patient education. This course will also consist of laboratory sessions where the students must demonstrate techniques under the direct supervision of a faculty member. Prerequisites: Successful completion of PDPT650

PDPT 660 Prosthetics and Orthotics
2 hours. This course covers the examination, evaluation, diagnosis, prognosis, and intervention for individuals with upper and lower limb amputations or impairments requiring external stabilization such as orthotics, splints, or prosthetics. This course will also consist of laboratory sessions where the students must demonstrate techniques under the direct supervision of a faculty member. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 670 Pediatric Physical Therapy
3 hours. Students receive instruction in the examination, evaluation, diagnosis, prognosis, and intervention of children with musculoskeletal and neuromuscular disorders. Emphasis will be placed on school-based practice, early intervention, age-specific standardized developmental tests and assessments, and the psychosocial needs of the child and family. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 680 Clinical Internship II
6 hours. This course is a 6 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur. Prerequisites: Successful completion of PDPT 580 and preparedness approval

PDPT 690 Diagnostic Imaging for Physical Therapists
2 hours. Students receive instruction in the various imaging techniques used in the diagnosis of musculoskeletal and neuromuscular disorders including x-ray, computerized tomography, magnetic resonance, ultrasound and radioisotope imaging. The class covers the principles of each technique, discusses the advantages and disadvantages of each and focuses on the clinical interpretation and implications for rehabilitation. Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 710 Psychosocial Aspects of Patient Care and Disability
1 hour. This course covers issues related to the culture of disability, social and behavioral effects of illness and injury and the influence disability has on families and patients. Issues relating with coping, dying, living with, and acquiring a disability will also be discussed. Emphasis will be placed on the interpersonal relationship between the healthcare provider and the patient and family. Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 720 Administration in Physical Therapy
3 hours. This course introduces students to various aspects of physical therapy practice management. Topics include: demographic analysis and feasibility study, business plan design, contract negotiation, marketing strategies and practice building, daily operations, billing and productivity, liability, personnel management, human resources

and community service. Elements unique to private practice, hospital and skilled care facilities will be analyzed. Current topics in government health care policy will be discussed. Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 730 Professional Seminar
2 hours. This course covers professional licensure, comprehensive examination, preparation for the national exam, continuing education requirements, and post-graduate opportunities in teaching and research. Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 750 Professional Research Project I
1 hour. In this course students will develop a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor. Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 751 Professional Research Project II
1 hour. In this course students will develop a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor. Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 752 Professional Research Project III
1 hour. In this course students will develop a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor. Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 753 Professional Research Proj IV
2 hours. In this course students will complete a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor. Students are expected to successfully pass and defend the professional research project. Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 760 Professional Duty and Social Responsibility
2 hours. This course emphasizes service learning. During this course, the students will identify community needs, develop a service-learning project in conjunction with a community partner, and carry out the project. Ideas related to social responsibility, advocacy and professionalism are explored through class room activities, formal

papers, reflective journaling, readings and a final project presentation. Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 770 Special Topics
2 hours. Students receive instruction in topics of current interest and provide advanced study in specific areas such as running, orthotics, casting and bracing for pediatrics, 3-D motion analysis, footwear design, endurance training, athletic taping, educational strategies, fatigue, and other areas related to physical therapy. Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 780 Clinical Internship III
8 hours. This course is an 8 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, pediatric facility, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur. Prerequisite: Successful completion of PDPT 680 and preparedness approval

PDPT 781 Clinical Internship IV
9 hours. This course is a 9 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, pediatric facility, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur. Prerequisite: Successful completion of PDPT 780

PDPT 782 Clinical Internship V
10 hours. This course is a 10 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, pediatric facility, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur. Prerequisite: Successful completion of PDPT 781

PSYD

PSYD 501 Theories Of Pers/Psychotherapy
3 hours. 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.

PSYD 502 Psychopathology
3 hours. Focuses on understanding the basic processes and distinguishing features among the major categories of mental disorders and becoming familiar with standard diagnostic categories and systems. Assessment and case reports using DSM IV criteria are emphasized.

PSYD 503 Learning, Cognition & Emotion
3 hours. 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.

PSYD 504 Social Psychology
2 hours. An overview of some of the major theories, concepts, and research topics in social psychology. The social aspects of the individual's behavior are studied, with special reference to the social agencies involved in shaping behavior.

PSYD 505 Lifespan Development
3 hours. 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.

PSYD 507 History & Systems Of Psych
3 hours. 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.

PSYD 509 Bio Basis Behavior
3 hours. An overview of human neuroscience is provided, with emphasis on those areas of importance to the clinical psychologist.

PSYD 510 Psychopharmacology
2 hours. An introduction to the foundations and principles of clinical psychopharmacology for psychologists in clinical settings (prerequisite: PsyD 509, Biological Basis of Behavior.)

PSYD 511 Psychometrics
3 hours. A survey of theory and methods of test construction, with emphasis on professional standards for evaluating published tests and application of test results. Concepts of test development will be examined, including scaling, item analysis, standardization, measurement error, reliability, and validity. Basic statistics and

statistical software related to correlational analyses will also be included. Commonly used psychology tests will be used as psychometric examples (especially cognitive scales). Issues of test use among ethnic and special populations will also receive attention.

PSYD 512 Statistics
3 hours. This course emphasizes 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 test assumptions, methods for tests of significance, and effect sizes.

PSYD 513 Research Design
3 hours. 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 quasiexperimental design and an introduction to qualitative research. Data analyses include MANOVA, MANCOVA, Discriminate Analysis, Meta-analysis, Factor Analysis, and an examination of the assumptions of each.

PSYD 516 Child and Adolescent Treatment
2 hours. This course will build on PSYD 505 Human Development. The course provides advanced training in evidence-based interventions for children and adolescents. Interventions taught will center on common referrals including behavior disorders, attention deficit disorders, autism spectrum disorders, depressive and anxiety disorders, adjustment disorders, and pediatric concerns such as toileting and sleep problems. Prerequisites: PSYD 505 Human Development, and PSYD 502 Psychopathology, PSYD 526 Child/Adolescent Assessment (or instructor approval).

PSYD 517 Ethics For Psychologists
3 hours. Examines the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct," federal and state laws relevant to the practice of psychology, the related ethical and practical considerations involved in qualifying for licensure, and establishing and conducting a professional practice.

PSYD 518 Professional Issues
2 hours. In addition to assisting toward internship application, this course focuses on contemporary issues within the field of psychology; 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 receive attention. Students will be expected to bring examples of curriculum vitae, marketing strategies, as well as management problems and issues from their current practice settings. Prerequisite: fourth-year standing.

PSYD 521 Personality Assessment
3 hours. Introduces the basic statistical concepts of measurement and objective and projective personality assessment. Administration, scoring, and interpretation of objective personality measures will be emphasized as well as preparing written reports of test results. Additional course fee required.

PSYD 523 Projective Assessment

2 hours. 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, Thematic Apperception Test, and Rotter Incomplete Sentences. The Rorschach Inkblot Test and the Comprehensive System of John E. Exner (revised) will be emphasized. Additional course fee required. Prerequisite: PSYD 521 Personality Assessment.

PSYD 524 Comprehensive Psych Assessment

3 hours. Reviews major instruments already learned in Personality, Projectives, Cognitive, and Achievement assessment. Discusses further instrument selection as well as interpretation and synthesis of test findings in writing psychological reports. Specific applications of comprehensive psychological assessments in settings such as schools and forensics are also discussed. Prerequisites: PSYD 521 Personality Assessment and PSYD 522 Cognitive Assessment.

PSYD 526 Child & Adolescent Assessment

2 hours. This course will build on PSYD 505 Human Development, PSYD 521 Personality Assessment, and PSYD 522 Cognitive Assessment. The class provides advanced training in the administration, interpretation and integration of personality, cognitive and behavioral assessment measures for children and adolescents. Assessment techniques include both broad-band measures applicable across diagnostic presentation, as well as disorder-specific assessments designed for: autism spectrum disorders, behavior disorders, attention deficit disorders, mood and anxiety disorders, and stress-related disorders. The course focuses on integrating multiple assessment measures to provide clinically relevant treatment recommendations. Prerequisites: PSYD 505 Human Development, PSYD 521 Personality Assessment, and PSYD 522 Cognitive Assessment (or instructor approval).

PSYD 527 Neuropsychological Assessment Foundations

2 hours. An introduction to the anatomical, empirical and clinical aspects of neuropsychology, with an emphasis upon assessment administration and scoring competencies. Fixed, flexible and process battery approaches will be demonstrated in a weekly practice lab component of the course. Prerequisites: PSYD 521 Personality Assessment, and PSYD 522 Cognitive Assessment. Additional course fee required.

PSYD 528 Neuropsychological Assessment Interpretation

1 hour. A focus on the appropriate techniques for interpretation, report writing and feedback of neuropsychological assessments. Pre-requisite: PsyD 525-01.

PSYD 530 Clinical Foundations I

3 hours. This two-semester sequence prepares the student for the Practicum I training experience. It is a two semester sequence that includes weekly lecture and coursework; in additon, participation in weekly lab groups is required. The experiential component begins with simulated clinical during the first month and culminates in two long-term clients during the second semester. The clinical sessions integrate course theory and practice and are taped and closely supervised. The clinical sessions provide a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. In addition to weekly lectures, students are expected to participate in weekly, vertical, clinical team meeting with students from all cohorts, weekly, small group lab meetings with students from their own cohort, 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.

PSYD 531 Clinical Foundations II
3 hours. This two-semester sequence prepares the student for the Practicum I training experience. It is a two semester sequence that includes weekly lecture and coursework; in additon, participation in weekly lab groups is required. The experiential component begins with simulated clinical during the first month and culminates in two long-term clients during the second semester. The clinical sessions integrate course theory and practice and are taped and closely supervised. The clinical sessions provide a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. In addition to weekly lectures, students are expected to participate in weekly, vertical, clinical team meeting with students from all cohorts, weekly, small group lab meetings with students from their own cohort, 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. Pre-requisite: PSYD 530 Clinical Foundations I

PSYD 532 Practicum I
3 hours. This is a sequence of at least two semesters that builds on PSYD 530-531 Clinical Foundations of Treatment 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: PSYD 517 Ethics for Psychologists and PSYD 530-531 Clinical Foundations of Treatment.

PSYD 533 Practicum I
3 hours. This is a sequence of at least two semesters that builds on PSYD 530-531 Clinical Foundations of Treatment 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: PSYD 517 Ethics for Psychologists and PSYD 530-531 Clinical Foundations of Treatment.

PSYD 535 Practicum II
3 hours. 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. Prerequisite: PSYD 532-533 Practicum I.

PSYD 536 Practicum II
3 hours. 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. Prerequisite: PSYD 532-533 Practicum I.

PSYD 538 Preinternship
3 hours. This sequence emphasizes development of more advanced skills in assessment, diagnosis, psychotherapy, and case management through supervised practice in a variety of field settings. This sequence seeks to develop skills in supervising others and to prepare students for internship. Students continue to participate in team meetings, oversight training groups, and didactics in a seminar format. Prerequisite: PSYD 535-536 Practicum II. Co-Requisite: PSYD 805.

PSYD 539 Preinternship
3 hours. This sequence emphasizes development of more advanced skills in assessment, diagnosis, psychotherapy, and case management through supervised practice in a variety of field settings. This sequence seeks to develop skills in supervising others and to prepare students for internship. Students continue to participate in team meetings, oversight training groups, and didactics in a seminar format. Prerequisite: PSYD 535-536 Practicum II. Co-Requisite: PsyD 805.

PSYD 541 Multicultural Psychotherapy
3 hours. Introduction to the literature and issues involved in clinical work with people 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.

PSYD 546 Essentials of Diversity
1 hour. This course is designed to enhance student's own cultural awareness, engagement with, and understanding of how culture influences everything you do and everyone you meet. It considers issues of human diversity broadly defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity, and ability. Students will explore the contours of difference and the dynamics of diversity, privilege, and oppression in domestic and global contexts.

PSYD 551 Psychodynamic Psychotherapy
3 hours. 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: PSYD 501 Theories of Personality and Psychotherapy.

PSYD 552 Cognitive/Behav Psychotherapy
3 hours. 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 worldviews will be explored, and practical strategies for using cognitive-behavioral interventions with religious clients are examined.

PSYD 556 Contemporary Psychoanalytic Therapy
3 hours. An advanced course in contemporary psychoanalytic theories and techniques. Though this is 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: PSYD 501 Theories of Personality and Psychotherapy and PSYD 551 Psychodynamic Psychotherapy.

PSYD 557 Cognitive Assessment: Adult
2 hours. An introduction to the individualized assessment of adults and young adults including measures of intellectual and other selected cognitive functions, memory and academic achievement with emphasis on empirically supported, culturally consistent measures. 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. Prerequisite: PSYD 511 Psychometrics. Additional course fee required.

PSYD 558 Cognitive Assessment: Child & Adolescent
2 hours. An introduction to the individualized assessment of Children and Adolescents including measures of intellectual and other selected cognitive functions, memory and academic achievement with emphasis on empirically supported, culturally consistent measures. 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. Prerequisite: PSYD 511 Psychometrics. Additional course fee required.

PSYD 561 Group Psychotherapy
3 hours. 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.

PSYD 563 Family Therapy in a Diverse Culture
3 hours. 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.

PSYD 571 Integrative Approaches To Psyc
3 hours. An introductory exploration of faith integration in psychology and psychotherapy, emphasizing the historical conversations between Christian theology, psychology, and spiritual formation as well as contemporary conversations about religion, spirituality, science, culture, and psychotherapy. Implications for health service psychology are emphasized.

PSYD 574 Spir & Rel Div in Health Services Psychology
3 hours. An introduction to the development and teachings of the major religions of the world. 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 professional psychologists can be sensitive and effective in dealing with clients who hold various religious views, concerns, and practices.

PSYD 579 Spirit & Rel Issues in Psych
2 hours. In this integration capstone course, major themes of Christian theology are considered with regard to their implications for the life and work of a professional psychologist.

PSYD 582 Substance Abuse
2 hours. 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.

PSYD 585 Selected Topics
1-3 hours. A seminar dealing with various topics as announced that represent current faculty interests and competencies.

PSYD 587 Health Psychology
3 hours. The focus of this course is on the practical understanding and application of Health psychology. This course will introduce you to the biopsychosocial model of health to understand the factors that influence the maintenance of health as well as disease progression. The course includes research-based interventions to treat illness, slow or prevent disease progression.

PSYD 591 Consult, Educ & Prog Eval I
1 hour. Reviews a range of consultation methods in professional psychology, from expert-prescriptive models to collaborative models. Principles of education and program evaluation are also explored. Specific skills such as articulating effective consultation questions, developing questionnaires, conducting qualitative data analyses, and writing in professional psychology are considered.

PSYD 592 Consult, Educ & Prog Eval II
1 hour. Reviews a range of consultation methods in professional psychology, from expert-prescriptive models to collaborative models. Principles of education and program evaluation are also explored. Specific skills such as articulating effective consultation questions, developing questionnaires, conducting qualitative data analyses, and writing in professional psychology are considered.

PSYD 593 Superv & Manag of Psyc Serv I
1 hour. This course provides an introduction to the theory, research and practice of clinical supervision and to the management of clinical service provision. The student will become acquainted with theory and research on management and supervision and engage in experiential learning of supervision and management skills. This course is structured as a two-semester course that involves both theory and supervised practice in Supervision and Management.

PSYD 594 Superv & Manag of Psyc Serv II
1 hour. This course provides an introduction to the theory, research and practice of clinical supervision and to the management of clinical service provision. The student will become acquainted with theory and research on management and supervision and engage in experiential learning of supervision and management skills. This course is structured as a two-semester course that involves both theory and supervised practice in Supervision and Management.

PSYD 595 Special Study
1-6 hours. These independent courses are developed to provide the student with in-depth knowledge in the content of subject matter taught under the direction of a faculty member.

PSYD 610 Internship (Half-Time Units)
4 hours. A full-time internship comprising 50 weeks and 2,000 hours is required. 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 site. It is likely that students will have to move out of state to complete the approved internship. Prerequisites: completion of MA degree and practicum requirements and approval by the director of clinical training. Special fee assessed.

PSYD 611 Internship (Half-Time Units)
4 hours. A full-time internship comprising 50 weeks and 2,000 hours is required. 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 site. It is likely that students will have to move out of state to complete the approved internship. Prerequisites: completion of MA degree and practicum requirements and approval by the director of clinical training. Special fee assessed.

PSYD 612 Internship (Half-Time Units)
4 hours. A full-time internship comprising 50 weeks and 2,000 hours is required. 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 site. It is likely that students will have to move out of state to complete the approved internship. Prerequisites: completion of MA degree and practicum requirements and approval by the director of clinical training. Special fee assessed.

PSYD 613 Internship (Half-Time Units)
4 hours. A full-time internship comprising 50 weeks and 2,000 hours is required. 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 site. It is likely that students will have to move out of state to complete the approved internship. Prerequisites: completion of MA degree and practicum requirements and approval by the director of clinical training. Special fee assessed.

PSYD 614 Internship (Half-Time Units)
4 hours. A full-time internship comprising 50 weeks and 2,000 hours is required. 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 site. It is likely that students will have to move out of state to complete the approved internship. Prerequisites: completion of MA degree and practicum requirements and approval by the director of clinical training. Special fee assessed.

PSYD 615 Internship (Half-Time Units)
4 hours. A full-time internship comprising 50 weeks and 2,000 hours is required. 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 site. It is likely that students will have to move out of state to complete the approved internship. Prerequisites: completion of MA degree and practicum requirements and approval by the director of clinical training. Special fee assessed.

PSYD 616 Spiritual Formation 1
1 hour. An introduction to the ways God works in human lives, affecting redemptive change and spiritual transformation, with special attention given to the personal life of professional psychologists. 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. Additional course fee required.

PSYD 617 Spiritual Formation 2
.5 hours. A guided spiritual formation practicum involving spiritual reading, monthly meetings with a spiritual director, monthly meetings with peers, and reflection on

how one's spiritual self is connected to one's professional self. Additional course fee required.

PSYD 618 Spiritual Formation 3
.5 hours. Continuation of PsyD 617. Prerequisite: PsyD 617. Co-Requisite: PsyD 805. Additional course fee required.

PSYD 619 Spiritual Formation 4
.5 hours. Continuation of PsyD 618. Prerequisite: PsyD 618. Co-Requisite: PsyD 805. Additional course fee required.

PSYD 620 Spiritual Formation 5
.5 hours. Continuation of PsyD 619. Prerequisite: PsyD 619. Co-Requisite: PsyD 805. Additional course fee required.

PSYD 630 Integrative Topics 1
2 hours. Explores a particular topic of interest to health service psychologists while considering perspectives of both psychology and Christianity.

PSYD 631 Integrative Topics 2
2 hours. Explores a particular topic of interest to health service psychologists while considering perspectives of both psychology and Christianity.

PSYD 632 Advanced Integrative Topics
2 hours. Explores a particular topic of interest to health service psychologists while considering perspectives of both psychology and Christianity.

PSYD 655 Dissertation
2 hours. To maintain continuous enrollment until dissertation is complete. Does not count toward the degree.

PSYD 701 Foundations of Primary Care Psychology
3 hours. Required for PCP Track. This is the first course in the two-semester sequence which prepares the student for the two-year clinical training experience in primary care medical setting. The Foundations course includes an understanding of the primary care behavioral health model, including interprofessional biopsychosocial treatment mode. The course will include training and practice in evidenced based interventions for primary care, use of assessment, program evaluation and use of population metrics to enhance care. In addition to lecture, training will include practice, participation in training webinars and how to use external resources essential to remaining current in the field. Prerequisite: instructor approval required if not enrolled in PCP Track.

PSYD 702 Advanced Primary and Specialty Care Psychology
3 hours. This is the second course in the two-semester sequence for the PCP Track. this course will deepen student's understanding of the interprofessional model used in the primary medical setting to include more advanced skills in complex and collaborative care, use of clinical registries, clinical pathways and other processes designed to enhance population reach. The course will also demonstrate how to expand interprofessional primary care psychology into the specialty medical areas of pediatrics, women's health, cardiology and other medical specialties. Prerequisite: PSYD 701 Foundations of Primary Care Psychology.

PSYD 801 Research Team - I
1 hour. The Research Team is the formal mechanism by which students involvement in original empirical research is formulated and guided. The Research Team is part of a formal academic sequence involving statistical analysis, research design and

research application. Participation in the Research Team will help students to build the necessary skills to generate and evaluate original research. As part of the research sequence, 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.

PSYD 802 Research Team - II
2 hours. The Research Team is the formal mechanism by which students' involvement in original empirical research is formulated and guided. The Research Team is part of a formal academic sequence involving statistical analysis, research design and research application. Participation in the Research Team will help students' to build the necessary skills to generate and evaluate original research. As part of the research sequence, 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.

PSYD 803 Research Team - III
3 hours. The Research Team is the formal mechanism by which students' involvement in original empirical research is formulated and guided. The Research Team is part of a formal academic sequence involving statistical analysis, research design and research application. Participation in the Research Team will help students' to build the necessary skills to generate and evaluate original research. As part of the research sequence, 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.

PSYD 805 Dissertation/Research Team
1-4 hours. The Research Team is the formal mechanism by which students involvement in original empirical research is formulated and guided. The Research Team is part of a formal academic sequence involving statistical analysis, research design and research application. Participation in the Research Team will help students to build the necessary skills to generate and evaluate original research. As part of the research sequence, 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. Enrollment is required each fall and spring semester of the second, third and fourth years of the program.

SWKG

SWKG 500 Introduction to the Social Work Profession
1 hour. This course explores the history and development of the social work profession, social work values and ethics, foundations of knowledge, and fields of practice with systems of all sizes.

SWKG 520 Diversity and Difference: Implications for Social Work Practice
3 hours. This foundation course introduces students to diverse populations and helps them understand the different constraints and motivations of people from backgrounds different from their own, providing important lessons for social work practice. The course is designed to increase student's awareness, knowledge, and understanding of issues related to diversity and difference and the implications for social work practice.

SWKG 521 Human Rights & Social Justice
2 hours. This course introduces human rights and social justice concepts in the context of social work history, values, ethics, and practice. Related concepts of oppression, power, privilege, and inequality will also be covered.

SWKG 531 Human Behavior and the Social Environment I: Theoretical Foundations
3 hours. This first course in the 2-semester HBSE sequence will focus on major theories of human behavior from infancy through adulthood in the context of the interaction between and among the range of social systems (individuals, families, groups, organizations, communities) and with consideration of the impact of social and economic forces on all aspects of human development. The aim of this course is to provide a framework for creating, organizing, and understanding of theory, research, and practice issues of human behavior and the social environment as a foundation to practice advanced generalist social work, and on which to build advanced generalist practice skills. The focus of this course is on behavior and the continuous, reciprocal interchange and influence in, between, and among different systems of the larger environment. A strengths-based and person-in-environment theory approach leads to an understanding of how the biological, psychological, social, cultural and spiritual systems are interrelated and affect human development throughout the life span. Special attention is given to the impact of human diversity, discrimination, social injustices and oppression on the ability to reach or maintain optimal health and well-being. Values and ethical issues related to the theories presented will also be considered. Throughout the course, students will be encouraged to consider the crucial relationship between evidence-based theory and social work practice. Co- or Prerequisite: SWKG 500 Introduction to the Social Work Profession

SWKG 532 Human Behavior and the Social Environment II: Assessment through the Lifespan
3 hours. Assessment through the Lifespan builds on HBSE I, which provided knowledge and understanding of theory, research, and practice issues of human development within the context of biological, psychological, and socio-cultural factors. Emphasis is placed on understanding of the relevance of evidence-based theory for practice and how race, ethnicity, culture, gender, and socioeconomic variables influence and contribute to human development and behavior within social systems. This second course in the 2-semester HBSE sequence further examines theories and knowledge of human bio-psycho-social-cultural- spiritual development from childhood to later

adulthood in the context of the range of social systems (individuals, families, groups, organizations, communities), and with consideration of the impact of social and economic forces on all aspects of human development. The aim of this course is to use a strengths-based and person-in-environment theoretical framework to provide students with the knowledge, skills, and values necessary for understanding human behavior as a function of biological, social, psychological, spiritual, and cultural systems across the life span. The focus of this course is on behavior and the impact of the larger environment on the individual. Special attention is given to the impact of social injustice, discrimination and oppression on the ability to reach or maintain human well-being. Prerequisite: SWKG 531 Human Behavior and the Social Environment I: Theoretical Foundations

SWKG 533 Human Behavior in the Social Environment
3 hours. This course seeks to apply a basic bio-psycho-social-spiritual framework (theory and knowledge) to serve as a guide in understanding how human behavior is shaped, created, and organized across the lifespan. Social systems, human development theories, and strengths approaches are critically examined to foster understanding of individual, family, group, organizational, and community behaviors and the impact of the larger environment on these systems.

SWKG 540 Research Methods & Statistics
2 hours. This course is designed to encourage and equip you to read, critically evaluate, and use the research of others to improve your effectiveness in practice and conduct your own practice research. The following will be examined: scientific methods for building knowledge for social work practice, ethical standards for scientific inquiry, qualitative and quantitative research methodologies, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the critical review and utilization of research findings. Co- or Prerequisite: SWKG 500 Introduction to the Social Work Profession

SWKG 541 Research Methods & Applications
2 hours. This course is designed to move the student from the conceptual understanding of research methods to the application of research methods in practice. Students will apply scientific methods for building knowledge for social work practice, use ethical standards for scientific inquiry, choose qualitative and quantitative research methodologies, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the critical review and utilization of research findings. Prerequisite: SWKG 540 Research Methods and Statistics

SWKG 542 Research Methods
3 hours. This course will move the student from the conceptual understanding of research methods to the application of research methods in practice. Students will apply scientific methods for building knowledge for social work practice, use ethical standards for scientific inquiry, choose qualitative and quantitative research methodologies, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the critical review and utilization of research findings. This course will review the basics of statistical thinking, tools, and techniques students need to select, calculate, and interpret appropriate statistics applicable to common data analysis situations related to social work practice and policy.

SWKG 560 Social Policy

3 hours. Social Policy is designed to provide students with an overview of the complexities of social welfare policy issues and analysis. Social welfare policy is the process by which society creates structures to deal with social relationships and social problems. In addition, social work views social policy as a means to inform social advocacy and professional leadership in service of vulnerable and oppressed populations. The content of this course relates to understanding the history of, influences on, and promotion of social welfare and economic justice. Prerequisite: SWKG 500 Introduction to the Social Work Profession

SWKG 570 Values & Ethics: Spirituality & Religion

3 hours. This course provides students with a comprehensive exploration of social work values and ethics, with a particular emphasis on their intersection with religious and spiritual values. Course content includes an examination of ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities along with an exploration of the historical and contemporary relationships between social work ethics and religious belief. Students will acquire and practice the skills of ethical decision-making including values clarification, application of ethical theory, utilization of codes of ethics, and models of ethical analysis. Co- or Prerequisite: SWKG 500 Introduction to the Social Work Profession

SWKG 576 Foundation Internship I

3 hours. This course is designed to provide an opportunity for social work students to apply academic learning to professional social work practice under the supervision of a qualified and experienced social work practitioner. Social Work 576 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. Social Work 576, Foundation Internship I, is a required course for all students in the standard MSW program. It consists of a minimum of 240 hours of applied learning in an agency field setting and a 2-hour integrative seminar that meets weekly at the university. All students participating in field education must meet the entry-level competence required by their field agency. Academic course work will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups and communities in various agency settings. Co- or Prerequisites: SWKG 500 Introduction to the Social Work Profession; SWKG 531 Human Behavior and the Social Environment I: Theoretical Foundations; SWKG 591 Social Work Practice I; Families, Individuals, and Groups Additional course fee required.

SWKG 577 Foundation Internship II

3 hours. This course is designed to provide an opportunity for social work students to apply academic learning to professional social work practice under the supervision of a qualified and experienced social work practitioner. Social Work 577 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. Social Work 577, Foundation Internship II, follows the successful completion of Social Work 575, Foundation Internship I, and is a required course for all students in the standard MSW program. It consists of a minimum of 240 hours of applied learning in an agency field setting and a 2-hour integrative seminar that meets weekly at the university. All students participating in field education must meet the entry-level competence required by their field agency. Academic course work will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups and communities in various agency settings. Prerequisite: SWKG 576 Foundation Internship I Additional course fee required.

SWKG 591 Social Work Practice I: Families, Individuals & Groups
3 hours. Students apply the steps of the Generalist Intervention Model (engagement, assessment, planning, intervention, evaluation, and termination/transition) to create care management plans for individuals, families, and groups. Attention is paid to knowledge, skills, and values associated with planned change. Students discover and analyze developmental theories and apply these to the various life stages with special attention being given to human diversity and populations at risk. Students examine biological, psychological, spiritual, and social aspects of the human experience and explore how individuals and families are impacted by the various systems within which they live and work. Students apply knowledge and values of human behavior and the social environment in order to increase their capacity as a generalist social worker. Students strengthen personal and professional awareness as they perform and evaluate helping skills in the beginning, middle, and endings/transitions of planned change. This course is one of the two students take that will inform their capacity to intervene at micro, mezzo, and macro levels of social work practice. Co- or Prerequisite: SWKG 500 Introduction to the Social Work Profession

SWKG 592 Social Work Practice II: Organizations & Communities
3 hours. This course is designed to teach students the values, knowledge, and skills for working in and through groups, communities, and organizations to (1) create structures and processes that foster social and economic justice, (2) reduce the vulnerability to distress and deprivation of at-risk populations, and (3) enhance the resources and strengths of persons, families, networks, groups, and communities. It emphasizes organizations, communities, and policies as the target of change, using rational, group problem-solving, and power utilization models. Students encounter the ethical dilemmas endemic to macro practice and analyze the values and beliefs that shape the decision to choose a course of action. The course includes attention to faith communities and religious organizations as contexts for professional practice. Co- or Prerequisites: SWKG 532 Human Behavior and the Social Environment II: Assessment through the Life Span; SWKG 591 Social Work Practice I; Families, Individuals, and Groups

SWKG 596 Concentration Year Seminar
1 hour. This course is designed to prepare you for the second year of the MSW program. The seminar links your foundation-year curriculum, your practice experience, and the advanced level concentration of your choice. Co- or Prerequisite: SWKG 577 Foundation Internship II

SWKG 600 Introduction to the DSM-V
1 hour. This one-credit required course is designed for beginning advanced practice students. The purpose of the course is to provide the student with an ability to use the DSM-5 as a tool in mental health field placement settings under guidance from the field instructors. Students will gain an understanding of how to use the manual, and understand the diagnostic language in order to be able to participate in assessment, diagnosis, development, and implementation of mental health service plans. This course will help prepare student to engage in discussions with mental health professionals from various disciplines.

SWKG 642 Advanced Research I
2 hours. Scientific methods of knowledge development for social work practice; ethical standards for scientific inquiry; quantitative and qualitative research methods; and research designs are applied to critical evaluation of research in your area of concentration and to development of a plan for research project implementation.

Students will engage in an advanced research practice experience that enables them to demonstrate the capacity to plan, conduct, and evaluate an agency-based research project. The research proposal is implemented during the Advanced Field Internship and Advanced Research II (SWKG 643).

SWKG 643 Advanced Research II
2 hours. Concurrent with your enrollment in Advanced Field Internship II (SWKG 677), this course is designed to assist you in completing a major research project related to your concentration internship. You will learn from one another's work as you help one another refine your work. You will each deliver a professional continuing education presentation to the practice community and faculty, supported by an abstract (brief explanation of presentation topic and content), presentation objectives, a methodology statement, and a vita or resume. Prerequisite: SWKG 642

SWKG 676 Advanced Internship I
4 hours. This course is designed to provide an opportunity for social work students to apply academic learning to advanced professional social work practice in the area of their chosen concentration, Direct Practice or Community Practice, under the supervision of a qualified and experienced social work practitioner. Social Work 676 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. SWKG 676, Advanced Internship I, is a required course for all students in the concentration year of the MSW program who have successfully completed the Foundation Year sequence of SWKG 576 and 577 or their equivalent. SWKG 676 consists of a minimum of 250 hours of applied learning in an agency field setting and a 2-hour integrative seminar that meets weekly at the university. Additional course fee required.

SWKG 677 Advanced Internship II
4 hours. This course is designed to provide an opportunity for social work students to apply academic learning to advanced professional social work practice in the area of their chosen concentration, Direct Practice or Community Practice, under the supervision of a qualified and experienced social work practitioner. Social Work 677 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. SWKG 677, Advanced Internship II, is a required course for all students of the MSW program who have successfully completed SWKG 676 and are in the final semester of their concentration year. SWKG 677 consists of a minimum of 250 hours of applied learning in the agency field setting and a 2-hour integrative seminar that meets weekly at the university. Prerequisite: SWKG 676 Additional course fee required.

SWKG 685 Selected Topics in Advanced Social Work Practice
3 hours. These courses are developed to provide social workers with in-depth knowledge on specific topics of interests in fields of practice. Examples of possible courses include: Child Welfare; Play Therapy; Trauma-Informed Practice; International Social Work.

SWKG 690 Social Work Capstone
1 hour. The capstone is an integrative seminar at the end of the MSW process intended to provide students the opportunity to help demonstrate their readiness to practice social work at an advanced level in their area of concentration and to contribute to the professional knowledge and development of colleagues. Students will reflect on the major themes, goals, and objectives of the social work program. You will each deliver a professional continuing education presentation to the practice community and

faculty, supported by an abstract (brief explanation of presentation topic and content), presentation objectives, a methodology statement, and a vita or resume.

SWKG 691 Theories for Advanced Practice: Families, Children, Individuals & Groups
3 hours. This course provides an overview of theory and models of social work intervention with families, children, individuals and groups. Students learn the philosophy and theoretical constructs of a variety of methods, as well as how to apply those methods with different client systems. Emphasis is placed on both cultural and gender issues, as well as on working with families with both traditional and non-traditional structures.

SWKG 692 Theories for Advanced Practice: Community Organizations & Development
3 hours. This course provides an overview of the theory and models of community intervention essential for social work practice with neighborhoods, organizations, and communities. It addresses issues of community organizing, program development, policy practice, and advocacy at the legislative level. This course presents the conceptual and theoretical foundations for understanding the role of advanced social work community practice. Theoretical models for community practice interventions will be reviewed, focusing on models such as development, planning, organizing, and social action. Global issues, values and ethics, work with diverse and at-risk populations, and the appropriate incorporation of spirituality and religion in competent social work community practice are examined.

SWKG 693 Skills for Advanced Practice: Families, Children, Individuals & Groups
3 hours. This theory-based course develops knowledge and skill for the application of research-informed models of direct social work with families, children, individuals and groups. Advanced practice skills are emphasized with particular attention to engagement, assessment, intervention, and evaluation. Attention is also given to integrating research in direct social work practice with families, children, individuals and groups. Co- or Prerequisites: SWKG 600 DSM-5; SWKG 691 Theories for Advanced Practice Families, Children, Individuals and Groups

SWKG 694 Skills For Advanced Practice: Community Organizations & Development
3 hours. The course emphasizes community interventions that are sensitive to human diversity in many forms, including community development, social action and organizing/planning. Knowledge, skills, and the application of social work values prepare students to assess and intervene in communities. The course uses practice theory and methods rooted in professional social work literature. Students also will examine the relationship between religious faith and communities, as well as the role of congregations and religiously affiliated organizations in community practice. In order to accomplish this, this advanced community practice will have a class project as its focus for the entire semester. Co- or Prerequisites: SWKG 600 DSM-5; SWKG 692 Theories for Advanced Practice Community Organizations & Development

SWKG 695 Special Study
1-3 hours. Independent study of subjects outside of regular offering. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. Permission required by program director. No more than 6 credit hours of special study can be applied toward the completion of the MSW degree.

SWKG 696 Special Issues in Advanced Practice: Families, Children, Individuals & Groups
3 hours. This course focuses on current clinical issues that families face, allowing students the opportunity to apply advanced practice theories and methods to particular problem areas.

SWKG 697 Special Issues in Advanced Practice: Community Organizations & Development
3 hours. This course focuses on current issues in advanced practice with communities and organizations allowing students the opportunity to apply advanced practice theories and methods to particular problem areas.

SWKG 698 Program Development, Administration, and Funding
3 hours. Social Work Administration prepares students to perform managerial functions in public, nonprofit, and faith-based human service organizations with particular emphasis on those with programs designed to improve family resilience and human wellness. Specific attention is given to the topics of leadership, human resources, fund raising, organizational development, structure and governance, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system. Students analyze and evaluate selected administrative systems, management practices, and programs in their advanced internship agency and design strategies to maximize both their learning and performance in this and other settings. The course emphasizes the school of social work themes of integrating faith and practice, the strengths perspective, and building communities.

MMSC

MMSC 500 Introduction to the PA Profession

.5 hours. This course covers the following topics: (1) Intellectual Honesty and Appropriate Academic and Professional Conduct, (2) PA Licensure, Credentialing, and Laws and Regulations Regarding Professional, Practice, (3) Reimbursement, Documentation of Care, Coding, and Billing, (4) Profession Issues, History, Trends to include (a) Physician-PA team relationship, (b) Political issues that affect PA practice, and (3) PA professional organizations.

MMSC 502 Research and Evidence-based Medicine

.5 hours. This course prepares students to search, interpret and evaluate the medical literature, including its application to individualized patient care. Instruction assists students in maintaining a critical, current and operational knowledge of new medical findings required for the prevention and treatment of disease. Instruction includes topics such as framing of research questions, sampling methods, interpretation of basic biostatistical methods, and the limits of medical research. The use of common medical databases to access medical literature is also included.

MMSC 504 Health Care Delivery Systems and Health Policy

.5 hours. In addition, this course addresses concepts of public health as they relate to the role of the practicing PA. Instruction in concepts of public health includes an appreciation of the public health system and the role of health care providers in the prevention of disease and maintenance of population health. It includes participating in disease surveillance, reporting and intervention.

MMSC 506 Ethics and Social Behavior Science

.5 hours. This course introduces the principles and practice of medical ethics.

MMSC 508 Communication and Counseling Techniques

.5 hours. This course covers interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families, and other health care providers. Instruction on interviewing and eliciting a medical history, counseling, and patient education are addressed. Instruction in counseling and patient education skills is patient centered, culturally sensitive and focused on helping patients cope with illness, injury and stress, adhere to prescribed treatment plans and modify their behaviors to more healthful patterns.

MMSC 510 Introduction To Anatomy and Physiology

.5 hours. This course provides an overview of anatomy, physiology, and genetic and molecular mechanisms of health and disease. In addition, the course will include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

MMSC 512 Introduction to Physical Exams

.5 hours. This course introduces students to physical exam techniques (for patients of all ages) often used in a patient evaluation. In addition, this course includes instruction in patient safety, quality improvement, prevention of medical errors, and risk management.

MMSC 514 Introduction to Pharmacology

.5 hours. This course provides an introduction to pharmacotherapy. In addition, the course will cover acute and longitudinal – non-pharmaceutical – patient management

that is patient centered and inclusive while addressing medical issues, patient education, and if needed a referral.

MMSC 520 Behavior Medicine
2 hours. This course covers several mental health conditions to include the pathophysiology, evaluation, diagnosis, and treatment of each. Topics covered are: abuse and neglect, anxiety disorders, bipolar, depression disorders, conduct disorders, dissociative disorders, eating disorders, human sexuality, obsessive compulsive disorders, attention deficit, autism, personality disorders, schizophrenia, sleep-wake disorders, somatic symptoms, substance abuse, and trauma related disorders.

MMSC 530 Human Anatomy I
2 hours. This course provides an overview of anatomy, physiology, and genetic and molecular mechanisms of health and disease as they relate to body system diseases and topics covered this term.

MMSC 532 Human Anatomy II
2 hours. This course provides an overview of anatomy, physiology, and genetic and molecular mechanisms of health and disease as they relate to body system diseases and topics covered this term. Topics and body systems covered include (1) pulmonary, (2) cardiac, (3) gastroenterology/nutrition, and (4) endocrine (pancreas). Relevant topics and disease processes in each topic area will be developed.

MMSC 534 Human Anatomy III
2 hours. This course provides an overview of anatomy, physiology, and genetic and molecular mechanisms of health and disease as they relate to body system diseases and topics covered this term. Topics and body systems covered include (1) renal, genitourinary, and reproductive, (2) musculoskeletal, (3) neurologic, and (4) endocrine (adrenal glands, testicles, and ovaries). Relevant topics and disease processes in each topic area will be developed.

MMSC 540 Pathophysiology I
2.5 hours. This course runs concurrently with and builds upon the clinical reasoning and problem-based learning course. Time will be spent reviewing relevant pathophysiology, discussed in PBL, and introducing any subject or body system topic not covered in PBL.

MMSC 542 Pathophysiology II
3 hours. Pathophysiology II provides a review of organ system topics covered in the Clinical Reasoning and Problem Based Learning and Clinical Reasoning and Problem Based Learning Lab series of courses. In addition, this course will cover topics that are not part of the problem-based learning modules and unique issues seen in special populations (primarily pediatrics and geriatrics). In all instances, the pathophysiology series looks at the disease process to include medical intervention when appropriate. Topics and body systems covered include (1) pulmonary, (2) cardiac, (3) gastroenterology/nutrition, and (4) endocrine (pancreas). Relevant topics and disease processes in each topic area will be developed.

MMSC 544 Pathophysiology III
3 hours. Pathophysiology III provides a review of organ system topics covered in the Clinical Reasoning and Problem Based Learning and Clinical Reasoning and Problem Based Learning Lab series of courses. In addition, this course will cover topics that are not part of the problem-based learning modules and unique issues seen in special populations (primarily pediatrics and geriatrics). In all instances, the pathophysiology series looks at the disease process to include medical intervention when appropriate.

Topics and body systems covered include (1) renal, genitourinary, and reproductive, (2) musculoskeletal, (3) neurologic, and (4) endocrine (adrenal glands, testicles, and ovaries). Relevant topics and disease processes in each topic area will be developed.

MMSC 550 Pharmacotherapy and Patient Management I
2.5 hours. This course provides pharmacotherapeutic of body system diseases and topics covered this term. In addition, the course will cover acute and longitudinal – non-pharmaceutical – patient management (relevant to body systems and diseases covered this term) that is patient centered and inclusive while addressing medical issues, patient education, and if needed a referral

MMSC 552 Pharmacotherapy and Patient Management II
3 hours. This course provides pharmacotherapeutic of body system diseases and topics covered this term. In addition, the course will cover acute and longitudinal – non-pharmaceutical – patient management (relevant to body systems and diseases covered this term) that is patient centered and inclusive while addressing medical issues, patient education, and if needed a referral. Topics and body systems covered include (1) hematology, oncology, and infectious diseases, (2) dermatology, (3) ears, eyes, nose, throat and (4) endocrine (hypothalamus, pituitary, pineal gland, thyroid, and parathyroid). Relevant topics and disease processes in each topic area will be developed.

MMSC 554 Pharmacotherapy and Patient Management III
3 hours. This course provides pharmacotherapeutic of body system diseases and topics covered this term. In addition, the course will cover acute and longitudinal – non-pharmaceutical – patient management (relevant to body systems and diseases covered this term) that is patient centered and inclusive while addressing medical issues, patient education, and if needed a referral. Topics and body systems covered include (1) renal, genitourinary, and reproductive, (2) musculoskeletal, (3) neurologic, and (4) endocrine (adrenal glands, testicles, and ovaries). Relevant topics and disease processes in each topic area will be developed.

MMSC 560 Clinical Reasoning Problem Based Learning I
7 hours. This course covers anatomy, physiology, pathophysiology, pharmacology/ pharmacotherapeutics, and patient management. During the pre-clinical year, all organ systems will be covered using student led problem-based learning modules and lecture. Instruction is focused on patient evaluation, diagnosis, and management. Using student led problem-based concepts, the course provides instruction in patient assessment and management includes caring for patients of all ages from initial presentation through ongoing follow-up. It includes instruction in interviewing and eliciting a medical history; performing complete and focused physical examinations; generating differential diagnoses; and ordering and interpreting diagnostic studies. Patient management instruction addresses acute and longitudinal management. Instruction related to treatment plans is patient centered and inclusive, addressing medical issues, patient education and referral. As part of this course, medical care across the life span is covered to include prevention, emergent, acute, chronic, rehabilitative, palliative, and end of life care are included. In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly. Finally, this course provides instruction related to the development of problem solving and medical decision-making skills.

MMSC 562 Clinical Reasoning Problem Based Learning II
9 hours. This course provides instruction related to the development of problem solving and medical decision-making skills (B1.07). It develops student knowledge

in anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered during the term (B2.02a, B2.02b, B2.02c, B2.02d, B2.03). Using student led problem-based concepts, the course provides instruction in patient assessment (evaluation and diagnosis) and management includes caring for patients of all ages from initial presentation through ongoing follow-up (B2.05). Students will develop skills in (1) interviewing and eliciting a medical history; (2) performing complete and focused physical examinations; (3) generating differential diagnoses; and (4) ordering and interpreting diagnostic studies. Patient management instruction will address acute and longitudinal management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provides patient education and referral. (B2.05). The course covers medical care across the life span in prevention, emergent, acute, chronic, rehabilitative, palliative, and end of life care scenarios (B2.06). In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly (B2.06). Basic Counseling and Patient Education in (1) Patient Centered, (2) Culturally Sensitive and Focused on Helping Patients Cope with Illness, Injury, and Stress, (3) Adhere to Prescribe Treatment Plans, and (4) Designed to Modify Patient Behaviors to More Healthful Patterns (B2.09). Topics and body systems covered include (1) pulmonary, (2) cardiac, (3) gastroenterology/nutrition, and (4) endocrine (pancreas). Relevant topics and disease processes in each topic area will be developed.

MMSC 564 Clinical Reasoning Problem Based Learning III
9 hours. This course provides instruction related to the development of problem solving and medical decision-making skills (B1.07). It develops student knowledge in anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered during the term (B2.02a, B2.02b, B2.02c, B2.02d, B2.03). Using student led problem-based concepts, the course provides instruction in patient assessment (evaluation and diagnosis) and management includes caring for patients of all ages from initial presentation through ongoing follow-up (B2.05). Students will develop skills in (1) interviewing and eliciting a medical history; (2) performing complete and focused physical examinations; (3) generating differential diagnoses; and (4) ordering and interpreting diagnostic studies. Patient management instruction will address acute and longitudinal management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provides patient education and referral. (B2.05). The course covers medical care across the life span in prevention, emergent, acute, chronic, rehabilitative, palliative, and end of life care scenarios (B2.06). In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly (B2.06). Basic Counseling and Patient Education in (1) Patient Centered, (2) Culturally Sensitive and Focused on Helping Patients Cope with Illness, Injury, and Stress, (3) Adhere to Prescribe Treatment Plans, and (4) Designed to Modify Patient Behaviors to More Healthful Patterns (B2.09). Topics and body systems covered include (1) renal, genitourinary, and reproductive, (2) musculoskeletal, (3) neurologic, and (4) endocrine (adrenal glands, testicles, and ovaries). Relevant topics and disease processes in each topic area will be develope

MMSC 570 Clinical Reasoning Problem Based Learning Lab I
1 hour. Technical skills and procedures based on current professional practice, are covered in this course. This includes physical exams and skill sets used to evaluate, diagnose, or treat a patient.

MMSC 572 Clinical Reasoning Problem Based Learning Lab II

1 hour. This course is takes the PBL session into the laboratory and clinical skills unit where hands on training further develops patient assessment and management (B2.05). Students work in small groups, developing skills in (1) interviewing and eliciting a medical history; (2) performing complete and focused physical examinations; (3) generating differential diagnoses; and (4) ordering, performing, and interpreting diagnostic studies. Patient management instruction will address acute and longitudinal management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provides patient education and referral. (B2.05). The course covers medical care across the life span in prevention, emergent, acute, chronic, rehabilitative, palliative, and end of life care scenarios (B2.06). In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly (B2.06). Basic Counseling and Patient Education in (1) Patient Centered, (2) Culturally Sensitive and Focused on Helping Patients Cope with Illness, Injury, and Stress, (3) Adhere to Prescribe Treatment Plans, and (4) Designed to Modify Patient Behaviors to More Healthful Patterns (B2.09). Finally, students will learn about patient safety, quality improvement, prevention of medical errors, and risk management (B2.13). As a minimum, the following skill sets will be covered. Topics and body systems covered in this course include (1) pulmonary, (2) cardiac, (3) gastroenterology/ nutrition, and (4) endocrine (pancreas).Relevant topics and disease processes in each topic area will be developed.

MMSC 574 Clinical Reasoning Problem Based Learning Lab III

1 hour. This course is takes the PBL session into the laboratory and clinical skills unit where hands on training further develops patient assessment and management (B2.05). Students work in small groups, developing skills in (1) interviewing and eliciting a medical history; (2) performing complete and focused physical examinations; (3) generating differential diagnoses; and (4) ordering, performing, and interpreting diagnostic studies. Patient management instruction will address acute and longitudinal management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provides patient education and referral. (B2.05). The course covers medical care across the life span in prevention, emergent, acute, chronic, rehabilitative, palliative, and end of life care scenarios (B2.06). In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly (B2.06). Basic Counseling and Patient Education in (1) Patient Centered, (2) Culturally Sensitive and Focused on Helping Patients Cope with Illness, Injury, and Stress, (3) Adhere to Prescribe Treatment Plans, and (4) Designed to Modify Patient Behaviors to More Healthful Patterns (B2.09). Finally, students will learn about patient safety, quality improvement, prevention of medical errors, and risk management (B2.13). As a minimum, the following skill sets will be covered. Topics and body systems covered include (1) renal, genitourinary, and reproductive, (2) musculoskeletal, (3) neurologic, and (4) endocrine (adrenal glands, testicles, and ovaries). Relevant topics and disease processes in each topic area will be developed.

MMSC 580 Global Health and Special Populations I

2 hours. This class addresses social and behavior science as well as normal and abnormal development across the life span. In addition, the course prepares students to provide medical care to patients from diverse populations to include racial, ethnic and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity prepares students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect

communication, decision-making, compliance and health outcomes. Instruction includes detection and treatment of substance abuse; human sexuality; issues of death, dying and loss; response to illness, injury and stress; principles of violence identification and prevention; and a few key psychiatric/behavioral conditions. In addition, issues unique to the pediatric and geriatric population will be addressed in this course.

MMSC 582 Global Health and Special Populations II
2 hours. This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that PAs can play in solving these problems. This course introduces students to global health issues relevant to medical practice. Topics include (1) Leadership issues in global health, (2) global health care, and (3) ethics, initiatives, and priorities in global health.

MMSC 584 Global Health and Special Populations III
2 hours. This is the third course in the global health and special populations series and is focused on developing organization and leadership traits. Instruction will look at how individuals and groups think and interact and analyze what factors enhance these interactions to positively impact the success of the organization. The purpose of this course is to create a more effective service-oriented clinician. The course will examine some of the primary theories and principles of motivation, communication, leadership attributes, managing conflict, decision making, team building, and dealing with change at an organizational level. The course will explore many prominent organizational behavior theories and issues and discuss and analyze current examples from the healthcare arena. It will provide examples of how greater knowledge and understanding of effective leadership skills in an organization is vital to successful and sound decision-making, problem solving, conflict management, team building, and managing change.

MMSC 600 Principles of General Surgery
3 hours. This course covers concepts of surgical assessment, basic surgical skills and procedures, surgical complications, and management of surgical patients. It builds on the foundation of the previous medicine courses and expands on etiology, pathophysiology, clinical manifestation, and diagnosis, and appropriate management of selected surgical conditions including care of acute and chronic patients. Emphasis is on students developing competency in the principles and practices involved in aseptic and basic surgical techniques, surgical risk assessment, wound management, anesthesia, and preoperative, perioperative and postoperative evaluation and management.

MMSC 602 Principles of Emergency Medicine
3 hours. This course prepares students to recognize, rapidly assess, and effectively manage emergent situation, illness, or injury. Problem-based case studies and team-based activities are used to encourage the development of teamwork, collaboration, and interdisciplinary value. Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support training is part of this course.

MMSC 604 Transition to Clerkships
2 hours. The purpose of this course is to: (1) provide the student with a time of self-assessment, (2) evaluate the students' knowledge, skills, and attitude, (3) identify the student's level of preparedness for clinical rotations, and (4) promote interprofessional relationships. The course will evaluate student preparedness for SCPE clerkships using Objective Structured Clinical Examination (OSCE) testing, clinical skills assessments, and a written examination. Students must pass each of the three testing areas prior

to the start of SCPE rotations. Supervised Clinical Practice Experience (SCPE) expectations and behavior will be discussed.

MMSC 610 Family Medicine SCPE
4 hours. Experiential Learning in Family Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 620 Internal Medicine SCPE
4 hours. Experiential Learning in Internal Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 630 Emergency Medicine SCPE
4 hours. Experiential Learning in Emergency Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 640 General Surgery SCPE
4 hours. Experiential Learning in General Surgery Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care),

(3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 650 Pediatric Medicine SCPE
4 hours. Experiential Learning in Pediatric Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 660 Prenatal and Gynecology SCPE
4 hours. Experiential Learning in Prenatal and Gynecology Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 670 Behavior and Mental Health SCPE
4 hours. Experiential Learning in Behavior and Mental Health Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 680 SCPE Elective #1
4 hours. Supervised clinical practice elective experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2)

emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 682 SCPE Elective #2

4 hours. Supervised clinical practice elective experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing (1) medical care across the life span to include, infants, children, adolescents, adults, and the elderly, (2) women's health (to include prenatal and gynecologic care), (3) surgical management to include pre-operative, intra-operative, and post-operative care, and (4) care for behavior and mental health conditions (B3.03). In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room (B3.04). SCPE clerkships occur with licensed physicians or PAs (B3.05). PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives.

MMSC 690 Summative

5 hours. The summative phase measures mastery in the GFU MMSC-PA graduate competencies and outcomes, associated ARC-PA Standards, and NCCPA Blueprint items. This phase is 1 month in duration and represents the final stage of the program and includes the following 'summative' evaluations:

College of Business Programs

The College of Business at George Fox University seeks to encourage continual intellectual, social and spiritual growth through a caring, Christ-centered learning community that is responsive to the individual. We develop promising leaders and managers to be servants for the world.

Programs

Programs offered by the College of Business include:

Master's

- Master of Business Administration (MBA) Part-Time Program
- Master of Business Administration (MBA) Full-Time Program

Doctoral

- Doctor of Business Administration (DBA)

Certificate

- Certificate in Advanced Digital Marketing Program
- Certificate in Business Data Analytics Program

College of Business Course Descriptions

Master of Business Administration (MBA) - Full-Time Program

Overview

The Master of Business Administration (MBA) program is designed to prepare practitioners in a variety of fields in both the profit and not-for-profit sectors. The program 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, believing 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.

Program Objectives

Educational Objectives

To enable students to:

- Integrate knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Apply creativity, innovation and change
- Develop leadership and interpersonal skills
- Communicate in the functional areas of business
- Practice in organizational settings human virtues, such as integrity, humility, compassion and perseverance
- Increase capacity for conceptualization, strategic thinking and problem solving
- Develop the propensity to act on one's values and ethics as foundational to good management and leadership

Professional Objectives

To enable students to:

- Manage capably in a fast-paced world of demographic, cultural, global and technological change

Admission Requirements

Applicants seeking admission to the MBA program must hold a four-year baccalaureate degree from a regionally accredited college or university, with a minimum GPA of 3.0 in the final two years (60 semester hours) of course work. In addition, applicants must complete the following to be considered for admission to the program:

- Master of business administration application and application fee
- One official transcript from each college/university attended
- Three letters of recommendation

- A writing sample/essay
- A resumé
- A group interview

Students must have completed the prerequisite courses in accounting, economics, statistics and marketing or management. Students whose GPA from the final two years of course work does not reflect their aptitude for graduate work may choose to submit a GMAT test score for consideration in the admission process. The department may consider applicants who show significant promise but do not specifically meet all of these criteria.

Transfer Credit

No transfer credit is allowed toward the MBA program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 42 hours required for the MBA program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Business Administration full-time program is one year in length with 42 semester hours of course work required as a minimum for graduation. All program hours are in prescribed business courses.

Other 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. This program is structured on a cohort model where a group of students follow an integrated sequence of courses from beginning to end.

Graduation Requirements

- Students must complete at least 42 semester hours of course work.
- A minimum cumulative GPA of 3.0 or above is required in program coursework.
- A grade of C+ or above is acceptable completion of any course.
- Up to 6 credits with a C or C- grade is allowed.
- Any grade below C- is not acceptable and the class must be repeated.

Curriculum Plan

Complete the following:

BUSG 503 Accounting & Financial Reporting in Business 3 hours

BUSG 507 Economics 3 hours
BUSG 524 Marketing Management 3 hours
BUSG 525 Global Environment 3 hours
BUSG 527 Managerial Finance 3 hours
BUSG 530 Creativity, Innovation, and Entrepreneurship 3 hours
BUSG 534 Ethical and Legal Responsibilities 3 hours
BUSG 544 Organizational Systems and Change 3 hours
BUSG 546 Market Research 3 hours
BUSG 551 Operations and Global Supply Chain Management 3 hours
BUSG 553 Business Seminar I 3 hours
BUSG 554 Business Seminar II 3 hours
BUSG 556 Transformational Leadership 3 hours
BUSG 560 Strategy 3 hours

Master of Business Administration (MBA) - Part-Time Program

Overview

The mission of the George Fox Master of Business Administration (MBA) program is to prepare trusted leaders who will transform business through academic, professional and spiritual preparation that enables students to think with clarity, act with integrity and serve with passion. The purpose of the Master of Business Administration (MBA) program is to enable graduates to be professionally competent, ethically grounded, globally engaged, socially responsible and servant leaders.
The part-time MBA program is designed for managers and leaders in the private, public and not-for-profit sectors in any industry or field. The program is designed to enhance management and leadership abilities through intellectual, moral and creative growth through an academic experience that is global, relevant and life-changing. In addition to a rigorous curriculum focused on academic excellence, the program draws on student experiences for shared learning opportunities and application.

Program Objectives

To enable students to:

- Integrate knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Critically analyze organizational, management and leadership problems creatively and substantively to apply innovative solutions
- Evaluate external and internal drivers of change in order to manage organizational change effectively
- Enhance leadership, management and interpersonal skills
- Effectively communicate in organizational settings through written and oral presentations
- Evaluate one’s own values and the role that integrity, compassion, accountability, ethics and servant leadership may play in leadership practice
- Synthesize professional competence across the major functional areas of an organization with a global perspective
- Increase capacity for conceptualization, strategic thinking, and problem solving

Admission Requirements

Applicants seeking admission to the MBA program must hold a four-year baccalaureate degree from a regionally accredited college or university, with a minimum GPA of 3.0 in the final two years (60 semester hours) of course work. In addition, applicants must complete the following to be considered for admission to the program:

- Master of business administration application and application fee
- Submit one official transcript from each college/university attended
- Verification of five years of full-time professional work experience
- Three letters of recommendation

- A two- to three-page admission essay
- Current resumé
- Group interview
- Complete and pass a financial e-learning course

Students whose GPA from the final two years of course work does not reflect their aptitude for graduate work may choose to submit a GMAT test score for consideration in the admission process. The department may consider applicants who show significant promise but do not specifically meet all of these criteria.

Transfer Credit

Transfer of up to 9 hours credit is allowed toward the MBA program from an MBA program at an accredited graduate school. Consult the registrar's office for information on eligibility of transfer credit. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

A minimum of 33 of the 42 hours required for the MBA program must be taken in resident study at George Fox University.

Course Requirements

The Master of Business Administration program is generally two years in length with 42 semester hours of coursework required as a minimum for graduation. All program hours are in prescribed business courses.

Other 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. The program is generally structured on a cohort model, in which a group of students follows an integrated sequence of courses from beginning to end. The program requires 26 months to complete. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Graduation Requirements

In order to graduate with the master of business administration degree students must:

- Students must complete at least 42 semester hours of course work with a cumulative GPA of 3.0 or above.
- Achieve a grade of C in no more than 6 credit hours of the program curriculum. If a grade lower than C is received in a course, that course must be retaken (for more specific information, please refer to the student handbook). C+ grades are allowed to the extent that cumulative GPA remains above a 3.0.

Curriculum Plan

Core Requirements (26 hours)

Complete the following:

BUSG 501 Personal and Organizational Effectiveness 2 hours
BUSG 502 Organizational Systems and Change 3 hours
BUSG 503 Accounting & Financial Reporting in Business 3 hours
BUSG 508 Economics 2 hours
BUSG 524 Marketing Management 3 hours
BUSG 527 Managerial Finance 3 hours
BUSG 533 Ethical Responsibilities in Business 2 hours
BUSG 551 Operations and Global Supply Chain Management 3 hours
BUSG 557 Transformational Leadership 2 hours
BUSG 560 Strategy 3 hours

Global Course (1 hours)

Choose one of the following:

BUSG 522 Global Environment 1 hour
BUSG 523 Global Environment: International Residency 1 hour

Electives (6)

Complete the following:

Six elective courses required- one credit course per semester for a total of 6 hours (choose from multiple topics each semester).
BUSG 585 MBA Special Topics 1 hour
BUSG 585 MBA Special Topics 1 hour
BUSG 585 MBA Special Topics 1 hour
BUSG 585 MBA Special Topics 1 hour
BUSG 585 MBA Special Topics 1 hour
BUSG 585 MBA Special Topics 1 hour

Concentration Options

Choose one of the following:

Finance (9 hours)

Complete the following:

BUSG 571 Corporate Finance 3 hours
BUSG 572 Investments 3 hours
BUSG 573 Entrepreneurial Finance 3 hours

Strategic Management (9 hours)

Complete the following:

BUSG 581 Global Strategy 3 hours
BUSG 582 Leading Strategic Change 3 hours
BUSG 583 Contemporary Topics in Strategy 3 hours

Strategic HR Management (9 hours)

Complete the following:

BUSG 591 Foundations of Strategic HR Management 3 hours
BUSG 592 Human Capital Management 3 hours
BUSG 593 Human Resource Development and High Performance Organizations 3 hours

Management and Leadership (9 hours)

Choose three of the following:

BUSG 571 Corporate Finance 3 hours
BUSG 572 Investments 3 hours
BUSG 573 Entrepreneurial Finance 3 hours
BUSG 581 Global Strategy 3 hours
BUSG 582 Leading Strategic Change 3 hours
BUSG 583 Contemporary Topics in Strategy 3 hours
BUSG 591 Foundations of Strategic HR Management 3 hours
BUSG 592 Human Capital Management 3 hours
BUSG 593 Human Resource Development and High Performance Organizations 3 hours

Doctor of Business Administration (DBA)

Overview

Our purpose is to provide a Christ-centered doctoral program for business educators who desire to steward their mind through rigorous study while committing to a learning community and integrating Christian values.

This program equips students to research and teach a variety of business disciplines, with a unique focus on the integration of faith and ethics into teaching and practice. Students complete a business core, research core and education core (including a teaching practicum). In addition, they choose an accounting, management, or marketing concentration for in-depth study.

Courses are offered in hybrid and online formats all year round (spring, summer and fall semesters). Hybrid courses include an on-campus residency. Online courses are conducted entirely over the Internet. Students will spend two four-day residencies on the Newberg campus every year. Coursework can be completed in three years with the dissertation to follow. The program follows a cohort model for all core classes. Students who drop classes may be required to stop out of the program and join the next cohort.

Program Objectives

Educational Objectives

To enable students to:

- Integrate faith, moral character and sound ethical reasoning into practice
- Understand the important issues and trends facing organizations in an increasingly global society
- Be equipped with the concepts, theories and methodologies that enable them to conduct organizational research
- Develop academic research and scholarship, business research and strategy

Professional Objectives

To enable students to:

- Lead organizational and societal change efforts
- Understand the practice and theory of business, improving personal effectiveness by applying insights from a variety of academic disciplines
- View business and academe from a variety of disciplinary and historical perspectives
- Prepare students to become academics and business professionals
- Acquire additional expertise in selected subject areas tailored to individual interests (marketing, leadership, nonprofit, enterprise development, crisis management, accounting)

- Demonstrate effective instructional strategies and practices acquired through mastering management and marketing and accounting teaching and hands-on experience

Admission Requirements

Applicants seeking admission to the DBA program must have completed both their Bachelor's and Master's degree from a regionally accredited college or university with a minimum GPA of 3.0. Applicants must have five years of professional experience, or hold a full-time faculty position. In addition, applicants must submit the following documentation to be considered for admission:

- Doctor of Business Administration online application and application fee
- Resume/CV demonstrating appropriate professional experience
- Completion of 3 short-answer essays
  - What goals and objectives do you have that you are hoping the DBA from George Fox will help you fulfill?
  - Why are you considering the degree at this time in your life?
  - What strengths and unique experiences will you bring to the program?
- Three letters of reference
- GMAT, GRE, or Peregrine Test Results
- A sample of academic writing which demonstrates the applicant's ability to gather, synthesize, organize, and evaluate research.
- Evidence of completed prerequisites (at least one course in economics, accounting, and finance)
- One official transcript from each college/university attended
- Formal Interview
- Additional International Student Requirements (if applicable)
  - A TOEFL score of 80 (Internet based) or IELTS 6.5 for non-native English speakers
  - Transcript Evaluations for any degrees earned outside the U.S.
  - Declaration of Finance and supporting financial documentation

Transfer Credit

Transfer of up to 6 hours of credit from accredited graduate schools beyond the master's degree is allowed toward the DBA program upon matriculation. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the DBA program will be considered for transfer. Potential transfer credit will be evaluated on a class-by-class basis by the program director and registrar's office. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

Of the 56 hours required for the DBA program, a minimum of 18 hours must be taken in resident study at George Fox University. All work leading to the DBA must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the College of Business faculty. However, only one such extension may

be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Doctor of Business Administration program is generally four years in length with 56 semester hours of course work required as a minimum for graduation. Of those hours, 21 are in core business courses, 17 in doctoral research and dissertation, 9 in education and teaching, and 9 hours in an area of concentration.

Other Requirements

Students will be evaluated annually by program faculty to certify their ability to continue in the program.

Graduation Requirements

In order to graduate with the doctor of business administration degree students must:

- Satisfactorily complete a minimum of 56 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B- in all courses. If a grade lower than a B- is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Successfully complete three written qualifying essays
- Be admitted to candidacy for the degree
- Submit an approved written doctoral dissertation
- Successfully defend the written dissertation

Curriculum Plan

Core Business Courses (21 hours)

Complete the following:

BUSD 701 Faith and Spirituality in Business 3 hours
BUSD 702 Leading in Organizations 3 hours
BUSD 703 Foundations of Marketing 3 hours
BUSD 704 Conceptual Foundations of Economics 3 hours
BUSD 705 Conceptual Foundations of Finance 3 hours
BUSD 706 International Business 3 hours
BUSD 708: Business Analytics: Analytic Thinking and Decisions 3 hours

Education and Teaching Courses (6 hours)

Complete the following:

BUSD 721 Effective Teaching in Higher Education 3 hours

Choose one of the following:

BUSD 723 Business Teaching Practicum 3 hours
BUSD 724 Business Consulting Practicum 3 hours

Doctoral Research and Dissertation Courses (20 hours)

Complete the following:

BUSD 710 Graduate Academic Writing: An Introduction 3 hours
BUSD 711 Advanced Graduate Academic Writing 3 hours
BUSD 714 Qualitative Research Methods 3 hours
BUSD 716 Quantitative Research Methods 3 hours
BUSD 801 Comprehensive Exam/Doctoral Dissertation I - Proposal 1 hour
BUSD 802 Doctoral Dissertation II - Proposal 1 hour
BUSD 803 Doctoral Dissertation III 1 hour
BUSD 804 Doctoral Dissertation IV 1 hour
BUSD 805 Doctoral Dissertation V 1 hour
BUSD 806 Doctoral Dissertation VI 1 hour
BUSD 807 Doctoral Dissertation VII 1 hour
BUSD 808 Doctoral Dissertation VIII 1 hour

Students must maintain continuous enrollment in doctoral dissertation until completion. BUSD 815 is required for students who do not finish their dissertation research within the minimum 8 hours. BUSD 815 is repeatable until the dissertation is finished.

BUSD 815 Doctoral Dissertation Continuation 1 hour

Concentrations (select one)

Accounting (9 hours)
Complete the following:
BUSD 750 Seminar in Accounting 3 hours
BUSD 753 Advanced Applications of Ethical Reasoning/Compliance in Accounting 3 hours
BUSD 756 Advanced Topics in Accounting 3 hours

Management (9 hours)
Complete the following:
BUSD 730 Organizational Theory and Behavior 3 hours
BUSD 732 Human Resource Development 3 hours
BUSD 733 Strategic Management 3 hours

Marketing (9 hours)
Complete the following:
BUSD 740 Research Design in Marketing 3 hours
BUSD 743 Advanced Topics in Marketing 3 hours
BUSD 746 Seminar in Consumer Behavior 3 hours

Data Analytics Professional Concentration (9 hours)

Complete the following:
BUSD 760 Business Analytics: Foundational Methods of Analytics 3 hours
BUSD 763 Business Analytics: Data Based Decisions and Strategy 3 hours
BUSD 766 Business Analytics: Analytics and Modeling 3 hours

Certificate in Advanced Digital Marketing

Program Objectives

The Certificate in Advanced Digital Marketing Program is a 3-credit graduate business program. It is intended to introduce managers and leaders to advanced skills and insights necessary for successful digital marketing campaigns. The curriculum explores social media e-marketing, analytics and web search marketing (SEO) and sales management and marketing automation. Location-based marketing, augmented reality, consumer engagement, and social media segmentation are some of the topics that are covered. Conceptual foundations and practical skills using various online applications are emphasized.

Admission Requirements

Currently enrolled students in the part-time, or full-time MBA program upon approval of the MBA Director or other appropriate staff, may be admitted into the program. Other applicants seeking admission to The Certificate in Advanced Digital Marketing Program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. Applicants must apply through Admissions and will be admitted under non-degree-seeking status.

Graduation Requirements

In order to complete The Certificate in Advanced Digital Marketing Program, students must satisfactorily complete the three required 1-credit courses (3 semester hours total) with a cumulative GPA of 3.0 or above.

Certificate Requirements

Required Courses (3 hours)

Complete the following:

To earn the certificate, students must complete the required courses listed below. No prerequisites are required for any of the courses, although students should have a basic knowledge of statistics. Courses may be taken in any order.
BUSG 513 Social Media E-Marketing 1 hour
BUSG 514 Web Search Marketing & Analytics (SEO) 1 hour
BUSG 515 Sales Management & Marketing Automation 1 hour

Certificate in Business Data Analytics

Program Objectives

The Certificate in Business Data Analytics is a 3-credit graduate business program. It is intended to provide managers and leaders with an understanding of how business data analytics can aid in identifying insights, improving ability to make strategic predictions and prescribing actions for better business decisions. Students will explore business data analytics concepts and various statistical analysis tools to make sense of data and to help identify opportunities in their own organizations that may benefit from the use of business data analytics. The courses are organized around the three core pillars of analytics: descriptive analytics, predictive analytics and prescriptive analytics. Conceptual foundations and practical skills using various online applications are emphasized.

Admission Requirements

Currently enrolled students in the part-time, or full-time MBA program upon approval of the MBA Director or other appropriate staff, may be admitted into the program. Other applicants seeking admission to the Certificate for Business Data Analytics program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. Applicants must apply through Admissions and will be admitted under non-degree-seeking status.

Graduation Requirements

In order to complete The Certificate in Business Data Analytics Program, students must satisfactorily complete the three required 1-credit courses (3 semester hours total) with a cumulative GPA of 3.0 or above.

Certificate Requirements

Required Courses (3 hours)

Complete the following:

To earn the certificate, students must complete the required courses listed below. No prerequisites are required for any of the courses, although students should have a basic knowledge of statistics. Courses may be taken in any order.
BUSG 510 Business Analytics: Forecasting and Data Visualization 1 hour
BUSG 511 Business Analytics: Probability Scenarios for Most Favorable Outcomes 1 hour
BUSG 512 Business Analytics: Optimization Under Conditions of Uncertainty 1 hour

College of Business Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
BUSD	Business — Doctoral
BUSG	Business — Master's

BUSD

BUSD 701 Faith and Spirituality in Business
3 hours. This course enhances understanding of the relationship between Christian faith, spirituality and the study and teaching of business disciplines. Special focus on the integration of faith and learning, the relationship between religion and spirituality, vocation, and the application of theological and spiritual principles and practices in the workplace and classroom.

BUSD 702 Leading in Organizations
3 hours. This course prepares students to teach and research management and leadership. Participants will survey the historical and theoretical foundations of these related fields and identify emerging trends in management and leadership studies and practice as well as apply the knowledge to their leadership positions.

BUSD 703 Foundations of Marketing
3 hours. This course provides students with a foundation in the concepts and theories of marketing and marketing management. Participants will study marketing theory, market analysis, marketing mix strategy, strategic marketing, digital marketing, and measuring market performance.

BUSD 704 Conceptual Foundations of Economics
3 hours. This course provides a conceptual framework for the study and teaching of economics through a critical review of historical and current research. Analysis of the underlying philosophies that motivate and guide resource allocation decisions in different political and social systems.

BUSD 705 Conceptual Foundations of Finance
3 hours. This course provides students with a conceptual framework for the study and teaching of finance through a critical review and analysis of historical and current research. Examination of philosophies that underlie profitability and corporate health.

BUSD 706 International Business
3 hours. This course encourages and facilitates the study of major issues facing today's international managers. Theoretical underpinnings of international business will be covered (including international trade, foreign direct investment, foreign exchange markets, and monetary systems) as well as the practical applications and issues of international management (including strategy, structure, financing, and human resource management).

BUSD 707 Ethics and Moral Decision-Making in Business
3 hours. This course examines historical and contemporary research and theory in business and organizational ethics. Special focus on moral reasoning and the application of ethical perspectives to contemporary business issues as well as integration of ethics into instruction and training. Students will complete readings and assignments related to their management, marketing or accounting concentration.

BUSD 710 Graduate Academic Writing: An Introduction
3 hours. This course is designed to orient students to the basics of research writing for scholarly conferences, articles, studies and dissertations. Course activities will include exercises in selecting research topics, writing literature reviews, developing hypotheses and propositions and writing using APA style. Participants will review and critique the research of others. Includes a residency period.

BUSD 711 Advanced Graduate Academic Writing
3 hours. This course is designed to advance the student's skills in the art of research writing. The course will move into areas such as writing study designs, dissertation proposals and dissertations. The course will include a brief overview of research design and methods. Course activities will include exercises in complex literature reviews and proposals for conference and journal submissions as well comprehensive exam and dissertation submissions using APA style. Participants will review and critique the research of others.

BUSD 712 Research Methods
3 hours. This course introduces and examines major research methods, both quantitative and qualitative. Students will determine which method is most appropriate when investigating research questions, and be able to apply research methods to address various inquiries as a scholar and practitioner.

BUSD 713 Research Design
3 hours. This course prepares students for the doctoral dissertation process. Participants will develop, design, and present a pre-proposal for feedback and evaluation.

BUSD 714 Qualitative Research Methods
3 hours. 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, developing research questions, conducting observations and/or interviews, confronting ethical issues, analyzing data, and communicating the results of research. Prerequisites: BUSD 710 & BUSD 711 Doctoral Research & Writing I & II

BUSD 716 Quantitative Research Methods
3 hours. This course helps beginning 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 quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, and selecting appropriate measures. Prerequisites: BUSD 710 & BUSD 711 Doctoral Research & Writing I & II

BUSD 721 Effective Teaching in Higher Education
3 hours. This course analyses and investigates current research in effective instructional methods and adult development as related to teaching in the college and university classroom.

BUSD 722 Critical Issues in Higher Education
3 hours. This course examines contemporary trends and issues in American higher education designed to orient students to issues, ideas, and literature that constitute the study of higher education, with emphasis on underlying social and political issues that shape higher education and organizational change.

BUSD 723 Business Teaching Practicum
3 hours. Teaching/training experience supervised by a faculty member and on site supervisor. Can be completed at the student's workplace and taken over more than one semester. Must have permission of course coordinator.

BUSD 724 Business Consulting Practicum
3 hours. Consulting experience supervised by a faculty member as well as an on-site supervisor. Students will integrate content and skills from the doctoral program into a

consulting setting. Possible practicum placements include at a college or university or a community college; acting as a trainer in a business setting of your choice. Graded on a pass/fail basis.

BUSD 730 Organizational Theory and Behavior
3 hours. This course surveys major theoretical perspectives required for understanding, researching, and developing organizations. Topics will include classical management theories, and organizational culture studies. Emphasis placed on understanding theories for the purpose of improving the design, culture, and effectiveness of modern organizations. Includes a residency period.

BUSD 732 Human Resource Development
3 hours. This course focuses on aspects of human resources, human resource management, strategic human resource management, and specifically human resource development. Activities relating to these functions, including training and developing, organizational change, performance management, and organizational learning, will be researched and studied. Further, the implications of human resource development, such as leader/follower dyadic relationships, motivation, and variances in localization and globalization as they relate to high performance organizations, will also be investigated.

BUSD 733 Strategic Management
3 hours. This course examines the theoretical foundations and major components of the strategic planning process in contemporary business and nonprofit organizations, including, for example, development of a strategic plan, mission statements, change management, and stakeholder analysis. Includes a residency period.

BUSD 740 Research Design in Marketing
3 hours. This course examines research tools and techniques common in marketing, building on prior coursework in research methods. Students will study experimental design, qualitative techniques, and survey research methodology specific to the marketing context. The course will involve the design of a marketing research study and the critique of others' marketing research. Includes a residency period.

BUSD 743 Advanced Topics in Marketing
3 hours. This course explores current topics in marketing, and topics of special interest, that may include marketing for non-profits, cause marketing, social marketing, digital marketing, and the marketing of services. Students will select, research, and present a marketing topic of interest. Marketing faculty will present and discuss topics in their respective areas of expertise.

BUSD 746 Seminar in Consumer Behavior
3 hours. This course introduces students to behavioral science approaches to the study of consumers and firms, approaches derived from marketing, psychology, sociology, and social psychology. Consumer behavior topics include motivation and information processing, memory processes, attitude formation and change, consumer decision-making, on-line behavior, and the influence of culture on consumption.

BUSD 750 Seminar in Accounting
3 hours. Presentations and discussions of seminal literature dealing with the theory and practice of the accounting discipline. Includes the preparation and presentation of students’ original work. This first class helps students to see the width and breadth of the accounting literature and field. Some topics may include, agency accounting, behavioral accounting, forensic accounting, skepticism, agency theory, etc.

BUSD 753 Advanced Applications of Ethical Reasoning/Compliance in Accounting
3 hours. In-depth study of presuppositions and foundational ethical issues stemming from key philosophies of accounting. Includes exploration of students' personal values and beliefs as well as the development of a theoretical framework of ethical decision-making that students will apply to a specific issue in accounting. Some areas of study may include epistemology, student's approach to ethics, worldviews of accounting, justice theory in accounting, transparency in financial reporting, auditor's role as public servant, accrual accounting, and revenue accounting.

BUSD 756 Advanced Topics in Accounting
3 hours. This course focuses on in-depth analysis of an aspect of current accounting research or particular path of interest to the student. An area of research of accounting theory and practice within a specific area of the discipline that leads to the preparation of students' original work will occur. This course will allow the students to build off of their first two courses and go deeper into their particular topic of interest. This course can assist in the creation of a literature review for the doctoral dissertation. Some topics may include positive theory of accounting, agency theory, audit theory, behavioral topics like skepticism, conservatism, etc., also things like SOX, the role of regulators, the historical roots of the profession, and it's conceptual roots in economic, finance, and managerial theory.

BUSD 795 Special Study in Business
1-3 hours. Individual research and plans of study completed under the supervision of a School of Business faculty member. Permission required from the professor and program director. Pass/No Pass.

BUSD 801 Comprehensive Exam/Doctoral Dissertation I - Proposal
1 hour. Students will take their comprehensive examination and/or start the process of conducting and extended examination of a significant research question in the student's area of concentration. The dissertation proposal includes an introduction, literature review, and methodology. The Committee Application form must be submitted as well as a Research Outline approved by College of Business faculty. Prerequisite: All 700 level coursework must be completed (or by Department Permission)

BUSD 802 Doctoral Dissertation II - Proposal
1 hour. An extended examination of a significant research question in the student's area of concentration. The dissertation proposal includes an introduction, literature review, and methodology. The Committee Application form must be submitted as well as a Research Outline approved by College of Business faculty. Highly desirable - an oral defense before the student's faculty dissertation committee.

BUSD 803 Doctoral Dissertation III
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. College of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee. Prerequisite: Successful completion of BUSD 801 & BUSD 802

BUSD 804 Doctoral Dissertation IV
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. College of

Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee

BUSD 805 Doctoral Dissertation V
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. College of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee

BUSD 806 Doctoral Dissertation VI
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. College of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee

BUSD 807 Doctoral Dissertation VII
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee

BUSD 808 Doctoral Dissertation VIII
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee. Additional course fee required.

BUSD 815 Doctoral Dissertation Continuation
1 hour. Designed as a continuing course for those who did not complete the doctoral dissertation in BUSD 801-808. Students are required to remain continuously enrolled through the dissertation process and register for a minimum of eight total hours of dissertation credit. Students who fail to complete their dissertations within the eight hours allotted will need to register for additional credit. Registration for this course is necessary to maintain continuous enrollment until the doctoral dissertation is complete.

BUSG

BUSG 501 Personal and Organizational Effectiveness
2 hours. This course explores both theory and application of competencies that contribute to effectiveness in an organizational setting at the individual, team and organizational level. This is the introductory course to the George Fox University MBA Program. It is intended to demonstrate the unique and distinctive ethos of the university. The approach features readings, case studies, class discussion and interaction, and written material and oral presentations.

BUSG 502 Organizational Systems and Change
3 hours. This course explores how organizations are formed, managed and led in an environment that is increasingly global, diverse, and unpredictable. We probe the nature of organizations, their behavior, their culture, how they change, and the human impact of those changes. Students will conduct a criteria-based examination of a specific organization, exploring the question, "What is a world-class organization?" We will also investigate proven approaches for managing change and transition in organizations.

BUSG 503 Accounting & Financial Reporting in Business
3 hours. This course examines the fundamental accounting principles underlying the balance sheet, income statement, statement of stockholders' equity and statement of cash flows. An emphasis is placed on financial analysis as a basis for operational and financial decision making within various companies and industries. Key internal accounting and operating controls are identified as a basis for the processing of critical business and transactional information through the accounting and operating systems of an organization.

BUSG 507 Economics
3 hours. This course focuses on the economic operating environment and examines the underlying assumptions, concepts and methods of microeconomics and macroeconomics, with emphasis placed on the application of economics to managerial decision-making. Competing economic theories and the role of economic institutions will be investigated. This course is also intended to raise economic awareness in business leaders to enhance responsible and ethical engagement with the economy. Prerequisite: This course is for students in MBA Full-time program.

BUSG 508 Economics
2 hours. This course focuses on the economic operating environment and examines the underlying assumptions, concepts and methods of microeconomics and macroeconomics, with emphasis placed on the application of economics to managerial decision-making. Competing economic theories and the role of economic institutions will be investigated. This course is also intended to raise economic awareness in business leaders to enhance responsible and ethical engagement with the economy. Prerequisite: This course is for part-time MBA students.

BUSG 510 Business Analytics: Forecasting and Data Visualization
1 hour. Investigation of the management use of descriptive, predictive and prescriptive data analytics for forecasting and data visualization to enable better decision-making. Concepts for improving forecasting methods using statistical methods will be investigated, including introduction to regression analysis. Data visualization for presenting results will be explored.

BUSG 511 Business Analytics: Probability Scenarios for Most Favorable Outcomes
1 hour. Investigation of the management use of prescriptive data analytics and probability analytics for identifying risk/reward scenarios with multiple decision choices. Exploration of data analytics for developing most favorable outcomes. Introduction to decision-tree analysis.

BUSG 512 Business Analytics: Optimization Under Conditions of Uncertainty
1 hour. Investigation of the management use of business data using descriptive, predictive and prescriptive analytics to optimize business decisions in low and high uncertainty settings. Introduction to Excel modeling tools Solver and simulation.

BUSG 513 Social Media E-Marketing
1 hour. Investigation of using social media platforms and targeting for optimizing marketing campaigns. Topics to be explored may include viral messaging, mobile and omni-platform optimization, social media segmentation, brand sentiment, location-based marketing and augmented reality. Key ethical problems of manipulation and disinformation will be explored.

BUSG 514 Web Search Marketing & Analytics (SEO)
1 hour. Investigation of marketing analytics and web search marketing (SEO). Topics may include organic and paid search, website optimization, evaluation of display ad design, metrics, A/B testing, real-time market research, POEM audit and the role of artificial intelligence in targeting and influencing. Understanding key ethical problems of privacy will be explored.

BUSG 515 Sales Management & Marketing Automation
1 hour. Investigation of the structured sales process, sales management, marketing automation and content management. Various sales and marketing automation tools may be explored.

BUSG 516 Spreadsheets for Managers
1 hour. Elective courses explore various topics each semester that are complementary to the core curriculum of the MBA program.

BUSG 517 Business Law Fundamentals
1 hour. Elective courses explore various topics each semester that are complementary to the core curriculum of the MBA program.

BUSG 518 Fundamentals of Statistics
1 hour. Elective courses explore various topics each semester that are complementary to the core curriculum of the MBA program.

BUSG 519 TBA
1 hour. TBA

BUSG 522 Global Environment
1 hour. As world citizens we are increasingly aware of the globalization of markets, economies, strategies and structures in our world. This survey class offers a brief overview of the issues encountered in globalization with a concentration on understanding the nature of international business, and the development of cultural awareness. Students will understand the differences in types of organizations and the role of government and society, and be able to identify key issues to be resolved in internationalizing, recognizing both positive and negative impacts of globalization. Prerequisite: This course is for students in MBA Part-time program.

BUSG 523 Global Environment: International Residency
1 hour. As world citizens we are increasingly aware of the globalization of markets, economies, strategies and structures in our world. This class offers a survey of the issues encountered through preparation and travel to an international destination to witness its business and culture firsthand. Students will understand the differences in types of organizations, the role of government and society, and be able to identify key issues to be resolved in internationalizing, recognizing both positive and negative impacts of globalization. Prerequisite: This course is for students in MBA Part-time program.

BUSG 524 Marketing Management
3 hours. This course examines the core issues of marketing management including the marketing planning process, promotion, pricing, sales and distribution and product strategy. The role of market research and market intelligence will be examined. Specific topics include understanding the consumer, brand management, selection of target markets, and marketing mix decisions.

BUSG 525 Global Environment
3 hours. As world citizens we are increasingly aware of the globalization of markets, economies, strategies and structures in our world. This class offers an overview of the issues encountered in globalization with a concentration on understanding the nature of international business, and the development of cultural awareness. Students will understand the differences in types of organizations, the role of government and society, and be able to identify key issues to be resolved in internationalizing, recognizing both positive and negative impacts of globalization.

BUSG 526 Global Environment: International Residency
3 hours. As world citizens we are increasingly aware of the globalization of markets, economies, strategies and structures in our world. This class offers an in-depth view of the issues encountered through preparation and travel to an international destination to witness its business and culture firsthand. Students will understand the differences in types of organizations, the role of government and society, and be able to identify key issues to be resolved in internationalizing, recognizing both positive and negative impacts of globalization.

BUSG 527 Managerial Finance
3 hours. This course covers the fundamental concepts, techniques, and practices of managerial finance. It is designed to help students develop the critical thinking and quantitative skills they need in financial decision-making processes. Topics covered include financial statement analysis, time value of money, stock and bond valuation, capital budgeting, risk and return trade-off, CAPM, financial derivatives, business valuation, efficient markets, portfolio theory and working capital management.

BUSG 530 Creativity, Innovation, and Entrepreneurship
3 hours. We take the road less traveled, on occasion, to find new opportunities and challenges. The strategic requirements for exploiting these are formed into business plans.

BUSG 533 Ethical Responsibilities in Business
2 hours. This course introduces practical ethical issues that arise in the work environment and the ethical tools to understand and inform day-to-day activities in the workplace. This course focuses on building understanding of ethical issues inherent in dealing with the structure of legal systems, business litigation, contracts, employment issues, intellectual property, competition and sales, and international law. The course

will help students develop the ability to anticipate and recognize key legal issues for ethical decision making. Christian values run throughout the course and are covered specifically in several topics. Prerequisite: This course is for students in MBA Part-time program.

BUSG 534 Ethical and Legal Responsibilities
3 hours. This course introduces practical legal issues that arise in the work environment and the ethical tools to understand and inform day-to-day activities in the workplace. This course focuses on building understanding of what businesses must do (law) and what businesses should do (ethics) and surveys the legal rules and ethical issues inherent in dealing with the structure of the legal system, business litigation, contracts, employment issues, intellectual property, competition and sales, and international law. The course will help students develop the ability to anticipate and recognize key legal issues in business and how to apply principles for ethical decision making. Christian values run throughout the course and are covered specifically in several topics.

BUSG 544 Organizational Systems and Change
3 hours. We study the fundamental changes in the ways organizations are managed and led in an environment that is increasingly global, diverse, and unpredictable. We probe the nature of organizations, their culture, how they change, and the human impact of those changes. We will pursue integrity between our espoused theories and our theories.

BUSG 546 Market Research
3 hours. The study and application of market research methodology to solving a variety of marketing issues faced by both the profit and non-profit sectors. A specific focus of this course will be the opportunity for students to work with a public benefit organization to apply marketing research to help the organization improve its decision making.

BUSG 551 Operations and Global Supply Chain Management
3 hours. This course focuses on developing understanding of operations management and global supply management from a general management perspective, particularly as these functions influence a firm’s performance. Topics include process analysis and design; capacity and utilization; manufacturing and service process performance; supply chain management, including inventory management, warehousing, sourcing, downstream and upstream issues and the role of information technology; continuous improvement and quality, including Lean and Six Sigma concepts. The course integrates both qualitative and quantitative concepts.

BUSG 553 Business Seminar I
3 hours. This course involves in-depth student research, company visits, high-level corporate debriefings and student reports and presentations on a variety of businesses in the greater Portland area. There will be a strong global component to the businesses that are studied and visited. Educational objectives including critical thinking, financial analysis, specific discipline related issues, global awareness, primary research and communication skills will be emphasized. The format will consist of developing a teaching/learning environment that is built around interactions with Portland area business leaders, visits to a variety of organizations, and written and oral pre-briefings and de-briefings involving students and faculty. Additional course fee is required.

BUSG 554 Business Seminar II
3 hours. A continuation of Business Seminar I, the course will focus on continued organization visits and debriefings. There will be a culminating experience that will involve student presentations and interaction with the organization executives who have

been involved throughout the two semester sequence. These two courses together will give particular emphasis to the major integrating curricular strands of the Residential MBA program, including critical thinking, verbal and written presentation skills, financial analysis, teamwork, global awareness and Christian world view. Additional course fee is required.

BUSG 556 Transformational Leadership
3 hours. This course 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 conceptualized and applied to meet the requirements of today's increasingly complex organizations.

BUSG 557 Transformational Leadership
2 hours. This course 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 conceptualized and applied to meet the requirements of today's increasingly complex organizations. Prerequisite: This course is for students in MBA Part-time program.

BUSG 560 Strategy
3 hours. This course examines the strategy process, including planning and implementation, for effectively building sustainable competitive advantage in an organization. Topics considered are building effective planning processes; assessing internal, external and competitive environments; linking corporate mission and values with goals and strategic directions; emergent vs. deliberate strategic directions and opportunities; evaluating the impact of global considerations, such as geographic expansion, emerging economies, and the role of culture on strategy formation; and leading strategic change.

BUSG 571 Corporate Finance
3 hours. This course examines the fundamentals of the sources of finance, debt and equity, and the uses of that finance to manage growth. Optimal capital structures will be explored from the standpoint of the operational and financial condition of various businesses and capital budgeting needs. More sophisticated financial topics such as leverage recapitalizations, weighted average cost of capital for debt and equity, and fair market value techniques for business valuation will be covered.

BUSG 572 Investments
3 hours. This course examines the fundamentals of commercial banking in the capital markets from a financial management perspective. Emphasis will be placed on an analysis of investment characteristics, systematic risk, valuation, diversification, and the market price behavior of debt, equity, and derivative securities. Potential sources and uses of firm financing will be examined along with the determination of the appropriate financial structure and related risks. Portfolio theory, the insights and limitations of capital asset pricing model and passive versus active investing will be explored.

BUSG 573 Entrepreneurial Finance
3 hours. This course takes the student through the life cycle of a start-up as seen by the entrepreneur responsible for its finance. The course examines innovation as the foundation for a financially successful venture. With the capitalization table as

one important point of reference, the course examines rounds of financing by angel investors, venture capitalists and finally by corporate and institutional investors in an exit round. Milestones of start-up to corporate achievement, and the strategic focus and coherence required for those milestones, are examined in integrative case studies.

BUSG 575 Special Topics in Financial Management
3 hours. This course provides the opportunity to use practical cases to study the financial decisions of a firm. Emphasis of the class will be on global finance issues, business valuations and reorganizations, and risk management.

BUSG 581 Global Strategy
3 hours. This course focuses on the strategic considerations of global business engagement. The necessary organization-wide adaptations required to be an effective, efficient and successful global player will be explored. The implications for choices involving markets, products and sourcing will be examined, as will the importance of understanding global differences in government relationships, market systems and cultures. Topics include globalization and the impact on the global business environment; leveraging international resources and capabilities; understanding global institutions and cultural differences for effective strategic planning and action; entering foreign markets and managing global competitive dynamics; issues concerning global governance and corporate social responsibility.

BUSG 582 Leading Strategic Change
3 hours. This course will focus on the development of corporate strategy with implementation strategies at the functional levels of finance, operations, manufacturing, service delivery, marketing, sales and other relevant functions. Leadership and management philosophies and practices important in strategic planning will be considered as a critical component of implementation and strategic action. Topics include implementing strategic initiatives across multiple divisions of an organization; corporate and functional competitive dynamics; leading strategic change and change management, including stakeholder engagement, during strategic implementation; the critical importance of effective communication during strategic implementation; and measuring the success of strategic implementation.

BUSG 583 Contemporary Topics in Strategy
3 hours. This course will focus on current topics that may influence strategic formulation and implementation. Topics may include triple bottom line strategic approaches; the strategic impact of corporate social responsibility initiatives in environmental and social sustainability; the impact and strategic considerations of changes in financial and regulatory issues; corporate governance; fraud and legal misrepresentation; crisis management; strategic considerations of fundraising choices and/or changing the shareholder base (e.g. from private to public share basis); the role of innovation; and globalization and changes in the global business climate.

BUSG 585 MBA Special Topics
1 hour. Elective courses explore various topics each semester that are complementary to the core curriculum of the MBA program.

BUSG 591 Foundations of Strategic HR Management
3 hours. This course examines the role and function HR Management and its strategic value to organizations. Specifically, learning will focus on HRM philosophies, advanced topics in employment law, labor and employee relations, employee experience, total rewards, managing risk, and HR implications of globalization.

BUSG 592 Human Capital Management
3 hours. This course emphasizes the strategic role of human resource management and the strategic responsibility of the HR practitioner. Key areas of influence explored include, but are not limited to, recruitment and selection, workforce planning, talent management, corporate social responsibility, HR information systems and analytics.

BUSG 593 Human Resource Development and High Performance Organizations
3 hours. HR is a critical component in developing a high performance organization. This course focuses on training and developing, large-scale change (including mergers and acquisitions), performance management and measuring HR outcomes.

BUSG 595 Special Study
1-3 hours. Individual research and plans of study completed under the supervision of a College of Business faculty member. Permission required from the professor and program director.

College of Education

The College of Education at George Fox University offers counseling programs as well as education programs for both preservice and in-service educators.

Programs

The College of Education offers programs in the following areas:

Graduate Counselor Education

- Certificates
- Licensure Preparation
- Master's Degrees

School of Education

- Certificates
- Licensure Preparation
- Master Degree Programs
- Doctor of Education

Graduate Counselor Education Programs

George Fox University offers certificate and degree programs that lead to degrees designed for the practice of professional counseling and for preservice and in-service educators.

- Masters (MA) in Clinical Mental Health Counseling
- Masters (MA) in Marriage, Couple, and Family Counseling
- Certificate in Marriage, Couple, and Family Counseling
- Certificate in Trauma Response Services
- Master (MA) in Social and Behavioral Studies

Oregon TSPC Approved Programs

The following endorsements and teaching or administrative licenses have been approved by the Oregon Teacher Standards and Practices Commission (TSPC) and can be earned either within a graduate degree or as a specific program:

School Counseling

- Masters (MA) in School Counseling
- Initial School Counseling Licensure Preparation Program

School Psychology

- Education Specialist (EdS) in School Psychology
- Initial School Psychology Licensure Preparation Program
- Continuing School Psychology Licensure Preparation Program

Counseling Course Descriptions

Masters (MA) in Clinical Mental Health Counseling

Purpose

The MA in Clinical Mental Health Counseling program is designed for men and women who desire graduate study and preparation for the counseling profession. We recognize the clinical training and expertise required for working with individuals, groups, and the broader community. It is therefore intended that the program leading to the MA in Clinical Mental Health Counseling degree will assist students in the process of developing such expertise for effective counseling practice.

Accreditation

Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the Oregon Board of Licensed Professional Counselors and Therapists.

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an understanding of professional identity as a clinical mental health counselor
- Demonstrate knowledge of the primary domains of clinical mental health counseling (i.e., foundations; counseling prevention and intervention, diversity and advocacy; assessment; research and evaluation; diagnosis.)
- Demonstrate clinical competence as a counseling intern, including the skills and practices of assessment, diagnosis, treatment, termination, documentation and ethical practice
- Demonstrate personal awareness, theoretical knowledge and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy
- Apply relevant research and evaluation methods in the practice of clinical mental health counseling
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as an examination of personal values
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one's identity and practice as a clinical mental health counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A cumulative undergraduate grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Completed Application Form at apply.georgefox.edu

- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

The Admissions Committee will consider each application item and the group interview as part of the admissions decision.

Additional requirements for international students are online here.

Transfer Credit

Up to 18 credit hours from another CACREP Accredited program can be transferred. Credits from Non-CACREP Accredited programs will only be considered as electives. Program directors will determine the number of transferable credits upon admission into the program. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Clinical Mental Health Counseling program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

Of the 60 hours required for the MA in Clinical Mental Health Counseling program, a minimum of 42 hours must be taken in resident study at George Fox University. All work leading to the MA must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The MA in Clinical Mental Health Counseling program is generally 2-4 years in length with 60 semester hours of course work required as a minimum for graduation. Of those hours, 6 are in prescribed spiritual integration courses, 48 in prescribed counseling courses, and 6 in clinical internship credits.

Other Degree Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the MA in Clinical Mental Health Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. Graduate School of

Counseling faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

In order to graduate with the MA in Clinical Mental Health Counseling degree students must:

- Satisfactorily complete a minimum of 60 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete 20 clock hours of personal counseling/therapy
- Complete a 600-hour supervised clinical internship in counseling that meets the currently articulated criteria for such training, with at least 240 hours of direct client contact
- Successfully complete the Clinical Portfolio (reading fees are assessed during the 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

Curriculum Plan

Spiritual Integration (6 hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 hours
GCEP 577 Images Of God 1 hour
GCEP 578 Shame And Grace 1 hour
GCEP 579 Spiritual Identity 1 hour

Counseling Core (43 hours)

Complete the following:

GCEP 500 Intro to Couple and Family Therapy 3 hours
GCEP 501 Principles and Techniques of Counseling 3 hours
GCEP 502 Clinical Practicum 3 hours
GCEP 510 Human Growth & Development 3 hours
GCEP 520 Personality and Counseling Theory 3 hours
GCEP 522 Advanced Clinical Skills 2 hours
GCEP 530 Psychopathology and Appraisal 3 hours
GCEP 534 Human Sexuality 2 hours
GCEP 540 Professional Orientation 3 hours
GCEP 550 Group Theory & Therapy 3 hours
GCEP 554 Addictions 2 hours
GCEP 566 Research Methods and Statistics 2 hours
GCEP 567 Cultural Foundations and Social Justice 3 hours

GCEP 570 Lifestyle and Career Development 2 hours
GCEP 571 Tests and Assessments 2 hours
GCEP 587 Interpersonal Neurobiology and Pharmacology 1 hour
GCEP 588 Clinical Portfolio 1 hour
GCEP 597 Treatment Planning I 1 hour
GCEP 598 Treatment Planning II 1 hour

Electives (5 hours)

Complete 5 credits of electives from any additional GCEP or TRMA coursework.

Clinical Internship (6 hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for 1 additional hour and GCEP 599 Treatment Planning for 1 additional hour, but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.
GCEP 592 Clinical Internship I 3 hours
GCEP 593 Clinical Internship II 3 hours

Masters (MA) in Marriage, Couple, and Family Counseling

Purpose

The MA in Marriage, Couple, and Family Counseling program is designed for men and women who desire graduate study and preparation for marriage and family therapy. We recognize there is a need for specific clinical training and expertise required for working with couples and families as well as individuals, groups, and the broader community. It is therefore intended that the program leading to the MA degree in Marriage, Couple, and Family Counseling will assist students in the process of developing such expertise for effective practice in marriage and family therapy.

Accreditation

Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the Oregon Board of Licensed Professional Counselors and Therapists

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an understanding of professional identity as a marriage, couple, and family counselor
- Demonstrate knowledge of theories and treatment of individuals, couples, and families, articulating the core dynamics from an integrated systemic perspective. (e.g. human development, family dynamics, traditional and contemporary marriage, couple, and family theories, research, and cultural context.)
- Demonstrate clinical competence as a marriage, couple, and family counseling intern including the skills and practices of individual, couple, and family treatment, systemic assessment and diagnosis, treatment, termination, documentation, and ethical practice
- Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family and group counseling and advocacy
- Apply relevant research and evaluation methods in the practice of marriage, couple, and family counseling
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a marriage, couple and family counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A cumulative undergraduate grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Completed Application Form at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

- The Admissions Committee will consider each application item and the Group Interview as part of the admissions decision.

  Additional requirements for international students are online here.

Transfer Credit

Up to 22 credit hours from another CACREP Accredited program can be transferred. Credits from Non-CACREP Accredited programs will only be considered as electives. Program directors will determine the number of transferable credits upon admission into the program. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Marriage, Couple, and Family Counseling program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

Of the 68 hours required for the MA in Marriage, Couple, and Family Counseling program, a minimum of 46 hours must be taken in resident study at George Fox University. All work leading to the MA must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The MA in Marriage, Couple, and Family Counseling program is generally 2-4 years in length with 68 semester hours of course work required as a minimum for graduation. Of those hours, 6 are in prescribed spiritual integration courses, 33 in prescribed counseling courses, 23 in the area of specialization, and 6 in clinical internship credits.

Other Degree Requirements

Each student must complete a minimum of 20 hours of personal counseling/therapy as part of the MA in Marriage, Couple, and Family Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. Graduate School of Counseling faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

In order to graduate with the MA in Marriage, Couple, and Family Counseling degree students must:

- Satisfactorily complete a minimum of 68 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete a minimum of 20 one-hour sessions of therapy from a family systems perspective with a licensed marriage and family therapist.
- Complete a 700-hour supervised clinical internship in marriage and family therapy that meets the currently articulated criteria for such training, with at least 270 hours of direct client contact (135 hours required with couples and families; 135 with individuals, couples, or families)
- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of marriage and family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Spiritual Integration (6 hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 hours
GCEP 577 Images Of God 1 hour
GCEP 578 Shame And Grace 1 hour
GCEP 579 Spiritual Identity 1 hour

Counseling Core (33 hours)

Complete the following:

GCEP 501 Principles and Techniques of Counseling 3 hours
GCEP 502 Clinical Practicum 3 hours
GCEP 510 Human Growth & Development 3 hours
GCEP 520 Personality and Counseling Theory 3 hours

GCEP 530 Psychopathology and Appraisal 3 hours
GCEP 540 Professional Orientation 3 hours
GCEP 550 Group Theory & Therapy 3 hours
GCEP 554 Addictions 2 hours
GCEP 566 Research Methods and Statistics 2 hours
GCEP 567 Cultural Foundations and Social Justice 3 hours
GCEP 570 Lifestyle and Career Development 2 hours
GCEP 571 Tests and Assessments 2 hours
GCEP 587 Interpersonal Neurobiology and Pharmacology 1 hour

Marriage/Family Specialization (17 hours)

Complete the following:

GCEP 500 Intro to Couple and Family Therapy 3 hours
GCEP 514 Couple Therapy 3 hours
GCEP 524 Family Therapy 3 hours
GCEP 534 Human Sexuality 2 hours
GCEP 580 Play Therapy: Lifespan Applications 3 hours
GCEP 588 Clinical Portfolio 1 hour
GCEP 597 Treatment Planning I 1 hour
GCEP 598 Treatment Planning II 1 hour

Electives (6 hours)

Complete 6 credits of electives from any additional GCEP or TRMA coursework.

Clinical Internship (6 hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for 1 additional hour and GCEP 599 Treatment Planning for 1 additional hour, but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.
GCEP 592 Clinical Internship I 3 hours
GCEP 593 Clinical Internship II 3 hours

Note:

All course work for this master's program is taught from a systems perspective, to meet LMFT licensure requirements. GCEP 540 Professional Orientation focuses on the AAMFT Code of Ethics.

Certificate in Marriage, Couple, and Family Counseling

Purpose

The Certificate in Marriage, Couple, and Family Counseling program is designed to provide to practitioners in the helping professions special training and expertise required for working effectively with couples and families. The certificate program is open to those who already hold a master's degree in mental health or a closely-related discipline and is ideal for helping professionals such as licensed professional counselors, clinical psychologists, social workers, and clergy.

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an understanding of professional identity as a marriage, couple and family counselor
- Demonstrate knowledge of theories and treatment of individuals, couples, and families, articulating the core dynamics from an integrated systemic perspective (e.g. human development, family dynamics, traditional and contemporary marriage, couple, and family theories, research and cultural context.)
- Demonstrate clinical competence as a marriage, couple and family counseling intern including the skills and practices of individual, couple, and family treatment, systemic assessment and diagnosis, treatment, termination, documentation and ethical practice
- Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family and group counseling and advocacy
- Apply relevant research and evaluation methods in the practice of marriage, couple and family counseling
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a marriage, couple and family counselor

Admission Requirements

- Master's or doctoral degree in mental health, seminary, or a closely related discipline from a regionally accredited institution. A cumulative grade point average of 3.0 or above is required.
- Completed Application Form at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form

- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

The Admissions Committee will consider each application item and the group interview as part of the admissions decision.

Additional requirements for international students are online here.

Transfer Credit

Transfer of up to 12 hours credit is allowed toward the Certificate in Marriage, Couple, and Family Counseling program from accredited graduate schools (transfer credit is not allowed toward internship requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Certificate in Marriage, Couple, and Family Counseling program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 36 hours required for the Certificate in Marriage, Couple, and Family Counseling program, a minimum of 24 hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The Certificate in Marriage, Couple, and Family Counseling program is generally 1-2 years in length with 36 semester hours of course work required as a minimum for graduation. Of those hours, 15 are in prescribed counseling courses, 15 in prescribed marriage and family therapy courses, and 6 in clinical internship hours.

Other Degree Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the Certificate in Marriage, Couple, and Family Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GDC faculty will review students each fall and spring semester. During spring term prior to internship, students must pass a national exam before they can start their internship: the Counselor Preparation Comprehensive Examination (CPCE). Only

students who pass the national exam may start their internship after having completed all prerequisites. For more specific information, please refer to the student handbook.

Completion Requirements

In order to graduate with the Certificate in Marriage, Couple, and Family Counseling students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete a minimum of 20 one-hour sessions of therapy from a family systems perspective with a licensed marriage and family therapist
- Complete a 700-hour supervised clinical internship in marriage and family therapy that meets the currently articulated criteria for such training, with at least 270 hours of direct client contact (135 hours required with couples and families; 135 with individuals, couples, or families)
- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of marriage and family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Counseling Core (15 hours)

Complete the following:

GCEP 500 Intro to Couple and Family Therapy 3 hours
GCEP 530 Psychopathology and Appraisal 3 hours
GCEP 540 Professional Orientation 3 hours
GCEP 554 Addictions 2 hours
GCEP 561 Spirituality and Clinical Praxis 3 hours
GCEP 587 Interpersonal Neurobiology and Pharmacology 1 hour

Marriage and Family Therapy Courses (14 hours)

Complete the following:

Note: All coursework for this master's program is taught from a systems perspective, to meet LMFT licensure requirements. GCEP 540 Professional Orientation focuses on the AAMFT Code of Ethics.
GCEP 514 Couple Therapy 3 hours
GCEP 524 Family Therapy 3 hours
GCEP 534 Human Sexuality 2 hours
GCEP 580 Play Therapy: Lifespan Applications 3 hours
GCEP 588 Clinical Portfolio 1 hour
GCEP 597 Treatment Planning I 1 hour

GCEP 598 Treatment Planning II 1 hour

Electives (1 hour)

Complete 1 elective credit from any additional GCEP or TRMA coursework.

Clinical Internship (6 hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for an additional 2 hours (and GCEP 599 for one additional hour), but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.

GCEP 592 Clinical Internship I 3 hours
GCEP 593 Clinical Internship II 3 hours

Certificate in Trauma Response Services

Purpose

The Post-Graduate Certificate in Trauma Response Services is designed to train professionals who will advance the field of traumatology, and promote the safe and effective care of individuals and communities impacted by traumatic incidents. The program serves mental health, education, medical, and ministerial professionals seeking demonstrated competency in providing immediate or ongoing trauma-informed services in local, regional, and international settings. Most courses are taught in a blended format (face to face and online meetings). The 12-unit certificate can be earned within 1 calendar year or extended according to the student's own pace.

Student Learning Outcomes

Educational Objectives

To further the development of trauma-informed services by:

- Equipping independent mental health practitioners, school professionals, ministerial, and health care providers (responders) to view and respond to individuals and communities through a neurobiology, attachment, and trauma-informed lens.
- Training responders in the use of best practice strategies relative to the nature of a traumatic event, stage of recovery, and assigned role.
- Preparing responders to serve on multidisciplinary response teams with an understanding of the responder's role within the larger response structure.

Professional Objectives

To further the development of trauma-informed services by:

- Assisting organizations to apply best-practice standards for recruitment, supervising, and debriefing responders.
- Contributing to the understanding and application of professional and ethical standards in trauma-informed care whether providing immediate trauma response or long-term recovery interventions.
- Equipping responders with an understanding of sociocultural factors increasing vulnerability, requiring a multi-systemic response beyond immediate care in the aftermath of an event.
- Strengthening trauma-informed leadership in service to community and organization preparedness and response.

Admission Requirements

TRI courses and the Post-Graduate Certificate in Trauma Response Services program are open to a variety of current graduate students in qualifying degree programs and post-graduate professionals in qualifying professions. Qualifying graduate degree

programs and professions include mental health, education, health sciences, and ministry.

To Enroll in TRI Courses:

Students may enroll in select TRMA courses even though the post-graduate certificate is not being pursued. All current George Fox University graduate students in good standing and post-graduate professionals from a qualifying profession are eligible to enroll in select TRI courses. Post-graduate or graduate students enrolled elsewhere in a qualifying profession are eligible to enroll in TRI courses by completing a special student application. https://www.georgefox.edu/offices/registrar/registration/specialstudent/online_app_spec_student.html.

To Apply for the Certificate Program:

Current George Fox Graduate Students in qualifying degree programs may take eligible TRMA classes without enrolling in the certificate if they are in good standing within their degree program. Admission requirements are as follows:

- Current George Fox Graduate Students
  - Shortened TRI Application Form
  - GPA of 3.0 or higher
  - Good standing in current degree program
- Current Master's Students Attending Other Colleges or Universities
  - Graduate School of Counseling application form
  - GPA of 3.0 or higher
  - Graduate school transcripts verifying completion of a qualifying degree
- Current Post-Graduate Professionals
  - Graduate School of Counseling application form
  - GPA of 3.0 or higher
  - Graduate school transcripts verifying completion of a qualifying degree program

Transfer Credit

Transfer of up to 2 hours credit from accredited graduate schools is allowed toward the Post-Graduate Certificate in Trauma Response Services. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Post-Graduate Certificate in Trauma Response Services will be considered for transfer. Continuing education workshops, seminars, and conferences do not qualify for transfer credit. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 12 hours required for the Certificate in Trauma Response Services, a minimum of 10 credit hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate School of Counseling faculty. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the

program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The Post-Graduate Certificate in Trauma Response Services can be completed in 1 to 5 years with 12 semester hours of course work required as a minimum for certificate completion. Of those hours, 4 are in foundational knowledge coursework, 4 in best practice strategies, and 4 in trauma research and leadership credits.

Other Program Requirements

TRMA courses are not available for audit. Contact the TRI office for information on available Continuing Education (CE) options.

Completion Requirements

In order to complete the Post-Graduate Certificate in Trauma Response Services program students must:

- Satisfactorily complete a minimum of 12 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Satisfactorily complete a trauma research project.

Curriculum Plan

Block A - Foundational Knowledge (4 hours)

Complete the following:

TRMA 500 Introduction to Traumatology and Trauma-Informed Care 1 hour
TRMA 501 Best Practices in Trauma-Informed Care 1 hour
TRMA 502 Interpersonal Neurobiology of Trauma 1 hour
TRMA 503 Grief and Loss Across the Lifespan 1 hour

Block B - Best-Practice Strategies (4 hours)

Complete the following:

TRMA 560 Trauma-Informed Cognitive Behavioral Therapy Applications 1 hour

Choose three of the following:

Students must complete 3 additional TRMA semester credits from the following list.
TRMA 540 Trauma and Social Justice Annual Conference 1 hour
TRMA 541 Race and Trauma 1 hour
TRMA 542 Developing a Professional Online Identity 1 hour
TRMA 543 Trauma-Informed Emotion Focused Therapy 1 hour

TRMA 544 Trauma-Informed Treatment with Adult Survivors of Sexual Abuse 1 hour
TRMA 585 Selected Topics 1 hour

Block C - Trauma Research and Leadership (4 hours)

Complete the following:

Note: Students who do not complete the trauma research project by taking TRMA 571, 572 and 573 will need to register for the continuation course TRMA 575 until the project is complete.

TRMA 571 Trauma Research I 1 hour
TRMA 572 Trauma Research II 1 hour
TRMA 573 Trauma Research III 1 hour
TRMA 582 Best Practices in Organizational Readiness and Response 1 hour

Trauma Research Milestone Completion

Verification of trauma research completion submitted to Registrar.

Note:

Specific learning outcomes for each course are congruent with national traumatology certification expectations. Course requirements primarily involve project-based learning assignments requiring the student to demonstrate mastery and application of course content. In addition, all Certificate in Trauma Response Services course outcomes reflect core competencies expected in accordance with CA-CREP and NCATE educational standards.

Masters (MA) in Social and Behavioral Studies

Purpose

The Master of Arts in Social and Behavioral Studies degree will equip graduates to serve in the broader field of human services. Students who choose this option are not seeking a clinical degree and do not anticipate serving as a licensed mental health professional.

Student Learning Outcomes

Graduates will:

- Articulate a holistic, multi-faceted, respectful understanding of persons in context.
- Listen effectively and in an informed way to people and their needs.
- Collaborate with mental health professionals in various community, school, and ecclesiastical organizations for people to receive the help that they need.
- Serve in any of a variety of ways and settings in the human services arena in a non-clinical capacity.

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A cumulative undergraduate grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Completed Application Form at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

The Admissions Committee will consider each application item and the group interview as part of the admissions decision.

Additional requirements for international students are online here.

Transfer Credit

No transfer credit is allowed toward the Master of Arts in Social and Behavioral Studies program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 36 hours must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MA in Social and Behavioral Studies program is generally 3 years in length with 36 semester hours of coursework required as a minimum for graduation. However, some students may complete the program in 2-4 years, based on individual requirements and schedules. Of those hours, 5 are in prescribed spiritual integration courses, 25 in prescribed counseling courses, and 6 in counseling or trauma response or other coursework approved by the Graduate School of Counseling Faculty.

Other Degree Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the MA in Social and Behavioral Studies program. Graduate School of Counseling faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

In order to graduate with the MA in Social and Behavioral Studies degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete 20 clock hours of personal counseling/therapy

Curriculum Plan

Spiritual Integration (5 hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 hours
GCEP 577 Images of God or GCEP 579 Spiritual Identity 1 hour
GCEP 578 Shame And Grace 1 hour

Counseling Core (25 hours)

Complete the following:

GCEP 500 Intro to Couple and Family Therapy 3 hours
GCEP 501 Principles and Techniques of Counseling 3 hours
GCEP 510 Human Growth & Development 3 hours

GCEP 520 Personality and Counseling Theory 3 hours
GCEP 530 Psychopathology and Appraisal or GCEP 504 Chld and Adolescent Disorders or Counseling Core 3 hours
GCEP 534 Human Sexuality 2 hours
GCEP 554 Addictions 2 hours
GCEP 566 Research Methods and Statistics 2 hours
GCEP 567 Cultural Foundations and Social Justice 3 hours
GCEP 587 Interpersonal Neurobiology and Pharmacology 1 hour

Electives (6 hours)

Complete 6 credits of electives from any additional GCEP or TRMA coursework.

Note: If a student takes GCEP 547 Personality & Behavioral Assessment the 4th semester hour can apply toward the required elective hours for the degree.

Masters (MA) in School Counseling

Purpose

The MA in School Counseling program is designed for men and women who desire graduate study and preparation for the school counseling profession.

Accreditation

Approved by Oregon Teacher Standards and Practices Commission (TSPC) and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as professional school counselors that blends the roles of mental health professional and educational leader
- Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental school counseling program that aligns with the American School Counseling Association's National Model and advances the mission of the school
- Demonstrate skills as educational leaders who can effectively advocate with multicultural sensitivity for all students' holistic well-being at individual and systemic levels
- Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling, classroom guidance, collaboration, and consultation
- Demonstrate how to individually and in collaboration with teachers develop and teach engaging guidance-related curriculum that facilitates students' personal/ social, academic and career development
- Demonstrate the awareness, knowledge, and skills to effectively work with all students, K-12, to advance their college and/or career readiness
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the school counseling profession
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one's identity and practice as a professional school counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A cumulative undergraduate grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Completed Application Form at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

- The Admissions Committee will consider each application item and the group interview as part of the admissions decision.

  Additional requirements for international students are online here.

Transfer Credit

Up to 19 credit hours from another CACREP Accredited program can be transferred. Credits from Non-CACREP Accredited programs will only be considered as electives. Program directors will determine the number of transferable credits upon admission into the program. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in School Counseling program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

Of the 63 hours required for the MA in School Counseling program (57 for Track I students), a minimum of 44 hours (38 for Track I students) must be taken in resident study at George Fox University. All work leading to the degree must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the Graduate School of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must reapply to the program.

Course Requirements

The MA in School Counseling program is generally 2-5 years in length, depending on a student's schedule, with 63 semester hours of course work (57 for Track I students) required as a minimum for graduation. Of those hours, 3 are in spiritual integration coursework, 28 in core counseling courses, 26 in prescribed school counseling core courses (20 for Track I students), and 6 clinical internship credits.

Each student must complete the program requirements based on the following verification of teaching license and prerequisite licensed teaching experience:

- Track I is for those students who hold a teaching license and can verify two years of full-time or four years of part-time licensed teaching experience.
- Track II is for those students who do not hold a teaching license or cannot verify two years of full-time or four years of part-time licensed teaching experience.

Other Degree Requirements

Each student must complete a minimum of 20 hours of personal counseling/therapy as part of the MA in School Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. Graduate School of Counseling faculty will review students each fall and spring semester. Students must pass the ORELA Protecting Student and Civil Rights in the Educational Environment Examination, and in the final year must pass the ORELA School Counselor Examination. For more specific information please refer to the student handbook.

Graduation Requirements

In order to complete the MA in School Counseling program students must:

- Satisfactorily complete a minimum of 57 semester hours (63 for Track II students) with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook)
- Complete 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 a licensed therapist
- *(Track II only)* Complete a minimum of 200 supervised hours in a teaching practicum, including a minimum of 75 clock hours of full responsibility for teaching and classroom management
- Complete a minimum of 600 supervised internship hours, of which at least 240 hours must be direct client contact hours
- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of school 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

Curriculum Plan

Spiritual Integration (3 hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 hours

Counseling Core (28 hours)

Complete the following:

GCEP 500 Intro to Couple and Family Therapy 3 hours
GCEP 501 Principles and Techniques of Counseling 3 hours
GCEP 502 Clinical Practicum 3 hours
GCEP 510 Human Growth & Development 3 hours
GCEP 520 Personality and Counseling Theory 3 hours
GCEP 550 Group Theory & Therapy 3 hours
GCEP 554 Addictions 2 hours
GCEP 566 Research Methods and Statistics 2 hours
GCEP 567 Cultural Foundations and Social Justice 3 hours
GCEP 571 Tests and Assessments 2 hours
GCEP 587 Interpersonal Neurobiology and Pharmacology 1 hour

School Counseling Core (20 hours)

Complete the following:

GCEP 503 Risk & Resiliency in Youth 3 hours
GCEP 504 Childhood and Adolescent Disorders 3 hours
GCEP 505 Foundations in School Counseling 3 hours
GCEP 509 Lifestyle and Career Development 3 hours
GCEP 511 Ethical and Legal Issues 3 hours
GCEP 515 Treatment Planning I 1 hour
GCEP 518 Treatment Planning II 1 hour
GCEP 519 School Counseling Portfolio 1 hour
GCEP 568 Action Research Design I 1 hour
GCEP 569 Action Research Design II 1 hour

Additional Core Courses for Track II students (6 hours)

Complete the following:

These courses are required for Track II students only.
GCEP 506 Classroom Teaching and Learning 3 hours
GCEP 507 Teaching Practicum 3 hours

Clinical Internship (6 hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for 1 additional hour and GCEP 599 Treatment Planning for 1 additional hour, but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.
GCEP 516 School Counseling Internship I 3 hours
GCEP 517 School Counseling Internship II 3 hours

Note:

- Internship requires a minimum of 600 clock hours of supervised school counseling experience in a public or approved private school per TSPC guidelines.
- The teaching practicum for school counseling must be supervised and consist of a minimum of 200 clock hours in a regular classroom in a public or approved private school per TSPC guidelines. It must include a minimum of 75 clock hours of full responsibility for teaching and classroom management.
- In addition to fulfilling the above course requirements, school counseling students in the master's program who seek the Initial School Counseling License will be asked to submit passing scores on the following assessments:
    1. ORELA Protecting Student and Civil Rights in the Educational Environment Examination
    2. Praxis II Specialty Area Test in School Counseling
    3. Fall 2014 applicants must submit official passing scores for one of the following basic skills tests: Praxis I Test or California Basic Educational Skills Test (CBEST)

Initial School Counseling Licensure Preparation Program

Purpose

The Preliminary School Counseling Licensure Preparation Program is designed for men and women who desire graduate study and preparation for the school counseling profession who already hold a master's or doctoral degree in a mental health field (e.g., counseling, social work, marriage and family therapy, psychology and/or psychiatry).

Accreditation

Approved by Oregon Teacher Standards and Practices Commission (TSPC) and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as professional school counselors that blends the roles of mental health professional and educational leader
- Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental school counseling program that aligns with the American School Counseling Association’s National Model and advances the mission of the school
- Demonstrate skills as educational leaders who can effectively advocate with multicultural sensitivity for all students’ holistic well-being at individual and systemic levels
- Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling, classroom guidance, collaboration, and consultation
- Demonstrate how to individually and in collaboration with teachers develop and teach an engaging guidance-related curriculum that facilitates students’ personal/ social, academic and career development
- Demonstrate the awareness, knowledge, and skills to effectively work with all students, K-12, to advance their college and/or career readiness
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the school counseling profession
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a professional school counselor

Admission Requirements

- Master's or doctoral degree in the mental health field from a regionally accredited institution. A cumulative grade point average of 3.0 or above is required. Completed Application Form at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

The Admissions Committee will consider each application item and the group interview as part of the admissions decision.

Additional requirements for International Students are online here.

Transcripts of previous graduate work and supporting documentation will be evaluated by the GDC faculty committee to verify completion of the following prerequisite courses:

Prerequisite Coursework (12 hours)

GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 504 Child and Adolescent Disorders	3
GCEP 550 Group Theory and Therapy	3
GCEP 554 Addictions	2
GCEP 587 Interpersonal Neurobiology and Pharmacology	1

Any of the prior courses not taken as part of a master's or doctoral training program in a mental health field will be added to the total hours required to complete the program. Waivers of prerequisite coursework* might vary greatly from student to student. In addition to the prerequisite coursework, all students must complete the required 36 semester hours of coursework listed below.

Transfer Credit

Transfer of up to 11 hours credit is allowed toward the Preliminary School Counseling Licensure Preparation Program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Preliminary School Counseling Licensure Preparation Program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 36 hours required for the Preliminary School Counseling Licensure Preparation Program, a minimum of 23 credit hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate School

of Counseling (GSC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The Preliminary School Counseling Licensure Preparation Program is generally 2 to 3 years in length with 36 semester hours of course work required as a minimum for graduation. Of those credit hours, 3 are in spiritual integration coursework, 27 in prescribed school counseling core courses (which includes a 200-hour teaching practicum), and 6 internship hours.

Other Degree Requirements

Each student must complete a minimum of 20 hours of personal counseling/therapy. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GSC faculty will review students each fall and spring semester. Students must pass the ORELA Protecting Student and Civil Rights in the Educational Environment Examination, and in the final year must pass the ORELA School Counselor Examination. For more specific information please refer to the student handbook.

Completion Requirements

In order to complete the Preliminary School Counseling Licensure Preparation Program students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete 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 a licensed therapist.
- Complete a minimum of 200 supervised hours in a teaching practicum, including a minimum of 75 clock hours of full responsibility for teaching and classroom management.
- Complete a minimum of 600 supervised internship hours, of which at least 240 hours must be direct client contact hours.
- Successfully complete the School Counseling Portfolio (reading fees are assessed during the final semester of school counseling internship), in which the student articulates his/her current understanding of school 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.

Curriculum Plan

Spiritual Integration (3 hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 hours

School Counseling Core (27 hours)

Complete the following:

GCEP 503 Risk & Resiliency in Youth 3 hours
GCEP 505 Foundations in School Counseling 3 hours
GCEP 506 Classroom Teaching and Learning 3 hours
GCEP 507 Teaching Practicum 3 hours
GCEP 509 Lifestyle and Career Development 3 hours
GCEP 511 Ethical and Legal Issues 3 hours
GCEP 515 Treatment Planning I 1 hour
GCEP 518 Treatment Planning II 1 hour
GCEP 519 School Counseling Portfolio 1 hour
GCEP 566 Research Methods and Statistics 2 hours
GCEP 568 Action Research Design I 1 hour
GCEP 569 Action Research Design II 1 hour
GCEP 571 Tests and Assessments 2 hours

Clinical Internship (6 hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for 1 additional hour and GCEP 599 Treatment Planning for 1 additional hour, but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.
GCEP 516 School Counseling Internship I 3 hours
GCEP 517 School Counseling Internship II 3 hours

Note:

- Internship requires a minimum of 600 clock hours of supervised school counseling experience in a public or approved private school per TSPC guidelines.
- The teaching practicum for school counseling must be supervised and consist of a minimum of 200 clock hours in a regular classroom in a public or approved private school per TSPC guidelines. It must include a minimum of 75 clock hours of full responsibility for teaching and classroom management. Students are required to take: GCEP 506 Classroom Teaching and Learning and GCEP 507 Teaching Practicum.

Education Specialist (EdS) in School Psychology

Purpose

The EdS in School Psychology program is designed for adults who desire graduate study and preparation for the school psychology profession.

Accreditation

Approved by Teacher Standards and Practices Commission (TSPC) and accredited by the Council for the Accreditation of Educator Preparation (CAEP)

Student Learning Outcomes

Graduates will:

- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Demonstrate the knowledge of varied methods of assessment and skills in data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes relevant for ages birth to 21 years
- Demonstrate the knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems
- Demonstrate knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies
- Demonstrate knowledge of biological, cultural, developmental, and social influences on behavior, mental health, and learning; and evidence-based supported strategies to promote social-emotional functioning and mental health
- Demonstrate knowledge of school and systems structure, organization, and theory; general and special education; and empirically support school practices that promote academic outcomes, learning, social development, and mental health
- Demonstrate knowledge of principles and research related to resilience and risk factors in learning and mental health, services to support multi-tiered prevention, and empirically support strategies for effectives crisis response
- Demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture; empirically support strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools
- Demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; and empirically supported strategies to enhance services and address potential influences related to diversity
- Demonstrate knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings

- Demonstrate knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A cumulative undergraduate grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Completed Application Form at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

- The Admissions Committee will consider each application item and the group interview as part of the admissions decision.

  Additional requirements for international students are online here.

Transfer Credit

Transfer of up to 20 hours credit is allowed toward the EdS in School Psychology program from accredited graduate schools (transfer credit is not allowed toward internship or practicum requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the EdS in School Psychology program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 65 hours required for the EdS in School Psychology program, a minimum of 45 hours must be taken in resident study at George Fox University. All work leading to the degree must be completed within 5 years from the time of matriculation. Extension of this limit requires the approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must reapply to the program.

Course Requirements

The EdS in School Psychology program is generally 3-4 years in length with 65 semester hours of course work required as a minimum for graduation. The program is designed for full-time study, with the first 2-3 years in classroom coursework and the last year in a full-time internship in a public school. Of those hours, 3 are in spiritual integration coursework, 18 in core counseling courses, 38 in school psychology core courses, and 6 clinical internship credits.

Other Degree Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the EdS in School Psychology program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GDC faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

In order to complete the EdS in School Psychology program students must:

- Satisfactorily complete a minimum of 65 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete 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 a licensed therapist
- Complete a minimum of 1,200 supervised hours in internship setting(s)
- Successfully complete the Portfolio (reading fees are assessed during the final semester of internship), in which the student demonstrates knowledge and skill in the domains of school psychology practice

Curriculum Plan

Spiritual Integration (3 hours)

Complete the following:

GCEP 542 Systems and Diversity in Schools 3 hours

Counseling Core (18 hours)

Complete the following:

GCEP 501 Principles and Techniques of Counseling 3 hours
GCEP 510 Human Growth & Development 3 hours
GCEP 520 Personality and Counseling Theory 3 hours

GCEP 550 Group Theory & Therapy 3 hours
GCEP 566 Research Methods and Statistics 2 hours
GCEP 567 Cultural Foundations and Social Justice 3 hours
GCEP 587 Interpersonal Neurobiology and Pharmacology 1 hour

School Psychology Core (38 hours)

Complete the following:

Note: GCEP 547 Personality and Behavioral Assessment, GCEP 544 Academic Assessment, and GCEP 545 Cognitive Assessment includes 3 credit hours for classroom and 1 for lab. Students in this program who desire to have a double major (i.e., school psychology, counseling, or MCFC) must meet with their advisor to discuss the additional coursework needed.

GCEP 511 Ethical and Legal Issues 3 hours
GCEP 523 Practicum 3 hours
GCEP 531 Intro to School Psychology 3 hours
GCEP 543 Exceptional Child 3 hours
GCEP 544 Academic Assessment 4 hours
GCEP 545 Cognitive Assessment 4 hours
GCEP 546 Test and Measurement 3 hours
GCEP 547 Personality and Behavioral Assessment 4 hours
GCEP 558 School Psychology Portfolio I 1 hour
GCEP 559 School Psychology Portfolio II 1 hour
SPED 550 Behavior Support and Classroom Management 3 hours
MEDU 520 Curriculum and Assessment 3 hours

Clinical Internship (6 hours)

Complete the following:

GCEP 548 Internship in School Psychology I 3 hours
GCEP 549 Internship in School Psychology II 3 hours

Note:

- In addition to fulfilling the above course requirements, school psychology students in the EdS in School Psychology program who seek the Initial School Psychology License will be asked to submit passing scores on the following assessments:
  1. ORELA Protecting Student and Civil Rights in the Educational Environment Examination
  2. Praxis II Specialty Area Test in School Psychology

Initial School Psychology Licensure Preparation Program

Purpose

The Initial School Psychology Licensure Preparation Program is designed for men and women who desire graduate study and preparation for the school psychology profession who already hold a master's or doctoral degree in a mental health field (e.g., counseling, social work, marriage and family therapy, psychology and/or psychiatry).

Accreditation

Approved by Oregon Teacher Standards and Practices Commission (TSPC) and accredited by the National Council for the Accreditation of Teacher Education (NCATE)

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as a professional school psychologist including foundations, models, methods, public policy, ethical, professional and legal standards
- Demonstrate the knowledge and skills to collect data in a variety of areas for service and evaluate outcomes with cultural competence and relevance to age birth to 21 years.
- Demonstrate knowledge, methods, and application of behavioral, mental health, collaborative and other consultation models
- Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to provide multi-culturally sensitive prevention, intervention, collaboration, and consultation
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with information sources and technology to advocate for all students, and to evaluate and improve the quality of services
- Apply relevant research, statistics and evaluation methods in the practice of school psychology
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a professional school psychologist

Admission Requirements

- Master's or doctoral degree in the mental health field from a regionally accredited institution. A cumulative grade point average of 3.0 or above is required.
- Completed Application Form at apply.georgefox.edu

- $40 non-refundable application fee
- Résumé of work and/or volunteer experience
- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

The Admissions Committee will consider each application item and the group interview as part of the admissions decision.

Additional requirements for international students are online here.

Transcripts of previous graduate work and supporting documentation will be evaluated by the GDC faculty committee to verify completion of the following prerequisite courses:

Prerequisite Coursework (43 hours)

GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 501 Principles and Techniques of Counseling	3
GCEP 502 Clinical Practicum	3
GCEP 510 Human Growth and Development	3
GCEP 520 Personality and Counseling Theory	3
GCEP 543 The Exceptional Child	3
GCEP 544 Academic Assessment	4
GCEP 545 Cognitive Assessment	4
GCEP 546 Test and Measurement	3
GCEP 547 Personality and Behavioral Assessment	4
GCEP 550 Group Theory and Therapy	3
GCEP 551 Program Evaluation Research Designs	2
GCEP 566 Research Methods and Statistics	2
GCEP 567 Cultural Foundations and Social Justice	3

Prior courses taken may potentially be accepted, upon approval, as prerequisite hours required to complete the program. Waivers of prerequisite coursework* might vary greatly from student to student. In addition to the prerequisite coursework, all students must complete the required 18 semester hours of coursework listed below. Students must have earned a grade of B or better for a course to be considered to meet prerequisite coursework requirements. Only courses taken elsewhere within 10 years of the date of matriculation to the Initial School Psychology Licensure Preparation Program will be considered. In addition to the prerequisite coursework, all students must complete the required 18 semester hours of coursework listed below.

**Applicants for the Initial School Psychology Licensure Preparation Program may petition the Oregon Teacher Standards and Practices Commission (TSPC) if they are dissatisfied with a denied waiver request.*

Transfer Credit

Transfer of up to 5 semester hours credit beyond the required prerequisite coursework is allowed toward the Initial School Psychology Licensure Preparation Program

from accredited graduate schools (transfer credit is not allowed toward internship requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Initial School Psychology Licensure Preparation Program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 18 semester hours required for the Initial School Psychology Licensure Preparation Program, a minimum of 13 hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires the approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The Initial School Psychology Licensure Preparation Program is generally 2-4 years in length with 18 hours of course work required as a minimum for graduation. Of those hours, 12 are in core counseling and school psychology coursework and 6 internship hours.

Other Degree Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the Initial School Psychology Licensure Preparation Program program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GDC faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Completion Requirements

In order to complete the Initial School Psychology Licensure Preparation Program students must:

- Satisfactorily complete a minimum of 18 semester hours (beyond the stated prerequisite coursework) with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete 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 a licensed therapist
- Complete a minimum of 1,200 supervised hours in internship setting(s)

- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of school psychology and applies the same through an analysis of his/her school psychology skills, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Core Counseling and School Psychology Courses (12 hours)

Complete the following:

GCEP 511 Ethical and Legal Issues 3 hours
GCEP 531 Intro to School Psychology 3 hours
GCEP 558 School Psychology Portfolio I 1 hour
GCEP 559 School Psychology Portfolio II 1 hour
GCEP 561 Spirituality and Clinical Praxis 3 hours
GCEP 587 Interpersonal Neurobiology and Pharmacology 1 hour

Internship (6 hours)

Complete the following:

GCEP 548 Internship in School Psychology I 3 hours
GCEP 549 Internship in School Psychology II 3 hours

Note:

In addition to fulfilling the above course requirements, school psychology students in the Initial School Psychology Licensure Preparation Program who seek the Initial School Psychology License will be asked to submit passing scores on the following assessments:

1. California Basic Educational Skills Test (CBEST) or Praxis I (PPST), or have five years of experience practicing school psychology full time in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license
2. Praxis II Specialty Area Test in School Psychology
3. ORELA Protecting Student and Civil Rights in the Educational Environment Examination

Continuing School Psychology Licensure Preparation Program

Purpose

The Continuing School Counseling Licensure Preparation Program is designed to meet the coursework requirements for the Continuing School Psychology License.

Accreditation

Approved by Oregon Standards and Practices Commission (TSPC).

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as a professional school psychologist including foundations, models, methods, public policy, ethical, professional, and legal standards
- Demonstrate the knowledge and skills to collect data in a variety of areas for service and evaluate outcomes with cultural competence and relevance to age birth to 21 years
- Demonstrate knowledge, methods, and application of behavioral, mental health, collaborative, and other consultation models
- Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to provide multi-culturally sensitive prevention, intervention, collaboration, and consultation
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with information sources and technology to advocate for all students, and to evaluate and improve quality of services
- Apply relevant research, statistics and evaluation methods in the practice of school psychology
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a professional school psychologist

Admission Requirements

- Master's or doctoral degree in the mental health field from a regionally accredited institution. A cumulative grade point average of 3.0 or above is required. Completed Application Form at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience

- Written admission statement addressing the question provided in the Application Form
- One academic reference form and one professional reference form
- An official transcript from each college or university attended
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

The Admissions Committee will consider each application item and the Group Interview as part of the admissions decision.

Additional requirements for International Students are online here.

Applicants to the Continuing School Psychology Licensure Preparation Program must have completed the coursework identified under the Education Specialist in School Psychology program and any additional coursework identified by the Graduate Department of Counseling faculty committee. Alternatively, the applicant must have completed, in Oregon or another U.S. jurisdiction, an initial graduate program in school psychology at an institution approved by TSPC.

Transfer Credit

No transfer credit is allowed toward the Continuing School Psychology Licensure Preparation Program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 6 hours required for the Continuing School Psychology Licensure Preparation Program must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to three semesters after which the student must re-apply to the program.

Course Requirements

The Initial School Psychology Licensure Preparation Program is generally 2-4 years in length with 18 hours of course work required as a minimum for graduation. Of those hours, 12 are in core counseling and school psychology coursework and 6 internship hours.

Completion Requirements

In order to complete the Continuing School Psychology Licensure Preparation Program students must:

- Satisfactorily complete a minimum of 6 semester hours with a cumulative GPA of 3.0 or above

- Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook)

Curriculum Plan

Continuing Licensure Curriculum (6 hours)

Complete the following:

GCEP 611 Adv School Psych Research I 1 hour
GCEP 612 Adv School Psych Research II 2 hours
GCEP 613 Advanced Leadership, Collaboration, & Advocacy I: With School Personnel, Parents, & the Community 1 hour
GCEP 614 Advanced Leadership, Collaboration, & Advocacy II: With Diverse & Special Interest Groups 1 hour
GCEP 616 Law and School Psychologist 1 hour

School of Education

Programs

Master Degree Programs

- Master of Arts in Teaching
- Master of Education
- Master of Arts in Education

Endorsements and Certificates

Education Specialist

Doctor of Education

Master Degree Programs

MAT

- Master of Arts in Teaching

The following programs have been approved by the Oregon Teacher Standards and Practices Commission (TSPC) and include an endorsement that must be earned concurrently with the MAT degree:

- Master of Arts in Teaching Plus ESOL Endorsement
- Master of Arts in Teaching English to Speakers of Other Languages (ESOL) Endorsement + Dual Language Specialty
- Master of Arts in Teaching Plus Reading Endorsement
- Master of Arts in Teaching Plus Special Education Endorsement

MAEd

- Master of Arts in Education

MEd

- Master of Education (MEd)
- Master of Education + Special Education Endorsement

Master of Arts in Teaching

Purpose

The Master of Arts in Teaching (MAT) program is designed to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, action 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 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 Master of Arts in Teaching program may be completed in one of three ways:

1. Face-to-Face Evenings and Saturdays (January and June Starts)
2. Virtual Evenings and Saturdays (January and June Starts)
3. Face-to-Face Daytime (June Start Only)

The program is available to individuals who have completed an undergraduate BA or BS degree in a field other than education.

Degree Outcomes

Educational Objectives

To enable students to:

- 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
- Apply these understandings in early childhood, elementary, middle and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's guidelines
- Receive an Oregon Preliminary Teaching License upon completion of the core and passing scores on the appropriate standardized measures (NES Content Specific Examination for single subject licensure, ORELA for multiple subjects authorization, Protecting Students and Civil Rights exam and the State Assessment).

The Preliminary Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French**, German**, health education, integrated science,* Japanese**, language arts, marketing, music, physical education,

physics, Russian**, social studies, speech communications,* Spanish and technology education.

* These subjects may be added to another endorsement for high school applicants; integrated science and basic math may stand alone for elementary/middle school applicants.

**Admittance to these endorsement areas is contingent on the University's ability to provide the curricular support necessary. These endorsements may not be offered some years.

Admission Requirements

Applicants seeking admission to the MAT program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 3.0 in the last two years of coursework. In addition, applicants must complete the following to be considered for admission to the program:

- Master of arts in teaching application and application fee
- Submit one official transcript from each college/university attended
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 enrollment deposit is required. Deadline for application is Feb. 1 for the June 1 start and Oct. 1 for the January start. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed the appropriate ORELA exam.

Prior to full-time student teaching, students must have taken and passed the appropriate ORELA exam. 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.

Transfer Credit

No transfer credit is allowed toward the MAT program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 36 hours must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching program is generally 1-2 years in length with 36 semester hours of course work required as a minimum for graduation. Of those hours, 28 are in prescribed core education courses (including practicum), 4 hours are Action Research, and 4 hours may be applied to a specialization, such as ESOL, Reading, or SPED.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model

Students will work in cohorts of 15 to 20 students. Cohorts will include elementary and secondary levels. Cohorts are both blended and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

Theory-Into-Practice Links

Practicum experiences will be a large component of the program. The involvement in a full semester practicum experience will provide preservice teachers with opportunities to apply learning from coursework. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between coursework and application in classrooms. All practicum criteria must be met at the conclusion of the practicum or an additional practicum will be required.

Action Research

A research component will be at the end of the core courses to allow students to do their action research in the classroom following licensure eligibility.

Thematic Strands

Major strands, such as cultural proficiency, differentiation, assessment, action research, and decision making, will be incorporated throughout the professional courses. Other topics such as classroom management and technology will also be integrated with 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.

Graduation Requirements

In order to graduate with a Master of Arts in Teaching degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above

- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure

Curriculum Plan

Master of Arts in Teaching Core & Practicum Courses (22 semester credits)

Complete the following:

MATG 501 The Professional Educator 1 hour
MATG 503 Diverse Populations 3 hours
MATG 506 Curriculum and Instruction 2 hours
MATG 507 Assessment Design and Implementation 2 hours
MATG 510 Human Development and Learning Theory 3 hours
MATG 560 Foundations of Language and Literacy 3 hours
MATG 577 Practicum: Classroom Teaching 5 hours
MATG 580 Classroom Management: Classroom Culture 2 hours
MATG 581 Classroom Management Seminar 1 hour

Specialization (6 semester hours)

Complete one of the following Specializations:

Single Subject Specialization

MATG 555 Content Area Pedagogy 2 hours
MATG 555 Content Area Pedagogy 2 hours
MATG 558 Teaching in the Middle 2 hours
Note: Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.

Multiple Subjects Specialization

MATG 550 Elementary Pedagogy in Science and STEAM Education 1 hour
MATG 551 Multiple Subjects Level Pedagogy in Language Arts 2 hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 hours

Additional Coursework (8 semester hours)

Complete the following:

Students must complete 4 hours of Action Research.
MEDU 540 Action Research I 2 hours
MEDU 541 Action Research II 2 hours

AND choose 4 semester credits from the following options:

Master of Education Courses

MEDU 506 Research in Effective Teaching 3 hours
MEDU 520 Curriculum and Assessment 3 hours
MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 hours

MEDU 543 Ethical Persp Edu Leadership 3 hours

ESOL Endorsement Electives

ESOL 570 Applied Eng Linguis:Oral & Lit 3 hours
ESOL 571 Second Lang Acquisition & Dev 2 hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 hours
ESOL 577 ESOL Practicum 2 hours

Reading Endorsement Electives

READ 530 Hist/Found Literacy Learning 2 hours
READ 531 Analysis Read/Writ Assessments 2 hours
READ 532 Adv Strategies in Lit Instruct 2 hours
READ 534 Issues & App Literacy Instruct 2 hours
READ 537 Emergent Literacy 2 hours
READ 538 Organization Reading Programs 3 hours
READ 542 Reading Practicum 2 hours

SPED Endorsement Electives

SPED 501 Theory, Foundations and Ethics for Special Educators 1 hour
SPED 511 Developmental Psychology and Learning Theory 1 hour
SPED 512 Structures for Teaching and Learning: Academic 3 hours
SPED 513 Structures for Teaching and Learning: Functional 3 hours
SPED 524 Assistive Technology & Specialized Support 1 hour
SPED 521 Assessment & Evaluation 4 hours
SPED 531 Case Management 2 hours
SPED 550 Behavior Support and Classroom Management 3 hours
SPED 552 Community Supports and Transitional Programs 2 hours

Other Program Electives

MATG 576 Practicum: Classroom Organization in Practice 4 hours
MATG 590 Professional Seminar 1 hour

Master of Arts in Teaching Plus ESOL Endorsement

Purpose

The Master of Arts in Teaching (MAT) Plus ESOL Endorsement program is designed to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, action 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 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 program is available to individuals who have completed an undergraduate BA or BS degree in a field other than education.

Degree Outcomes

Educational Objectives

To enable students to:

- 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
- Apply these understandings in early childhood, elementary, middle, and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"
- Earn the ESOL or ESOL/Bilingual Specialist Endorsement
- Receive an Oregon Preliminary Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test)

The Preliminary Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education,

physics, Russian, social studies, speech communications,* Spanish, and technology education.

*These subjects may be added to another endorsement for high school applicants; integrated science and basic math may stand alone for elementary/middle school applicants.

Admission Requirements

Applicants seeking admission to the MAT Plus ESOL Endorsement program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 3.0 in the last two years of coursework. In addition, applicants must complete the following to be considered for admission to the program:

- Master of arts in teaching application and application fee
- Submit one official transcript from each college/university attended
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 enrollment deposit is required. Deadline for application is February 1 for Summer start and October 1 for January start. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed the appropriate ORELA exam.

Prior to full-time student teaching, students must have taken and passed the appropriate ORELA exam. 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.

Transfer Credit

No transfer credit is allowed toward the MAT Plus ESOL Endorsement program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the Registrar's Office for information on eligibility of transfer credit.

Residence Requirements

All 47 hours required for the MAT Plus ESOL Endorsement program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching Plus ESOL Endorsement program is generally 1-2 years in length with 47 semester hours of coursework required as a minimum for graduation.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model

Students will work in cohorts of 15 to 20 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

Theory-Into-Practice Links
Practicum experiences will be a large component of the program, beginning with either an enrichment program planned and implemented by the students or a specific volunteer experience. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from coursework. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between coursework and application in classrooms.

Action Research

A research strand will be at the end of the core courses to allow students to do their action research in the classroom following licensure eligibility.

Thematic Strands

Major strands, such as cultural proficiency, 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 with 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.

Endorsement Courses

Endorsement courses are completed after the core courses have been completed and the candidate is eligible for licensure.

Graduation Requirements

In order to graduate with a Master of Arts in Teaching degree Plus ESOL Endorsement students must:

- Satisfactorily complete a minimum of 47 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure.

- Pass Praxis content area exam.
- Complete ESOL endorsement work sample.
- Complete a successful ESOL endorsement practicum experience.

Curriculum Plan

Master of Arts in Teaching Core & Practicum Courses (22 semester credits)

Complete the following:

MATG 501 The Professional Educator 1 hour
MATG 503 Diverse Populations 3 hours
MATG 506 Curriculum and Instruction 2 hours
MATG 507 Assessment Design and Implementation 2 hours
MATG 510 Human Development and Learning Theory 3 hours
MATG 560 Foundations of Language and Literacy 3 hours
MATG 577 Practicum: Classroom Teaching 5 hours
MATG 580 Classroom Management: Classroom Culture 2 hours
MATG 581 Classroom Management Seminar 1 hour
Note: Students will register for MATG 560 according to the license they plan to pursue: Single Subject or Multiple Subjects.

Specialization (6 semester hours)

Complete one of the following Specializations:

Single Subject Specialization

MATG 555 Content Area Pedagogy 2 hours
MATG 555 Content Area Pedagogy 2 hours
MATG 558 Teaching in the Middle 2 hours
Note: Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.

Multiple Subjects Specialization

MATG 550 Elementary Pedagogy in Science and STEAM Education 1 hour
MATG 551 Multiple Subjects Level Pedagogy in Language Arts 2 hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 hours

Action Research (4 semester hours)

Complete the following:

Students must complete 4 hours of Action Research.
MEDU 540 Action Research I 2 hours
MEDU 541 Action Research II 2 hours

ESOL Endorsement Courses (15 hours)

Complete the following:

ESOL 570 Applied Eng Linguis:Oral & Lit 3 hours
ESOL 571 Second Lang Acquisition & Dev 2 hours

ESOL 572 Intercultural Comm ESOL Cntxt 2 hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 hours
ESOL 577 ESOL Practicum 2 hours

Master of Arts in Teaching Plus ESOL Endorsement with Dual Language Specialty

Purpose

The Master of Arts in Teaching (MAT) Plus ESOL Endorsement with Dual Language Specialty program is designed to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, action 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 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. Bilingual candidates desiring to add a Dual Language Specialty while earning the ESOL/Bilingual Endorsement at the same time as the initial license can do so within the Master of Arts in Teaching program. Bilingual teachers who have already earned the initial license and ESOL Endorsement desiring to add a Dual Language Specialty can do so as a stand-alone program.

The Master of Arts in Teaching Plus ESOL Endorsement with Dual Language Specialty program may be completed in one of three ways:

1. MAT Full-time: a three-semester full-time format
2. MAT in Your Community: a two-semester part-time, plus two-semester full-time format
3. MAT @ Night: a five-semester part-time format (the last semester is full time)

The program is available to individuals who have completed an undergraduate BA or BS degree in a field other than education.

Degree Outcomes

Educational Objectives

To enable students to:

- 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
- Apply these understandings in early childhood, elementary, middle, and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"
- Earn the ESOL or ESOL/Bilingual Specialist Endorsement
- Receive an Oregon Preliminary Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test)

The Preliminary Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education, physics, Russian, social studies, speech communications,* Spanish, and technology education.

* These subjects may be added to another endorsement for high school applicants; integrated science and basic math may stand alone for elementary/middle school applicants.

Admission Requirements

Applicants seeking admission to the MAT Plus ESOL Endorsement with Dual Language Speciality program must hold 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 coursework. In addition, applicants must complete the following to be considered for admission to the program:

- Master of arts in teaching application and application fee
- Submit one official transcript from each college/university attended
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 enrollment deposit is required. Deadline for application is February 1 for the full-time format, June 1 for the MAT @ Night format, and October 1 for MAT in Your Community. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed the appropriate ORELA exam.

Prior to full-time student teaching, students must have taken and passed the appropriate ORELA exam. 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.

Transfer Credit

No transfer credit is allowed toward the MAT Plus ESOL Endorsement with Dual Language Specialty program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the Registrar's Office for information on eligibility of transfer credit.

Residence Requirements

All 57 hours required for the MAT Plus ESOL Endorsement with Dual Language Specialty program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching Plus ESOL Endorsement with Dual Language Specialty program is generally 1-2 years in length with 57 semester hours of course work required as a minimum for graduation. Of those hours, 19 are in prescribed core education courses, 6 in the area of specialization, 10 in ESOL endorsement courses, 11 Dual Language Specialty courses, and 11 practicum hours.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model
Students will work in cohorts of 15 to 18 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

Theory-Into-Practice Links
Practicum experiences will be a large component of the program, beginning with either an enrichment program planned and implemented by the students or a specific volunteer experience. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from coursework. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between coursework and application in classrooms.

Action Research
A research strand will be woven throughout the program. Students 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 cultural proficiency, 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 with 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.

Endorsement Courses

Endorsement courses are completed concurrently with MAT cohort courses. Three courses are taken throughout the MAT cohort program and two courses are taken in May/June after Commencement. The endorsement courses blend with some MAT formats better than others.

Graduation Requirements

In order to complete a Master of Arts in Teaching Plus ESOL Endorsement with Dual Language Specialty students must:

- Satisfactorily complete a minimum of 57 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete ESOL endorsement milestone project.
- Complete a successful ESOL endorsement practicum experience.

Curriculum Plan

Education Core Courses (19 hours)

Complete the following:

Note: Students will register for MATG 560 according to the license they plan to pursue: Single Subject or Multiple Subjects.
MATG 501 The Professional Educator 1 hour
MATG 503 Diverse Populations 3 hours
MATG 506 Curriculum and Instruction 2 hours
MATG 507 Assessment Design and Implementation 2 hours
MATG 510 Human Development and Learning Theory 3 hours
MATG 521 Graduate Capstone Project for Teachers I 1 hour
MATG 522 Graduate Capstone Project for Teachers II 2 hours
MATG 560 Foundations of Language and Literacy 3 hours
MATG 580 Classroom Management: Classroom Culture 2 hours

Practicum Courses (11 hours)

Complete the following:

MATG 576 Practicum: Classroom Organization in Practice 4 hours
MATG 577 Practicum: Classroom Teaching 5 hours

MATG 581 Classroom Management Seminar 1 hour
MATG 590 Professional Seminar 1 hour

Specialization

Choose one of the following:

Single Subject (6 hours)

Complete the following:

Note: Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.
MATG 555 Content Area Pedagogy 2 hours
MATG 555 Content Area Pedagogy 2 hours
MATG 558 Teaching in the Middle 2 hours

Multiple Subjects (6 hours)

Complete the following:

MATG 550 Elementary Pedagogy in Science and STEAM Education 1 hour
MATG 551 Multiple Subjects Level Pedagogy in Language Arts 2 hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 hours

ESOL Endorsement

ESOL Endorsement Courses (10 hours)

Complete the following:

ESOL 571 Second Lang Acquisition & Dev 2 hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 hours

Dual Language Specialty

Dual Language Specialty Courses (11 hours)

Complete the following:

DUAL 570 Applied Comparative Linguistics: English - Target Language 3 hours
DUAL 571 Parent and Community Involvement 1 hour
DUAL 572 Sociolinguistics and Education 2 hours
DUAL 573 Biliteracy Instruction 3 hours
DUAL 576 Practicum: Dual Language 2 hours

Master of Arts in Teaching Plus Reading Endorsement

Purpose

The Master of Arts in Teaching (MAT) Plus Reading Endorsement program is designed to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, action 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 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 program is available to individuals who have completed an undergraduate BA or BS degree in a field other than education.

Degree Outcomes

Educational Objectives

To enable students to:

- 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
- Apply these understandings in early childhood, elementary, middle, and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"
- Earn the Reading Specialist Endorsement
- Receive an Oregon Preliminary Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test)

The Preliminary Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education,

physics, Russian, social studies, speech communications,* Spanish and technology education.

*These subjects may be added to another endorsement for high school applicants; integrated science and basic math may stand alone for elementary/middle school applicants.

Admission Requirements

Applicants seeking admission to the MAT program must hold 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 coursework. In addition, applicants must complete the following to be considered for admission to the program:

- Master of arts in teaching application and application fee
- Submit one official transcript from each college/university attended
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 enrollment deposit is required. Deadline is Feb. 1 for Summer start and October 1 for January start. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed the appropriate ORELA exam.

Prior to full-time student teaching, students must have taken and passed the appropriate ORELA exam. 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.

Transfer Credit

No transfer credit is allowed toward the MAT Plus Reading Endorsement program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the Registrar's Office for information on eligibility of transfer credit.

Residence Requirements

All 47 hours required for the MAT Plus Reading Endorsement program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching program is generally 1-2 years in length with 47 semester hours of course work required as a minimum for graduation.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model
Students will work in cohorts of 15 to 20 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

Theory-Into-Practice Links
Practicum experiences will be a large component of the program, beginning with either an enrichment program planned and implemented by the students or a specific volunteer experience. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from coursework. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between coursework and application in classrooms.

Action Research

A research strand will be at the end of the core courses to allow students to do their action research in the classroom following licensure eligibility.

Thematic Strands
Major strands, such as cultural proficiency, 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 with 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.

Endorsement Courses

Endorsement courses will be completed after the preliminary license requirements have been met.

Graduation Requirements

In order to graduate with a Master of Arts in Teaching degree Plus Reading Endorsement students must:

- Satisfactorily complete a minimum of 47semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure
- Pass Praxis content area exam

- Complete Reading Portfolio
- Complete a successful Reading practicum experience

Curriculum Plan

Master of Arts in Teaching Core & Practicum Courses (22 semester credits)

Complete the following:

MATG 501 The Professional Educator 1 hour
MATG 503 Diverse Populations 3 hours
MATG 506 Curriculum and Instruction 2 hours
MATG 507 Assessment Design and Implementation 2 hours
MATG 510 Human Development and Learning Theory 3 hours
MATG 560 Foundations of Language and Literacy 3 hours
MATG 577 Practicum: Classroom Teaching 5 hours
MATG 580 Classroom Management: Classroom Culture 2 hours
MATG 581 Classroom Management Seminar 1 hour
Note: Students will register for MATG 560 according to the license they plan to pursue: Single Subject or Multiple Subjects.

Specialization (6 semester hours)

Complete one of the following Specializations:

Single Subject Specialization
MATG 555 Content Area Pedagogy 2 hours
MATG 555 Content Area Pedagogy 2 hours
MATG 558 Teaching in the Middle 2 hours
Note: Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.
Multiple Subjects Specialization
MATG 550 Elementary Pedagogy in Science and STEAM Education 1 hour
MATG 551 Multiple Subjects Level Pedagogy in Language Arts 2 hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 hours

Action Research (4 semester hours)

Complete the following:

Students must complete 4 hours of Action Research.
MEDU 540 Action Research I 2 hours
MEDU 541 Action Research II 2 hours

Reading Endorsement Courses (15 hours)

Complete the following:

READ 530 Hist/Found Literacy Learning 2 hours
READ 531 Analysis Read/Writ Assessments 2 hours
READ 532 Adv Strategies in Lit Instruct 2 hours

READ 534 Issues & App Literacy Instruct 2 hours
READ 537 Emergent Literacy 2 hours
READ 538 Organization Reading Programs 3 hours
READ 542 Reading Practicum 2 hours

Master of Arts in Teaching Plus SPED Endorsement

Purpose

The Master of Arts in Teaching (MAT) Plus Special Education Endorsement program is designed to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, action 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 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 Master of Arts in Teaching Plus SPED Endorsement program may be completed in one of two ways:

- Preliminary License + MAT January Start
- Preliminary License + MAT June Start

The program is available to individuals who have completed an undergraduate BA or BS degree in a field other than education.

Degree Outcomes

Educational Objectives

To enable students to:

- 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
- Apply these understandings in early childhood, elementary, middle, and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"
- Earn the Special Education (SPED) Endorsement
- Receive an Oregon Preliminary Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test)

The Preliminary Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education, physics, Russian, social studies, speech communications,* Spanish and technology education.

* These subjects may be added to another endorsement for high school applicants; integrated science and basic math may stand alone for elementary/middle school applicants.

Admission Requirements

Applicants seeking admission to the MAT Plus SPED Endorsement program must hold 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 coursework. In addition, applicants must complete the following to be considered for admission to the program:

- Master of arts in teaching application and application fee
- Submit one official transcript from each college/university attended
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 enrollment deposit is required. Deadline for application is Feb. 1 for Summer start and October 1 for January start. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed the appropriate ORELA exam.

Prior to full-time student teaching, students must have taken and passed the appropriate ORELA exam. 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.

Transfer Credit

No transfer credit is allowed toward the MAT Plus SPED Endorsement program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 51 hours required for the MAT Plus SPED Endorsement program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching Plus SPED Endorsement program is generally 1-2 years in length with 51 semester hours of coursework required as a minimum for graduation.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model

Students will work in cohorts of 15 to 20 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

Theory-Into-Practice Links

Practicum experiences will be a large component of the program, beginning with either an enrichment program planned and implemented by the students or a specific volunteer experience. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from coursework. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between coursework and application in classrooms.

Action Research

A research strand will be at the end of the core courses to allow students to do their action research in the classroom following licensure eligibility.

Thematic Strands

Major strands, such as cultural proficiency, 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 with 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.

Endorsement Courses

Endorsement courses are completed after the preliminary license requirements have been met.

Graduation Requirements

In order to graduate with a Master of Arts in Teaching degree Plus SPED Endorsement students must:

- Satisfactorily complete a minimum of 51 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure
- Pass Praxis content area exam
- Complete SPED endorsement work sample
- Complete a successful SPED endorsement practicum experience

Curriculum Plan

Education Course Courses (22 hours)

Complete the following:

MATG 501 The Professional Educator 1 hour
MATG 503 Diverse Populations 3 hours
MATG 506 Curriculum and Instruction 2 hours
MATG 507 Assessment Design and Implementation 2 hours
MATG 510 Human Development and Learning Theory 3 hours
MATG 560 Foundations of Language and Literacy 3 hours
MATG 577 Practicum: Classroom Teaching 5 hours
MATG 580 Classroom Management: Classroom Culture 2 hours
MATG 581 Classroom Management Seminar 1 hour
Note: Students will register for MATG 560 according to the license they plan to pursue: Single Subject or Multiple Subjects.

Specialization (6 semester hours)

Choose one of the following:

Single Subject Specialization
MATG 555 Content Area Pedagogy 2 hours
MATG 555 Content Area Pedagogy 2 hours
MATG 558 Teaching in the Middle 2 hours
Note: Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.
Multiple Subjects Specialization
MATG 550 Elementary Pedagogy in Science and STEAM Education 1 hour
MATG 551 Multiple Subjects Level Pedagogy in Language Arts 2 hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 hours

Action Research (4 semester hours)

Complete the following:

Students must complete the following 4 hours of Action Research.
MEDU 540 Action Research I 2 hours
MEDU 541 Action Research II 2 hours

SPED Endorsement Courses (19 hours)

Complete the following:

SPED 512 Structures for Teaching and Learning: Academic 3 hours
SPED 513 Structures for Teaching and Learning: Functional 3 hours
SPED 521 Assessment & Evaluation 4 hours
SPED 524 Assistive Technology & Specialized Support 1 hour
SPED 531 Case Management 2 hours
SPED 552 Community Supports and Transitional Programs 2 hours
SPED 576 Practicum: Mild to Moderate 2 hours
SPED 577 Practicum: Moderate to Severe 2 hours

Master of Arts in Education

Purpose

The Master of Arts in Education (MAEd) program is designed to provide candidates two alternative pathways to obtain an MAEd degree.

Track One: (MAEd *without* Licensure) is for candidates who desire to understand content and methods pertaining to teaching and learning, but are ***not*** pursuing a teaching license. This program is an alternative to the Master of Arts in Teaching (MAT) program. The MAEd Track One is a Master's level program that does not meet the requirements for state licensure and does not require candidates to complete the full clinical practice practicum or pass required content knowledge tests. It is recommended for candidates who have completed an undergraduate BA or BS degree in a field other than education, desire a Master's degree in education, but do not plan to teach in the United States. At a reasonable time after making the decision to enter Track One and completing the requirements for the degree, a student can re-enroll in the graduate program to complete any remaining components, to be considered for recommendation by a program director in the School of Education.

Track Two: (Preliminary License + MAEd) is for candidates who desire to earn a Preliminary Teaching License and then continue on to complete action research and additional coursework to fulfill the requirements of the Master of Arts in Education (MAEd) degree. Obtaining a preliminary license first allows a candidate to seek full-time employment as a teacher while continuing to take classes towards earning their degree. This program is advised for individuals who have completed an undergraduate BA or BS degree in a field other than education and desire both a teaching license and a Master’s degree.

Degree Outcomes

Educational Objectives

To enable students to:

- Gain knowledge about the psychological, sociological, historical, and philosophical foundations of education
- Build on their knowledge of subject matter to develop pedagogical skills and research methodologies
- Apply these understandings to education in various settings

Professional Objectives

To enable candidates to:

- Use their knowledge and skills to work in educational settings
- Seek employment as a teacher, paraprofessional, in non-profit agencies or other education related organizations

Admission Requirements

Applicants seeking admission to the MAEd program must hold 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 coursework. In addition, applicants must complete the following to be considered for admission to the program:

- Master of arts in teaching application and application fee
- Submit one official transcript from each college/university attended
- Completion of the character reference statement required by Oregon TSPC
- Three letters of recommendation
- A group assessment with the Admission Committee

If accepted into the program, a $200 tuition deposit is required. Deadline for application is Feb. 1 for summer start, June 1 for fall start, and Oct. 1 for a spring start. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students as well as to those candidates who have passed the appropriate ORELA exam.

Transfer Credit

No transfer credit is allowed toward the MAEd program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 36 semester credits must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Education program is generally 1-2 years in length with a minimum of 36 semester credits of coursework required as a minimum for graduation. Of those semester credits, 21 are in prescribed MAT core education courses (including 4 practicum credits), 9 semester credits in MEd core courses, and 6 semester credits in an area of specialization.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model

Students will work in cohorts that average between 10 to 18 students. Cohorts will include multiple and single subject levels.

Theory-Into-Practice
Candidates will have numerous opportunities to practice what they learn in order for content to be more than theoretical understanding. Students may have volunteer opportunities in addition to a Clinical Practice Practicum, where they will be able to

collaborate with university faculty, cooperating teachers, and administrators from local school districts to apply learning from coursework to the P-12 classroom.

Research

Candidates in the MAEd program will learn how to access and apply current research in their practice. Education is an ever-changing field and practitioners should understand how to stay current in their approaches. Candidates will conduct an action research project and present at a research symposium at the completion of their program.

Thematic Strands
Both tracks have integrated curriculum that infuse critical thinking skills, pedagogy, classroom management, cultural proficiency, and technology. These elements are interwoven throughout the program and include a purposeful use of current research on education and methodologies.

Reflection
The ability to be a reflective practitioner will be developed in group discussions, journal entries, papers, and conferences with supervisors and cooperating teachers.

Graduation Requirements

In order to graduate with the Master of Arts in Education (MAEd) degree students must:

- Satisfactorily complete a minimum of 36 credits with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Students in Track One of the MAEd program will not complete a full-time student teaching requirement, therefore, the director will not sign any official documents recommending the student as a candidate for teaching licensure in Oregon or any other state.

Students in Track Two of the MAEd program will complete a full-time student teaching requirement, therefore, upon successful completion, will be eligible for licensure in Oregon.

Curriculum Plan

Master of Arts in Teaching Core (17 semester credits)

Complete the following:

MATG 501 The Professional Educator 1 hour
MATG 503 Diverse Populations 3 hours
MATG 506 Curriculum and Instruction 2 hours
MATG 507 Assessment Design and Implementation 2 hours
MATG 510 Human Development and Learning Theory 3 hours
MATG 560 Foundations of Language and Literacy 3 hours
MATG 580 Classroom Management: Classroom Culture 2 hours
MATG 581 Classroom Management Seminar 1 hour

Note: Students will register for MATRG 560 according to the license they plan to pursue: Single Subject or Multiple Subjects.

Specialization (6 semester credits)

Choose one of the following Specializations:

Single Subjects Specialization

MATG 555 Content Area Pedagogy 2 hours
MATG 555 Content Area Pedagogy 2 hours
MATG 558 Teaching in the Middle 2 hours
Note: (Single Subjects Specialization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: advanced math, art, biology, business, chemistry, ELA [English Language Arts], health, integrated science, mathematics, music, PE, physics, social studies, technology education, or Japanese).

Multiple Subjects Specialization

MATG 550 Elementary Pedagogy in Science and STEAM Education 1 hour
MATG 551 Multiple Subjects Level Pedagogy in Language Arts 2 hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 hours

Practicum Courses (4-5 semester hours)

Choose one of the following:

Track 1

Complete the following course:
MATG 576 Practicum: Classroom Organization in Practice 4 hours

Track 2

Complete the following course:
MATG 577 Practicum: Classroom Teaching 5 hours

Training Tracks

Students must complete one of the following training tracks.

Track 1: MAEd without Licensure (9 semester credits)

Complete the following:

MATG 521 Graduate Capstone Project for Teachers I 1 hour
MATG 522 Graduate Capstone Project for Teachers II 2 hours
MEDU 506 Research in Effective Teaching 3 hours
MEDU 520 Curriculum and Assessment 3 hours

Track 2: Preliminary License + MAEd (8 semester credits)

Complete the following:

MEDU 540 Action Research I 2 hours
MEDU 541 Action Research II 2 hours

AND choose 4 credits for the options below:

Master of Education Courses

MEDU 506 Research in Effective Teaching 3 hours
MEDU 520 Curriculum and Assessment 3 hours
MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 hours
MEDU 543 Ethical Persp Edu Leadership 3 hours

ESOL Endorsement Electives

ESOL 570 Applied Eng Linguis:Oral & Lit 3 hours
ESOL 571 Second Lang Acquisition & Dev 2 hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 hours

Reading Endorsement Electives

READ 530 Hist/Found Literacy Learning 2 hours
READ 534 Issues & App Literacy Instruct 2 hours
READ 538 Organization Reading Programs 3 hours

SPED Endorsement Electives

SPED 501 Theory, Foundations and Ethics for Special Educators 1 hour
SPED 511 Developmental Psychology and Learning Theory 1 hour
SPED 512 Structures for Teaching and Learning: Academic 3 hours
SPED 513 Structures for Teaching and Learning: Functional 3 hours
SPED 524 Assistive Technology & Specialized Support 1 hour
SPED 531 Case Management 2 hours

Other Program Electives

MATG 590 Professional Seminar 1 hour

Master of Education

Overview

The Master of Education program is designed to fulfill the professional development needs of educators who specialize in different aspects of P-12 education and other educational related fields. There are four different specialties from which candidates can choose:

- Reading (meets TSPC requirements for the Reading Specialist Endorsement along with passing the Reading Praxis exam)
- English as a Second Language (meets TSPC requirements for the ESOL Endorsement along with passing the ESOL Praxis exam)
- Educational Leadership (meets TSPC requirements for the Principal License along with passing the Educational Leadership Praxis exam)

Degree Outcomes for a Master of Education Student

- P-12 Classroom teacher leader
- Building/District leadership
- Online teaching pioneer/settler with pedagogical expertise

Student Learning Outcomes

- Dynamic student access to Professional Learning Networks
- Strengthen professional identity of each teacher to include the habits of scholarship (use and evaluation of research, participation in research, evaluation of programs)

Admission Requirements

Applicants seeking admission to the MEd program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 3.0 in most recent 60 semester or 90 quarter hours (and an explanation if the grade point is below 3.0). In addition, applicants must complete the following to be considered for admission to the program:

- Master of education application and application fee
- One- to two-page essay as described in the application
- One official transcript from all colleges or universities attended
- Three references (forms provided in the application materials).

Applicants seeking to meet TSPC licensure or endorsement requirements upon completion of the program must also complete the following:

- Verification of 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 to the program that do not have a teaching license should

submit a letter of explanation as to how the program would meet their professional goals.)
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

Transfer credit may be allowed in the Master of Education program on a case by case basis from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

The 30 hours required for the Master of Education program consists of 15 hours of core courses and 15 hours of a selected specialization. The 15 hours of core courses must be taken from George Fox University. The core courses within the Master of Education program are delivered online.
All work leading to the Master of Education is regularly completed within a pre-determined semester cycle within a cohort model. Any extensions required must be approved by the MEd faculty. A leave of absence enables a student to be absent from the program for one year but after that time, students must reapply to the program, accepting responsibility for all changes made to the program. Length of program may vary from 4-7 semesters depending on start date.

Course Requirements

The Master of Education program is generally 4-7 semesters in length with 30 total semester hours of coursework required for graduation. Of those 30 hours, 15 are in core education foundations courses, and 15 in a chosen area of specialization.

Other Degree Requirements

In addition to the core requirements, students must complete the following requirements:

- No later than completion of 10 semester hours, a degree-seeking student must complete the MEd degree application process.
- 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 for each specialization.

Licensure in Oregon and Other States

Upon completion of the MEd degree, students will be eligible for advanced teaching licenses in Oregon. (In some cases, additional professional tests may be required.) This MEd program may also allow students to meet the licensure or recertification requirements of other states as well. Non-Oregon students will need to check each particular state's licensing criteria before designing the MEd program.

Graduation Requirements

In order to graduate with the MEd degree students must:

- Satisfactorily complete a minimum of 30 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a core course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Career Outcomes:

- P-12 classroom teacher leader
- A district technology leader
- Online teaching pioneer/settler

Learning Outcomes:

- Increased student access to technology
- Digital instructional strategies and tools, such as blogs, webs, podcasts, feedback channels, and other Web 2.0 tools, become the new norm in learning and assessment
- A strong understanding of and adherence to ethical foundations of technology usage

Sequence of Study:

- Each student will choose one of the specializations listed below which most aligns with her/his professional goals. The course of study will then follow that selected specialization.

Course Requirements

Required for all concentrations

Foundations Core (8 hours)

Complete the following:

MEDU 510 Foundations of Educational Practice 2 hours
MEDU 520 Curriculum and Assessment 3 hours
MEDU 543 Ethical Persp Edu Leadership 3 hours

Research Core (7 hours)

Complete the following:

MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 hours

MEDU 540 Action Research I 2 hours
MEDU 541 Action Research II 2 hours

Specialization (15 hours - select one)

Reading

Complete the following:

READ 530 Hist/Found Literacy Learning 2 hours
READ 531 Analysis Read/Writ Assessments 2 hours
READ 532 Adv Strategies in Lit Instruct 2 hours
READ 534 Issues & App Literacy Instruct 2 hours
READ 538 Organization Reading Programs 3 hours

Choose one of the following:

Students who have successfully completed a Master of Arts in Teaching degree at George Fox University are not required to take READ 536/537 for this endorsement.
READ 536 Reading/Writing Content Areas 2 hours
READ 537 Emergent Literacy 2 hours

Complete the following:

Enrollment in the reading practicum requires successful completion of READ 530, READ 531, READ 532, READ 534 and READ 538.
READ 542 Reading Practicum 2 hours

English as a Second Language/Bilingual

Complete the following:

Students who have successfully completed a Master of Arts in Teaching degree at George Fox University are not required to take ESOL 572 for this endorsement.
ESOL 570 Applied Eng Linguis:Oral & Lit 3 hours
ESOL 571 Second Lang Acquisition & Dev 2 hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 hours

Complete the following:

Enrollment in a practicum requires successful completion of ESOL 570, ESOL 571, ESOL 572 (see note above), ESOL 573 and ESOL 574.

Note: Students can add the bilingual category to the ESOL Endorsement by showing competency in a second language approved by TSPC.

ESOL 577 ESOL Practicum 2 hours

Educational Leadership

Complete the following:

ADMN 540 Leadership in Education 3 hours
ADMN 542 Legal Persp on Ed Policy & Fin 3 hours
ADMN 544 Instructional Supervision 3 hours
ADMN 546 Managing Instructional Budgets 1 hour
ADMN 547 Portfolio Capstone 1 hour
ADMN 548 Principal License Practicum I 2 hours
ADMN 549 Principal License Practicum II 2 hours

Master of Education + Special Education Endorsement

Overview

Candidates for the Master of Education + Special Education Endorsement have multiple opportunities to demonstrate progress toward professional standards. Every course in the endorsement has a common assessment tied directly to course goals, which in turn align with the Oregon Teacher Standards and Practices Commission (TSPC) and Council for Exceptional Children (CEC) standards. George Fox University is committed to multiple measures of candidates' abilities to provide meaningful learning experiences for students in P-age 21 settings who have specialized learning needs. Candidates for the Special Education endorsement must also pass the Special Education National Evaluation SeriesTM (NES®) test.

Note: Those students accepted into the Master of Education degree program with the Special Education endorsement will begin the MEd + SPED program in the summer sessions and move through the program in a cohort with a planned sequence of courses.

Degree Outcomes

Educational Objectives

To enable students to:

- Hone the personal development and professional teaching skills in order to meet the needs of all students in today's world

Professional Objectives

To enable students to:

- Fulfill their professional development needs as educators who specialize in different aspects of P-age 21 education
- Earn the Special Education (SPED) Endorsement

Admission Requirements

Applicants seeking admission to the MEd program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 3.0 in most recent 60 semester or 90 quarter hours (and an explanation if the grade point is below 3.0). In addition, applicants must complete the following to be considered for admission to the program:

- Master of Education application and application fee
- One- to two-page essay as described in the application
- One official transcript from all colleges or universities attended

- Three references (forms provided in the application materials).

Applicants seeking to meet TSPC licensure or endorsement requirements upon completion of the program must also complete the following:

- Verification of 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 to the program that do not have a teaching license should submit a letter of explanation as to how the program would meet their professional goals.)
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

No transfer credit will be available for the MEd + SPED degree program.

Residence Requirements

Of the 40 hours required for the Master of Education + SPED program, all hours must be taken in resident study at George Fox University. All work leading to the Master of Education + SPED degree must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Teaching and Leading (GTL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Education + SPED program is generally 3 years in length with 40 semester hours of course work required as a minimum for graduation. Of those hours, 8 are in core education foundations courses, 7 in prescribed research courses, and 25 hours in the Special Education courses.

Other Degree Requirements

In addition to the core requirements, students must complete the following requirements:

- No later than completion of 10 semester hours, a degree-seeking student must complete the MEd degree application process.
- 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 Master of Education + SPED

Licensure in Oregon and Other States

Upon completion of the MEd + SPED degree, students will be eligible for advanced teaching licenses in Oregon. (In some cases, additional professional tests may be required.) This MEd + SPED program may also allow students to meet the licensure

or recertification requirements of other states as well. Non-Oregon students will need to check each particular state's licensing criteria before designing the MEd + SPED program

Graduation Requirements

In order to graduate with the MEd + SPED degree students must:

- Satisfactorily complete a minimum of 40 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all core courses. If a grade lower than a B- is received in a core course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Note: The curriculum plan is prescribed and candidates will be advised as to the proper sequencing for the MEd core courses and the Special Education courses.

Course Requirements

Foundations Core (8 hours)

Complete the following:

MEDU 510 Foundations of Educational Practice 2 hours
MEDU 520 Curriculum and Assessment 3 hours
MEDU 543 Ethical Persp Edu Leadership 3 hours

Research Core (7 hours)

Complete the following:

MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 hours
MEDU 540 Action Research I 2 hours
MEDU 541 Action Research II 2 hours

Special Education Courses (25 hours)

Complete the following:

SPED 501 Theory, Foundations and Ethics for Special Educators 1 hour
SPED 511 Developmental Psychology and Learning Theory 1 hour
SPED 512 Structures for Teaching and Learning: Academic 3 hours
SPED 513 Structures for Teaching and Learning: Functional 3 hours
SPED 521 Assessment & Evaluation 4 hours
SPED 524 Assistive Technology & Specialized Support 1 hour
SPED 531 Case Management 2 hours
SPED 550 Behavior Support and Classroom Management 3 hours
SPED 552 Community Supports and Transitional Programs 2 hours
SPED 576 Practicum: Mild to Moderate 2 hours
SPED 577 Practicum: Moderate to Severe 2 hours
SPED 595 Special Study in Special Education 1 hour

Endorsements and Certificates

Additional Oregon TSPC Approved Programs

The following endorsements and teaching or administrative licenses have been approved by the Oregon Teacher Standards and Practices Commission (TSPC) and can be earned either within a graduate degree or as a specific program:

Endorsements

- Dual Language Specialty (stand alone)
- Reading Endorsement
- Teaching English to Speakers of Other Languages (ESOL) Endorsement
- Special Education Endorsement

Licensure Preparation Programs

- Principal License
- Professional License

Dual Language Specialty

Purpose

The Dual Language Specialty for bilingual educators holding a professional or initial teaching license and ESOL Endorsement. The Dual Language Specialty will enhance the teacher's skills by adding content and pedagogy expertise in dual language education.

Program Objectives

Educational Objective

To enable students to:

- Gain experience and expertise necessary to increase the academic and linguistic progress of students in dual language classrooms.

Professional Objectives

To enable students to:

- Meet the Oregon state requirements for a Dual Language Specialization.
- Obtain the Dual Language Specialty added to an ESOL Endorsement.

Admission Requirements

Applicants seeking admission to the Dual Language Specialty must:

- Meet the requirements for admission to Master of education application and hold an ESOL Endorsement.
- Demonstrate Target Language proficiency, which could be demonstrated by several avenues: (a) Completion of undergraduate or graduate degree in Target Language; (b) National Evaluation Series (NES) test in Target Language with passing scores; (c) ACTFL Oral Proficiency Interview (OPI), Reading Proficiency Test (RPT) and Writing Proficiency (WPT) in Target Language.
- Complete the application form and fee to be considered for admission to the program.

Transfer Credit

Applicants seeking admission to the Dual Language Specialty must:

- Meet the requirements for admission to Master of education application and hold an ESOL Endorsement.
- Demonstrate Target Language proficiency, which could be demonstrated by several avenues: (a) Completion of undergraduate or graduate degree in Target Language; (b) National Evaluation Series (NES) test in Target Language with passing scores; (c) ACTFL Oral Proficiency Interview (OPI), Reading Proficiency Test (RPT) and Writing Proficiency (WPT) in Target Language.

- Complete the application form and fee to be considered for admission to the program.

Residence Requirements

All work leading to the Dual Language Specialty must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Teaching and Leading (GTL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Dual Language Specialty as a stand-alone program is generally three semesters in length with 11 semester hours of coursework required as a minimum for completion. Of the total hours required for the program, 9 are in the dual specialty courses, and 2 hours of practicum in a Dual Language class are also required.

Completion Requirements

In order to complete the Dual Language Specialty students must:

- Satisfactorily complete a minimum of 11 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Dual Language Specialty Courses (11 hours)

Complete the following:

DUAL 570 Applied Comparative Linguistics: English - Target Language 3 hours
DUAL 571 Parent and Community Involvement 1 hour
DUAL 572 Sociolinguistics and Education 2 hours
DUAL 573 Biliteracy Instruction 3 hours
DUAL 576 Practicum: Dual Language 2 hours

Reading Endorsement

Purpose

The Reading Endorsement program is designed to prepare students for specialized work in diagnosing reading difficulties, creating school-wide reading programs, and improving reading instruction in the classroom.
Students desiring to add an endorsement to their Oregon Teaching License can do so within the master of education program, or as a stand-alone program. Students desiring to add an authorization level only would complete the requirements below.

Program Outcomes

Educational Objectives

To enable students to:

- Gain experience in the understanding and teaching of reading and writing

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of "highly qualified" in the area of literacy
- Obtain the reading endorsement added to their teaching license

Admission Requirements

Applicants seeking admission to the Reading Endorsement program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Master of Education application form and application fee

Applicants seeking to meet TSPC endorsement requirements upon completion of the program must also complete the following:

- Verification of 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 to the program that do not have a teaching license should submit a letter of explanation as to how the program would meet their professional goals.)
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

Upon approval by the department, transfer of up to 3 hours credit is allowed toward the Reading Endorsement program from accredited graduate schools. Students must have

earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 15 hours required for the Reading Endorsement program, a minimum of 12 hours must be taken in resident study at George Fox University. All work leading to the endorsement must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the College of Education Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Reading Endorsement program is generally 2 years in length with 15 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 13 are in general reading and literacy courses and 2 hours are practicum courses.

Other Program Requirements

Students must complete the Praxis content area exam required by Oregon Teachers Standards and Practices Commission (TSPC).

Graduation Requirements

In order to complete the reading endorsement students must:

- Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Course Requirements

Reading and Literacy (13 hours)

Complete the following:

READ 530 must be taken in the first two semesters of the program.
READ 530 Hist/Found Literacy Learning 2 hours
READ 531 Analysis Read/Writ Assessments 2 hours
READ 532 Adv Strategies in Lit Instruct 2 hours
READ 534 Issues & App Literacy Instruct 2 hours
READ 538 Organization Reading Programs 3 hours

Choose one of the following:

Students who have successfully completed a Master of Arts in Teaching degree at George Fox University are not required to take READ 536/537 for this endorsement.

READ 536 Reading/Writing Content Areas 2 hours
READ 537 Emergent Literacy 2 hours

Reading Practicum (2 hours)

Complete the following:

Enrollment in practium requires successful completion of READ 530, READ 531, READ 532, READ 534 and READ 538.
READ 542 Reading Practicum 2 hours

Teaching English to Speakers of Other Languages (ESOL) Endorsement

Purpose

Students desiring to add an endorsement to their Oregon Teaching License can do so within the master of education program, or as a stand-alone program. Students desiring to add an authorization level only would complete the requirements below.

Program Outcomes

Educational Objectives

To enable students to:

- Gain experience in the understanding and teaching of English to speakers of other languages.

Professional Objectives

To enable students to:

- Meet the federal governments "No Child Left Behind" definition of "highly qualified" in the area of teaching English to speakers of other languages.
- Obtain the Teaching English to Speakers of Other Languages Endorsement added to their teaching license.

Admission Requirements

Applicants seeking admission to the Teaching English to Speakers of Other Languages Endorsement program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Master of Education application form and application fee

Applicants seeking to meet TSPC licensure requirements upon completion of the program must also complete the following:

- Verification of 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 to the program that do not have a teaching license should submit a letter of explanation as to how the program would meet their professional goals.)
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

Upon approval by the department, transfer of up to 3 hours credit is allowed toward the Teaching English to Speakers of Other Languages Endorsement program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 15 hours required for the Teaching English to Speakers of Other Languages Endorsement program, a minimum of 12 hours must be taken in resident study at George Fox University. All work leading to the endorsement must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the College of Education Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Teaching English to Speakers of Other Languages Endorsement program is generally 2 years in length with 15 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 13 are in ESOL/ bilingual courses and 2 hours of practica.

Other Program Requirements

In addition to the core requirements, students must complete the ORELA content area exam required by Oregon Teachers Standards and Practices Commission (TSPC).

Graduation Requirements

In order to complete the Teaching English to Speakers of Other Languages Endorsement students must:

- Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

ESOL/Bilingual Courses (13 hours)

Complete the following:

Students who have successfully completed a Master of Arts in Teaching degree at George Fox University are not required to take ESOL 572 for this endorsement.

ESOL 570 Applied Eng Linguis:Oral & Lit 3 hours
ESOL 571 Second Lang Acquisition & Dev 2 hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 hours

ESOL Practicum (2 hours)

Complete the following:

Enrollment in a practicum requires successful completion of ESOL 570, ESOL 571, ESOL 572, ESOL 573 and ESOL 574.
ESOL 577 ESOL Practicum 2 hours

Special Education Endorsement

Purpose

The Special Education Endorsement is a stand-alone program designed for those candidates who desire to add the Special Education Endorsement to an existing teaching license.

Endorsement Description

Special Education Endorsement [P21}: Early Childhood/Elementary, Elementary/Middle School or Middle School/High School

The Special Education Endorsement for candidates holding a preliminary license is a 25-semester hour program. This standards-based program will provide in-service educators with the knowledge, skills, and dispositions necessary to increase the academic progress of students identified with special learning needs. Professors in the program are either current practitioners or higher education personnel who hold appropriate credentials and degrees to teach and mentor accepted candidates. The program requires clinical experiences under the guidance of experienced special education teachers. Courses are either taught face-to-face, online or in a hybrid format.

The Special Education Endorsement will serve these types of educators:

- In-service educators who hold a Preliminary License (formerly Oregon Initial I license) and want to add the Special Education Endorsement in the move toward Professional License or other advanced credentials.
- Teachers who already have an Oregon Professional License (formerly Initial II License), but want to work with students in Special Education.
- Teachers from other states with current teaching credentials who wish to add the Special Education Endorsement to that license.

Candidates for the Special Education Endorsement will have multiple opportunities to demonstrate progress toward professional standards during the program. Every course in the endorsement program has a common assessment tied directly to course goals, which in turn align with the Oregon Teacher Standards and Practices Commission (TSPC) and Council for Exceptional Children (CEC) standards. George Fox University is committed to multiple measures of candidates/abilities to provide meaningful learning experiences for students in P-age 21 settings who have specialized learning needs. Candidates for the Special Education Endorsement must also pass all appropriate state testing in order to add the endorsement to an existing license.

Students accepted into the Special Education Endorsement will begin coursework in the fall session of each year and move through the program in a cohort with a planned sequence of courses.

Program Outcomes

Educational Objectives

Candidates who complete this Special Education Endorsement will be able to:

- Write Standard-based compliant IEP's including SMART goals
- Monitor student progress for annual goal reporting
- Implement procedural requirements
- Develop and implement appropriate curriculum, instruction, and assessments across grade levels
- Instruct large and small groups using effective teaching methods
- Problem solve with staff and parents around student needs and services
- Lead IEP meetings efficiently
- Effectively organize caseload activities; paperwork, notice, meetings, eligibility forms, IEPs, etc.
- Use time wisely to complete all procedural requirements

Professional Objectives

To enable students to:

- Fulfill their professional development needs as educators who specialize in different aspects of Mild to Moderate and Moderate to Severe P-age 21 education
- Earn the Special Education (SPED) Endorsement.

Admission Requirements

Applicants seeking admission to the Special Education endorsement program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 3.0 in most recent 60 semester or 90 quarter hours (and an explanation if the grade point is below 3.0). In addition, applicants must complete the following to be considered for admission to the program:

- Master of Education application form and application fee
- One- to two-page essay as described in the application
- One official transcript from all colleges or universities attended
- Three references (forms provided in the application materials).

Applicants seeking to meet TSPC licensure or endorsement requirements upon completion of the program must also complete the following:

- Verification of 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 to the program that do not have a teaching license should submit a letter of explanation as to how the program would meet their professional goals.)
- Complete Teachers Standards and Practices Character Questionnaire

Transfer Credit

Transfer credit will be considered on a case to case basis by the Department Chair. Transfer credits will only be considered upon review of Official Transcripts and Course Descriptions of the transfer courses.

Residence Requirements

Of the 25 hours required for the Special Education Endorsement program, all hours must be taken in resident study at George Fox University, except pre-approved transfer credit courses. Courses are offered face to face, online, and in a hybrid format.

Course Requirements

The Special Education Endorsement (SPED) program is generally 18 months in length with 25 semester hours of SPED coursework required for completion.

Licensure in Oregon and Other States

Upon completion of the SPED program, students will need to take the appropriate SPED tests before applying for their Special Education Endorsement through Oregon's Teachers Standards and Practice Commission (TSPC). Non-Oregon students will need to check each particular state's licensing criteria before entering the SPED program.

Graduation Requirements

In order to earn the Special Education Endorsement students must:

- Satisfactorily complete a minimum of 25 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all core courses. If a grade lower than a B- is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Note: The curriculum plan is prescribed and candidates will be advised as to the proper sequencing for the Special Education Endorsement courses.

Special Education Courses (25 hours)

Complete the following:

SPED 501 Theory, Foundations and Ethics for Special Educators 1 hour
SPED 511 Developmental Psychology and Learning Theory 1 hour
SPED 512 Structures for Teaching and Learning: Academic 3 hours
SPED 513 Structures for Teaching and Learning: Functional 3 hours
SPED 521 Assessment & Evaluation 4 hours
SPED 524 Assistive Technology & Specialized Support 1 hour
SPED 531 Case Management 2 hours
SPED 550 Behavior Support and Classroom Management 3 hours
SPED 552 Community Supports and Transitional Programs 2 hours
SPED 576 Practicum: Mild to Moderate 2 hours
SPED 577 Practicum: Moderate to Severe 2 hours
SPED 595 Special Study in Special Education 1 hour

Principal License

Purpose

The Principal License program is designed to prepare 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.

George Fox University offers candidates the opportunity to earn as many as two licenses that prepare educators to serve in Oregon public schools as K-12 building or district-level administrators. The Principal 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.

Program Outcomes

Educational Objectives

To enable students to:

- 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 each school's goals and evaluating progress

Professional Objectives

To enable students to:

- Be prepared to lead teachers in helping students meet learning standards and in continuing their professional development
- Understand current school practices and work within the larger political, social, economic, legal, and cultural context to facilitate new ways of helping all students become productive citizens

Admission Requirements

Applicants seeking admission to the Principal License program must hold an approved master's degree such as a master of arts in teaching (MAT) degree from an accredited college or university, with a minimum GPA of 3.0. For applicants with an undergraduate college degree only, the applicant must complete a master's or higher degree including the approved Principal License program. In addition, applicants must complete the following to be considered for admission to the program:

- Administrator License application and application fee

- Verification of at least three years of successful licensed teaching or personnel experience in public schools or regionally accredited private schools on an appropriate level
- Evidence of leadership potential based on assessments of skills in leadership, management, and human relations as supported by supervisors' recommendations
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

Upon approval by the department, transfer of up to 3 hours credit is allowed toward the Principal License program. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 18 hours required for the Principal License program, a minimum of 15 hours must be taken in resident study at George Fox University. All work leading to the license program must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the School of Education (SOE) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Principal License program is generally 1-3 years in length with 18 semester hours of course work required as a minimum for graduation. Of those hours, 14 are core educational courses and 4 are practicum.

Other Program Requirements

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 584-420-0060:

- Standard 1:Mission, Vision, and Core Values
- Standard 2: Ethics, Professional Norms, and Sociopolitical Leadership
- Standard 3: Equity and Cultural Leadership
- Standard 4: Instructional Leadership
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management
- Standard 7: Human Resource Leadership
- Standard 8: Clinical Practice

Graduation Requirements

In order to complete the Principal License students must:

- Satisfactorily complete a minimum of 18 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Core Courses (14 hours)

Complete the following:

ADMN 540 Leadership in Education 3 hours
ADMN 542 Legal Persp on Ed Policy & Fin 3 hours
ADMN 543 Ethical Persp Edu Leadership 3 hours
ADMN 544 Instructional Supervision 3 hours
ADMN 546 Managing Instructional Budgets 1 hour
ADMN 547 Portfolio Capstone 1 hour

Practica (4 hours)

Complete the following:

ADMN 548 Principal License Practicum I 2 hours
ADMN 549 Principal License Practicum II 2 hours

The two semesters of practicum have three components: on-site experiences, online seminars, and a professional portfolio. Practicum experiences may begin at the completion of at least three of the following four core classes (ADMN 540, ADMN 542, ADMN 543, ADMN 544) or on the approval of the program director. Administrator License candidates will begin their professional portfolio at the start of ADMN 548 Principal License Practicum I. Candidates will add to the portfolio throughout their practicum, ending with ADMN 549 Principal License Practicum II and a public presentation in ADMN 547 Portfolio Capstone. Each candidate assembles a portfolio that documents satisfactory performance in the TSPC standards listed in OAR 584-420-0060 (10).

Professional Administrator License

Purpose

The Professional Administrator License program is designed to prepare 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.
George Fox University offers candidates the opportunity to earn as many as two licenses that prepare educators to serve in Oregon public schools as K-12 building or district-level administrators. The Professional Administrator License can be earned as a stand-alone license past the master's degree or as part of the doctoral program.

Program Outcomes

Educational Objectives

To enable students to:

- 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 each school's goals and evaluating progress

Professional Objectives

To enable students to:

- Be prepared to lead teachers in helping students meet the standards and in continuing their professional development
- Understand current school practices and work within the larger political, social, economic, legal, and cultural context to facilitate new ways of helping all students become productive citizens

Admission Requirements

Applicants seeking admission to the Professional Administrator License program must hold an approved Master's degree such as a master of arts in teaching (MAT) degree from an accredited college or university, with a minimum GPA of 3.0. For applicants with an undergraduate college degree only, the applicant must complete a master's or higher degree including the approved Professional Administrator License program. In addition, applicants must complete the following to be considered for admission to the program:

- Administrator License Program application and application fee
- Verification of valid Oregon teaching license
- Verification 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

- Evidence of leadership potential based on assessments of skills in leadership, management, and human relations as supported by supervisors' recommendations
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

Upon approval by the department, transfer of up to 3 hours credit is allowed toward the Professional Administrator License program. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 18 hours required for the Professional Administrator License program, a minimum of 15 hours must be taken in resident study at George Fox University. All work leading to the license program must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the School of Education (SOE) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Professional Administrator License program is generally 1-3 years in length with 18 semester hours of course work required as a minimum for graduation. Of those hours, 15 are core educational courses and 3 are practicum.

Other Program Requirements

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 584-017-0251:

- Visionary Leadership - Develops, articulates, implements, and stewards a vision by promoting community involvement.
- Instructional Improvement - Promotes a positive culture and provides effective instructional programs using best practice to design comprehensive professional growth plans.
- Effective Management - Manages the organization, operations, and resources of the school or district.
- Inclusive Practice - Collaborates with families, responds to interests/needs, and mobilizes community resources.
- Ethical Leadership - Acts fairly, ethically, and with integrity.
- Socio-Political Context - Understands, influences, and responds to the larger context.

Graduation Requirements

In order to complete the Professional Administrator License program students must:

- Satisfactorily complete a minimum of 18 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Core Courses (15 hours)

Complete the following:

ADMN 640 School District Leadership 3 hours
ADMN 642 Admin of Specialized Programs 3 hours
ADMN 643 Executive Leadership for the 21st Century 3 hours
ADMN 644 Program Eval for Org Success 3 hours
ADMN 646 Managing Organizational Resour 3 hours

Practica (3 hours)

Complete the following:

ADMN 648 Professional Administrator Practicum I 2 hours
ADMN 649 Professional Administrator Practicum II 1 hour

Certificate in the Teaching of Writing

Purpose

Students desiring to add a Certificate in the Teaching of Writing to their professional preparation would complete the requirements below.

Program Outcomes

Educational Objectives

To enable students to:

- Develop expertise in the teaching of writing and use of writing to learn across content areas, in reflective teaching and inquiry, and in teacher leadership

Professional Objectives

To enable students to:

- Obtain a certificate of professional preparation that confirms expertise in the teaching of writing, the use of writing to learn across content areas, reflective teaching and inquiry and teacher leadership
- Serve their school or district as a leader in literacy teaching and learning

Admission Requirements

Applicants seeking admission to the Certificate in the Teaching of Writing program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0 and have teaching experience. In addition, applicants must complete the following to be considered for admission to the program:

- Graduate Teaching and Leading application form and application fee, and application form submitted to the Oregon Writing Project Collaborative.

Transfer Credit

Upon approval by the department and the Oregon Writing Project Collaborative, up to 3 hours of Graduate level credit is allowed toward the Certificate in the Teaching of Writing from approved National Writing Project Institutes at accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Students should consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 15 hours required for the Certificate in the Teaching of Writing program, a minimum of 12 hours must be taken in resident study at George Fox University. All work leading to the Certificate must be completed within seven years from the time of

matriculation. Extension of this limit requires approval of the Graduate Teaching and Leading (GTL) Faculty and the Oregon Writing Project Collaborative. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee and Oregon Writing Project Collaborative action and may subject the student to additional requirements for the degree.

Course Requirements

The Certificate in the Teaching of Writing program is generally 2 years in length with 15 semester hours of course work required as a minimum for graduation.

Graduation Requirements

In order to complete the Certificate in the Teaching of Writing, students must:

- Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Course Requirements

Certificate in the Teaching of Writing Courses (15 hours)

Complete the following:

EDWR 505 Institute in the Teaching of Writing I 2-6 hours
EDWR 515 Institute in the Teaching of Writing II 1-3 hours
EDWR 520 Inquiry into the Teaching of Writing 3 hours
EDWR 530 Advanced Strategies in the Teaching of Writing 2 hours
EDWR 540 Professional Leadership in the Teaching of Writing 3 hours
EDWR 550 Teacher Leadership: Writing for Publication 3 hours

Education Specialist

EdS

Education Specialist in Administrative Leadership

Education Specialist in Administrative Leadership plus Professional Administrator License

Education Specialist in Teacher Leadership

Education Specialist in Administrative Leadership (EdS Degree)

Purpose

The Education Specialist (EdS) in Administrative Leadership program is a post-master's practitioner's degree program, midway between the masters and the doctorate, designed for educators who desire preparation and licensure for collaborative leadership roles as administrators in schools.

Degree Outcomes

Educational objectives

To enable students to:

- Understand and be able to articulate the personal relevance of the six "lenses" provided by the College of Education Conceptual Framework (Think Critically, Transform Practice, Promote Justice) and Professional Dispositions (Commitment to Courage, Integrity, and Seeking Multiple Perspectives) within a context of servant leadership
- Demonstrate mastery of the six administrative standard areas: visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and socio-political context
- Use technology to solve problems
- Use research tools to investigate questions and apply educational research to problems of practice
- Understand measures of student achievement and know how to gather and use evidence appropriately

Professional Objectives

To enable students to:

- Attain Principal License and begin Professional Administrator License coursework
- Apply area of expertise as a servant leader in a collaborative leadership context
- Create and sustain collaborative, collegial learning organizations
- Enact leadership that is just, effective, and provides reasoned solutions to problems encountered in the process of meeting valued institutional and community goals
- Integrate personal faith commitments into professional practice

Admission Requirements

Applicants seeking admission to the EdS program must show evidence of a master's degree in education or related field from a regionally accredited university with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Education Specialist application and application fee

- Personal essay as described in the application
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)*
- One official transcript from all colleges or universities attended
- Three professional references comprised of both a written letter and the Graduate Programs Reference Forms
- Evidence of at least five years of full-time teaching experience. (Exceptions may be granted based upon George Fox faculty recommendation.)
- A current professional résumé
- Verification of valid Oregon teaching or administrative license or the equivalent
- Completed Teachers Standards and Practices Character Questionnaire
- Signed State of Oregon Guide to the Ethical Educator
- Oregon Administrator License District/School Partnership form
- District Employment Verification Form
- Applicants must be available for an interview (in person or by phone) if deemed necessary for the admission process

**Students who do not have sufficient preparation in research may be asked to take a research course in addition to their program requirements.*

Transfer Credit

Transfer credit is not typically accepted for the Education Specialist program; however, limited exceptions may be made based upon approval.

Residence Requirements

All work leading to the Education Specialist in Administrative Leadership must be completed within five years from the time of matriculation. Extension of this limit requires approval of the School of Education (SOE) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Education Specialist program is generally 3 years in length with 32 semester hours of course work required as a minimum for graduation. The Principal License (PL) is typically earned at the conclusion of the second year of the program. Within the 32-hour program, 18 hours are in Administrative Leadership and 14 hours are in the EdS Integration and Application Core.

Graduation Requirements

In order to graduate with the EdS degree students must:

- Satisfactorily complete a minimum of 32 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Course Requirements

Integration and Application Core (14 hours)

Complete the following:

EDDL 700 Ethics, Equity and Justice 3 hours
EDDL 716 The Art and Craft of Leader: Strategies for Organizational Change, Development, and Vitality 3 hours
EDDL 742 Leading People 3 hours
EDDL 743 Equity in Educational Environments 3 hours
ADMN 549 Principal License Practicum II 2 hours

Administrative Leadership (18 hours)

Complete the following:

ADMN 542 Legal Persp on Ed Policy & Fin 3 hours
ADMN 543 Ethical Persp Edu Leadership 3 hours
ADMN 544 Instructional Supervision 3 hours
ADMN 546 Managing Instructional Budgets 1 hour
ADMN 548 Principal License Practicum I 2 hours

Students must choose 6 hours from the following courses

ADMN 642 Admin of Specialized Programs 3 hours
ADMN 644 Program Eval for Org Success 3 hours
ADMN 646 Managing Organizational Resour 3 hours

Education Specialist in Administrative Leadership Plus Professional Administrator License (EdS Degree)

Purpose

The Education Specialist (EdS) in Administrative Leadership Plus Professional Administrator License (ProAL) program is a post-master's practitioner's degree program, midway between the masters and the doctorate, designed for educators who desire preparation and licensure for collaborative leadership roles as administrators in schools and want to combine both the Principal and Professional Administrator licenses in the degree program.

Degree Outcomes

Educational objectives

To enable students to:

- Understand and be able to articulate the personal relevance of the six "lenses" provided by the College of Education Conceptual Framework (Think Critically, Transform Practice, Promote Justice) and Professional Dispositions (Commitment to Courage, Integrity, and Seeking Multiple Perspectives) within a context of servant leadership
- Demonstrate mastery of the six administrative standard areas: visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and socio-political context
- Use technology to solve problems
- Use research tools to investigate questions and apply educational research to problems of practice
- Understand measures of student achievement and know how to gather and use evidence appropriately

Professional Objectives

To enable students to:

- Attain Principal License and Professional Administrator License
- Apply area of expertise as a servant leader in a collaborative leadership context
- Create and sustain collaborative, collegial learning organizations
- Enact leadership that is just, effective, and provides reasoned solutions to problems encountered in the process of meeting valued institutional and community goals
- Integrate personal faith commitments into professional practice

Admission Requirements

Applicants seeking admission to the EdS program must show evidence of a master's degree in education or related field from a regionally accredited university with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Education Specialist application and application fee
- Personal essay as described in the application
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)*
- One official transcript from all colleges or universities attended
- Three professional references comprised of both a written letter and the Graduate Programs Reference Forms
- Evidence of at least five years of full-time teaching experience (Exceptions may be granted based upon George Fox faculty recommendation.)
- A current professional résumé
- Verification of valid Oregon teaching or administrative license or the equivalent
- Completed Teachers Standards and Practices Character Questionnaire
- Signed State of Oregon Guide to the Ethical Educator
- Oregon Administrator License District/School Partnership form
- District Employment Verification Form
- Applicants must be available for an interview (in person or by phone) if deemed necessary for the admission process

**Students who do not have sufficient preparation in research may be asked to take a research course in addition to their program requirements.*

Transfer Credit

Transfer credit is not typically accepted for the Education Specialist program; however, limited exceptions may be made based upon approval.

Residence Requirements

All work leading to the Education Specialist in Administrative Leadership Plus Professional Administrator License must be completed within six years from the time of matriculation. Extension of this limit requires approval of the School of Education (SOE) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Education Specialist Plus program is generally 5 years in length with 43 semester hours of course work required as a minimum for graduation. The Principal License (PL) is typically earned at the conclusion of the second year of the program. Within the 43-hour program, 29 hours are in Administrative Leadership and 14 hours are in the EdS Integration and Application Core.

Graduation Requirements

n order to graduate with the EdS degree students must:

- Satisfactorily complete a minimum of 43 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Integration and Application Core (14 hours)

Complete the following:

EDDL 700 Ethics, Equity and Justice 3 hours
EDDL 716 The Art and Craft of Leader: Strategies for Organizational Change, Development, and Vitality 3 hours
EDDL 742 Leading People 3 hours
EDDL 743 Equity in Educational Environments 3 hours
ADMN 549 Principal License Practicum II 2 hours

Administrative Leadership (29 hours)

Complete the following:

ADMN 542 Legal Persp on Ed Policy & Fin 3 hours
ADMN 543 Ethical Persp Edu Leadership 3 hours
ADMN 544 Instructional Supervision 3 hours
ADMN 546 Managing Instructional Budgets 1 hour
ADMN 548 Principal License Practicum I 2 hours
ADMN 640 School District Leadership 3 hours
ADMN 642 Admin of Specialized Programs 3 hours
ADMN 643 Executive Leadership for the 21st Century 3 hours
ADMN 644 Program Eval for Org Success 3 hours
ADMN 646 Managing Organizational Resour 3 hours
ADMN 648 Professional Administrator Practicum I 2 hours

Education Specialist in Teacher Leadership (EdS degree)

Purpose

The Education Specialist (EdS) in Teacher Leadership equips teachers who want to extend themselves to serve in teacher-leader roles, both formal and informal, and apply their knowledge and skills to best serve the common good in their school or district. The program supports the development of educational leaders who can critically evaluate and apply current research, analyze educational trends, gather and use evidence appropriately, and know how to promote and guide best practices in student and adult learning.

The EdS in Teacher Leadership develops servant leaders who are masters of their speciality but also masters of the big picture so they will improve the system and the lives of students. The 32-credit program can be completed in two to three years and offers the following specialty options:

- **Curriculum, Instruction, and Assessment** concentration specifically designed for current or aspiring Instructional Coaches, Mentors, and Teachers on Special Assignment.
- **Reading/Literacy** which meets TSPC requirements for the Reading Specialist Endorsement along with passing the Reading Praxis exam.
- **English as a Second Language/Bilingual** which meets TSPC requirements for the ESOL Endorsement along with passing the ESOL ORELA. Students can add the Bilingual category to the ESOL Endorsement by reflecting that aspect in their practicum and passing an additional Content Knowledge and Productive Language Skills test.
- **EdS in Teacher Leadership PLUS Special Education Endorsement (39 cr.)** The EdS in Teacher Leadership PLUS Special Education Endorsement degree provides professionals seeking the opportunity to embed a Special Education endorsement within the context of a degree that connects learning from that area of specialization to the larger context of school/district systems and educational leadership. Teacher leaders are essential contributors to successful schools and districts. Special Education services bring challenges and complexities that are rarely addressed well in school improvement and reform efforts.

Degree Outcomes

Educational objectives

To enable students to:

- Understand and be able to articulate the personal relevance of the six “lenses” provided by the College of Education Conceptual Framework (Think Critically, Transform Practice, Promote Justice) and Professional Dispositions (Commitment to Courage, Integrity, and Seeking Multiple Perspectives)

- Develop expertise in a specialty area
- Use analysis of organizations, educational initiatives, and processes to promote and guide effective action
- Use technology to solve problems
- Use research tools to investigate questions and apply educational research to problems of practice
- Understand measures of student achievement and know how to gather and use evidence appropriately

Professional Objectives

To enable students to:

- Attain professional endorsement related to a specialty area
- Apply that area of expertise as a servant leader in a collaborative leadership context
- Create and sustain collaborative, collegial learning organizations
- Enact just leadership that provides effective, reasoned solutions to problems encountered in the process of meeting valued institutional and community goals
- Integrate personal faith commitments into professional practice

Admission Requirements

Applicants seeking admission to the EdS program must show evidence of a master's degree in education or related field from a regionally accredited university with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Education Specialist application and application fee
- Personal essay as described in the application
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)*
- One official transcript from all colleges or universities attended
- Three professional references comprised of both a written letter and the Graduate Programs Reference Forms
- Evidence of at least five years of full-time teaching experience. (Exceptions may be granted based upon George Fox faculty recommendation.)
- A current professional résumé
- Verification of valid Oregon teaching or administrative license or the equivalent
- Completed Teachers Standards and Practices Character Questionnaire
- Signed State of Oregon Guide to the Ethical Educator
- Applicants must be available for an interview (in person or by phone) if deemed necessary for the admission process

**Students who do not have sufficient preparation in research may be asked to take a research course in addition to their program requirements.*

Transfer Credit

Transfer credit is not typically accepted for the Education Specialist program; however, limited exceptions may be made based upon approval.

Residence Requirements

All work leading to the Education Specialist in Teacher Leadership must be completed within five years from the time of matriculation. Extension of this limit requires approval of the School of Education (SOE) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Education Specialist program is generally 2-3 years in length with 32 semester hours of course work required as a minimum for graduation. Of those hours, 18 hours are in an area of specialization and 14 hours are in the EdS Integration and Application Core, which includes a 4-hour capstone project.
EdS in Teacher Leadership PLUS Special Education Endorsement degree program option increases the required degree hours from 32 to 39. The endorsement courses in special education include 25 credits that are added to the 14 credits in the EdS Integration and Application Core.

Graduation Requirements

In order to graduate with the EdS degree students must:

- Satisfactorily complete a minimum of 32 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Course Requirements

Integration and Application Core (14 hours)

Complete the following:

EDDL 700 Ethics, Equity and Justice 3 hours
EDDL 716 The Art and Craft of Leader: Strategies for Organizational Change, Development, and Vitality 3 hours
EDDL 743 Equity in Educational Environments 3 hours
EDDL 762 Assessment Literacy for Teacher Leaders 3 hours
ADMN 549 Principal License Practicum II 2 hours

Specialization - (18 hours - select one)

Curriculum, Instruction & Assessment

Complete the following:

EDDL 685 Special Topics 3 hours

EDDL 695 Special Study 2-3 hours
EDDL 720 Research in Effective Teaching 3 hours
EDDL 741 Leading Educational Organizations through Professional Development 3 hours
EDDL 763 Leadership in Digital Technology for Education Organizations 3 hours
EDDL 766 Principles of Effective Mentoring 3 hours

Reading/Literacy

Complete the following:

READ 530 Hist/Found Literacy Learning 2 hours
READ 531 Analysis Read/Writ Assessments 2 hours
READ 532 Adv Strategies in Lit Instruct 2 hours
READ 534 Issues & App Literacy Instruct 2 hours
READ 536 Reading/Writing Content Areas 2 hours
READ 537 Emergent Literacy 2 hours
READ 538 Organization Reading Programs 3 hours
READ 542 Reading Practicum 2 hours
READ 595 Special Study in Reading/Literacy 1 hour

Enrollment in the appropriate practicum requires successful completion of READ 530, READ 531, READ 532, READ 534 and READ 538.

English as a Second Language/Bilingual

Complete the following:

ESOL 570 Applied Eng Linguis:Oral & Lit 3 hours
ESOL 571 Second Lang Acquisition & Dev 2 hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 hours
ESOL 577 ESOL Practicum 2 hours
ESOL 595 Special Study in ESOL 3 hours

Special Education (25 hours)

Complete the following:

SPED 501 Theory, Foundations and Ethics for Special Educators 1 hour
SPED 511 Developmental Psychology and Learning Theory 1 hour
SPED 512 Structures for Teaching and Learning: Academic 3 hours
SPED 513 Structures for Teaching and Learning: Functional 3 hours
SPED 521 Assessment & Evaluation 4 hours
SPED 524 Assistive Technology & Specialized Support 1 hour
SPED 531 Case Management 2 hours
SPED 550 Behavior Support and Classroom Management 3 hours
SPED 552 Community Supports and Transitional Programs 2 hours
SPED 576 Practicum: Mild to Moderate 2 hours
SPED 577 Practicum: Moderate to Severe 2 hours
SPED 595 Special Study in Special Education 1 hour

Doctor of Education (EdD Degree)

Mission

Our mission is to develop leaders with the knowledge, skills, and dispositions to effectively inspire, educate, and serve others effectively for the common good.

Purpose

The EdD prepares scholar-practitioners for P-12 settings to be leaders who think with clarity, act with integrity, and serve with passion. Our faculty lead students to gain critical and research-based skills for excellent and effective teaching. Students will become critical consumers of research so they can practice inquiry and engage in scholarly pursuits, enabling them to become leaders who effectively communicate with key constituencies. We promote the scholarship of teaching by helping students bring scholarly habits of mind to their work.

Program Distinctives

Formation of Scholar Practitioners

- Our program design focuses on the formation of scholar practitioners along key themes of integration, intellectual community, stewardship, apprenticeship, and collaboration.

Scholar-Practitioner Development

- Our program emphasizes scholarly habits of mind, dispositions, and skills essential for leading in today's academic environments.

Integration

- Our program features an integrated approach to learning through lenses of faith, stewardship, and service. Quaker values shape our perspectives.

Community of Learners

- Our cohort model supports strong student relationships and peer mentorship amidst high faculty involvement.

Personal Care for Students

- Our high completion rates and strong faculty/student relationships indicate commitment to student support and modeling.

Degree Outcomes

Core courses in the EdD are designed to equip learners with knowledge and skills foundational to their discipline. Successful candidates will demonstrate the following outcomes:

- Reflect critically and ethically on matters of equity and social justice in educational settings
- Collaborate to solve educational problems and implement strategic actions that reflect justice for all students and stakeholders
- Apply research-based skills to improve educational practice and student outcomes
- Provide strategic leadership in educational settings
- Analyze and apply research-based learning solutions that support schools and educational settings toward improved practice and student outcomes

Admission Requirements

Applicants seeking admission to the EdD program must hold an approved bachelor and master's degree from an accredited college or university, with a minimum graduate GPA of 3.25. In addition, applicants must complete the following to be considered for admission to the program:

- Doctor of Education application and application fee
- Resumé indicating a minimum of three years professional experience
- Five (5) short-answer essays as described in the application packet
- Three letters of recommendation from people who can comment on the applicant's intellectual ability, creativity, initiative, sensitivity to others, and leadership potential
- Completed Teachers Standards and Practices Character Questionnaire
- Completed Teachers Standards and Practices Ethical Educator Form
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)
- One official transcript from all colleges or universities attended
- In-person interview

Transfer Credit

Upon approval by the department, transfer of up to 6 credit hours beyond the Master's degree is allowed toward the EdD program from accredited graduate schools. Students choosing the P-12 Administration Concentration who have previously completed a Principal License or Professional Administrator License may transfer in the equivalent of 12 semester credits of their licensure coursework towards completion of their concentration. Students must have earned a grade of "B" or better for a course to be considered for transfer. All transfer courses must be post-masters from a regionally accredited institution. Transfer credit will be evaluated by the faculty upon admission to the program.

Program Duration and Time Frame

Of the 56 hours required for the EdD program, a minimum of 50 hours must be taken through George Fox University. All work leading to the EdD must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the doctoral faculty. However, only one such extension per student may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires approval and may subject the student to additional requirements for the degree. Students maintain full standing in the program by being continuously enrolled (minimum of 2 credits/semester) until degree requirements are met.

Course Requirements

The EdD program is generally three years in length with 56 semester hours of coursework required as a minimum for graduation and can be completed in that time frame by taking 19 semester credits in years one and two, and 18 semester credits in year three. Students who have successfully completed appropriate course work beyond the Master's degree may be able to finish the program at a faster pace. Of the total hours required for the program, 30 are in core coursework, 12 are in concentration coursework, 6 hours are electives, and 8 hours are dissertation.

Graduation Requirements

In order to graduate with the EdD degree, students must satisfactorily complete a minimum of 56 semester hours with a grade of B or better in all courses. All Pass/No Pass courses need a grade of Pass.

Core Requirements

The curriculum is designed so that students are required to take core course hours in the following perspective areas: faith and learning/ethics, educational foundations, leadership, teaching and learning, colloquium, and research. Students will choose from the following areas of concentration: P-20 Instructional Design and Development and P-12 Administration. Issues of cultural diversity are woven into courses within each perspective area.

Curriculum Plan

Core Requirements

Faith and Learning/Ethics (6 hours required)

Complete the following:

EDDL 700 Ethics, Equity and Justice 3 hours
EDDL 701 How Faith Sustains the Life of the Mind 3 hours

Educational Foundations (3 hours required)

Complete the following:

EDDL 710 Political & Social Persp in Ed 3 hours

Leadership (3 hours required)

Complete the following:

EDDL 716 The Art and Craft of Leader: Strategies for Organizational Change, Development, and Vitality 3 hours

Teaching and Learning (3 hours required)

Complete the following:

EDDL 720 Research in Effective Teaching 3 hours

Colloquium (3 hours required)

Complete the following:

One-credit colloquia will be offered at each summer intensive experience in the program. Students must complete 3 credits:
EDDL 725 Colloquia 1 hour

Research (12 hours required)

Complete the following:

EDDL 790 Qualitative and Quantitative Research 3 hours
EDDL 791 Critical Research Skills 3 hours
EDDL 792 Educational Statistics 3 hours

Choose one of the following:

EDDL 793 Advanced Qualitative Research Methods 3 hours
EDDL 794 Advanced Quantitative Research Methods 3 hours

Dissertation (8 hours required)

Complete the following:

Within six units of core plus concentration, students take the following dissertation courses.

Note:
***Doctoral students may take a maximum of 4 hours of doctoral dissertation research hours in any semester. EDDL 805 is for students who do not finish their dissertation research within the minimum 8 hours, and is repeated until the dissertation is finished. Students who make satisfactory progress each semester on their dissertation will receive a Pass grade until the dissertation is completed.*

EDDL 800 Dissertation 2 hours
EDDL 801 Dissertation Research 2 hours
EDDL 802 Dissertation Research 2 hours
EDDL 803 Dissertation Research 2 hours
EDDL 805 Dissertation Research 1-2 hours

Concentrations (18 hours - Choose one)

P-20 Instructional Design and Development Concentration

Complete the following:

EDDL 740 Curriculum, Instruction and Assessment 3 hours

EDDL 741 Leading Educational Organizations through Professional Development 3 hours
EDDL 742 Leading People 3 hours
EDDL 743 Equity in Educational Environments 3 hours

Elective Coursework (6 hours required)

EDDL 742 Leading People 3 hours
EDDL 760 The Idea of the University and Contemporary Developments 3 hours
EDDL 762 Assessment Literacy for Teacher Leaders 3 hours
EDDL 763 Leadership in Digital Technology for Education Organizations 3 hours
EDDL 764 International Perspectives on Education 3 hours
EDDL 765 Research Internship 1-3 hours
EDDL 766 Principles of Effective Mentoring 3 hours
EDDL 769 Scholarly Reading and Writing Seminar 3 hours
EDDL 775 Teaching Internship 1-3 hours

P-12 Administrative Concentration - Principal License

Complete the following:

ADMN 540 Leadership in Education 3 hours
ADMN 542 Legal Persp on Ed Policy & Fin 3 hours
ADMN 543 Ethical Persp Edu Leadership 3 hours
ADMN 544 Instructional Supervision 3 hours
ADMN 546 Managing Instructional Budgets 1 hour
ADMN 547 Portfolio Capstone 1 hour
ADMN 548 Principal License Practicum I 2 hours
ADMN 549 Principal License Practicum II 2 hours

P-12 Administrative Concentration - Professional Administrator License

Complete the following:

ADMN 640 School District Leadership 3 hours
ADMN 642 Admin of Specialized Programs 3 hours
ADMN 643 Executive Leadership for the 21st Century 3 hours
ADMN 644 Program Eval for Org Success 3 hours
ADMN 646 Managing Organizational Resour 3 hours
ADMN 648 Professional Administrator Practicum I 2 hours
ADMN 649 Professional Administrator Practicum II 1 hour

Graduate College of Education Course Descriptions

Courses are listed alphabetically by prefix. See list on left.

ADMN

ADMN 540 Leadership in Education
3 hours. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education.

ADMN 542 Legal Persp on Ed Policy & Fin
3 hours. This course focuses on legal issues that arise in elementary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy including the statutes regulating financial 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.

ADMN 543 Ethical Persp Edu Leadership
3 hours. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how 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.

ADMN 544 Instructional Supervision
3 hours. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning to establish educational policy and transform educational practice at their institutions. The course emphasizes ways in which cultural, social, and organizational contexts influence learning. Students will learn to use the clinical supervision model and other tools for supervising and evaluating teacher performance based on best practices. The course will examine the leader's role in establishing and maintaining an environment that is conducive to student and adult learning.

ADMN 546 Managing Instructional Budgets
1 hour. This course is designed for those who want to understand how to manage the school budget successfully in a school. The day-to-day budget issues, including prioritizing, monitoring, and approving expenditures, will be discussed as well as the underlying framework of public budgets, Oregon State Chart of Accounts. This course provides practical knowledge and skills needed to read budget documents with understanding. Practices that encourage ethical care, goal oriented spending, and knowledgeable monitoring are explored and developed.

ADMN 547 Portfolio Capstone
1 hour. This course provides an opportunity for candidates for the Preliminary Administrator License to prepare and to present evidence that the practicum experience developed knowledge, skills, and dispositions reflected in the TSPC standards, the School of Education conceptual framework, and the dispositions.

ADMN 548 Principal License Practicum I
2 hours. Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Principal License candidates will begin a practicum in elementary, middle level, and high schools under the direct supervision of a university supervisor and a licensed school administrator. 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. Pass/No Pass

ADMN 549 Principal License Practicum II
2 hours. Practicum experiences continue at a building level of responsibility. Principal License candidates will complete a practicum in elementary, middle level, and high schools 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. Pass/No Pass

ADMN 640 School District Leadership
3 hours. This is a core requirement of the Professional Administrative Licensure program and requires admission to the doctoral program, the Professional Administrative Licensure program, or specific advisor approval. This course focuses on district-level leadership roles and the importance of shared vision. Participants will assess their management styles in light of the requirements of various upper-level management positions in a variety of educational organizations. The class will examine how education districts of various sizes organize to maximize learning and to perform necessary functions as required by state and national mandates. Topics include establishing a vision for the organization, empowering others to lead, human resource selection and development, working with other leaders, making public presentations, and dealing with hostile constituents.

ADMN 642 Admin of Specialized Programs
3 hours. This is a core requirement of the Professional Administrative Licensure program and requires admission to the doctoral program, the Professional Administrative Licensure program, or specific advisor approval. This course focuses on leadership responsibilities 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.

ADMN 643 Executive Leadership for the 21st Century
3 hours. This is a core requirement of the Professional Administrative Licensure program and requires admission to the doctoral program, the Professional Administrative Licensure program, or specific advisor approval. The role of the school superintendent is increasingly challenging and requires specialized knowledge and skills to avoid common pitfalls. This course provides practical knowledge and skills needed to succeed in the superintendent role focusing on school board relations and communication, facility development, collective bargaining, grievance resolution, board

meeting management, board member development, and advanced personnel issues such as dismissal and sexual harassment investigation.

ADMN 644 Program Eval for Org Success
3 hours. This is a core requirement of the Professional Administrative Licensure program and requires admission to the doctoral program, the Professional Administrative Licensure program, or specific advisor approval. This course surveys the principles and practices useful to the evaluation of organizational programs and policies. Participants examine the models and tools used in informing educational and other leaders as to 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, evaluation designs and analysis, presentation of evaluation results, and the role of evaluation conclusions in organizational decision making.

ADMN 646 Managing Organizational Resour
3 hours. This is a core requirement of the Professional Administrative Licensure program and requires admission to the doctoral program, the Professional Administrative Licensure program, or specific advisor approval. 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.

ADMN 648 Professional Administrator Practicum I
2 hours. Practicum experiences are carried out at 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. Pass/No Pass

ADMN 649 Professional Administrator Practicum II
1 hour. Practicum experiences will continue at a 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. Pass/No Pass

DUAL

DUAL 570 Applied Comparative Linguistics: English - Target Language
3 hours. This course, taught in Target Language, examines the fundamental linguistic structures (phonology, morphology, syntax, semantics) of English and Target Language. Topics include comparative and contrastive analysis of both languages, linguistic transfer, linguistic basis for literacy, and discourse analysis of English and Target Language.

DUAL 571 Parent and Community Involvement
1 hour. This course examines principles, research and applications that strengthen school and community relations to construct a supportive and inclusive learning environment for all students. Emphasis is on improving communication with Target Language families and considering parents as assets and partners in the education of their children.

DUAL 572 Sociolinguistics and Education
2 hours. This course, taught in Target Language, examines issues related to the interaction between language, society and school, with a particular focus on Target Language population in the United States. It emphasizes topics such as language policy, bilingual education, linguistic identity, language choice, and pedagogical use of Target Language in dual language classrooms. It also examines the socio-cultural and historical forces that affect cross-cultural interaction; including social injustice that Target Language populations have experienced.

DUAL 573 Biliteracy Instruction
3 hours. This course, taught in Target Language, focuses on current methods and materials for English - Target Language biliteracy instruction. Strategies used to teach reading and writing in the content area will be explored, and biliteracy teaching methods will be modeled and implemented. Emphasis is on biliteracy reading and writing trajectories, holistic bilingual assessment, bridging, and Target Language children's literature texts.

DUAL 576 Practicum: Dual Language
2 hours. This practicum will be completed in either a self-contained multiple subjects classroom or in a single subject content area classroom, in settings with dual language instruction. Candidates will complete a teacher performance assessment during this practicum. Candidates will complete a minimum of 90 hours of clinical practice in a dual language placement.

EDDL

EDDL 685 Special Topics
3 hours. These courses are developed to provide the educator with in-depth knowledge on educational issues of importance to the field.

EDDL 695 Special Study
2-3 hours. These independent courses are developed to provide the student with in-depth knowledge in the content of subject matter taught under the direction of a faculty member. Prerequisite: approval from the doctor of education director and the EDDL department chair.

EDDL 700 Ethics, Equity and Justice
3 hours. This course approaches the study of ethics by examining the teachings of Jesus and contemporary ethical theories and applies them to the dilemmas of leadership within both public and private education in the culturally diverse communities they serve. Additionally, this course will examine theories and practices of educational equity in relation to various forms of social inequality and marginalization in the American context. Close reading and analysis of contemporary educational research will offer students an opportunity to explore how social justice issues play out in contemporary educational contexts and their implications for practice.

EDDL 701 How Faith Sustains the Life of the Mind
3 hours. This course examines how faith, and particularly the Christian faith, can sustain the life of the mind, serving as an energizing and guiding force in the work and life of a scholar-practitioner. We will examine both the positives and challenges of serving a public religion, the shaping influence of denominational beliefs, what might it mean to teach from a Christian perspective, the concerns regarding maintaining distinctiveness yet avoiding proclamation in educational settings, and the characteristics and commitments that make an educational institution truly Christian. Quaker testimonies (values) will also be examined as a case study for the formation of wisdom communities.

EDDL 710 Political & Social Persp in Ed
3 hours. Educators operate in a complex web of political relationships - within schools and universities, between educational institutions and their communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political and social relationships in order to improve, restructure, and transform educational institutions. The following questions are examined: What is power? How is political consciousness formed in children and adults? How do social problems become political issues? How is the political decision-making agenda set? How are policy issues decided? How do policy decisions affect and 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.

EDDL 716 The Art and Craft of Leader: Strategies for Organizational Change, Development, and Vitality

3 hours. After a survey of contemporary leadership theories, this course will focus on strategies for effective organization change, thoughtful organizational development, and the impact of leadership on institutional vitality – both positive and negative. Leadership will be understood as both an art form open to creativity, passion and care, and a craft requiring disciplined thought and action. Each student will also develop a personal philosophy of leadership.

EDDL 720 Research in Effective Teaching

3 hours. Analysis and investigation of current research in effective teaching methods as related to specific subject areas, learning styles, and current school reform will be applied.

EDDL 725 Colloquia

1 hour. This course is designed to extend and deepen thinking about education, "educational leadership" and inquiry through shared readings, interaction with faculty and local educational leaders, and critical reflective writing and conversation.

EDDL 740 Curriculum, Instruction and Assessment

3 hours. In this class, candidates will gain advanced knowledge of curriculum theory, policy, models and practice. They will learn to lead curriculum development and assessment projects, and explore research-based instruction and assessment to support curriculum development.

EDDL 741 Leading Educational Organizations through Professional Development

3 hours. This course examines the adult learner and principles of effective professional development.

EDDL 742 Leading People

3 hours. Bringing about change in organizations requires a unique set of leadership skills. Those charged with leadership responsibilities need knowledge and skill to lead people and teams in productive ways. This course explores emerging theories related to leading people.

EDDL 743 Equity in Educational Environments

3 hours. This course will lead students to reflect and act on the intersection of personal, interpersonal, and organizational influences on beliefs, values, policies, practices, and structures. They will examine the ways these influences prohibit or advantage educational equity and opportunity for all individuals. Students will explore leadership that promotes equitable policies, procedures, and systems to enhance learning within P-20 or community-based educational organizations.

EDDL 760 The Idea of the University and Contemporary Developments

3 hours. This course examines the idea of the university since its beginning in medieval times, paying particular attention to thinkers in the 19th, 20th, and 21st centuries. The intent is to provide the student with a philosophical orientation and perspective on recurring contemporary issues related to HE, helping to guide decision making at all levels of the institution in order to provide wise care of the structures, values, practices, and persons who live and work in institutions of higher education.

EDDL 762 Assessment Literacy for Teacher Leaders

3 hours. In this course, teacher leaders will explore and practice processes that help educators to make informed data driven decisions related to classroom and school-wide outcomes. Advanced work with formative and summative assessment prepares teacher leaders to direct building initiatives.

EDDL 763 Leadership in Digital Technology for Education Organizations

3 hours. This course focuses on the real-world issues of planning for, implementing, sustaining, and institutionalizing the use of technology to enhance teaching and learning throughout an educational organization.

EDDL 764 International Perspectives on Education

3 hours. 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.

EDDL 765 Research Internship

1-3 hours. 1, 2, or 3 credits: This internship provides apprenticeship-learning opportunities alongside EdD professors, with a focus on developing and applying knowledge for educational practice. Students may demonstrate proficiency in program evaluation as part of the internship. Internships provide students with in-depth learning experiences in settings outside the university classroom. Opportunities include research-based partnerships with EdD professors or other possible educational partners. All internships are planned and completed under the guidance of a university faculty member. Students in the EdD program should consider internships as elective options to enrich their program of study. Please contact an individual faculty member for each internship experience at least one semester prior to enrolling.

EDDL 766 Principles of Effective Mentoring

3 hours. Research, theory and effective practice is explored in this course on mentoring in educational settings.

EDDL 769 Scholarly Reading and Writing Seminar

3 hours. This course is designed for students who wish to delve more deeply into a specific area of study relevant to their doctoral concentration, and to write about that subject in a scholarly manner, producing material worthy of publication. In partnership with the professor of record, students will construct a list of scholarly publications and resources to engage, and a writing schedule with content criteria, submission due dates, and desired outcomes for the seminar.

EDDL 775 Teaching Internship

1-3 hours. 1, 2, or 3 hours: This internship provides apprenticeship alongside GFU professors teaching undergrad or graduate teacher education courses in the student's field of study. Emphasis is on developing thoughtful and informed pedagogy in online, hybrid, or face-to-face learning environments. Internships provide students with in-depth learning experiences in settings outside the university classroom. Opportunities include teaching-based partnerships with EdD professors. All internships are planned and completed under the guidance of a university faculty member. Students in the EdD program should consider internships as elective options to enrich their program of study. Please contact the individual faculty member for each internship experience at least one semester prior to enrolling.

EDDL 790 Qualitative and Quantitative Research

3 hours. This course introduces the student to both qualitative and quantitative research conducted in schools and colleges. Students learn to critically read and evaluate research in both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project.

EDDL 791 Critical Research Skills
3 hours. This course is designed to provide students with directed experience in critical inquiry, emergent research design, and academic writing. Basic processes of inquiry, research synthesis, and scholarly habits of mind will orient students to the kind of research and scholarship expected in their graduate program and professional careers. Article analysis and writing well as a developmental process are strong course foci. Prerequisite: EDDL 790.

EDDL 792 Educational Statistics
3 hours. This course provides an introduction to descriptive and inferential statistics for beginning educational researchers; a necessary foundation for understanding and evaluating quantitative research designs and findings. Topics focus on the statistical process of investigating education-related questions and problems of practice through data collection, analysis, and interpretation. Prerequisite: EDDL 790.

EDDL 793 Advanced Qualitative Research Methods
3 hours. Qualitative research does not mean just using words instead of numbers. This research tradition is increasingly being used in education to answer questions for which experimental and quantitative methods are inappropriate or incomplete. This course introduces the basic issues of theory and method in qualitative research and provides a structured, supportive environment for learning the essential skills of qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research. Prerequisite EDDL 790.

EDDL 794 Advanced Quantitative Research Methods
3 hours. This course is designed for those who desire further preparation in quantitative research designs. Specific focus will be on the nature and issues associated with prominent quantitative designs in employed in educational research such as existing data, survey research, experimental and quasi-experimental designs, and meta-analyses. The course will examine the advantages and disadvantages of various quantitative designs. It will also help students to identify which designs are best suited for the general research question they are considering. Prerequisite: EDDL 790

EDDL 800 Dissertation
2 hours. Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this timeframe, s/he must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Prerequisites: EDDL 790, 791, 792 and 793 or 794.

EDDL 801 Dissertation Research
2 hours. Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this timeframe, s/he must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Prerequisite: EDDL 800. Can be enrolled concurrently with EDDL 800 with the permission of the Doctor of Education Program director.

EDDL 802 Dissertation Research
2 hours. Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not

finished the dissertation in this timeframe, s/he must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Pre-requisite: EDDL 801

EDDL 803 Dissertation Research
2 hours. Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this timeframe, s/he must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Pre-Requisite:EDDL 802. Can be enrolled concurrently with EDDL 802 with the permission of the Doctor of Education Program director.

EDDL 805 Dissertation Research
1-2 hours. Required of doctoral level students who did not complete their dissertation research in EDDL 800-803. Credit hours to be determined by dissertation chair regarding time to completion.

EDWR

EDWR 505 Institute in the Teaching of Writing I
2-6 hours. This course provides a forum for collaborative inquiry where teachers write in a variety of genres, study current theory and research in the teaching of writing and use of writing to learn, and share their study of a selected area of classroom practice. The theory and practice of writing are examined through individual demonstration/inquiry, reading and discussion of current research, and writing and sharing in writing response groups. Participants develop their leadership potential for a variety of roles, including reform efforts that support the education of Oregon's diverse student population. Issues of teaching diverse student populations, writing to learn, and using technology to strengthen teaching and learning provide a lens for teacher inquiry. Participants must apply and successfully complete EDWR 505 and EDWR 515 for admission into the Certificate program. The Institute consists of two courses for a combined 4 semester credits.

EDWR 515 Institute in the Teaching of Writing II
1-3 hours. This course provides a forum for collaborative inquiry where teachers write in a variety of genres, study current theory and research in the teaching of writing and use of writing to learn, and share their study of a selected area of classroom practice. The theory and practice of writing are examined through individual demonstration/inquiry, reading and discussion of current research, and writing and sharing in writing response groups. Participants develop their leadership potential for a variety of roles, including reform efforts that support the education of Oregon's diverse student population. Issues of teaching diverse student populations, writing to learn, and using technology to strengthen teaching and learning provide a lens for teacher inquiry. Participants must apply and successfully complete EDWR 505 and EDWR 515 for admission into the Certificate program. The Institute consists of two courses for a combined 4 semester credits. Prerequisite: EDWR 505..

EDWR 520 Inquiry into the Teaching of Writing
3 hours. In this course, teachers will study the nature of inquiry and develop a question that has arisen out of their classroom practice: a problem, an issue, or a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to prepare for conducting research in their own classrooms by developing their questions, planning their methodology, understanding ways to gather and analyze data from student writing, and planning strategies for using new insights in their teaching practice. Prerequisite: EDWR 505, Institute in the Teaching of Writing I.

EDWR 530 Advanced Strategies in the Teaching of Writing
2 hours. This course focuses on using inquiry to advance practice in the teaching of writing with a focus on three major themes: supporting the writing development of diverse learners, using writing to learn across content areas, and using technology to support literacy development. Participants will implement and present an Inquiry project that includes a close analysis of student learning data. Prerequisites: OWPC Institute in the Teaching of Writing, and EDWR 505 and EDWR 515, Inquiry into the Teaching of Writing I and II.

EDWR 540 Professional Leadership in the Teaching of Writing

3 hours. Participants will study and discuss what it means to be a teacher leader, develop effective coaching practices, strengthen their presentation skills, and design workshops and/or conference presentations based on their advanced inquiry project and/or an area of expertise. The course includes a practicum experience for students to apply and analyze emerging leadership skills. Prerequisite: EDWR 530.

EDWR 550 Teacher Leadership: Writing for Publication

3 hours. This course supports teachers in writing for publication. Participants will analyze requirements and style of multiple professional publications to inform their own writing/publication efforts. Participants will create a draft for publication intended to disseminate learning from their advanced inquiry project or other area of expertise. This course includes a three-day writing retreat followed by a series of Saturday sessions. Prerequisites: EDWR 540, Professional Leadership in the Teaching of Writing.

ESOL

ESOL 570 Applied Eng Linguis:Oral & Lit
3 hours. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

ESOL 571 Second Lang Acquisition & Dev
2 hours. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement. Prerequisite or concurrent enrollment in EDFL 570.

ESOL 572 Intercultural Comm ESOL Cntxt
2 hours. Examines the diverse and dynamic role of culture in the ESOL students' language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement. *Students who have successfully completed a Master of Arts in Teaching degree at George Fox University are not required to take ESOL 572 for this endorsement.

ESOL 573 Plan/Manage ESOL/Bil Curr/Inst
3 hours. Examines strategies for planning, managing, and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

ESOL 574 Assess ESOL Learning/Lang Prof
3 hours. Examines principles, issues, and approaches useful for assessing the English competencies of ESOL students. Emphases are placed on developing appropriate assessment tools for the ESOL classroom and on properly interpreting tests that are used for program placement.

ESOL 577 ESOL Practicum
2 hours. A supervised practicum in an approved school demonstrating knowledge and strategies developed in the ESOL courses. Candidates set goals for professional growth in the English-language teaching field. Prerequisites: successful completion of all required ESOL courses (or their equivalent).

ESOL 595 Special Study in ESOL
3 hours. Individualized and clinical observation/research in an area of special interest to the studet whih is outside the regular offerings of the program.

GCEP

GCEP 500 Intro to Couple 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.

GCEP 501 Principles and Techniques of Counseling

3 hours. This course reviews basic concepts and skills of counseling individuals, including practice in applying those concepts and techniques in counseling situations during class. Emphasis is on conditions for effective helping relationships, attending and interviewing skills, basic theoretical assumptions, ethical principles, and professional orientation.

GCEP 502 Clinical Practicum

3 hours. This course is designed to advance student understanding of theory as it related to clinical practice of counseling and therapy, including intake and assessment skills, the influence of the clinician, the development of interventions, crisis strategies, and treatment plans, consultation, file management, and the ethical treatment of clients, especially those from diverse and/or multicultural populations. Emphasis is placed on understanding the client(s) from systemic and developmental perspectives. Pass/No Pass. Prerequisites: GCEP 500 Introduction to Couple and Family Therapy; GCEP 501 Principles and Techniques of Counseling; GCEP 510 Human Growth and Development; GCEP 520 Personality and Counseling Theory; GCEP 530 Psychopathology and Appraisal; GCEP 540 Professional Orientation; GCEP 550 Group Theory and Therapy. GCEP 540 and GCEP 550 may be taken as corequisites. In addition, Clinical Mental Health students are required to have successfully taken GCEP 522 Advanced Clinical Skills and Marriage Couple and Family students are required to have successfully taken GCEP 514 Couple Therapy and GCEP 524 Family Therapy. Students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended Internship Orientation.

GCEP 503 Risk & Resiliency in Youth

3 hours. This course examines sources of biological and social risk that impede the development of personal wellness, academic achievement, and social competency in children and adolescents. Students explore the prevalence of these risk factors nationwide and in local communities, with emphasis on sources of resiliency that ameliorate risk and are enhanced by community, environmental, institutional, and cultural protective factors and opportunities. Students are exposed to and guided in assessing current, local partnerships between school, county, and community agencies addressing barriers that hinder children¿s personal, social, and academic functioning. Students also gain an understanding of the multifaceted role school counselors have as advocates for and designers of policies, comprehensive programs, and collaborative services that are equitable and responsive to the needs of diverse children and their families. Legal and ethical issues in working with these populations are addressed throughout the course. For students in School Counseling programs only; others by permission.

GCEP 504 Childhood and Adolescent Disorders

3 hours. The goal of this course is to provide students with an concentrated study of various childhood and adolescent disorders. The etiology, diagnostic criteria, assessment needs, and recommended intervention and treatment strategies of childhood disorders will be presented. A focus will be placed on understanding the disorders in school settings, including the role of Individualized Education (IEP) and 504 Plans. An integrative perspective will be taken that acknowledges biological, psychological, social, and cultural influences and their interdependence, and is guided by the consideration of developmental processes that shape and are shaped by the expression of these disorders. Co-morbidities and developmental norms that help inform diagnostic decisions will also be discussed. For students in School Counseling programs only, others by permission. Prerequisite: GCEP 501

GCEP 505 Foundations in School Counseling

3 hours. This course integrates theory, practice, and research to provide an overview of school counseling models, services, and skills. Students will learn the ASCA National Model and Oregon's Comprehensive Guidance and Counseling Framework. They will become familiar with the roles and functions of the professional school counselor across levels. Students will understand different models of and develop essential skills in consultation, coordination, and collaboration. They will understand how school counselors advocate and take leadership for systemic change. Students will develop skills for designing, implementing, evaluating, and advocating for comprehensive school counseling programs that include all students and meet the needs of diverse student populations. Students will begin to develop a professional identity as school counselors. For students in School Counseling programs only, others by permission.

GCEP 506 Classroom Teaching and Learning

3 hours. This course, first in a sequence of two consecutive courses, is designed to fundamentally prepare students for the required student teaching practicum for Track II school counseling students pursuing an Initial School Counseling License who do not have teaching experience. Students will gain an overview of the historical aspects and progression of the educational system. The fundamentals of how to appropriately plan for student learning, organize curriculum, utilize a variety of instructional strategies, assess learning, and develop techniques for effective classroom management are also addressed. Meeting the needs of diverse learners while promoting academic success, personal/social, and/or career development will be emphasized. Students will plan and develop a 5-day integrated unit of study related to a counseling theme using a variety of instructional strategies that promote critical thinking, problem solving, and performance skills. Pass/No Pass. For students in School Counseling programs only.

GCEP 507 Teaching Practicum

3 hours. This course, the second of two consecutive courses, will partially fulfill requirements for the school counseling licensure criteria established by the Oregon Teacher Standards and Practices Commission (TSPC) for prospective school counselors who do not have two years of teaching experience in Oregon or out-of-state public or regionally accredited private schools (Track II). The classroom student teaching practicum will prepare prospective school counselors to work collaboratively with educators by learning about how today's schools operate, what guiding principles educators use, and how research-based practices are effective in the classroom in promoting academic success, personal/social, and/or career development. Prospective school counselors will have the opportunity to integrate educational concepts and instructional strategies within the classroom environment while also addressing the needs of diverse and multicultural learners through planned learning activities. Students

will prepare and teach a work sample under the guidance of a cooperating teacher. Both formative and summative assessment will be a key component of the work sample. For students in School Counseling programs only. Prerequisite: GCEP 506 Classroom Teaching and Learning

GCEP 509 Lifestyle and Career Development
3 hours. This course is designed to acquaint students with the foundational issues and resources of career counseling, the lifestyle and career decision making process, and comprehensive career-guidance programs for K-12 populations. Students gain an overview of the historical development of career counseling and a basic understanding of relevant theories. The interrelatedness of lived experience, life roles, and calling in career development for diverse populations is visited. Students are exposed to opportunities to gain both multicultural and social justice advocacy awareness, knowledge, and skills as they relate to lifestyle and career development for all students. Students will also identify the criteria necessary to plan, organize, implement, administrate, and evaluate a comprehensive K-12 career counseling program that addresses the career development of all students, along with an understanding of career and educational planning, placement, follow-up, and evaluation. In addition they are acquainted with cutting edge technology resources and assessment tools used in career counseling in schools. For students in School Counseling programs only. Pre-requisite: GCEP 501 Principles and Techniques of Counseling. For students in School Counseling programs only. Recommended prerequisite: GCEP 505 Strategies in School Counseling.

GCEP 510 Human Growth & Development
3 hours. The study of human growth and development recognizes that a complex interplay of biological, intrapsychic, relational, and social dynamics are in constant motion throughout one's lifespan. Therefore, this course examines human development from an ecosystemic perspective by surveying a variety of major developmental theories as applied across the lifespan and identifying the use of those theories in the practice of Counseling and Marriage and Family Therapy. The influence of cultural dynamics on human development is also considered, as expressed through dominant social values shaping our understanding and experience of self, family, gender, race, ethnicity, and spirituality. Emphasis is placed on applying developmental theories in the assessment and diagnosis of individuals, couples, and families, and in the educational environment.

GCEP 511 Ethical and Legal Issues
3 hours. This course is preparatory for students' schoolbased internship experience, and is designed to acquaint students with the professional, legal, and ethical issues with which school counselors and school psychologists grapple. Students will become familiar with the ACA and ASCA or APA and NASP ethical codes, Oregon laws related to licensure and practicing as a school counselor or school psychologist, as well as the legal and professional responsibilities of school counselors and school psychologists, and will understand and experience how their values interact with the implementation of their codes. Students will also understand licensure and certification requirements relevant to their respective fields as part of their ongoing professional identity development. For students in School Counseling and School Psychology Programs only.

GCEP 514 Couple Therapy

3 hours. This course equips the student to function more effectively in providing systemically-oriented conjoint couple therapy. Attention is given to understanding and assessing the couple as an interacting system; treatment planning; developing and maintaining therapeutic balance; and acquiring and practicing specific skills and frameworks for systemic case conceptualization, intervention, and termination. Focus is on an integrative, holistic paradigm of couple functioning, including diversity. A common-factors and core competencies approach to interventions and the use of the therapeutic triangle as the basic structure for conjoint couple counseling are emphasized throughout. Pre-Requisite: GCEP 500 and GCEP 501

GCEP 515 Treatment Planning I

1 hour. Internship is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of clients in a school setting, and experience in carrying out the full spectrum of tasks in which professional school counselors engage. Students will also participate in campus-based group supervision of the above process. Pass/ No Pass. Corequisite: GCEP 512 Internship A: Early Childhood and Elementary School Counseling I or GCEP 516.

GCEP 516 School Counseling Internship I

3 hours. The school counseling internship contributes to the development of a conjoint school counselor identity of both mental health professional and educational leader. It is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of students in a school setting, and educational leader skills for carrying out the full spectrum of tasks in which professional school counselors engage. Students will also participate in campus-based group supervision of the above process. Pass/No Pass. For Master of Arts in School Counseling students only. Prerequisites: Student must have (a) completed all other coursework with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (During spring semester of that year). Corequisites: GCEP 568 Action research Designs I and GCEP 515 Treatment Planning.

GCEP 517 School Counseling Internship II

3 hours. The school counseling internship contributes to the development of a conjoint school counselor identity of both mental health professional and educational leader. It is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of students in a school setting, and educational leader skills for carrying out the full spectrum of tasks in which school counselors engage. Students will also participate in campus-based group supervision of the above process. Pass/No Pass. For Master of Arts in School Counseling programs only. Prerequisite: GCEP 516 School Counseling Internship I. Corequisites: GCEP 569 Action Research Designs II, GCEP 518 Treatment Planning II, and 519 School Counseling Portfolio.

GCEP 518 Treatment Planning II

1 hour. This course is intended to follow up GCEP 504 Childhood and Adolescent Disorders and operates in conjunction with GCEP 513 Internship A: Early Childhood and Elementary Counseling I or GCEP 517 Internship B: Middle Level and High

School Counseling I. 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; intervention strategies, appropriate community referrals, and collaboration with the school systems and parents. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. Pass/No Pass. Co-Requisite: GCEP 513 or GCEP 517

GCEP 519 School Counseling Portfolio
1 hour. The School Counseling Portfolio is the capstone of both the degree and licensure only programs, and is done concurrent with the student's final semester of internship. This multidimensional project includes four sections. In Part I the student will prepare a comprehensive paper detailing his or her theory of the nature of persons, the change process, healthy/unhealthy functioning, and the therapeutic process. In Part II the student will demonstrate the application of this theory in an actual case presentation through the use of video, session transcripts, and written reflection, thereby demonstrating perceptual, conceptual, and executive clinical skills. In Part III the student will present a 3- year growth plan, a counselor introduction statement, and a professional résumé. In part IV the student will provide work samples for each of the licensure standards for school counselors set forth by TSPC. This four-part portfolio will be evaluated by a GDC supervisor and a licensed professional school counselor (outside reader) from the community. Pass/No Pass. Co-Requisite: GCEP 513 or GCEP 517. Additional course fee required.

GCEP 520 Personality and Counseling Theory
3 hours. This course is a survey of major contemporary theories of counseling and personality development with particular emphasis on the etiology, assessment, and treatment of psychopathological states as interpreted within various theoretical frameworks. The course surveys the major figures and their theories in the area of personality and counseling modalities. Theorists are examined to discover their views of anthropology, psychopathology, normalcy, behavioral, and relational assessment, in addition to their therapeutic goals and interventions. The course explores each theory in light of social and cultural diversity as well as the integrative impact of spirituality and religiosity on the development of the person. The systemic perspective, which recognizes that personality is embedded in various systems (family, relational, social, community and cultural), is considered throughout.

GCEP 522 Advanced Clinical Skills
2 hours. It is crucial that professional counselors, after a basic framework of counseling is in place and an introspective process has begun, be trained in the advanced clinical skills of helping. To do this well, the counselor must be trained in such topics and skills as: transference and counter-transference, influencing skills, treatment planning, spirituality, and termination. This course will introduce the student to these counseling topics and more. This course builds on GCEP 501 and utilizes the Egan Model of Counseling described in that course. This course is for Clinical Mental Health Counseling Students only, all others by permission. Prerequisite: GCEP 501

GCEP 523 Practicum
3 hours. This class will provide students with supervised field experiences in school psychology. Group supervision and seminar will take place during schedule class time. Relevant time and case conceptualization will be applied to school-based cases presented during group supervision. Each student will gain experience with a wide variety of exceptional children, including children from early childhood to secondary

school levels. The practicum is an integrative experience as the student will blend theory and practical skills in working with diverse students, parents, and school professionals.

GCEP 524 Family Therapy
3 hours. This course explores and applies fundamental knowledge and skills utilized in the treatment of relational systems. Perceptual, conceptual and executive skills will be developed through direct case application of required reading as well as simulated therapy sessions with specific client families. The student will also demonstrate an awareness of current best practice strategies, while also exploring issues of justice and advocacy as embedded in relational ethics and the challenge of interpersonal forgiveness. In addition, the student will identify multi-model intake and initial assessment methods. Instruction format includes a hybrid-learning environment utilizing both face-to-face and online class activities. GCEP 524 P1 and GCEP 524 P2 are combined and will be taught and graded by both instructors. For Master of Arts in Marriage, Couple and Family Counseling students only, others by permission. Prerequisites: GCEP 500 and GCEP 501

GCEP 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 codified in the DSM-V. Biological, psychological, cultural, and systemic factors are considered in the assessment, etiology, and treatment of various disorders. For Clinical Mental Health and Marriage, Couple and Family students only. Prerequisite: GCEP 500 and GCEP 501

GCEP 531 Intro to School Psychology
3 hours. This course is a general introduction to the field of school psychology with an overview of major issues related to the professional practice of psychology in the schools. Topics for study include historical development, education and training, practice and research, licensure and certification, legal and ethical issues, diversity, and future directions. For students in the School Psychology program only, others by permission.

GCEP 534 Human Sexuality
2 hours. Many dimension of human sexuality will be explored, including anatomy, physiology, identity, values, culture, relationships, family, spirituality, dysfunction, therapy techniques, and ethics. Students will evaluate their perceptions about their sexuality in order to understand the impact of the clinician's values on clients. This course is intended for students in the Master of Arts in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling programs only.

GCEP 540 Professional Orientation
3 hours. This course is a study of the professional and ethical issues that most effect the preparation for the practice of counseling individuals, couples, and families. The course is focused on the development of the professional identity of counselors in training. This includes study of legal and ethical issues (including professional mental health organizations and state law) related to licensure and clinical practice, as well as the professional responsibilities of counselors. Development and maintenance of private and agency professional practice is also addressed.

GCEP 542 Systems and Diversity in Schools

3 hours. This course will introduce the school psychology student to the diverse systems of influence and confluence in the schools. Students will learn about the educational system including diverse service delivery models and organizational theory. Emphasis will be given to the interplay of political, social, economic, and cultural systems at the systemic level. At the individual level, study will focus on families, family diversity, cultural diversity and the role of spirituality in families and the individual. The convergence of individual systems and systemic models will be investigated. Students will also study the legal and legislative rulings that have greatly impacted educational systems and service delivery in the schools.

GCEP 543 Exceptional Child

3 hours. This class introduces students to the cognitive, psychosocial, and psychomotor needs of students with a variety of disabilities. Focus is placed on a need-based model of assessment, program planning, and evaluation. Instructional strategies are evaluated in terms of their impact on various disabilities. For students in School Psychology programs only, others by permission.

GCEP 544 Academic Assessment

4 hours. Students will be provided with educational achievement instruments used by school psychologists and introduced to the administration skills needed for assessing academic achievement, learning modalities, and processing skills. Interpretation and presentation of test scores, formulation of educational recommendations and goals, and comprehensive report writing skills will be emphasized. Particular attention will be given to working with learners of culturally and linguistically diverse populations.For students in School Psychology programs only, others by permission. No Pre-Requisites. Additional course fee is required.

GCEP 545 Cognitive Assessment

4 hours. This course will teach about administration skills for cognitive assessment, and evaluations on children/students (birth to 21) as used by school psychologists. It has a practice application component regarding how to administer and interpret a variety of standardized tests, and present assessment results and educational recommendations. Focus will be given to working with a diverse student population. For students in School Psychology programs only, others by permission.

GCEP 546 Test and Measurement

3 hours. A study of the basic concepts and principles of psychological assessment tools employed in schools. It builds on the foundation of statistical knowledge, especially of factors influencing validity and reliability. Students will explore a broad variety of psychological testing materials used by school psychologists and review alternative methods of assessing competencies. Ethical considerations in the field of assessment are emphasized as well as contemporary issues, such as validity of assessment instruments for diverse populations. For students in School Psychology programs only, others by permission.

GCEP 547 Personality and Behavioral Assessment

4 hours. This course will introduce the school psychology student to administration skills for assessments and evaluations in the areas of personality and behavior. Skills in interviewing, record review, observation, interpretation and assessment tools and checklists, and presentation of test results and recommendations for regular and special education students will be covered. For students in School Psychology programs only. No Prerequisites

GCEP 548 Internship in School Psychology I

3 hours. The internship will be completed in a school system, with the goal of emphasizing the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) and at George Fox University (in groups). Pre-requisites: completion of all other coursework, exceptions by faculty advisor approval only. Students must have (a) completed all prerequisites with a B or better grade, and (b) attended the Internship Orientation (Prior Fall Semester). For students in School Psychology programs only.

GCEP 549 Internship in School Psychology II

3 hours. The second internship will be a continuation of the first internship, and completed within the school system. It is designed to stress the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) and at George Fox University (in groups). Pre-requisite: GCEP 548, GCEP 558. (Students must have: (a) completed all prerequisites with a B grade or better and all program coursework [co-requisites allowed by faculty approval only], and (b) attended the Internship Orientation before enrolling in internship.) Co-Requisite: GCEP 559

GCEP 550 Group Theory & Therapy

3 hours. The primary objective of this course is to teach group leadership theories and skills, and to help students understand how proper group processes and methods can contribute to clients' mental health. Students will learn group leadership, group dynamics, theories of group development, group treatment planning, group assessment, and ethical considerations related to group treatment. Students will also take part in a community-based group experience. For students in Graduate School of Counseling programs only. Pre-Requisite: GCEP 501

GCEP 554 Addictions

2 hours. This course examines theory, etiology, assessment, and treatment of addictive disorders in individual, marriage, couple, family, and group modalities. The course also provides insight into the collaborative nature of treatment in the field of addiction, providing opportunities for students to work with each other and professionals in the field to enhance knowledge of treatment interventions and treatment planning. Pre-Requisites: GCEP 500 and GCEP 501

GCEP 558 School Psychology Portfolio I

1 hour. In this course, the student will complete the School Psychology Portfolio. This is a culmination project documenting the knowledge and applied skills in the 10 Domains of practice outlined by the National Association of School Psychologists. In part I, the student will focus on identifying case studies and documentation to demonstrate skills. For students in the School Psychology program only. Pass/No Pass. Corequisite GCEP 548.

GCEP 559 School Psychology Portfolio II

1 hour. In this course, the student will complete the School Psychology Portfolio II. This is a culmination project documenting the knowledge and applied skill in the 10 Domains of practice outlined by the National Association of School Psychologists. For students in School Psychology programs only. Pass/ No Pass. Corequisite: GCEP 549. Additional course fee required.

GCEP 561 Spirituality and Clinical Praxis

3 hours. This course 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.

GCEP 566 Research Methods and Statistics

2 hours. Students will engage in all steps of the research process by participating in a collaborative research project that emphasizes the importance of research in the counseling profession, including work that informs evidenced-based practices in the field. Students participate in the ethical design, analysis, reporting, and evaluation of empirical research. Students will also learn to fundamentals of program evaluation, including needs assessments and strategies for program modification.

GCEP 567 Cultural Foundations and Social Justice

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. Students will examine several major spiritual traditions, with a view to understanding the implications for 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. Attention will be given to developing understanding of gender, class, race, ethnicity, structure and roles within marriage and family work, and various lifestyles. No Pre-Requisites

GCEP 568 Action Research Design I

1 hour. This course develops a basic understanding for the critical role data plays in school improvement efforts, and acquaints students with the conceptual and technical skills needed for designing and executing action research studies that professional school counselors can implement in classrooms and within the broader school system. Students gain an understanding of the following: data driven decision-making; methods for observing and recording behavior in school settings; problem definition and focus; data storage and retrieval systems; trustworthiness of action research, school visioning and improvement planning; and the role they play in a comprehensive school counseling plan. Emphasis is placed on defining and investigating problems that require the professional school counselor to implement strategies for improving their practice and student learning. Students are introduced to several levels of data usage and application, moving from state accountability requirements to mobilizing efforts to equalize access to high standards for all students. During this course students will complete a school profile, draft a critical question, create an action research design, submit an IRB, and conduct an initial literature review. This course is intended for Master of Arts in School Counseling Students. Corequisiste: GCEP 516 School Counseling Internship I.

GCEP 569 Action Research Design II

1 hour. This course continues the development of a basic understanding for the critical role data plays in school improvement efforts, and acquaints students with the

conceptual and technical skills needed for designing and executing action research studies that professional school counselors can implement in classrooms and within the broader school system. Students gain an understanding of the following: data driven decision-making; methods for observing and recording behavior in school settings; problem definition and focus; data storage and retrieval systems; and trustworthiness of action research, as well as school visioning and improvement planning and the role they play in a comprehensive school counseling plan. Emphasis is placed on defining and investigating problems that require the professional school counselor to implement strategies for improving their practice and student learning. Students are introduced to several levels of data usage and application, moving from state accountability requirements to mobilizing efforts to equalize access to high standards for all students. During this course students will continue work on the action research project begun in Action Research Design I, completing a literature review, gathering data, and presenting the results. This course is intended for Master of Arts in School Counseling Students. Corequisite: GCEP 517 School Counseling Internship II.

GCEP 570 Lifestyle and Career Development
2 hours. This course is a study of the foundational psychological and social issues related to career counseling. The following areas will be explored: lifestyle and career decision making process, career guidance programs for special populations, and future issue as it relates to the work place and the necessary skills to become a careerist. The integration of career counseling philosophy, methodologies, resources, and psychotherapy will be explored in the context of a total person approach. This course is intended for students in the Master of Arts in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling programs only. Pre-Requisite: GCEP 501

GCEP 571 Tests and Assessments
2 hours. This course offers a study of the basic concepts and principles of psychological assessment, including historical factors influencing testing and test construction. Students will also learn the statistical language and theory related to measurement error, scales of measurement, measures of central tendency and variability, reliability and validity. Students will learn about a selected group of assessment instruments and their range of applications in the field. Critical evaluation of assessment instruments will be included as well. This course is intended for Master of Arts in Clinical Mental Health, Marriage, Couple and Family and School Counseling students only. No Pre-Requisites.

GCEP 577 Images Of God
1 hour. This course is an introduction into the complex psychological variable called Image of God. The course will introduce the student to the theoretical framework and the clinical perspective in understanding and working with a client's spirituality and/or religiosity. The course takes an integrative approach combining both theological and psychological data regarding the client's unconscious image of God within the contexts of relational, social, and cultural factors.

GCEP 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. No Pre-Requisites

GCEP 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.

GCEP 580 Play Therapy: Lifespan Applications
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. This course is available to all GSC students. As it is an MCFC requirement, priority enrollment will be given to MCFC students. Prerequisites: GCEP 500 Introduction to Marriage, Couple and Family Counseling or its equivalent

GCEP 583 Filial Therapy
1-3 hours. This course covers an introduction to the theory and practice of filial therapy, a play-therapy-based parent-training program. Filial therapy has been shown to be an empirically effective child- and family-therapy intervention. Parents are trained by experienced play therapists to be agents of therapeutic change in their children's lives through the utilization of their basic play therapy skills. These skills are employed in regularly scheduled parent-child structured play sessions in their own homes. How to train parents in their overall principles and methodology of child-centered play therapy is addressed. Prerequisite: GCEP 580 Play Therapy or permission of the instructor.

GCEP 585 Seminar In CMHC/MCFC
1-3 hours. A seminar involving a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the department director. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar. Pre-Requisites vary.

GCEP 587 Interpersonal Neurobiology and Pharmacology
1 hour. This course intends to deepen the student's knowledge base regarding the complexities of the human experience by examining neurological functioning and its role in human distress and recovery. Specifically, it explores the interplay between neurobiology, the social environment, and pharmacological interventions, and its influence on cognitive, affective, and behavioral functioning. The course offers an overview of neuroanatomy orienting the student to basic brain structure, advances in interpersonal neurobiology confirming the role of attachment relationships in brain development, and the role of interpersonal relationships and pharmacology in altering brain functioning.

GCEP 588 Clinical Portfolio
1 hour. This course involves development of a culminating graduate-level clinical thesis, built upon the internship experience and previous courses. Concurrent with the student's final semester of internship, this multidimensional clinical project involves

the student demonstrating perceptual, conceptual, and executive skills¿demonstrating minimum practice standards in the legal, ethical and effective treatment of clients. Students are expected to prepare a comprehensive paper detailing their primary theoretical orientation, including perspective of the nature of persons, change and dysfunction, as well as the therapeutic process. Additionally, the portfolio includes video, session transcripts, psychosocial assessment, and written reflection which will be reviewed by the instructor and a licensed mental health professional in the community. Intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Co-Requisite: GCEP 593. Additional course fee required.

GCEP 591 Clinical Internship
1 hour. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and supervision facilitated by a university instructor. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Prerequisites for CMHC: GCEP 500, GCEP 501, GCEP 502, GCEP 510, GCEP 520, GCEP 530, GCEP 540, GCEP 550. Pre-Requisites for MCFC: GCEP 500, GCEP 501, GCEP 502, GCEP 510, GCEP 514, GCEP 520, GCEP 524, GCEP 530, GCEP 540, GCEP 550. Corequisite for CMHC and MCFC: GCEP 599 Students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).

GCEP 592 Clinical Internship I
3 hours. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and supervision facilitated by a university instructor. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Pre-Requisites for CMHC: GCEP 500, GCEP 501, GCEP 502, GCEP 510, GCEP 520, GCEP 530, GCEP 540, GCEP 550. Pre-Requisites for MCFC: GCEP 500, GCEP 501, GCEP 502, GCEP 510, GCEP 514, GCEP 520, GCEP 524, GCEP 530, GCEP 540, GCEP 550. Co-Requisite for CMHC and MCFC: GCEP 597 Students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).

GCEP 593 Clinical Internship II

3 hours. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and supervision facilitated by a university instructor. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling programs students only. Pass/No Pass. Pre-Requisite: GCEP 592. Co-Requisite: GCEP 598

GCEP 594 Clinical Internship

2 hours. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and supervision facilitated by a university instructor. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Prerequisites: GCEP 593. Corequisite: GCEP 596 Students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).

GCEP 595 Special Study In

.5-3 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 department chair.

GCEP 596 Treatment Planning

1 hour. This course runs concurrently with GCEP 591 Clinical Internship I, and focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. sor, and case consultation and supervision facilitated by a university instructor. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass.

GCEP 597 Treatment Planning I
1 hour. This course runs concurrently with GCEP 592 Clinical Internship I, and focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Co-Requisite: GCEP 592

GCEP 598 Treatment Planning II
1 hour. This course runs concurrently with GCEP 593 Clinical Internship I, and focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Co-Requisite: GCEP 593

GCEP 599 Treatment Planning
1 hour. This course runs concurrently with GCEP 594 Clinical Internship I, and focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Co-Requisite: GCEP 591

GCEP 611 Adv School Psych Research I
1 hour. This course will help students learn about and apply emerging research in school psychology, learning, and school improvement. Special emphasis will be placed on diversity issues in each of these research areas. There will be a focus on how this information can help school psychologists be more effective in encouraging student achievement acknowledging individual differences and diversity issues. Prerequisite: hold an Initial School Psychologist License.

GCEP 612 Adv School Psych Research II
2 hours. This course builds upon GCEP 611. It will focus on issues of learning and diversity, and the relevant research on these topics, such as culturally sensitive instruments. The course will be a combination of lecture, group discussion, and student presentations. Students will write a literature review focusing on learning and diversity

(preapproved by the professor) of publishable quality. Prerequisites: hold an Initial School Psychologist License and GCEP 611.

GCEP 613 Advanced Leadership, Collaboration, & Advocacy I: With School Personnel, Parents, & the Community
1 hour. This systems course will emphasize the importance of school counselors working from a systems perspective to encourage student success in the classroom. Special focus will be placed on how to work most effectively with colleagues, staff, parents, and the public, separately with each system when appropriate, and when to work collaboratively with two or more systems, and the impact it might have on the student. The role of the school psychologist as a leader, collaborating with others, and advocating for the student will be explored in consideration of ethical and legal guidelines. Prerequisite: hold an Initial School Psychology License.

GCEP 614 Advanced Leadership, Collaboration, & Advocacy II: With Diverse & Special Interest Groups
1 hour. This systems course will explore how to work effectively with culturally, ethnically, and socioeconomically diverse students and/or parents, teachers, school personnel, and communities. There will also be an emphasis on special interest groups and how to work collaboratively with students and/or parents, teachers, school personnel, and communities to encourage student success. It will also consider the role of the school psychologist in taking leadership, collaboration, and advocacy when working with diverse and specialized interest groups. Prerequisites: hold an Initial School Psychologist License and GCEP 612.

GCEP 616 Law and School Psychologist
1 hour. This course is designed for individuals with an Initial Psychologist License. It will address advanced legal issues encountered by school psychologists. Emphasis will be placed on reviewing school law pertaining to school psychologists. Through case discussion, individuals will have an opportunity to apply school law. A legal decision-making process for school psychologists will be introduced and applied in this course. Prerequisite: hold an Initial School Psychologist License.

MATG

MATG 501 The Professional Educator
1 hour. This course focuses on professionalism, purpose of education, educational law, policy, ethics and the place of technology in the field. The course includes instruction on mandatory reporting. Reflection upon professional identity and dispositional development will be facilitated.

MATG 503 Diverse Populations
3 hours. This course provides a framework grounded in cultural humility for approaching diverse students and communities. Issues surrounding race, ethnicity, culture, and the qualities needed for cultural competency, and inclusion are explored. IEP's and 504 information as well as EL foundations and supports are addressed (introduced) in this course. Specific skills for facilitating learning for all students from an asset based perspective are explored.

MATG 506 Curriculum and Instruction
2 hours. This course prepares candidates to meet the curricular and instructional needs of all students including exceptional learners. Candidates learn lesson design and instructional planning. Differentiated curriculum and instructional strategies are explored. Accommodations and modifications are made operational in unit and lesson design.

MATG 507 Assessment Design and Implementation
2 hours. This course incorporates and reinforces best practices in assessment design and implementation. Candidates focused creating and using assessments that measure growth toward standard-based outcomes. Using student data as appropriate, candidates develop plans for differentiation and intervention.

MATG 510 Human Development and Learning Theory
3 hours. This course examines human development from an intellectual, social, emotional and physical perspective. Foundations in developmental and learning theory and their connections to development are explored. Foundational knowledge of exceptionalities is reinforced. Foundational knowledge necessary to understanding exceptionalities of all kinds is built.

MATG 521 Graduate Capstone Project for Teachers I
1 hour. This course incorporates the design of a capstone project for the practicum(s) using appropriate data collection and analysis methods for the project. Candidates will analyze assessments, collect data, and interpret results in an effort to enhance instruction.

MATG 522 Graduate Capstone Project for Teachers II
2 hours. This course facilitates the implementation and reporting of the capstone project for the practicum(s) using appropriate recording and analysis methods that focus on evidence of student learning in relation to educational and pedagogical decision making.

MATG 550 Elementary Pedagogy in Science and STEAM Education
1 hour. This course focuses on the pedagogies of science and STEAM (science, technology, engineering, arts, and mathematics) education at the EC/EL and EL/MS levels. The science pedagogy assists teacher candidates in how to navigate the three-dimensional, inquiry-based learning aspect of the Next Generation Science Standards and implement strategies and assessments for fostering student centered learning and

inclusive classroom environments. The STEAM pedagogy equips teacher candidates in developing content and pedagogical content knowledge, integrative STEAM strategies, and efficacy to plan, apply, and evaluate STEAM challenges using project-based learning.

MATG 551 Multiple Subjects Level Pedagogy in Language Arts
2 hours. This course is a study of instructional strategies and the design, implementation, and evaluation of language arts curriculum for multiple subjects/ elementary classrooms. The pattern of course topics presented is the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Emphasis will be placed on ELL, Dyslexia, RTI and Inclusion.

MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking
3 hours. This course seeks to integrate effective mathematics teaching and learning pedagogies within the framework of the common core state standards. The development of personal understanding of mathematical concepts and processes is emphasized; this process requires the student to expand his/her own learning beyond the course assignments to examine the relationships between mathematical concepts and the real world. Teaching mathematics effectively to diverse learners is emphasized. The course is interactive and dependent upon student participation.

MATG 555 Content Area Pedagogy
2 hours. A study of instructional strategies and the design, implementation, and evaluation of curriculum for content-specific secondary classrooms. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis. For single subject endorsement candidates, this course offers an intensive exploration of pedagogical practices within the content area.

MATG 556 Elementary/Middle Level Pedagogy of Integration: Including Science, Social Studies, Music and Art
1 hour. Integration of content areas (Science, Art, Music, Social Studies) into Language Arts and Math content areas.

MATG 558 Teaching in the Middle
2 hours. A study of structures, strategies, issues, designs, and possibilities for the organization of middle schools and implementation of curriculum to meet the specific needs of mid-level students. Inclusion emphasis.

MATG 560 Foundations of Language and Literacy
3 hours. This course is designed to introduce the concepts of literacy as defined by the integrated processes of reading, writing, speaking, listening, and interacting with oneself and others within the content area. An emphasis on ELL, language acquisition, assessment, RTI, and Sped with emphasis on high incidence disabilities in language development are reinforced as integral to the content.

MATG 576 Practicum: Classroom Organization in Practice
4 hours. This practicum may be completed at either multiple subject or single subjects endorsement area. Candidate demonstrates success in multiple performance and dispositional assessments.

MATG 577 Practicum: Classroom Teaching

5 hours. This practicum will be completed at either multiple subject or single subjects endorsement area. Candidate demonstrates success in multiple performance and dispositional assessments.

MATG 580 Classroom Management: Classroom Culture

2 hours. This course studies positive learning environment strategies including procedures, routines, and clear expectations that allow educators to shape context with students in the clinical practice. Problem solving simulations are grounded in both observations and educational theory.

MATG 581 Classroom Management Seminar

1 hour. This course provides reflective opportunities to analyze individual and group management strategies, behavior analysis, modifications of environment, preventative strategies and positive behavioral support systems for all students within the context of the practicum experience.

MATG 585 Selected Topics

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

MATG 590 Professional Seminar

1 hour. The seminar focuses on issues related to current trends and questions in education and the ethics/values in teaching. Professional induction topics will include resume writing, job-search strategies interviewing skills, and PLC's.

MATG 595 Special Study in Education

1-3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the program.

MEDU

MEDU 506 Research in Effective Teaching

3 hours. This 3 semester-hour course will focus on analysis and investigation of current research in effective teaching methods as related to specific subject and focus areas in k-12 education. Specific methods relating to subject matter, learning styles and effective teaching practices and strategies will be studied and applied. Students will have an opportunity to thoroughly investigate best practice philosophies and methodologies in k-12 education. Participants will benefit from interacting with each other concerning issues of best practices in teaching, implementation of best practices, and examining solutions to educational issues in k-12 education.

MEDU 510 Foundations of Educational Practice

2 hours. Students will be introduced to the six "lenses" of the EDFL Conceptual Framework and Professional Dispositions. Each student will develop a deeper understanding of personal vocation and mission in light of this overall framework by engaging each of these "lenses" to evaluate their current dispositions and work. The intent is for each student to establish a foundation of self-understanding and to become a self-reflective and analytical practitioner and learner.

MEDU 519 Practicum

1-10 hours. Must be approved by advisor. A supervised practicum for students adding a content area endorsement, age authorization level, the higher education specialization, or student teaching to complete the Initial Teaching License in the license-only program. Students teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated. Prerequisite: approval of the MEd director.

MEDU 520 Curriculum and Assessment

3 hours. This course will focus on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching, learning and assessment. There will be an emphasis on the development and implementation of an integrated interdisciplinary unti for the candidate's specific teaching or educational assignment that utilizes concept-based curriculum strategies and instructional techniques to "teach beyond the facts for the thinking classroom." In addition, students will be participating in a Professional Learning Community that will focus in on a data collection cycle to inform and evaluate practice. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of formative assessment - including portfolios, rubrics, and other forms of authentic assessment - will guide and inform discussions.

MEDU 530 Overview of Qualitative and Quantitative Research Methodology

3 hours. This course will introduce students conceptually to research as a way of thinking for classroom or school improvement. As consumers of research, students will learn to search databases, analyze data, identify and summarize results to inform educational decisions. Students will be exposed to both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project.

MEDU 540 Action Research I

2 hours. This course is designed to develop conceptual and technical skills needed for designing and implementing action research studies in classrooms, schools, and other educational settings. The focus is on the following: observing and recording behavior

in school settings; problem definition and focus; sampling; data storage and retrieval systems; and trustworthiness of action research. Emphasis is placed on defining and investigating problems which require the educator to investigate strategies for improving their practice and student learning. Prerequisite: MEDU 530, Overview of Qualitative and Quantitative Research Methodology.

MEDU 541 Action Research II
2 hours. This course is part two of the master's research project in which the student continues to work under the direction of the advising professor. In this final stage the student completes a written paper, publishes the work on an open-source site, and publicly presents results of the research project.

MEDU 542 Master's Project Research II
1-2 hours. Research for and preparation of master's thesis or action research project. This course provides additional credit for extra research above and beyond that required for the thesis.

MEDU 543 Ethical Persp Edu Leadership
3 hours. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how 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.

MEDU 685 Selected Topics in Foundational Perspectives
1-3 hours. These courses are developed to provide the educator with in-depth knowledge on specific issues that affect organizational success. Examples of possible courses include: Minority Education in Cross-cultural Perspective; Biography: Portraits of Teaching, Learning, and Culture

READ

READ 530 Hist/Found Literacy Learning
2 hours. 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.

READ 531 Analysis Read/Writ Assessments
2 hours. Classroom teachers become acquainted with a wide variety of methods for assessing student progress in reading and writing. Administration and scoring of these tests will be explored. Information about how testing results can facilitate teaching and learning is the goal.

READ 532 Adv Strategies in Lit Instruct
2 hours. This 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.

READ 534 Issues & App Literacy Instruct
2 hours. This 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.

READ 536 Reading/Writing Content Areas
2 hours. 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.

READ 537 Emergent Literacy
2 hours. This course explores theoretical principles and practices based on current research. Emphasis is on strategies for coming to print, print conventions, and reading aloud. Shared, guided, and independent reading and writing is also explored. These strategies are based on theoretical assumptions from the psychology of language and cognition development and linguistics.

READ 538 Organization Reading Programs
3 hours. 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 school-wide 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.

READ 542 Reading Practicum
2 hours. 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 both authorization levels. Prerequisites: READ 530 History and Foundations of Literacy Learning; READ 531 Analysis of Reading and Writing Assessments; READ 532 Advanced Strategies in Literacy Instruction; READ 538 Organization of Reading Programs; or by permission.

READ 595 Special Study in Reading/Literacy
1 hour. Individualized and clinical observation/research in an area of special interest to the student which is outside the regular offerings of the program.

SPED

SPED 501 Theory, Foundations and Ethics for Special Educators
1 hour. This course will focus on the historical foundations and purpose of special education, theory, special education law and policy, including legislation and litigation, and ethics. The course provides the foundational knowledge needed to understand exceptionalities of all kinds.

SPED 511 Developmental Psychology and Learning Theory
1 hour. The theoretical and practical aspects of human development with emphasis on - birth through young adult – and the connection to developmental psychology and learning theory. Functional knowledge of exceptionalities: autism, dyslexia, executive functioning are developed as it relates to learning.

SPED 512 Structures for Teaching and Learning: Academic
3 hours. This course prepares candidates to meet the needs of school students with high incidence learning disabilities in general education classrooms. Develops curricular modifications and adaptations to evaluate content curriculum, and to provide assistance to general education teachers. Develops knowledge and skills to adjust curriculum content using Common Core State Standards (CCSS) and informal assessments to provide information on student progress in the general education curriculum.

SPED 513 Structures for Teaching and Learning: Functional
3 hours. This course prepares candidates to meet the needs of school students with low incidence disabilities. Candidates explore, discuss and learn how to plan and implement curriculum that includes CCSS as well as informing disability eligibility decisions as well as instruction in academic and functional low incidence disabilities including: intellectual disability, hearing impairment, visual impairment, deaf/blindness, communication disorder, emotional disturbance, orthopedic impairment, traumatic brain injury, autism spectrum disorder, and other health impairments. Functional living skills are incorporated into content planning.

SPED 521 Assessment & Evaluation
4 hours. This course addresses assessment and evaluation as the means for informing special education disability decisions as well as instructional decisions. The candidate will learn and practice multiple ways of assessing students. These include informal assessment, progress monitoring, formal evaluations, and standardized achievement tests. Candidate will learn to write formal reports that emphasize proper administration of assessments and ethical complications of the evaluation process to synthesize all that data to create a cohesive picture of the student's standing, and continue to use the appropriate assessment tools to generate the information needed to make curricular and program decisions.

SPED 524 Assistive Technology & Specialized Support
1 hour. This course will focus on developing candidates' ability to evaluate technological and assistive supports and determine appropriateness for exceptional learners. Candidates will design and develop assistive technology tools for use in academic and functional settings.

SPED 531 Case Management
2 hours. Candidates will gain knowledge and skills in writing effective, compliant Individualized Education Programs (IEPs) and acquire communication and collaboration strategies to facilitate IEP meetings and interactions with families. Candidates will

identify key issues that could lead to litigation. Course content includes communication, organization, compliance and administrative management.

SPED 550 Behavior Support and Classroom Management
3 hours. This course will focus on preparation of candidates to work with students who demonstrate significant emotional/behavioral, trauma, and fetal alcohol/drug issues and use interventions that are research-based. Candidates are instructed on the methods of behavior analysis and accommodation strategies to include development of behavior support plans.

SPED 552 Community Supports and Transitional Programs
2 hours. This course will focus on the families, individuals, and community supports for individuals with disabilities ages birth - 21. Candidates will identify age-appropriate services such as Head Start, early intervention, vocational educational programs, community experiences, employment and other post-school adult living objectives, acquisition of daily living skills, if appropriate, and access to state and federal services. Candidate will also learn all required federal/state requirements for secondary transition plans. They will learn how to apply and develop an individual Education Plan for students of transition age.

SPED 576 Practicum: Mild to Moderate
2 hours. This practicum will be completed at either early childhood elementary, or elementary middle, or middle level and high school, in settings with students identified with mild to moderate disabilities. Candidates will complete a work sample during this practicum. Candidates will complete a minimum of 90 hours of clinical practice in a mild to moderate disability placement.

SPED 577 Practicum: Moderate to Severe
2 hours. This practicum will be completed at either early childhood elementary, or elementary middle, or middle level and high school, in settings with students identified with moderate to severe disabilities. Candidates will complete a minimum of 90 hours of clinical practice in a moderate to severe disability placement.

SPED 585 Selected Topics
1-3 hours. Occasional special courses chosen to fit the interests and needs of students and faculty.

SPED 595 Special Study in Special Education
1 hour. Individualized and clinical observation/research in an area of special interest to the student which is outside the regular offerings of the program.

TRMA

TRMA 500 Introduction to Traumatology and Trauma-Informed Care
1 hour. This course provides an introduction to traumatology and trauma-informed care including the nature of traumatic events and the impact on biological, psychological, and social functioning. In addition, students will identify risk and resiliency factors associated with PTSD prevention and intervention services. The various roles of the responder according to the nature of the event, stage of recovery, and professional scope of practice will be identified. Instruction format includes a blended learning environment including both face-to-face and online class activities.

TRMA 501 Best Practices in Trauma-Informed Care
1 hour. This course prepares the student for designing trauma-informed individual and group interventions in the aftermath of a critical incident in accordance with one's scope of practice and competence. Students will apply universal and foundational traumatic stress assessment skills in discerning appropriate intervention methods based on level of need, context, and stage of recovery. Psychological first-aid processes will be mastered. Vicarious trauma and compassion fatigue as it applies to the trauma responder will also be explored. Instruction format includes a blended learning environment including both face-to-face and online class activities. Prerequisite: TRMA 500

TRMA 502 Interpersonal Neurobiology of Trauma
1 hour. This course examines the neurobiology of trauma and is intended to deepen the student's knowledge base regarding the interplay between a traumatic experience, social interactions, and neurological functioning. The interpersonal neurobiology perspective allows the student to understand not only the immediate physiological impact of a traumatic incident, but the interconnectedness between our social, emotional, physical, and spiritual well-being in the aftermath of chronic abuse and/or a sudden traumatic event. Students will demonstrate an interpersonal neurobiologically-informed assessment of human functioning and response, and an ability to communicate this information in psychoeducational arenas tailored for survivors of traumatic incidents. Instruction format includes a blended learning environment including both face-to-face and online class activities.

TRMA 503 Grief and Loss Across the Lifespan
1 hour. Of central concern to the trauma responder is helping individuals and communities recover from extreme loss. This course examines the nature of grief in the face of loss as experienced across the lifespan. Students will gain a deeper awareness of common grief reactions as well as short and long-term psychosocial challenges congruent with common recovery processes. Using theories examining individual and systemic resiliency, students will explore personal and contextual issues influencing an individual and community's resiliency in the face of loss. And finally, students will learn how to discern grief processes beyond one's scope of practice within the trauma response setting. Instruction format includes a blended learning environment including both face-to-face and online class activities.

TRMA 540 Trauma and Social Justice Annual Conference
1 hour. This course is a deeper examination of the topic under review in the annual Trauma & Social Justice Conference. Held the second week of September, the conference is an annual event sponsored by the Trauma Response Institute. It

is designed to promote and support the work of humanitarian aid, mental health, education, ministerial, health care, and social change professionals dedicated to naming and responding to socio-cultural factors that increase stress and trauma among marginalized & vulnerable populations. The course is taught in a blended format with 50% of class time including conference attendance, and the other half including online activities.

TRMA 541 Race and Trauma
1 hour. This course explores the multi-generational impact of racial and ethnic marginalization. The course will also explore the impact of social dynamics on our development across the lifespan. Students will be invited to see the role of privilege and marginalization in increasing vulnerable populations to additional stress and trauma.

TRMA 542 Developing a Professional Online Identity
1 hour. Professional engagement and networking now occurs in online forums as often as it occurs in face-to-face environments. Students earning a specialty in trauma-informed service will likely network and share their expertise in various digital environments which require specific skills and dispositions. This course introduces professionals to the basics of building a professional online identity with an emphasis on the application of ethical principles informing safe and effective practice. This course is applicable to all graduate students exploring methods of building a practice and networking with other professionals. Instruction format includes a blended learning environment including both face-to-face and online class activities.

TRMA 543 Trauma-Informed Emotion Focused Therapy
1 hour. This course examines the theory and application of Emotionally Focused Therapy with couples from a trauma-informed perspective. The course will build on the empirically validated concepts of EFT, by applying its concepts, as well as those of attachment theory, specifically to trauma stemming from attachment injuries. These traumas can be precipitated by a variety of experiences including mental health issues or relational trauma such as miscarriage, military combat, or childhood sexual abuse. Through the use of EFT's three stages and nine steps, couples reprocess emotional experiences and traumas within the context of finding a secure base and emotional comfort in one another. The course will specifically focus on working with couples from a trauma-informed perspective thereby addressing guilt and shame, and reducing fear and anxiety, through the use of these concepts.

TRMA 544 Trauma-Informed Treatment with Adult Survivors of Sexual Abuse
1 hour. This course introduces independent mental health practitioners to the fundamentals of treating adults sexually abused as children. Since many adults challenged with recovery from incidents of childhood sexual abuse also experienced additional layers of abuse, neglect, or mis-attunement throughout childhood, the focus of this course will examine treatment from a complex trauma recovery lens. The student will demonstrate competence in understanding how to structure therapy for the adult client through the application of course materials. Competence in understanding the psychological, interpersonal, and neurobiological components of abuse will be demonstrated through a collaborative group project. Instruction format includes a blended learning environment including both face-to-face and online class activities. Prerequisite: TRMA 500 or Professor Approval.

TRMA 560 Trauma-Informed Cognitive Behavioral Therapy Applications
1 hour. Cognitive Behavioral Therapy (CBT) is recognized as a best practice strategy effective in mitigating the impact of traumatic stress in those struggling in the aftermath

of a critical incident. In this course students will learn a series of CBT techniques useful in early and middle stage interventions with individuals and groups. Students will identify the difference between using these techniques in the context of immediate trauma response verses ongoing therapy. Competence in the techniques will be demonstrated through class role-plays. Instruction format includes a blended learning environment including both face-to-face and online class activities. Prerequisite: TRMA 500 or Professor Approval. Recommended: TRMA 501.

TRMA 571 Trauma Research I
1 hour. Students completing the Post-Graduate Certificate in Trauma Response Services begin the research component by enrolling in TRMA 571 in either the Fall or Spring term. The Trauma Research Project is a thesis that represents the culminating demonstration of the student's trauma-informed expertise. The student will engage in a 9 to 12 month project designed to advance service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of the thesis requires completion of the project as detailed in the candidate's trauma research proposal, including a written summary of the project suitable for publication. Students will participate in monthly research team work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director. Prerequisite: TRMA 500, TRMA 501. Corequisite: Additional Block A, B, and C courses required for certificate completion.

TRMA 572 Trauma Research II
1 hour. Students completing the Post-Graduate Certificate in Trauma Response Services continue progress on their research component by enrolling in TRMA 572 in either the Fall or Spring term following the successful completion of TRMA 571. The Trauma Research Project is a thesis that represents the culminating demonstration of the student's trauma-informed expertise. The student will engage in a 9 to 12 month project designed to advance service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of the thesis requires completion of the project as detailed in the candidate's trauma research proposal, including a written summary of the project suitable for publication. Students will participate in monthly research team work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director. Prerequisite: TRMA 500, TRMA 501. Corequisite: Additional Block A, B, and C courses required for certificate completion.

TRMA 573 Trauma Research III
1 hour. Students completing the Post-Graduate Certificate in Trauma Response Services work towards the completion of the research component by enrolling in TRMA 573 in either the Fall, Spring, or Summer term following the successful completion of TRMA 572. The Trauma Research Project is a thesis that represents the culminating

demonstration of the student's trauma-informed expertise. The student will engage in a 9 to 12 month project designed to advance service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of the thesis requires completion of the project as detailed in the candidate's trauma research proposal, including a written summary of the project suitable for publication. Students will participate in monthly research team work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director. Prerequisite: TRMA 500, TRMA 501. Corequisite: Additional Block A, B, and C courses required for certificate completion.

TRMA 575 Trauma Research Continuation
1 hour. Students extending the completion of the trauma research project beyond 1 year enroll in TRMA 575 in either the Fall, Spring, or Summer term following the successful completion of TRMA 573. The Trauma Research Project is a thesis that represents the culminating demonstration of the student's trauma-informed expertise. The student will engage in a 9 to 12 month project designed to advance service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of the thesis requires completion of the project as detailed in the candidate's trauma research proposal, including a written summary of the project suitable for publication. Students will participate in monthly research team work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director. Prerequisite: TRMA 500, TRMA 501. Corequisite: Additional Block A, B, and C courses required for certificate completion.

TRMA 582 Best Practices in Organizational Readiness and Response
1 hour. Students will complete a series of United States Federal Emergency Management Agency web-based courses related to trauma-incident preparedness and response. Course content will then be applied in service to a local organization or business through a readiness-review or employee in-service training. Prerequisite: TRMA 500, TRMA 501

TRMA 585 Selected Topics
1 hour. These courses focus on best-practice strategies related to trauma-informed care within specific settings and populations. Course offerings may only be offered once, or might be rotated on an every 2 to 3 year basis depending on interest. Prerequisite: On a per topic basis. Prerequisite: TRMA 500 Introduction to Traumatology. Prerequisite or Corequisite: TRMA 501 Basic Skills in Individual and Group Crisis Intervention.

TRMA 595 Special Study In
0-3 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 department chair.

Portland Seminary

Certificate Programs

Certificate in Spiritual Formation and Discipleship
Spiritual Direction Certification

Master's Programs

Master of Divinity (M.Div.)
Master of Arts [Theological Studies] (M.A.[TS])
Master of Arts in Ministry (M.A.)
Master of Arts in Spiritual Formation (M.A.)

Doctoral Programs

Doctor of Ministry (D.Min), Leadership and Global Perspectives track
Doctor of Ministry (D.Min.), Leadership and Spiritual Formation track
Doctor of Ministry (D.Min), Semiotics, Church, and Culture track
Doctor of Ministry (D.Min), Spirit-filled Global Leadership in the African Diaspora

Seminary Course Descriptions

Certificate in Spiritual Formation and Discipleship

Overview

The Certificate in Spiritual Formation and Discipleship is a non-degree program designed to train students in the transformative work of Christian formation and discipleship. The Certificate in Spiritual Formation is designed for:

- Persons who desire training in biblical and theological studies, in spiritual formation, and in discipleship
- Persons who feel called to spiritual-formation ministry in the church or parachurch settings
- Professionals who desire formational experiences and training in an academic environment

The certificate is focused on expanding biblical and theological knowledge, deepening awareness of God and self, integrating life experiences, and enhancing Christ-like spiritual practices so that students can demonstrate characteristics of Jesus in their vocational contexts. Our understanding of spiritual formation involves the intersection of Scripture, theology, psychology, and social-cultural factors. The focus of our curriculum, therefore, is on developing awareness, increasing empathy and compassion skills, and building distinct spiritual practices that promote authentic Christian discipleship.

Program Outcomes

The Spiritual Formation and Discipleship Certificate will:

- Develop the student's capacity for theological reflection regarding the psychological and socio-cultural dynamics that are at play in becoming transformative agents of Christ’s love
- Equip students to develop habits of authentic disciplines that center on thinking and living in Christ's presence
- Foster socio-cultural awareness and relational skills that cultivates maturity into God’s fullness
- Offer tools for cultivating and communicating authentic Christian discipleship

Student Learning Outcomes

Students will:

- Describe, critically and constructively, the biblical, theological, socio-cultural, and psychological dimensions of living in Christ’s presence
- Demonstrate the reflection and integration of lived experiences with an understanding of God and the scriptures
- Implement new understandings and lived experiences into spiritual and relational practices that result in personal transformation and can be integrated into discipleship relationships

- Identify and evaluate their own spiritual formation journey of conforming to the image of Christ, and develop tools for guiding the journey of others as disciples of Jesus

Admission Requirements

Applicants seeking admission to the Certificate in Spiritual Formation and Discipleship program must hold a four-year baccalaureate degree from a regionally accredited college or university† with a minimum GPA of 2.5. In addition, applicants must complete the following to be considered for admission to the program:

- Submit Portland Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- An interview

†Applicants who do not hold a four-year baccalaureate degree from a regionally accredited college or university may apply to the university but will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 12 hours credit is allowed toward the Certificate in Spiritual Formation program from ATS accredited graduate schools, as appropriate to the curriculum. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Certificate in Spiritual Formation program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Residence, as described in this section of the catalog, does not refer to the time a student spends on campus. It refers to the portion of a degree program that students are required to earn with Portland Seminary, as compared to transfer credits and credit applied as advanced standing. With regard to the Certificate in Spiritual Formation program, students are required to complete half of the certificate (12 semester hours) directly with Portland Seminary. A leave of absence is valid for up to one year, after which the student must reapply to the program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the certificate.

Course Requirements

The Certificate in Spiritual Formation program is generally two years in length with 24 semester hours of coursework required as a minimum for graduation. Of the total hours required for the degree, 12 are in biblical and theological foundations courses, and 12 are in spiritual formation courses.

Graduation Requirements

In order to receive the Certificate in Spiritual Formation and Discipleship students must:

- Satisfactorily complete a minimum of 24 semester hours with a cumulative GPA of 3.0 or above
- Successfully complete each milestone
- Successfully pass candidacy
- Be recommended by the seminary faculty for graduation from Portland Seminary of George Fox University

Curriculum Plan

Biblical Studies Courses (6 hours)

Choose two of the following:

Required sequence: BIST 501 and 503; BIST 502 and 504
BIST 501 Old Testament Introduction 3 hours
BIST 502 New Testament Introduction 3 hours
BIST 503 Engaging the Old Testament 3 hours
BIST 504 Interpreting the New Testament: Use and Abuse of the Bible 3 hours

Christian History and Theology Courses (6 hours)

Choose two of the following:

Required sequence: CHTH 507 and 509; CHTH 508 and 510
CHTH 507 Historical Theology: Early Church through Reformation 3 hours
CHTH 508 Essentials in Christian Theology 3 hours
CHTH 509 History of Christianity in America 3 hours
CHTH 510 World Religions and Christian Thought 3 hours

Spiritual Formation and Discipleship Courses (4 hours)

Complete the following:

SFAD 510 Knowing Self, Knowing God 1 hour
SFAD 520 Mystical Exper/ Images of God 1 hour
SFAD 530 Christian Prayer 1 hour
SFAD 540 Spiritual Life 1 hour

Spiritual Direction Studio Courses (8 hours)

Complete the following:

SFAD 551 Awareness and Identity I 2 hours
SFAD 552 Awareness and Identity II 2 hours
SFAD 555 Seminar in Spiritual Formation and Discipleship I 2 hours
SFAD 565 Seminary in Spiritual Formation and Discipleship II 2 hours

Spiritual Direction Certification

Overview

The Spiritual Direction (SD) certification program is designed to equip newly trained spiritual direction graduates to serve as professional spiritual directors. The program offers scriptural and Christ-centered training from skilled and experienced spiritual directors who are attuned to the vulnerability of the other and the internal dynamics that arise in the context of a contractual relationship.

The SD certification curriculum is designed for persons who have completed initial training in spiritual direction. We provide leveling coursework for students who have a theological degree but require courses to be better prepared to step into SD certification. Our spiritual formation curriculum is biblically grounded and Christ-centered and our understanding of spiritual formation involves the intersection of Scripture, theology, psychology, and social-cultural factors. The focus of our curriculum, therefore, is on developing awareness, increasing empathy and compassion skills, and building distinct practices that are spiritually centering.

Program Outcomes

The SD certification program will:

- Enable students to deepen ethical skills and professional practices in spiritual direction
- Enhance student capacity for noticing and attending to self while maintaining effective spiritual-direction relationships

Student Learning Outcomes

Students will:

- Demonstrate reflection on spiritual conversations and the integration of the client's understanding and experiences of God
- Implement (and evaluate the effectiveness of) skills for establishing and maintaining spiritual-direction relationships
- Identify & evaluate their own formational journey as a spiritual director, & conforming to the image of Christ for the sake of others
- Expand their experience base as practicing spiritual directors

Admission Requirements

A well-developed understanding of spiritual formation and a biblical and theological foundation are required prior to completing the certification. Applicants seeking admission to the SD certification program must hold a four-year baccalaureate degree from a regionally accredited college or university with a minimum GPA of 2.5†, and a master's degree from an ATS-accredited seminary with min GPA of 2.5.

Completed graduate degrees must meet equivalency for the Portland Seminary Master of Arts in Spiritual Direction degree, or leveling courses will be required. If students have a specialization in spiritual formation and discipleship from Portland Seminary, they

will need to take SFAD 571/2 Becoming a Spiritual Director I and II as leveling work. If applicants have experience in spiritual relationships without formal training, or if training was completed at another institution, the seminary will do a leveling evaluation on a case-by-case basis in light of the standards of this certificate program.

For Portland Seminary graduates without a spiritual formation or spiritual direction degree or specialization/concentration, leveling will require:

- At least 8 months of spiritual-direction experience (as a directee) prior to beginning the leveling work or certification program
- SFAD 551/552 Awareness and Identity I & II
- SFAD 571/572 Becoming a Spiritual Director I and II
- PSTD 521/522 Pastoral Counseling and Ethics I and II

Applicants must complete the following to be considered for admission to the program:

- Portland Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Personal mission statement and statement of faith
- Letter of recommendation from spiritual-direction instructor and/or trainer (SFAD 571/2 at Portland Seminary) or interview with a current instructor

†Applicants who do not hold a four-year baccalaureate degree from a regionally accredited college or university may apply to the university but will be required to submit additional documentation to be considered for admission.

Transfer Credit

No transfer credit is awarded for this certification.

Residence Requirements

Residence, as described in this section of the catalog, does not refer to the time a student spends on campus. It refers to the portion of a degree program that students are required to earn with Portland Seminary, as compared to transfer credits and credit applied as advanced standing. With regard to the SD certification program, students are required to complete all of the program requirements (2 semester hours) directly with Portland Seminary. A leave of absence is valid for up to one year after which the student must reapply to the program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the certificate.

Course Requirements

The certification program includes:
1. Successfully completing SFAD 576 Spiritual Direction Certification I and SFAD 577 Spiritual Direction Certification II
2. Completing 30 hours of spiritual direction with at least three persons over one year
3. Receiving 10 hours of supervision
4. Providing a written recommendation from the student’s spiritual-direction supervisor after all supervision and direction hours are complete
5. Passing a final interview with a Portland Seminary spiritual-formation professor

Note: There is a course fee for SFAD 576 and 577 to cover the cost of contracting with program selected spiritual directors and supervisors.

Graduation Requirements

In order to receive the SD certification, students must:

- Satisfactorily complete a minimum of 2 semester hours with a cumulative GPA of 3.0 or above
- Be recommended by the seminary faculty for certification from Portland Seminary of George Fox University

Curriculum Plan

Spiritual Formation and Discipleship Courses (2 hours)

Complete the following:

SFAD 576 Spiritual Direction Certification I 1 hour
SFAD 577 Spiritual Direction Certification II 1 hour

Master of Divinity

Overview

The Master of Divinity (MDiv) program is designed for women and men preparing to be Christian pastors, missionaries, chaplains, or some other form of Christian service. The MDiv curriculum is designed to enable students to prepare for ordination, licensing, or recording.*

The MDiv curriculum is designed around biblical, theological, and historical foundations courses, leadership-in-ministry courses, pastoral studies courses, spiritual formation courses, and (optional) specialization courses. The student has the ability to customize his or her training to fit any particular interest or calling.

*While the seminary provides training, it is denominations-not the seminary-that oversee the process of ordination, licensure, or recording.

Program Objectives

The MDiv Program will:

- Foster students' knowledge of their Christian heritage, through the study of the Bible and theology
- Offer tools for exegeting the cultural contexts in which students will serve, through historical, theological, and cultural reflection
- Encourage students' growth in spiritual depth and moral integrity, particularly through the spiritual formation curriculum
- Equip students for ministerial and public leadership, through coursework in pastoral studies and ministry leadership

Degree Outcomes

Students will:

- Interact with Christian Scripture, history, and theology; interpret understandings critically and express them faithfully
- Cultivate tools and habits to pursue an ever-deepening sense of the reality of Jesus Christ through spiritual formation
- Experience themselves and relate to others as created in God's image and called into community
- Support the just transformation of societies through personal and social holiness motivated by love
- Lead the church under the lordship of Jesus Christ in its mission and ministries
- Preach, teach, exercise pastoral care, equip, and lead in local churches and Christian communities

Admission Requirements

Applicants seeking admission to the MDiv program must hold a four-year baccalaureate degree from a regionally accredited college or university,* with a minimum GPA of 3.0.

In addition, applicants must complete the following to be considered for admission to the program:

- Submit Portland Seminary application and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- An interview

* Applicants who do not hold a four-year baccalaureate degree from a regionally accredited college or university may apply to the seminary but will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 39 hours of credit is allowed toward the MDiv program from ATS-accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Residence, as described in this section of the catalog, does not refer to the time a student spends on campus. It refers to the portion of a degree program that students are required to earn with Portland Seminary, as compared to transfer credits and credit applied as advanced standing. With regard to the MDiv program, students are required to complete half of the degree (39 semester hours) directly with Portland Seminary. A leave of absence is valid for up to one year, after which the student must reapply to the program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MDiv program is generally three to four years in length, with 78 semester hours of coursework required as a minimum for graduation. Of those hours, 20 are in biblical studies courses, 16 in Christian history and theology, 6 in spiritual formation and discipleship, 12 in pastoral studies, and 12 in leadership. The remaining 12 hours are in a chosen area of specialization or electives. The specializations offered are Biblical Studies Specialization, Chaplaincy Specialization, Christian History and Theology Specialization, Creation Care Specialization, Intercultural Studies Specialization, Leadership Specialization, Spiritual Direction Specialization, and Spiritual Formation and Discipleship Specialization.

Chaplaincy

Clinical Pastoral Education
Clinical Pastoral Education (CPE) brings seminary students into supervised ministry with people in crisis. The heart of CPE is ministry with people and learning from that

ministry through reflection, discussion, and evaluation with other students and a certified CPE supervisor. CPE training centers are usually located in hospitals and medical centers. Portland Seminary is a member of the Association of Clinical Pastoral Education. Any seminary student in the MDiv degree program may choose to do his or her internship in a CPE setting; students in the chaplaincy specialization are required to complete a CPE internship. Students pay regular seminary tuition for seminary credits awarded for CPE units. However, because students also pay tuition to their CPE site, Portland Seminary students may be eligible to be reimbursed for that hospital tuition. Reimbursement is limited to 75 percent of the seminary tuition paid for the credits awarded for CPE experience. Students can apply for reimbursement by submitting receipts upon successful completion of the CPE program. Students who feel called to hospital chaplaincy would take the following recommended path at Portland Seminary and beyond:

Hospital Chaplaincy Path

Students pursuing hospital chaplaincy are advised to fulfill the following requirements:

1. Acceptance into the MDiv degree program with chaplaincy specialization (while some hospitals accept people with seminary MA degrees as chaplains, the MDiv offers more long-term options [and a minimum of 72 semester hours is required for board certification]).

2. Completion of a unit of CPE training at an approved training site. The chaplaincy specialization includes CPE training (worth 6 credit hours at the seminary). CPE internships are typically offered in two formats:

- Summer 11-week intensive (full-time) = 1 unit of CPE (100 hours of structured group supervision and training and 300 hours of clinical practice—stipend offered by some hospitals)
- Extended unit (part-time) = 1 unit of CPE spread over 5 months (100 hours of structured group supervision and training and some clinical practice—no stipend)

3. Ordination or a certificate of ministry from the person's denomination. “Endorsement by a judicatory” is required for board certification.

4. One year of post-MDiv residency. After completion of the MDiv, the student must apply for a year of residency at an approved CPE training hospital. These are full-time paid positions for which the individual completes an additional three to four units of CPE. The seminary CPE director keeps a file of residency positions available; these are posted on the bulletin board opposite the seminary office. An application should be made one year before the desired placement.

5. Board certification. After fulfilling the requirements of the Association of Professional Chaplains, the graduate would apply for board certification. Students are encouraged to become student members of APC.

MDiv Curriculum for Hospital Chaplaincy Students

1. All the normal curriculum requirements for the MDiv degree, following the chaplaincy specialization.

2. Internship requirement would be PSTD 562 CPE one unit (6 hours, two of which are registered under PSTD 563, continued practicum). The student would not take PSTD 568/9 Ministerial Apprenticeship.

3. A student coming to the seminary with previous CPE units may register up to a maximum of 8 credit hours of PSTD 562/3/4.

Registering for PSTD 562 Clinical Pastoral Education
Students should apply for acceptance into an approved CPE center one year ahead of their desired internship date. In Oregon, there are several centers: Legacy Health System, Oregon State Hospital, Providence/Portland Medical Center, Good Samaritan in Corvallis, and Veterans Affairs Medical Center. The ACPE directory with information concerning the centers, the contact persons, and application processes is available online at http://www.acpe.edu/. The student will contact the CPE coordinator at the preferred site, fill out an application, and pay the application fee. Once the student is accepted, he or she will register for PSTD 562. One unit of CPE is equal to 6 semester credits (two of which will be registered under PSTD 563, continued practicum). CPE courses are graded Pass/No Pass. Upon completion of the training, the student will submit the final supervision report to the seminary faculty director in order to record the course grade.

Military Chaplaincy Path
Those who feel called to military chaplaincy should contact the branch of service in which they desire to serve. The chaplain recruiter for the area will acquaint the student with the scholarships, requirements, and steps toward accomplishing this objective. Those who attend Military Chaplaincy School will receive 8 hours in lieu of the chaplaincy specialization.

Graduation Requirements

In order to graduate with the MDiv degree, students must:

- Satisfactorily complete a minimum of 78 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a C- in all courses. If a grade lower than a C- is received, that course must be retaken (for more specific information, please refer to the student handbook).
- Successfully complete each milestone
- Be admitted to candidacy for the degree
- Be recommended by the seminary faculty for graduation from Portland Seminary of George Fox University

Other Degree Requirements

Each masters student will undergo an initial psychological assessment with a licensed mental health practitioner upon matriculation to identify areas for fit and growth in relation to ministry and vocational discernment. This initial review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a ministry leadership professional. The seminary faculty will review this assessment for newly matriculated students each fall semester and take it into consideration alongside conversations regarding the student performance during the semester. At times, the faculty may recommend, or require counseling in order to better identify areas of personal growth in order to maximize on one’s ministry potential and capitalize on

discovered strengths through one's seminary career. For more specific information, please refer to the student handbook.

Curriculum Plan

Biblical Studies Courses (20 hours)

Complete the following:

BIST 501 Old Testament Introduction 3 hours
BIST 502 New Testament Introduction 3 hours
BIST 503 Engaging the Old Testament 3 hours
BIST 504 Interpreting the New Testament: Use and Abuse of the Bible 3 hours

Choose two of the following:

BIST 511 Introducing Biblical Hebrew 2 hours
BIST 512 Interpreting the Hebrew Testament 2 hours
BIST 521 Introducing New Testament Greek 2 hours
BIST 522 Interpreting the Greek Testament 2 hours

Choose two of the following:

BIST 523 Old Testament Book Study 2 hours
BIST 524 New Testament Book Study 2 hours
BIST 533 Scripture in Context: Old Testament, Ancient Near East, and Today 2 hours
BIST 534 Scripture in Context: New Testament, Early Judaism, and Today 2 hours

Christian History and Theology Courses (16 hours)

Complete the following:

CHTH 507 Historical Theology: Early Church through Reformation 3 hours
CHTH 508 Essentials in Christian Theology 3 hours
CHTH 509 History of Christianity in America 3 hours
CHTH 510 World Religions and Christian Thought 3 hours

Choose two of the following:

CHTH 530 Gender and Christian Thought 2 hours
CHTH 533 Christian Ethics 2 hours
CHTH 537 The Postcolonial Church 2 hours

Leadership Courses (12 hours)

Complete the following:

MLDR 516 Mission, Church, and Society 2 hours
MLDR 517 Transformation in Cultures and Systems 2 hours
MLDR 518 Theories and Praxis of Missional Leadership 2 hours
MLDR 519 Formation & Discipleship 2 hours
MLDR 525 Race, Ethnicity, and the Church I 2 hours

MLDR 535 Race, Ethnicity, and the Church II 2 hours

Pastoral Studies Courses (12 hours; 10 hours if completing Spiritual Direction Specialization)

Complete the following:

Note: Master of Divinity with Spiritual Direction students do not take PSTD 522 and will complete 10 credits in this area.
PSTD 511 Theology/Practice of Worship 2 hours
PSTD 512 Essentials of Preaching 2 hours
PSTD 513 Pastoral Ministry I 2 hours
PSTD 514 Pastoral Ministry II 2 hours
PSTD 521 Pastoral Counseling/Ethics I 2 hours
PSTD 522 Pastoral Counseling/Ethics II 2 hours

Spiritual Formation and Discipleship Courses (6 hours)

Complete the following:

SFAD 510 Knowing Self, Knowing God 1 hour
SFAD 520 Mystical Exper/ Images of God 1 hour
SFAD 530 Christian Prayer 1 hour
SFAD 540 Spiritual Life 1 hour
SFAD 550 Shame, Grace, and Resilience 1 hour
SFAD 560 Spiritual Leadership 1 hour

Specializations (Students must select one or complete the elective option)

Choose one of the following:

Biblical Studies (12 hours)

Choose two of the following BIST course pairings:

BIST 523 and 533
BIST 523 Old Testament Book Study 2 hours
BIST 533 Scripture in Context: Old Testament, Ancient Near East, and Today 2 hours
BIST 524 and 534
BIST 524 New Testament Book Study 2 hours
BIST 534 Scripture in Context: New Testament, Early Judaism, and Today 2 hours
BIST 551 and 552
BIST 552 Advanced Seminar in Northwest Semitics II 2 hours
BIST 555 and 565
BIST 555 Seminar in Biblical Studies I 2 hours
BIST 565 Seminar in Biblical Studies II 2 hours
BIST 556 and 557
BIST 556 Bible and Contemporary Culture I: Methods 2 hours
BIST 557 Bible and Contemporary Culture II: Exploring Film 2 hours
BIST 562 and 563
BIST 562 Advanced Seminar in Greek I 2 hours

BIST 563 Advanced Seminar in Greek II 2 hours

Complete the following:

PSTD 568 Ministerial Apprenticeship I 2 hours
PSTD 569 Ministerial Apprenticeship II 2 hours

Chaplaincy (12 hours)

Complete the following:

PSTD 562 Clinical Pastoral Education: Practicum 4 hours
PSTD 563 Chaplaincy Integrative Seminar I: Continued Practicum 2 hours
PSTD 564 Chaplaincy Integrative Seminar II: Grief and Loss 2 hours

Complete one of the following elective pairings:

BIST 523 and 533
BIST 523 Old Testament Book Study 2 hours
BIST 533 Scripture in Context: Old Testament, Ancient Near East, and Today 2 hours
BIST 524 and 534
BIST 524 New Testament Book Study 2 hours
BIST 534 Scripture in Context: New Testament, Early Judaism, and Today 2 hours
BIST 551 and 552
BIST 552 Advanced Seminar in Northwest Semitics II 2 hours
BIST 555 and 565
BIST 555 Seminar in Biblical Studies I 2 hours
BIST 556 Bible and Contemporary Culture I: Methods 2 hours
BIST 556 and 557
BIST 556 Bible and Contemporary Culture I: Methods 2 hours
BIST 557 Bible and Contemporary Culture II: Exploring Film 2 hours
BIST 562 and 563
BIST 562 Advanced Seminar in Greek I 2 hours
BIST 563 Advanced Seminar in Greek II 2 hours
CHTH 546 and 547
CHTH 546 Ecotheology I 2 hours
CHTH 547 Ecotheology II: Hope and New Creation 2 hours
CHTH 548 and 549
CHTH 548 Ecopraxis I: Keeping the Garden 2 hours
CHTH 549 Ecopraxis II: Greening the Church 2 hours
CHTH 550 and 551
CHTH 550 Indigenous Studies I: Indigenous Spiritualities 2 hours
CHTH 551 Indigenous Studies II: Theology and Place 2 hours
CHTH 558 and 559
CHTH 560 and 561
CHTH 561 Wesleyan Studies II: The Wesleyan-Holiness Movement 2 hours
CHTH 562 and 563
CHTH 555 and 565
CHTH 555 Seminar: Christian History & Theology I 2 hours
CHTH 565 Seminar: Christian History &Theology II 2 hours

Christian History and Theology (12 hours)

Choose two of the following CHTH course pairings:

CHTH 546 and 547
CHTH 546 Ecotheology I 2 hours
CHTH 547 Ecotheology II: Hope and New Creation 2 hours
CHTH 548 and 549
CHTH 548 Ecopraxis I: Keeping the Garden 2 hours
CHTH 549 Ecopraxis II: Greening the Church 2 hours
CHTH 528 and 529
CHTH 528 Intercultural Studies I: Cultural Anthropology for a Postmodern World 2 hours
CHTH 529 Intercultural Studies II: Indigenous Peoples and the North American Church 2 hours
CHTH 550 and 551
CHTH 550 Indigenous Studies I: Indigenous Spiritualities 2 hours
CHTH 551 Indigenous Studies II: Theology and Place 2 hours
CHTH 558 and 559
CHTH 560 and 561
CHTH 561 Wesleyan Studies II: The Wesleyan-Holiness Movement 2 hours
CHTH 562 and 563
CHTH 555 and 565
CHTH 555 Seminar: Christian History & Theology I 2 hours
CHTH 565 Seminar: Christian History &Theology II 2 hours

Complete the following:

PSTD 568 Ministerial Apprenticeship I 2 hours
PSTD 569 Ministerial Apprenticeship II 2 hours

Creation Care (12 hours)

Complete the following:

CHTH 546 Ecotheology I 2 hours
CHTH 547 Ecotheology II: Hope and New Creation 2 hours
CHTH 548 Ecopraxis I: Keeping the Garden 2 hours
CHTH 549 Ecopraxis II: Greening the Church 2 hours

Complete the following:

PSTD 568 Ministerial Apprenticeship I 2 hours
PSTD 569 Ministerial Apprenticeship II 2 hours

Intercultural Studies (12 hours)

Complete the following:

CHTH 528 Intercultural Studies I: Cultural Anthropology for a Postmodern World 2 hours
CHTH 529 Intercultural Studies II: Indigenous Peoples and the North American Church 2 hours
CHTH 550 Indigenous Studies I: Indigenous Spiritualities 2 hours

CHTH 551 Indigenous Studies II: Theology and Place 2 hours

Complete the following:

PSTD 568 Ministerial Apprenticeship I 2 hours
PSTD 569 Ministerial Apprenticeship II 2 hours

Leadership (12 hours)

Complete the following:

MLDR 558 Advanced Leadership Studies I 2 hours
MLDR 559 Advanced Leadership Studies II 2 hours
MLDR 555 Seminar in Ministry Leadrshp I 2 hours
MLDR 565 Seminar in Ministry Leadership II 2 hours

Complete the following:

PSTD 568 Ministerial Apprenticeship I 2 hours
PSTD 569 Ministerial Apprenticeship II 2 hours

Spiritual Direction (14 hours)

Complete the following:

SFAD 551 Awareness and Identity I 2 hours
SFAD 552 Awareness and Identity II 2 hours
SFAD 555 Seminar in Spiritual Formation and Discipleship I 2 hours
SFAD 565 Seminary in Spiritual Formation and Discipleship II 2 hours
SFAD 571 Becoming a Spiritual Director I: Becoming a Spiritual Companion 3 hours
SFAD 572 Becoming a Spiritual Director II: Art and Practice 3 hours

Spiritual Formation and Discipleship (12 hours)

Complete the following:

SFAD 551 Awareness and Identity I 2 hours
SFAD 552 Awareness and Identity II 2 hours
SFAD 555 Seminar in Spiritual Formation and Discipleship I 2 hours
SFAD 565 Seminary in Spiritual Formation and Discipleship II 2 hours

Complete the following:

PSTD 568 Ministerial Apprenticeship I 2 hours
PSTD 569 Ministerial Apprenticeship II 2 hours

Elective Studies (12 hours)

Complete the following:

Seminary electives coursework 8 hours
PSTD 568 Ministerial Apprenticeship I 2 hours
PSTD 569 Ministerial Apprenticeship II 2 hours

Master of Arts (Theological Studies)

Overview

The Master of Arts (Theological Studies) program is designed for women and men who desire graduate study in the field of theological studies with an emphasis in biblical studies, Christian history and theology, or the integration of the two. The MA(TS) does not include the study of pastoral ministry (the Master of Arts in Ministry and the Master of Divinity are recommended for ministry studies). The MA(TS) serves the purpose of shaping students as theologians and is ideally suited for those wishing to pursue a vocation in teaching or writing.

The MA(TS) curriculum includes courses in Christian history and theology, biblical languages, biblical studies, and spiritual formation. The curriculum begins with core courses that lay a foundation in these academic disciplines. The selected academic track (Biblical Studies, Christian History and Theology, Creation Care, Intercultural Studies, or the Integrative track) requires courses that will further build on the core courses, offering the student the opportunity to gain expertise in a preferred discipline. The apprenticeship requirement offers a unique and important opportunity for MA(TS) students to learn about pedagogy in theological studies, with real-life experience in classroom teaching. A mentor guides students through the apprenticeship courses. The spiritual formation courses give the student exposure to the development of deep moral and spiritual values, spiritual disciplines, and self-awareness and self-management skills. The thesis/project courses provide the opportunity for the MA(TS) student to learn advanced research and writing skills and potentially prepare for doctoral study.

Program Objectives

The MA(TS) program will:

- Foster students' understanding of Christian history and theology, biblical studies, and spiritual formation
- Equip with advanced learning in a chosen area of concentration

Degree Outcomes

Students will:

- Grow in the ability to analyze pertinent texts and materials
- Develop the capacity to think critically
- Learn research, writing, and communication skills
- Integrate and demonstrate these learnings through a summative project/thesis
- Be formed holistically, both academically and spiritually

Admission Requirements

Applicants seeking admission to the MA (Theological Studies) program must hold a four-year baccalaureate degree from a regionally accredited college or university,

with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Portland Seminary application and application fee
- One official transcript from each college/university attended
- Resumé or Curriculum Vitae
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- An interview

Transfer Credit

Transfer of up to 28 hours credit is allowed toward the MA (Theological Studies) program from ATS accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA(TS) program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Residence, as described in this section of the catalog, does not refer to the time a student spends on campus. It refers to the portion of a degree program that students are required to earn with Portland Seminary, as compared to transfer credits and credit applied as advanced standing. With regard to the MA(TS) program, students are required to complete half of the degree (28 semester hours) directly with Portland Seminary. A leave of absence is valid for up to one year, after which the student must reapply to the program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MA(TS) program is generally three years in length, with 56 semester hours of coursework required as a minimum for graduation. Of the total hours required for the degree, 12 are in prescribed biblical studies courses, 12 in Christian history and theology, 4 in ancient language study, 4 in spiritual formation and discipleship, 4 in a teaching apprenticeship, and 4 in thesis/project study (or additional coursework if so desired). The remaining 16 hours are in a chosen subject track. The subject tracks offered are Biblical Studies Track, Christian History and Theology Track, Christian History and Theology/Creation Care Track, Christian History and Theology/Intercultural Studies Track, and Integrated Studies Track.

Language Requirement

MA(TS) students are required to take 4 credit hours of language study. Additional language study is permitted through the chosen track of study.

Thesis/Project

The MA(TS) degree requires a thesis/project studio comprised of two two-credit courses. The student may choose either to write a traditional academic thesis or to produce a project. The project is recommended for those students wishing to focus on a particular subject of interest, but who are not intending to go on to doctoral studies.

1. Students are eligible to register for thesis/project once they are about midway through the MA(TS) program, and with the approval of their advisor.

2. Students must have a cumulative GPA of at least 3.0 to be eligible to write a thesis or project.

3. With the approval of the academic advisor, the student will register for BIST/CHTH 581/582 for two consecutive semesters. A student wishing to produce a project instead of a thesis will still register for BIST/CHTH 581/582. Project students will follow a different set of instructions, deadlines, and rubric than the thesis students.

4. In consultation with the MA(TS) thesis director, each student will choose faculty advisors/readers.

a. Thesis Option (two advisors/readers): The primary thesis advisor is normally a member of the seminary faculty and has primary responsibility for overseeing thesis work. The second reader may be chosen from a wider field of qualified academics with expertise in the thesis topic.

b. Project Option (one advisor/reader): The faculty project advisor is normally a member of the seminary faculty.

5. Thesis/Project Description

a. The primary advisor will work with the student to define the thesis topic or the nature and scope of the project.

b. Theses should be 15,000-18,000 words in length & should demonstrate the ability to

i. Formulate and research a narrowly defined problem

ii. Master a well-defined issue in academic study

iii. Interact equitably with other scholars and positions

iv. Write in a clear manner consistent with scholarly standards

c. Projects may include, but are not limited to, media presentations, course curriculum, or website development

6. Thesis/Project Proposal

a. Thesis Proposal: the student must submit a formal thesis proposal for acceptance by the primary advisor (elements found in the course syllabus).

b. Project Proposal: In consultation with the faculty project advisor, the student must submit a project proposal for formal approval by the 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 K. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations.

8. A thesis requires a one-hour oral defense before the primary thesis advisor and the second reader. This defense will occur following the submission of the final draft of the thesis and at least one week before the final day of the semester.

9. Following the oral defense, the student must complete any additions or changes requested by the faculty advisor/reader.

10. Each copy of the final thesis or project will include an original (not photocopied) approval sheet signed by the advisors/readers.

11. All theses and projects will receive a letter grade.

Thesis Schedule

Thesis registration should be BIST/CHTH 581 (2) for the first semester and BIST/CHTH 582 (2) for the second semester. If needed and approved by the instructor for BIST/CHTH 581/582, thesis writers may be granted one additional semester for completion of the thesis without grade penalty. In this case, the student must register for BIST/CHTH 585 Thesis Continuation, 1 hr. for this third semester. Arrangements for an additional (third) semester must be made prior to the deadline for first draft submission and must be accompanied by a new schedule of completion with deadlines. Theses requiring more than three semesters will normally suffer a grade penalty.

Graduation Requirements

In order to graduate with the MA (Theological Studies) degree students must:

- Satisfactorily complete a minimum of 56 semester hours with a cumulative GPA of 3.0 or above within five years after advancement to candidacy
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook)
- Successfully complete each milestone
- Be admitted to candidacy for the degree
- Be recommended by the seminary faculty for graduation from Portland Seminary of George Fox University

Other Degree Requirements

Each masters student will undergo an initial psychological assessment with a licensed mental health practitioner upon matriculation to identify areas for fit and growth in relation to ministry and vocational discernment. This initial review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a ministry leadership professional. The seminary faculty will review this assessment for newly matriculated students each fall semester and take it into consideration alongside conversations regarding the student performance during the semester. At times, the faculty may recommend, or require counseling in order to better identify areas of personal growth in order to maximize on one’s ministry potential and capitalize on discovered strengths through one’s seminary career. For more specific information, please refer to the student handbook.

Curriculum Plan

Biblical Studies Courses (16 hours)

Complete the following:

BIST 501 Old Testament Introduction 3 hours
BIST 502 New Testament Introduction 3 hours
BIST 503 Engaging the Old Testament 3 hours
BIST 504 Interpreting the New Testament: Use and Abuse of the Bible 3 hours

Choose two of the following:

BIST 511/512 must be completed together. BIST 521/522 must be completed together.
BIST 511 Introducing Biblical Hebrew 2 hours
BIST 512 Interpreting the Hebrew Testament 2 hours
BIST 521 Introducing New Testament Greek 2 hours
BIST 522 Interpreting the Greek Testament 2 hours

Christian History and Theology Courses (12 hours)

Complete the following:

CHTH 507 Historical Theology: Early Church through Reformation 3 hours
CHTH 508 Essentials in Christian Theology 3 hours
CHTH 509 History of Christianity in America 3 hours
CHTH 510 World Religions and Christian Thought 3 hours

Spiritual Formation and Discipleship Courses (4 hours)

Complete the following:

SFAD 510 Knowing Self, Knowing God 1 hour
SFAD 520 Mystical Exper/ Images of God 1 hour
SFAD 560 Spiritual Leadership 1 hour

Choose one of the following:

SFAD 530 Christian Prayer 1 hour
SFAD 540 Spiritual Life 1 hour

Apprenticeship (4 hours)

Choose one of the following:

BIST 568 Teaching Apprenticeship I: Internship and Pedagogy 2 hours
CHTH 568 Teaching Apprenticeship I: Internship and Pedagogy 2 hours

Choose one of the following:

Students that complete BIST 568 need to take BIST 569 and those who complete CHTH 568 take CHTH 569.
BIST 569 Teaching Apprenticeship II: Internship and Pedagogy 2 hours
CHTH 569 Teaching Apprenticeship II: Internship and Pedagogy 2 hours

Thesis (4 hours)

Choose one of the following:

BIST 581 Thesis I: Research/Thesis in Biblical Studies 2 hours
CHTH 581 Thesis I: Research/Thesis in Christian History and Theology 2 hours

Choose one of the following:

Students that complete BIST 581 need to take BIST 582 and those who complete CHTH 581 take CHTH 582.
BIST 582 Thesis II: Research/Thesis in Biblical Studies 2 hours
CHTH 582 Thesis II: Research/Thesis in Christian History and Theology 2 hours

MA(TS) Tracks (16 hours)

Complete the following:

Biblical Studies Track (16 hours)

Complete the following:

BIST 523 Old Testament Book Study 2 hours
BIST 524 New Testament Book Study 2 hours
BIST 533 Scripture in Context: Old Testament, Ancient Near East, and Today 2 hours
BIST 534 Scripture in Context: New Testament, Early Judaism, and Today 2 hours

Choose four of the following:

Students complete two "studios", or combination of courses in sequence of part I and II, for a total of four classes.
BIST 552 Advanced Seminar in Northwest Semitics II 2 hours
BIST 555 Seminar in Biblical Studies I 2 hours
BIST 565 Seminar in Biblical Studies II 2 hours
BIST 556 Bible and Contemporary Culture I: Methods 2 hours
BIST 557 Bible and Contemporary Culture II: Exploring Film 2 hours
BIST 562 Advanced Seminar in Greek I 2 hours
BIST 563 Advanced Seminar in Greek II 2 hours

Christian History and Theology Track (16 hours)

Complete the following:

CHTH 530 Gender and Christian Thought 2 hours
CHTH 533 Christian Ethics 2 hours
CHTH 537 The Postcolonial Church 2 hours

Choose four of the following:

Students complete two "studios", or combination of courses in sequence of part I and II, for a total of four classes.
CHTH 528 Intercultural Studies I: Cultural Anthropology for a Postmodern World 2 hours

CHTH 529 Intercultural Studies II: Indigenous Peoples and the North American Church 2 hours
CHTH 546 Ecotheology I 2 hours
CHTH 547 Ecotheology II: Hope and New Creation 2 hours
CHTH 548 Ecopraxis I: Keeping the Garden 2 hours
CHTH 549 Ecopraxis II: Greening the Church 2 hours
CHTH 550 Indigenous Studies I: Indigenous Spiritualities 2 hours
CHTH 551 Indigenous Studies II: Theology and Place 2 hours
CHTH 561 Wesleyan Studies II: The Wesleyan-Holiness Movement 2 hours
CHTH 555 Seminar: Christian History & Theology I 2 hours
CHTH 565 Seminar: Christian History &Theology II 2 hours

Creation Care/Christian History and Theology Track (16 hours)

Complete the following:

CHTH 530 Gender and Christian Thought 2 hours
CHTH 533 Christian Ethics 2 hours
CHTH 537 The Postcolonial Church 2 hours
CHTH 546 Ecotheology I 2 hours
CHTH 547 Ecotheology II: Hope and New Creation 2 hours
CHTH 548 Ecopraxis I: Keeping the Garden 2 hours
CHTH 549 Ecopraxis II: Greening the Church 2 hours

Intercultural Studies/Christian History and Theology Track (16 hours)

Complete the following:

CHTH 528 Intercultural Studies I: Cultural Anthropology for a Postmodern World 2 hours
CHTH 529 Intercultural Studies II: Indigenous Peoples and the North American Church 2 hours
CHTH 530 Gender and Christian Thought 2 hours
CHTH 533 Christian Ethics 2 hours
CHTH 537 The Postcolonial Church 2 hours
CHTH 550 Indigenous Studies I: Indigenous Spiritualities 2 hours
CHTH 551 Indigenous Studies II: Theology and Place 2 hours

Integrative Studies Track (16 hours)

Choose two of the following:

Suggested sequence BIST 523 or 524 and then BIST 533 or 534.
BIST 523 Old Testament Book Study 2 hours
BIST 524 New Testament Book Study 2 hours
BIST 533 Scripture in Context: Old Testament, Ancient Near East, and Today 2 hours
BIST 534 Scripture in Context: New Testament, Early Judaism, and Today 2 hours

Choose two of the following:

CHTH 530 Gender and Christian Thought 2 hours
CHTH 533 Christian Ethics 2 hours
CHTH 537 The Postcolonial Church 2 hours

Complete the following:

BIST/CHTH Electives coursework 8 hours

Master of Arts in Spiritual Formation

Purpose

The Master of Arts in Spiritual Formation is a 36-credit-hour degree designed to equip persons as leaders for spiritual formation ministries in the church, community, and world or as spiritual directors.

Degree Outcomes

As a result of completing the MASF degree program, the individual will:

- Describe, critically and constructively, the biblical and theological foundations of the Christian tradition in relation to formation [B.2.2 Religious Heritage].
- Define, implement, and assess spiritual formation processes in individuals and groups in a variety of social and cultural settings [B.2.3 Cultural Context].
- Identify and evaluate his or her spiritual formation journey of conforming to the image of Christ for the sake of others [B.2.4 Formation].
- Develop habits of authentic disciplines for living holistically in today's world [B.2.4 Formation].
- Demonstrate the character and skills necessary for spiritually guiding others in the Christian tradition [B.2.4 & B.2.5 Specialization].
- Practice skills of leading and teaching in the specialized ministry of spiritual formation [B.2.5 Specialization].

Admission Requirements

Applicants seeking admission to the MA in Spiritual Formation program must hold a four-year baccalaureate degree from a regionally accredited college or university†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Submit Portland Seminary application and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- An interview addressing the prospective student's discernment around preparation for the ministry of spiritual formation

†Applicants who do not hold a four-year baccalaureate degree from a regionally accredited college or university may apply to the university but will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 18 hours credit is allowed toward the MA in Spiritual Formation program from ATS-accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Spiritual

Formation program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Residence, as described in this section of the catalog, does not refer to the time a student spends on campus. It refers to the portion of a degree program that students are required to earn with Portland Seminary, as compared to transfer credits and credit applied as advanced standing. With regard to the MASF program, students are required to complete half of the degree (18 semester hours) directly with Portland Seminary. A leave of absence is valid for up to one year after which the student must reapply to the program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MASF program is generally two years in length with 36 semester hours of coursework required as a minimum for graduation. Of the total hours required for the degree, 12 are in biblical and theological foundations courses, 8-10 are in pastoral ministries and ministry leadership courses, 10 are spiritual formation core courses and 4-6 are practicum courses either in a formation apprenticeship or in spiritual direction training.

Graduation Requirements

In order to graduate with the MA in Spiritual Formation degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a C- in all courses. If a grade lower than a C- is received, that course must be retaken (for more specific information, please refer to the student handbook).
- Successfully pass candidacy
- Successfully complete each milestone
- Be recommended by the seminary faculty for graduation from Portland Seminary of George Fox University

Other Degree Requirements

Each masters student will undergo an initial psychological assessment with a licensed mental health practitioner upon matriculation to identify areas for fit and growth in relation to ministry and vocational discernment. This initial review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a ministry leadership professional. The seminary faculty will review this assessment for newly matriculated students each fall semester and take it into consideration alongside conversations regarding the student performance during the semester. At times, the faculty may recommend, or require counseling in order to better identify areas of

personal growth in order to maximize on one's ministry potential and capitalize on discovered strengths through one's seminary career. For more specific information, please refer to the student handbook.

Curriculum Plan

Biblical and Theological Foundations Core (9 hours)

Complete the following:

BIST 501 Old Testament Introduction 3 hours
BIST 502 New Testament Introduction 3 hours
CHTH 532 History of Spirituality & Renewal 3 hours

Biblical and Theological Foundations Elective Core (3 hours)

Choose one of the following:

BIST 503 Engaging the Old Testament 3 hours
BIST 504 Interpreting the New Testament: Use and Abuse of the Bible 3 hours

Leadership and Pastoral Ministries Courses (6 hours)

Complete the following:

MLDR 519 Formation & Discipleship 2 hours
MLDR 525 Race, Ethnicity, and the Church I 2 hours
PSTD 521 Pastoral Counseling/Ethics I 2 hours

Leadership and Pastoral Ministries Elective Courses (2 hours)

Choose one of the following:

MLDR 517 Transformation in Cultures and Systems 2 hours
MLDR 518 Theories and Praxis of Missional Leadership 2 hours

Spiritual Formation Courses (10 hours)

Complete the following:

SFAD 510 Knowing Self, Knowing God 1 hour
SFAD 520 Mystical Exper/ Images of God 1 hour
SFAD 530 Christian Prayer 1 hour
SFAD 540 Spiritual Life 1 hour
SFAD 551 Awareness and Identity I 2 hours
SFAD 552 Awareness and Identity II 2 hours
SFAD 560 Spiritual Leadership 1 hour
SFAD 585 Elective in Spiritual Formation and Discipleship 1 hour

Spiritual Formation Practicum (6 hours)

Complete the following:

Students pursue either Apprenticeship or Spiritual Direction to satisfy these 6 credits.

Apprenticeship (6 hours)

Complete the following:

MLDR 568 Specialized Apprenticeship I 2 hours
MLDR 569 Specialized Apprenticeship II 2 hours
PSTD 522 Pastoral Counseling/Ethics II 2 hours

OR

Spiritual Direction (6 hours)

Complete the following:

SFAD 571 Becoming a Spiritual Director I: Becoming a Spiritual Companion 3 hours
SFAD 572 Becoming a Spiritual Director II: Art and Practice 3 hours

Doctor of Ministry in Leadership and Global Perspectives

Purpose

The Doctor of Ministry (DMin) degree 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 the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the Ph.D. and Th.D. in that its primary focus is on the practice of ministry. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Leadership and Global Perspectives program (DMin LGP) fosters an open learning community that brings together people, cultures, and ideas from around the world to shape Christian leaders skilled at creatively serving within their local contexts.

The delivery system of the Doctor of Ministry in Leadership and Global Perspectives includes personal mentoring by both the lead mentor; regular online interactivity with cohort members and professors; three international 'advance' face-to-face intensives; and a portfolio-based, milestone-oriented research project guided by a project faculty member.

Degree Outcomes

Graduates of the Leadership and Global Perspectives Doctor of Ministry track will:

- Gain an advanced understanding and integration of ministry in relation to the dynamics of globalization and leadership.
- Skills and competencies in DMin research process, facilitating stakeholder focus groups, critical thinking, academic voice, and ministry application [E.2.1.3].
- Gain expertise in chosen need/problem/opportunities (NPO) research area [E.2.1.3].
- Contribute to the understanding and practice of ministry through the completion of a doctoral-level project [E.2.1.4].

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements[†], with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Completion of the DMin application form and payment of application fee.
- Submission of one official transcript from each college, seminary, or university attended.
- Curriculum vitae or resumé.

- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced, professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.
- Three letters of reference (as specified in admissions materials).
- Five self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, purpose for pursuing a Doctor of Ministry degree, and research interests.
- An academic writing sample.
- An entrance interview with the director or associate director of the DMin program (by invitation only).
- Non-native English speakers must submit a TOEFL score of 80 (Internet-based) or IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

†Equivalency Procedures

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	**72**

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level coursework to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' coursework be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.
- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at Portland Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum or 19 semester hours. Transferability of credits earned at this institution and transferred to

another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the DMin Director. Program extension requests must be received prior to the conclusion of the sixth year. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Because of the cohort model used for this DMin program, students must 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 DMin Director for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Course Requirements

The Doctor of Ministry program requires three years and the completion of 38 semester hours of coursework as a minimum for graduation. A maximum of 16 semester hours of coursework may be completed during one calendar year, unless a student takes an approved leave of absence or works out an alternative plan with the DMin Director. The project portfolio is completed in the third year. Of the total hours required for the degree, 16 hours are in prescribed Lead Mentor 'taught' courses and 22 hours in the project portfolio research sequence. The program also requires participation in three ‘advance’ face-to-face intensives.

Candidacy

Students are eligible for admission to candidacy upon completion of all lead mentor coursework and the first 14 hours of the project portfolio research sequence at the end of the second year of the program (30 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Pass all four of the project portfolio research courses
3. Submit a topic for a Concept Proposal and gain approval from the Project Faculty

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry Office will notify students of their status following the second year of the program.

Summative Project

The Portland Seminary Doctor of Ministry program requires students to develop a project portfolio documenting their 3-year research journey, which culminates in the production of a summative project and learning launch plan. The goal is to make a contribution to their ministry context, gain expertise around their research topic, and learn a process that they can utilize repeatedly after graduation. Twenty-two credit hours of pass/no pass coursework is allocated to the research process.

From the outset of the program, students are assigned to a small peer group under the supervision of a Project Faculty (PF) member. PFs guide their research through a series of key milestones to generate the final portfolio.

In the discovery phase, students apply ministry research skills to a significant real-world ministry Need, Problem, or Opportunity (NPO). First, students are introduced to research tools and library resources and are oriented to the DMin research process. They identify and articulate their ministry NPO and draft a discovery strategy to explore its contours. Next, students immerse themselves in the academic and theological literature relevant to their research, produce a draft of an essay positioning themselves among the expert perspectives in the field, and present on their findings to their cohort, PF, and Lead Mentor. This completes their first milestone.

Following training in facilitating discovery groups, students engage a variety of stakeholders from their ministry context in a grassroots discovery process to assess the real needs of those impacted by the NPO. The focus is on identifying the desired outcomes and questions of the stakeholders. Students generate a report on their findings. This comprises a second milestone.

In the design phase, students engage a set of ‘expert’ stakeholders from their ministry context to brainstorm concepts for addressing the NPO. Students generate a report on their findings and produce a Concept Proposal, identifying parameters, audience, outcomes, a test group, and metrics for assessment of effectiveness. Students present their idea to their cohort, PF, and Lead Mentor for feedback. This accomplishes the third milestone.

In the delivery phase, students create their Summative Project prototype, a fourth milestone. They next test the project with a focus group, evaluate and report their findings, and develop a post-graduation launch and sustainability strategy. An examination committee (including the PF, Lead Mentor, and external expert) evaluates the Summative Project and Launch Plan for final approval - the last milestone. Prior to graduation, students compile their portfolio to be archived in the University Digital Commons. The portfolio contains key milestone documentation.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

- Satisfactorily complete a minimum of 38 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all ‘taught’ courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken.
- Achieve no grade lower than a Pass in all project portfolio research sequence courses. If a grade of a No Pass is received in a designated course, that course must be retaken or the grade must be improved as outlined by the course instructor's approval and direction.
- Fully participate in all ‘advances’.
- Complete any additional MDiv equivalency courses, as may be required.
- Complete the Project Portfolio research sequence and pass the final examination.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership and Global Perspectives 'Taught' Courses (16 hours)

Complete the following:

DMIN 707 Critical Thinking and Research Methods 4 hours
DMIN 717 Global Contexts and Leadership 4 hours
DMIN 807 Global Leadership Habits, Practices and Dynamics 4 hours
DMIN 817 Contextualising Global Leadership Challenges for Local Contexts 4 hours

Project Portfolio Research Sequence (22 hours)

Complete the following:

DMIN 750 Identifying the Need/Problem/Opportunity 3 hours
DMIN 751 Exploring Current Literature Surrounding the Need/Problem/Opportunity 4 hours
DMIN 850 Discovering Stakeholder Perspectives for Addressing the NPO 4 hours
DMIN 851 Experimenting with Prototypes 3 hours
DMIN 950 Designing the Project 4 hours
DMIN 951 Assessment of the Project 4 hours
DMIN 955 Project Continuation (as required‡) 1 hour

‡Students must maintain continuous enrollment in the project continuation until completion. DMIN 955 is required for students who do not finish their project and its assessment within the minimum of 8 hours. DMIN 955 is repeatable each fall and spring until the project is finished.

Doctor of Ministry in Leadership and Spiritual Formation

Purpose

The Doctor of Ministry (DMin) degree 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 the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the Ph.D. and Th.D. in that its primary focus is on the practice of ministry. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Leadership and Spiritual Formation (DMin LSF) shapes experienced influencers through the literature and art and practice of Christian spiritual formation and leadership to impact their communities and the world.

The delivery system of the Doctor of Ministry in Leadership and Spiritual Formation program includes personal mentoring by both the lead mentor; regular online interactivity with cohort members and professors; four ‘retreat’ face-to-face intensives in Cannon Beach, Oregon; and a portfolio-based, milestone-oriented research project guided by a project faculty member.

Degree Outcomes

Graduates of the Leadership and Spiritual Formation track will:

- Demonstrate a critical understanding of spiritual formation and leadership, their intersection, and their ethical application within diverse communities.
- Skills and competencies in DMin research process, facilitating stakeholder focus groups, critical thinking, academic voice, and ministry application.
- Gain expertise in chosen need/problem/opportunities (NPO) research area.
- Contribute to the understanding and practice of ministry through the completion of a doctoral-level project.

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Completion of the DMin application form and payment of application fee.
- Submission of one official transcript from each college, seminary, or university attended.
- Curriculum vitae or resumé.
- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced,

professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.
- Three letters of reference (as specified in admissions materials).
- Five self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, purpose for pursuing a Doctor of Ministry degree, and research interests.
- An academic writing sample.
- An entrance interview with the director or associate director of the DMin program (by invitation only).
- Non-native English speakers must submit a TOEFL score of 80 (Internet-based) or IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

†Equivalency Procedures
An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	**72**

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Director concerning the applicant's equivalency status. Applicants needing extra graduate-level coursework to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' coursework be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.
- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at Portland Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum or 19 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the DMin Director. Program extension requests must be received prior to the conclusion of the sixth year. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Because of the cohort model used for this DMin program, students must 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 DMin Director for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Course Requirements

The Doctor of Ministry program requires three years and the completion of 38 semester hours of coursework as a minimum for graduation. A maximum of 16 semester hours of coursework may be completed during one calendar year unless a student takes an approved leave of absence or works out an alternative plan with the DMin Director. The project portfolio is completed in the third year. Of the total hours required for the degree, 16 hours are in prescribed Lead Mentor 'taught' courses and 22 hours in the project portfolio research sequence. The program also requires participation in four ‘retreat’ face-to-face intensives.

Candidacy

Students are eligible for admission to candidacy upon completion of all lead mentor coursework and the first 14 hours of the project portfolio research sequence at the end of the second year of the program (30 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Pass all four of the project portfolio research courses
3. Submit a topic for a Concept Proposal and gain approval from the Project Faculty

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry Office will notify students of their status following the second year of the program.

Summative Project

The Portland Seminary Doctor of Ministry program requires students to develop a project portfolio documenting their 3-year research journey, which culminates in the production of a summative project and learning launch plan. The goal is to make a contribution to their ministry context, gain expertise around their research topic, and learn a process that they can utilize repeatedly after graduation. Twenty-two credit hours of pass/no pass coursework is allocated to the research process.

From the outset of the program, students are assigned to a small peer group under the supervision of a Project Faculty (PF) member. PFs guide their research through a series of key milestones to generate the final portfolio.

In the discovery phase, students apply ministry research skills to a significant real-world ministry Need, Problem, or Opportunity (NPO). First, students are introduced to research tools and library resources and are oriented to the DMin research process. They identify and articulate their ministry NPO and draft a discovery strategy to explore its contours. Next, students immerse themselves in the academic and theological literature relevant to their research, produce a draft of an essay positioning themselves among the expert perspectives in the field, and present on their findings to their cohort, PF, and Lead Mentor. This completes their first milestone.

Following training in facilitating discovery groups, students engage a variety of stakeholders from their ministry context in a grassroots discovery process to assess the real needs of those impacted by the NPO. The focus is on identifying the desired outcomes and questions of the stakeholders. Students generate a report on their findings. This comprises a second milestone.

In the design phase, students engage a set of ‘expert’ stakeholders from their ministry context to brainstorm concepts for addressing the NPO. Students generate a report on their findings and produce a Concept Proposal, identifying parameters, audience, outcomes, a test group, and metrics for assessment of effectiveness. Students present their idea to their cohort, PF, and Lead Mentor for feedback. This accomplishes the third milestone.

In the delivery phase, students create their Summative Project prototype, a fourth milestone. They next test the project with a focus group, evaluate and report their findings, and develop a post-graduation launch and sustainability strategy. An examination committee (including the PF, Lead Mentor, and external expert) evaluates the Summative Project and Launch Plan for final approval - the last milestone. Prior to graduation, students compile their portfolio to be archived in the University Digital Commons. The portfolio contains key milestone documentation.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

- Satisfactorily complete a minimum of 38 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all ‘taught’ courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken.
- Achieve no grade lower than a Pass in all project portfolio research sequence courses. If a grade of a No Pass is received in a designated course, that course must be retaken or the grade must be improved as outlined by the course instructor's approval and direction.
- Fully participate in all 'retreats'.
- Complete any additional MDiv equivalency courses, as may be required.
- Complete the Project Portfolio research sequence and pass the final examination.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership and Spiritual Formation Lead Mentor 'Taught' Courses (16 hours)

Complete the following:

DMIN 708 Leadership and Spiritual Formation - Inner World of the Leader 4 hours
DMIN 718 Historical and Biblical Perspectives of Leadership and Formation 4 hours
DMIN 808 Processes & Principles of Systemic Transformation 4 hours
DMIN 818 Cultural, Artistic, and Global Engagement 4 hours

Project Portfolio Research Sequence (22 hours)

Complete the following:

DMIN 750 Identifying the Need/Problem/Opportunity 3 hours
DMIN 751 Exploring Current Literature Surrounding the Need/Problem/Opportunity 4 hours
DMIN 850 Discovering Stakeholder Perspectives for Addressing the NPO 4 hours
DMIN 851 Experimenting with Prototypes 3 hours
DMIN 950 Designing the Project 4 hours
DMIN 951 Assessment of the Project 4 hours
DMIN 955 Project Continuation (as required‡) 1 hour
‡Students must maintain continuous enrollment in the project continuation until completion. DMIN 955 is required for students who do not finish their project and its assessment within the minimum of 8 hours. DMIN 955 is repeatable each fall and spring until the project is finished.

Doctor of Ministry in Semiotics, Church, and Culture

Purpose

The Doctor of Ministry (DMin) degree 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 the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the Ph.D. and Th.D. in that its primary focus is on the practice of ministry. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Semiotics, Church, and Culture (DMin SCC) develops Christian leaders skilled at recognizing the signs of Jesus' work in the world and proactively guide the churches into the future. It proposes a missional, relational, and incarnational framework of discipleship as the most effective way to engage culture.

The delivery system of the Doctor of Ministry in Semiotics, Church, and Culture program includes personal mentoring by both the lead mentor; regular online interactivity with cohort members and professors; three 'advance' face-to-face intensives; and a portfolio-based, milestone-oriented research project guided by a project faculty member.

Degree Outcomes

Graduates of the Semiotics, Church, and Culture Doctor of Ministry track will:

- Apply a critical understanding of semiotics, future studies, and leadership to better anticipate ministry trends within diverse communities.
- Skills and competencies in DMin research process, facilitating stakeholder focus groups, critical thinking, academic voice, and ministry application.
- Gain expertise in chosen need/problem/opportunities (NPO) research area.
- Contribute to the understanding and practice of ministry through the completion of a doctoral-level project.

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Completion of the DMin application and payment of application fee
- Submission of one official transcript from each college, seminary, or university attended.
- Curriculum vitae or resumé
- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced,

professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.
- Three letters of reference (as specified in admissions materials)
- Five self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, purpose for pursuing a Doctor of Ministry degree, and research interests.
- An academic writing sample
- An entrance interview with the director or associate director of the DMin program (by invitation only)
- Non-native English speakers must submit a TOEFL score of 80 (Internet based) or IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

†Equivalency Procedures
An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	72

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Director concerning the applicant's equivalency status. Applicants needing extra graduate-level coursework to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' coursework be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.
- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at Portland Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum or 19 semester hours. Transferability of credits earned at this institution and transferred to

another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the DMin Director. Program extension requests must be received prior to the conclusion of the sixth year. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Because of the cohort model used for this DMin program, students must 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 DMin Director for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Course Requirements

The Doctor of Ministry program requires three years and the completion of 38 semester hours of coursework as a minimum for graduation. A maximum of 16 semester hours of coursework may be completed during one calendar year, unless a student takes an approved leave of absence or works out an alternative plan with the DMin Director. The project portfolio is completed in the third year. Of the total hours required for the degree, 16 hours are in prescribed Lead Mentor 'taught' courses and 22 hours in the project portfolio research sequence. The program also requires participation in three ‘advance’ face-to-face intensives.

Candidacy

Students are eligible for admission to candidacy upon completion of all lead mentor coursework and the first 14 hours of the project portfolio research sequence at the end of the second year of the program (30 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Pass all four of the project portfolio research courses
3. Submit a topic for a Concept Proposal and gain approval from the Project Faculty

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry Office will notify students of their status following the second year of the program.

Summative Project

The Portland Seminary Doctor of Ministry program requires students to develop a project portfolio documenting their 3-year research journey, which culminates in the production of a summative project and learning launch plan. The goal is to make a contribution to their ministry context, gain expertise around their research topic, and learn a process that they can utilize repeatedly after graduation. Twenty-two credit hours of pass/no pass coursework is allocated to the research process.

From the outset of the program, students are assigned to a small peer group under the supervision of a Project Faculty (PF) member. PFs guide their research through a series of key milestones to generate the final portfolio.

In the discovery phase, students apply ministry research skills to a significant real-world ministry Need, Problem, or Opportunity (NPO). First, students are introduced to research tools and library resources and are oriented to the DMin research process. They identify and articulate their ministry NPO and draft a discovery strategy to explore its contours. Next, students immerse themselves in the academic and theological literature relevant to their research, produce a draft of an essay positioning themselves among the expert perspectives in the field, and present on their findings to their cohort, PF, and Lead Mentor. This completes their first milestone.

Following training in facilitating discovery groups, students engage a variety of stakeholders from their ministry context in a grassroots discovery process to assess the real needs of those impacted by the NPO. The focus is on identifying the desired outcomes and questions of the stakeholders. Students generate a report on their findings. This comprises a second milestone.

In the design phase, students engage a set of ‘expert’ stakeholders from their ministry context to brainstorm concepts for addressing the NPO. Students generate a report on their findings and produce a Concept Proposal, identifying parameters, audience, outcomes, a test group, and metrics for assessment of effectiveness. Students present their idea to their cohort, PF, and Lead Mentor for feedback. This accomplishes the third milestone.

In the delivery phase, students create their Summative Project prototype, a fourth milestone. They next test the project with a focus group, evaluate and report their findings, and develop a post-graduation launch and sustainability strategy. An examination committee (including the PF, Lead Mentor, and external expert) evaluates the Summative Project and Launch Plan for final approval - the last milestone. Prior to graduation, students compile their portfolio to be archived in the University Digital Commons. The portfolio contains key milestone documentation.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

- Satisfactorily complete a minimum of 38 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all ‘taught’ courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken.
- Achieve no grade lower than a Pass in all project portfolio research sequence courses. If a grade of a No Pass is received in a designated course, that course must be retaken or the grade must be improved as outlined by the course instructor's approval and direction.
- Fully participate in all ‘advances’.
- Complete any additional MDiv equivalency courses, as may be required.
- Complete the Project Portfolio research sequence and pass the final examination.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Semiotics, Church, and Culture 'Taught' Courses (16 hours)

Complete the following:

DMIN 709 Introduction to Biblical, Ecclesial, and Cultural Semiotics 2 hours
DMIN 719 Semiotics as a Change Agent in Preaching, Ministry, and Mission (Church and Culture) 2 hours
DMIN 729 Re-Cognizing and Re-Signing Jesus in 21st Century Culture 4 hours
DMIN 809 Global Church and Local Church 2 hours
DMIN 819 Cultivating Imagination and Innovation in Ministry and Mission 2 hours
DMIN 829 Semiotic Shifts: Perspectives on Changing Trends in Church and Culture 4 hours

Project Portfolio Research Sequence Courses (22 hours)

Complete the following:

DMIN 750 Identifying the Need/Problem/Opportunity 3 hours
DMIN 751 Exploring Current Literature Surrounding the Need/Problem/Opportunity 4 hours
DMIN 850 Discovering Stakeholder Perspectives for Addressing the NPO 4 hours
DMIN 851 Experimenting with Prototypes 3 hours
DMIN 950 Designing the Project 4 hours
DMIN 951 Assessment of the Project 4 hours
DMIN 955 Project Continuation (as required‡) 1 hour

‡Students must maintain continuous enrollment in the project continuation until completion. DMIN 955 is required for students who do not finish their project and its assessment within the minimum of 8 hours. DMIN 955 is repeatable each fall and spring until the project is finished.

Doctor of Ministry in Spirit-filled Global Leadership in the African Diaspora

Purpose

The Doctor of Ministry (DMin) degree 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 their ministries through the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the practice of ministry. The DMin is also distinct from other professional degrees such as the EdD and the PsyD in that it builds on the three-year Master of Divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Spirit-filled Global Leadership in the African Diaspora focuses on forming Leaders who are interested in the integration of Christian spirituality and the richness of African culture in a global ecclesial context.

The Spirit-filled Global Leadership in the African Diaspora DMin program is organized around the foci of Bishop T.D. Jakes' life and ministry which includes:

1. **Leadership development**: Students develop a plan over four semesters that details their ministry philosophy and interest in cultural diversity. This plan demonstrates the integration of personal and ministry narratives, along with Christian leadership values. And, they develop mentoring skills, with habits and practices *for sustainable leadership*. The final version of the plan will locate their own ministries within a global context.
2. **Communication techniques**: Students analyze and practice the TD Jakes' method of preaching to enhance their own art of communication. Learning to use the discipline and skills of responsible biblical exegesis that is sensitive to community situational awareness, they will foster an innovative approach to homiletics as guided by the Holy Spirit.
3. **Innovative ministry experience**: Students pursue research topics under the supervision of a faculty advisor in subjects arising from their ministry context. They meet Christian leaders who transform lives, empower communities, and engage in social entrepreneurship. Students demonstrate an advanced understanding of a cultural blend and comprehensive awareness of the global ecclesial context influenced by the African diaspora.
4. **Expanded perspective:** Students will be required to participate in four 'Advance' face-to-face intensives: 1) one African Advance during their enrollment in the DMin Program, in locations such as Ghana, Kenya, South Africa, or Nigeria; 2) two of the annual International Leadership Summits (ILS), to participate in sessions with guest lecturers from a wide variety of disciplinary, theological, and demographic perspectives; and 3) one of the annual Jakes Divinity School Symposiums in Dallas, TX. Students will be challenged with core readings and supplemental materials. From a Texas pastor to an Asian non-government organization, students explore how to join God's work within the African diaspora in light of their own context. Because the world is made smaller and smaller through migrations and online technologies, it is crucial for the ministry leader to expand her or his

leadership skills and perspective to respond to global concerns with contextual and social awareness. Students will demonstrate their expanded perspective through integrative reflection reports.

The delivery system of the Doctor of Ministry in Spirit-filled Global Leadership in the African Diaspora program includes participation in several seminars, conferences, or 'field research' experiences around the country or abroad; coursework with faculty specialists, personal academic mentoring by select faculty advisors; online interactivity with cohort members and professors; four (one international and three US based) face-to-face intensives; as well as reading, reflection, research, and writing.

Degree Outcomes

Graduates of the Spirit-filled Global Leadership in the African Diaspora Doctor of Ministry track will:

1. Demonstrate a transcontinental understanding of the cultural enrichment and global leadership development among the African diaspora by writing a reflection report at the end of the African Profiles of Ethical Leadership course and by completing an evaluative cohort project presentation during an annual advance.
2. Demonstrate spiritual formation by means of an expository essay for faculty evaluation at the end of The Holy Spirit and Cultural Diversity course.
3. Master communication techniques for diverse audiences, to include preaching, social media, and academic voice, through the regular (weekly) online audio-video group sessions. Students make an oral presentation in the final course that is evaluated by the faculty.
4. Demonstrate competency in application-oriented research for a specific ministry context through the production of a dissertation.

Graduates serve in roles such as pastors in small towns, pastors of megachurches, mission pastors, international senior pastors, and leaders of NGOs, charities, or educational institutions.

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Completion of the DMin application form and payment of application fee.
- Submission of one official transcript from each college, seminary, or university attended.
- Curriculum vitae or resumé.
- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced, professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.
- Three letters of reference (as specified in admissions materials).

- Five self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, purpose for pursuing a Doctor of Ministry degree, and research interests.
- An academic writing sample.
- An entrance interview with the director or associate director of the DMin program (by invitation only). In some instances, a second interview may be required by the Partnership institution.
- Non-native English speakers must submit a TOEFL score of 80 (Internet-based) or IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

†Equivalency Procedures

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	**72**

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level coursework to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' coursework be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.
- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at Portland Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum or 19 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the DMin Director. Program extension requests must be received prior to the conclusion of the sixth year. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Because of the cohort model used for this DMin program, students must 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 DMin Director for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Course Requirements

The Doctor of Ministry program requires three years and the completion of 36 semester hours of coursework as a minimum for graduation. A maximum of 16 semester hours of coursework may be completed during one calendar year unless a student takes an approved leave of absence or works out an alternative plan with the DMin Director. The dissertation is completed in the third year. Of the total hours required for the degree, 16 hours are in the prescribed 'taught' courses and 20 hours in the research sequence. The program also requires participation in four ‘advance’ face-to-face intensives.

Advances will be for 5-7 days at the following locations:

- Fall, Year 1:
  - 7 Day Fall Advance in South Africa
- Spring, Year 1:
  - 5-7 Days at International Leadership Summit (US Location varies)
- Fall, Year 2:
  - 5 Days, The Potter’s House, The P.L.A.C.E., Dallas TX
- Spring, Year 2:
  - 5-7 Days at International Leadership Summit (US Location varies)

Advance fees cover most meals, lodging, and ground transportation to assigned tours. All transportation costs round trip and other lodging from the country of origin and back from the visiting country are the responsibility of the student.

Candidacy

Students are eligible for admission to candidacy upon completion of all lead mentor coursework and the first 14 hours of the project portfolio research sequence at the end of the second year of the program (30 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Pass all four of the project portfolio research courses
3. Submit a topic for a Concept Proposal and gain approval from the Project Faculty

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry Office will notify students of their status following the second year of the program.

Dissertation

All Portland Seminary Doctor of Ministry programs include the design and completion of a dissertation during the third year of the program. The dissertation addresses both the nature and the practice of ministry. As such, the goal of the dissertation is not to offer a unique contribution to ministry in general, but to apply theological research skills to a significant real-world ministry problem.

From the outset of the program, students are paired with a faculty advisor, who supervises the four customized courses over the first two years of the program. This person normally goes on to serve as a student’s dissertation advisor who will guide them in the process of research, development, and completion of the dissertation. The dissertation 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. By engaging in the research courses and through the support of a dissertation advisor, each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the dissertation advisor for approval. When complete, the candidate submits the dissertation to the dissertation committee, which consists of a primary dissertation advisor and a second advisor at a minimum. Committee members must include representatives from both partner institutions. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Track 2 Dissertation (Optional)

As an optional alternative to the traditional written dissertation, students in the program may produce a Track 2 Dissertation, which is composed of two parts: a Written Statement and a Track 2 Artifact. The Written Statement explicates the theoretical underpinnings of the Dissertation. The Track 2 Artifact incarnates a practical, real-world solution to the stated ministry problem utilizing one or more of the following media forms: audio, video, web, print. When completed, the candidates submit the Track 02 Dissertation (consisting of both the Written Statement and Track 2 Artifact) to the dissertation committee, which includes at least primary dissertation advisor, second advisor, and expert advisor. Committee members must include representatives from both partner institutions. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all core courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Fully participate in all face-to-face intensives.

- Complete any additional MDiv equivalency courses, as may be required.
- Achieve candidacy for the degree.
- Successfully defend the dissertation.
- Be recommended by Portland Seminary faculty and Jakes Divinity School for graduation from George Fox University.

Curriculum Plan

Spirit-filled Global Leadership in the African Diaspora Courses (16 hours)

Complete the following:

DMIN 706 Introduction to Contemporary African Christianity 4 hours
DMIN 716 African Profiles of Ethical Leadership 4 hours
DMIN 806 The Holy Spirit and Cultural Diversity 4 hours
DMIN 816 The Art of Communication: TD Jakes' Method 4 hours

Research Sequence (16 hours)

Complete the following:

DMIN 701 Customized Course I 3 hours
DMIN 711 Customized Course II 3 hours
DMIN 801 Customized Course III 3 hours
DMIN 811 Customized Course IV 3 hours
DMIN 702 Introduction to Research and Resources 1 hour
DMIN 712 Developing a Topic for Research 1 hour
DMIN 802 Designing a Research Model 1 hour
DMIN 812 Writing the Dissertation 1 hour

Dissertation (4 hours)

Complete the following:

DMIN 900 Dissertation 4 hours
DMIN 905 Dissertation Continuation 1 hour
Students must maintain continuous enrollment in the dissertation continuation until completion. DMIN 905 is required for students who do not finish their dissertation research within the minimum 4 hours. DMIN 905 is repeatable each fall and spring semester until the dissertation is finished.

Seminary Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
BIST	Biblical Studies
CHTH	Christian History and Theology
DMIN	Doctor of Ministry
MLDR	Ministry Leadership
PSTD	Pastoral Studies
SFAD	Spiritual Formation and Discipleship

BIST

BIST 501 Old Testament Introduction
3 hours. Introduces students to the literature of the Old Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice.

BIST 502 New Testament Introduction
3 hours. Introduces students to the literature of the New Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice.

BIST 503 Engaging the Old Testament
3 hours. Building on the skills and knowledge of BIST 501, this course introduces more advanced exegetical methods through a variety of Old Testament texts. Special attention will be paid to major theological themes such as holiness, justice, theodicy, divine presence and absence, worship, trauma and how these themes are applicable to today's communities of faith. Prerequisite: BIST 501.

BIST 504 Interpreting the New Testament: Use and Abuse of the Bible
3 hours. Building on the skills and knowledge of BIST 502, this course engages students with the nature of interpretation (hermeneutics) as well as methods and tools that support interpretation (exegesis). Special emphasis will be placed on key moral and theological concerns today and how a variety of viewpoints, methods, and approaches help the reader of the Bible move from ancient text to modern life. Important topics related to the canon will also be included such as the inspiration, authority, and composition of the Bible. Prerequisite: BIST 502.

BIST 511 Introducing Biblical Hebrew
2 hours. First course in the Hebrew language sequence, this is an introduction to Hebrew grammar and syntax. Reading and analysis of selected Old Testament texts, and introduction to digital and print resources, such as grammars, lexicons and original language software.

BIST 512 Interpreting the Hebrew Testament
2 hours. Second course of the Hebrew language sequence, continues to develop mastery of Hebrew morphology and syntax, primarily through reading selected Old Testament texts. Advanced exegetical methods are introduced. Prerequisite: BIST511.

BIST 521 Introducing New Testament Greek
2 hours. First course in the Greek langauge sequence, 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.

BIST 522 Interpreting the Greek Testament
2 hours. Second course of the Greek language sequence, 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: BIST521.

BIST 523 Old Testament Book Study

2 hours. Class will apply the interpretive skills developed in BIST503, with special attention on the exegetical issues of the designated Old Testament book. Prerequisite: BIST 503 or permission of instructor.

BIST 524 New Testament Book Study

2 hours. Class will apply the interpretive skills developed in BIST 504, with special attention on the exegetical issues of the designated New Testament book. Prerequisite: BIST 504 or permission of instructor.

BIST 533 Scripture in Context: Old Testament, Ancient Near East, and Today

2 hours. Explores the ancient Near Eastern contexts for the Old Testament through study of extra-biblical texts and Levantine archaeology. Special attention will be given to how text and artifact contribute to an informed understanding of Old Testament texts and its relevance for today.

BIST 534 Scripture in Context: New Testament, Early Judaism, and Today

2 hours. Reviews both the Jewish and Greco-Roman context of the New Testament. Students will be engaged in primary texts through translation with particular emphasis on their contribution to an informed New Testament hermeneutic.

BIST 552 Advanced Seminar in Northwest Semitics II

2 hours. Studio course: Through weekly readings in Hebrew in biblical and extra-biblical texts (Dead Sea Scrolls, Northwest Semitic inscriptions, Targums, etc.), students will develop stronger competencies in all aspects of the biblical languages. Prerequisites BIST 511 or permission of instructor. (Note: it is required that students take both BIST 551 and BIST 552).

BIST 555 Seminar in Biblical Studies I

2 hours. A small group of students study a specially selected topic with a professor. (Note: it is required that students take both BIST 555 and BIST 565).

BIST 556 Bible and Contemporary Culture I: Methods

2 hours. The course explores the usage of the biblical themes and metaphors in various avenues in which Christianity and culture intersect, including politics, art, and various traditional and social media outlets. The course will help the students to develop tools for sophisticated analysis of popular culture. (Note: it is required that students take both BIST 556 and BIST 557).

BIST 557 Bible and Contemporary Culture II: Exploring Film

2 hours. As films fulfill the human need to “share a common memory,” this course investigates the use of biblical narratives and themes in a broad selection of films, both major studio and independent. Students will analyze and assess the methods in which the artists engage with biblical materials, expanding their ability to discuss biblical themes across popular culture. (Note: it is required that students take both BIST 556 and BIST 557).

BIST 562 Advanced Seminar in Greek I

2 hours. Through weekly readings in Greek in biblical and extra-biblical texts (Septuagint, Greek Apocrypha and Greek Pseudepigrapha, Attic Greek texts, etc), students will develop stronger competencies in all aspects of the biblical languages. Prerequisite: BIST521 or permission of instructor.

BIST 563 Advanced Seminar in Greek II

2 hours. Through weekly readings in Greek in biblical and extra-biblical texts (Septuagint, Dead Sea Scrolls, etc.), students will develop stronger competencies in all

aspects of the biblical languages. Prerequisite: BIST 521 and BIST 562 or permission of instructor.

BIST 565 Seminar in Biblical Studies II
2 hours. A small group of students study a specially selected topic with a professor. (Note: it is required that students take both BIST 555 and BIST 565).

BIST 568 Teaching Apprenticeship I: Internship and Pedagogy
2 hours. This course combines instruction in pedagogy for higher education with a teaching internship in a higher-ed setting.

BIST 569 Teaching Apprenticeship II: Internship and Pedagogy
2 hours. This course is the second half of two-semester sequence. It combines instruction in pedagogy for higher education with a teaching internship in a higher-ed setting.

BIST 581 Thesis I: Research/Thesis in Biblical Studies
2 hours. First semester of research/thesis. Requirements outlined in Master of Arts in Theological Studies.

BIST 582 Thesis II: Research/Thesis in Biblical Studies
2 hours. Second semester of research/thesis. Requirements outlined in Master of Arts in Theological Studies. Prerequisite: BIST 581.

BIST 585 Thesis Continuation
1 hour. Required for third and subsequent semesters of thesis research and writing or second and subsequent semesters of Summative Project work.

BIST 595 Special Study
1-3 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.

CHTH

CHTH 507 Historical Theology: Early Church through Reformation
3 hours. Covers the development of Christianity and Christian theology from the end of the apostolic period through the 16th century. Examines the expansion of the Church, the evolvement of Christian institutions and practice, the conflicts that confronted the Church from within and without, the reform of the Church, and the theological development of doctrines such as the soteriology, Trinity, Christology, grace and free will, and theology of the cross.

CHTH 508 Essentials in Christian Theology
3 hours. This course takes a constructive theological approach, integrating Christian doctrine and contemporary theologies in the church. It builds upon the student's engagement with historical development of theology, focusing on the Trinity and key considerations in atonement and pneumatology. The principal goal is to reflect upon the normative sources for theology, with a view toward equipping students to engage their own denomination's theological development.

CHTH 509 History of Christianity in America
3 hours. This course examines how Christianity developed in North America from the 15th to the 21st centuries. Special attention will be paid to the role of evangelicalism in American churches, the creative ways that Americans contextualize Christianity, and the contributions that American religious innovators make to global theological conversations.

CHTH 510 World Religions and Christian Thought
3 hours. An introduction to the origins, histories, myths, and basic tenets of other religious traditions in the world and how Christians might engage them in meaningful interaction. Involving a research project and on site visits, a concerted effort will be made to show the common humanity of the people who follow other religions. Co-learners will guard against viewing people from other religions as the "excluded other" by understanding commonalities and celebrating differences.

CHTH 528 Intercultural Studies I: Cultural Anthropology for a Postmodern World
2 hours. Course studies the variety of human culture through the discipline of anthropology and indigenous scholars. Students engage perspectives from both non-indigenous anthropology and the indigenous community, particularly within the Indigenous North American context, and explore its relationship to today's world. (Note: it is required that students take both MLDR 548 and MLDR 549).

CHTH 529 Intercultural Studies II: Indigenous Peoples and the North American Church
2 hours. Course provides an examination of the history of Christian mission among Indigenous peoples, current Indigenous life, and Indigenous spiritualities in geographic, regionally specific studies that connect to both global issues and local context. Students explore issues such as the harmony ethic, building a theology of the land, and various indigenous religious practices in relation to the Christian faith. (Note: it is required that students take both MLDR 548 and MLDR 549).

CHTH 530 Gender and Christian Thought
2 hours. Examines the status, roles, and contributions of women and men as they pertain to gender in the history of Christianity and explores the biblical and theological basis for gender equality. Investigating the effects of gender theory in culture and

Christian thought, discussion will be aimed toward practical considerations for the flourishing of women and men in the church today.

CHTH 532 History of Spirituality & Renewal
3 hours. Examines movements and key individuals within Christianity, both East and West 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.

CHTH 533 Christian Ethics
2 hours. An exploration of the guiding assumptions and frameworks undergirding various ethical positions and their claims, especially in relationship to Christian theology. The course also analyzes the relationship between context and ethics, specifically as it pertains to the church and its role in the formation of Christian ethics. Implications for the practice of ethics in personal, social, economic, and political problems of our contemporary world will be examined and evaluated.

CHTH 534 Poverty and Restorative Ecojustice
2 hours. Explores the integral relationships between ecotheology and global systems of oppression. Students will both engage intersectionality through the lens of environmental degradation and take intentional action out of hope for restoration in the Creation. Students will study current issues such as toxicity, population growth, and an activism rooted in solidarity.

CHTH 537 The Postcolonial Church
2 hours. Explores both historical and current manifestations of colonialism as a preparation for holistic, shalom-based, postcolonial Christianity and mission, noting those theologians and movements who understood their faith in juxtaposition to Empire, including Jesus himself. The course will pay special attention to North America's colonial imprint and current postcolonial theologies.

CHTH 546 Ecotheology I
2 hours. Wrestles with Old Testament theologies of Creation, earthkeeping, and the role of humanity in the created order. Students will engage the history and development of these ideas within the Church, and consider how this legacy relates to the current state of the world. Students will explore the diverse issues corresponding to Sabbath and will engage in ecopraxis involving Sabbathkeeping. (Note: it is required that students take both CHTH 546 and CHTH 547).

CHTH 547 Ecotheology II: Hope and New Creation
2 hours. Explores ecotheology through the lens of the New Testament. Students will analyze how the doctrines of Trinity, pneumatology, and soteriology relate to the current state of the world. Students will also investigate the ecological issues of food, water, and waste and will engage in ecopraxis related to those issues. (Note: it is required that students take both CHTH 546 and CHTH 547).

CHTH 548 Ecopraxis I: Keeping the Garden
2 hours. Immerses students in an experience of the natural world during an extended retreat. Students will reflect on the wonder of Creation and the immanence of God. They will engage such issues as climate change, agrarianism, and the relationship between science and faith. Students will have the opportunity to explore practical ways to build simple living into their daily lives. (Note: it is required that students take both CHTH 548 and CHTH 549).

CHTH 549 Ecopraxis II: Greening the Church
2 hours. Course builds on Keeping the Garden by exploring how faith communities can "green" their local worship and ministry. Students will investigate "green teams," community gardens, educational programs, and advocacy for God's Creation. They will continue to have the opportunity to explore practical ways to build simple living into their lives and their faith communities. (Note: it is required that students take both CHTH 548 and CHTH 549).

CHTH 550 Indigenous Studies I: Indigenous Spiritualities
2 hours. An examination of Indigenous spiritualities from a Christian perspective and its relationship to Americans from every culture. Students will be exposed to the spirituality of America's First Nations and others through readings, shared experiences, and various media. The values associated with the Indigenous American harmony concept will be explored along with an understanding of Indigenous American theologies of the land. (Note: it is required that students take both CHTH 550 and CHTH 551).

CHTH 551 Indigenous Studies II: Theology and Place
2 hours. Immerses students in the natural world during a five-day retreat. Students will abide in Creation and experience the beauty and hope of our immanent God. They will consider Shalom and Indigenous understandings of the land and the relationship between science and faith. They will engage current issues such as agriculture, conservation, land use, and consumption of natural resources. (Note: it is required that students take both CHTH 550 and CHTH 551).

CHTH 555 Seminar: Christian History & Theology I
2 hours. A group of students study a specially selected topic with a professor. (Note: it is required that students take both CHTH 555 & 565.)

CHTH 561 Wesleyan Studies II: The Wesleyan-Holiness Movement
2 hours. Explores the influence of John and Charles Wesley and the Methodist movement as it expands and intersects with the Holiness Movement. Attention will be given to the theological tenets of the Holiness movement and the rise of nineteenth century Wesleyan-holiness denominations in relation to their social context. Prerequisite: CHTH 560 or permission of instructor. (Note: it is required that students take both CHTH 560 and CHTH 561).

CHTH 562 History Spirituality 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.

CHTH 565 Seminar: Christian History &Theology II
2 hours. A small group of students study a specially selected topic with a professor. (Note: it is required that students take both CHTH 555 and CHTH 565).

CHTH 566 Theology in Wesleyan Tradition
3 hours. John Wesley's personal and theological background, methodology, and major theological themes receive primary attention. The theology of holiness is examined from the basis of Scripture, Wesley's theology, and the later teachings of the Holiness Movement. The integration and application of holiness and social concerns is examined and 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. Students will also be involved in independent research in areas related to their ministry focus.

CHTH 568 Teaching Apprenticeship I: Internship and Pedagogy
2 hours. Part I of a unique practicum experience in which students participate in an internship in order to gain expertise in the tasks of their degree specialization. The practicum component is coupled with guidance and mentoring of a site supervisor and faculty who facilitate processes of integration. The theological and philosophical underpinnings of academic teaching, in the context of communicating practical strategies and advancing the student's professional development as a teacher are explored. (Note: it is required that students take both CHTH 568 and CHTH 569).

CHTH 569 Teaching Apprenticeship II: Internship and Pedagogy
2 hours. Part II of a unique practicum experience in which students participate in an internship in order to gain expertise in the tasks of their degree specialization. The practicum component is coupled with guidance and mentoring of a site supervisor and faculty who facilitate processes of integration. The theological and philosophical underpinnings of academic teaching, in the context of communicating practical strategies and advancing the student's professional development as a teacher are explored. (Note: it is required that students take both CHTH 568 and CHTH 569).

CHTH 581 Thesis I: Research/Thesis in Christian History and Theology
2 hours. First semester of research/thesis. Requirements outlined in Master of Arts in Theological Studies.

CHTH 582 Thesis II: Research/Thesis in Christian History and Theology
2 hours. Second semester of research/thesis. Requirements outlined in Master of Arts in Theological Studies. Prerequisite: CHTH 581.

CHTH 585 Thesis Continuation
1 hour. Required for third and subsequent semesters of thesis research and writing.

CHTH 595 Special Study In Christian History and Theology
1-3 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.

DMIN

DMIN 500 Old Testament Introduction
3 hours. A DMin MDiv equivalency leveling course. Introduces students to the literature of the Old Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice.

DMIN 501 New Testament Introduction
3 hours. A DMin MDiv equivalency leveling course. Introduces students to the literature of the New Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice.

DMIN 502 Biblical Theology
3 hours. A DMin MDiv equivalency leveling course. 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 methods. We also deal with relating the theology of the Bible to contemporary issues.

DMIN 503 Hermeneutics and Exegesis
3 hours. A DMin MDiv equivalency leveling course. This course familiarizes students with tools and methods for interpreting biblical texts and provides the foundation for a lifelong, careful study of the Bible. A comprehensive methodology will be learned and applied to different genres of literature, e.g., historical narrative, psalms, epistles, and apocalyptic. Since exegesis is an "art" that can be learned only by practice, course emphasis will be on "doing" exegesis; i.e., the course will take on a "workshop" format. In the process, the student will gain facility with lexica, concordances, grammars, theological and exegetical dictionaries, and other exegetical aids.

DMIN 504 Early Church to the Reformation
3 hours. A DMin MDiv equivalency leveling course. Covers the development of Christianity and Christian theology from the end of the apostolic period through the 16th century. Examines the expansion of the Church, the evolvement of Christian institutions and practice, the conflicts that confronted the Church from within and without, the reform of the Church, and the theological development of doctrines such as the soteriology, Trinity, Christology, grace and free will, and theology of the cross.

DMIN 505 Reformation to Present
3 hours. A DMin MDiv equivalency leveling course. 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 world 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.

DMIN 506 North American Church History
3 hours. A DMin MDiv equivalency leveling course. 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.

DMIN 507 Ministry Leadership
3 hours. A DMin MDiv equivalency leveling course. This course studies the biblical, historical, and cultural development of leadership as a response to God's concerns in

the world. The history of leadership studies and the various leadership theories are explored. The qualities and skills of the ministry leader are discussed.

DMIN 508 Administration in Ministry
3 hours. A DMin MDiv equivalency leveling course. The purpose of this course is to enhance professional competence in ministry by providing insights and skills pertaining to the administration and management of the local church or small nonprofits. Particular attention will be given to time management, conflict resolution, delegation, conducting meetings, coordinating committees, communication among staff, managing the church office, volunteer recruitment, training and support, church finances, and tax and legal considerations.

DMIN 509 Mission, Church, and Society
3 hours. A DMin MDiv equivalency leveling course. Explores the work of God in the world by examining a missional ecclesiology that is biblical, historical, contextual, eschatological, and can be translated into practice. Attention is given to the gospel as it relates to culture. What is the church? What is the church for? What is our role in relationship to the church? These questions provide the framework for the course.

DMIN 595 Special Study- Leveling
1-3 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.

DMIN 701 Customized Course I
3 hours. In this cornerstone course, students develop two learning plans under the supervision of an assigned faculty advisor. First, they produce a customized course learning plan that identifies and offers a rationale for their educational and ministry goals, research specialization, and four field-research experiences. Second, students produce a semester learning plan that proposes a semester reading list, a first field-research experience, and a description of the academic essay. Following faculty-advisor approval, students complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans.

DMIN 702 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 University resources (George Fox University library, Internet presence and capacities, etc.), as well as how to use electronic communication and software tools effectively in research.

DMIN 706 Introduction to Contemporary African Christianity
4 hours. In this course, students are introduced to a historical overview of essential religious African traditions and their influences on African Christianity. It includes a historical examination of the origins of the faith of Jesus in Africa and the meaning of African artifacts in Christian religious life. Additional course fee may be required.

DMIN 707 Critical Thinking and Research Methods
4 hours. An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of the course is to provide a forum in which students hone each other's thinking about one's role and philosophy of leadership. Additional course fee may be required.

DMIN 708 Leadership and Spiritual Formation - Inner World of the Leader

4 hours. "Maturity is the willingness to take responsibility for one's own emotional being and destiny." - Edwin Friedman. Leadership and Formation begin in the authentic critical evaluation of one's inner world as it is reflected in one's daily life practices and passions. This module will provide opportunities for personal assessment and a re-alignment of one's life rhythms with the development of a Rule of Life in community. The learning community will explore the content and skills needed for experienced Christian leaders to personally and relationally thrive throughout a lifetime. Additional course fee may be required.

DMIN 709 Introduction to Biblical, Ecclesial, and Cultural Semiotics

2 hours. An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of the course is to provide learning experiences in which students encounter, critique, and hone each other's thinking about the power of signs, symbols, and metaphors in scripture, church and culture. Additional course fee may apply for face to face component.

DMIN 711 Customized Course II

3 hours. In this course, students refine their customized course learning plan developed in the first semester and produce a second semester learning plan that proposes a new semester reading list, a second field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.proposal for the dissertation, and for completing a foundational review of literature in support of the topic.

DMIN 712 Developing a Topic for Research

1 hour. In this course, students refine their customized course learning plan developed in the first semester and produce a second semester learning plan that proposes a new semester reading list, a second field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

DMIN 716 African Profiles of Ethical Leadership

4 hours. This course will assess leadership profiles of select historical and contemporary African and African American leaders. It will highlight their philosophy of leadership, their influence and accountability, and their leadership impact on their followers. Additional course fee may be required.

DMIN 717 Global Contexts and Leadership

4 hours. An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of this course is to overview, understand and critically engage the broad domains and dynamics of globalization and leadership.

DMIN 718 Historical and Biblical Perspectives of Leadership and Formation

4 hours. "Spirituality is not primarily about values and ethics, not about exhortations to do right or live well. The spiritual traditions are primarily about reality...an effort to penetrate the illusions of the external world and to name its underlying truth." - Parker J. Palmer. Leadership and Formation require an engagement with the historical and biblical footprints of spiritual leaders and texts. This module will expose the learning community to relevant biblical and historical texts on leadership and spiritual formation in order to expand imagination and critical thinking about the nature and expression of leadership and formation. Each person will explore the writings and life of a spiritual

leader of a faith movement and a renowned Christian mystic, saint, or justice leader. Additional course fee may apply for face to face component.

DMIN 719 Semiotics as a Change Agent in Preaching, Ministry, and Mission (Church and Culture)
2 hours. An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of this course is to cultivate recognition and innovation of signs, to re-sign and re-frame Jesus' presence in the church and world, and to activate metaphor as change agent in preaching, ministry, and mission within one's ministry context and within current culture. Learning to speak the vernacular (narrative + metaphor + soundtrack) will be charted.

DMIN 726 Customized Course II
3 hours. In this course, students refine their customized course learning plan developed in the first module and produce a second module learning plan that proposes a new module reading list, a second field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

DMIN 728 Spirituality and Leadership
3 hours. A course on personal spiritual formation. Students are challenged by the reading and writing assignments to reflect on what it means to be a leader after the manner of Jesus Christ with a view toward establishing a "Christ-centeredness" to one's understanding of leadership. Additional course fee may be required.

DMIN 729 Re-Cognizing and Re-Signing Jesus in 21st Century Culture
4 hours. A course exploring and exegeting one's own personal faith journey. Students are challenged by the reading and writing assignments to reflect on what it means to be a unique follower of Jesus in our current culture, and to configure the relationship between the particular and the universal. The course focuses on deepening faith and learning to recognize Jesus in every context and culture. Additional fee may be required for cross-cultural face to face experience.

DMIN 736 Customized Course III
3 hours. In this course, students refine their customized course learning plan developed in the first module and produce a third module learning plan that proposes a new module reading list, a cross-cultural field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the cross-cultural field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

DMIN 748 Spiritual Leadership in Christian Community
3 hours. A course on community spiritual formation. Students are challenged to reflect on the essential intermingling of leadership and spiritual formation in corporate Christian contexts and to consider that the primary objective of "spiritual leadership" is community spiritual formation. Students seek to articulate the specific ways community spiritual formation will be actualized in their particular ministry contexts. Additional course fee may be required.

DMIN 750 Identifying the Need/Problem/Opportunity

3 hours. Introduces research tools and library resources and orients students to the DMin research process. Students identify and articulate their ministry NPO and draft a discovery strategy to explore its contours. Pass/no pass.

DMIN 751 Exploring Current Literature Surrounding the Need/Problem/ Opportunity

4 hours. A course designed to immerse students in the professional, academic, and theological literature relevant to their research. Students will produce a draft of their Academic Literature Review Essay and present on their findings to their cohort. Pass/no pass.

DMIN 785 Seminar in Leadership

1-3 hours. Converted Course Data

DMIN 795 Special Study

1-3 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.

DMIN 800 Dissertation

4 hours. Completion of the dissertation. Additional course fee may be required.

DMIN 801 Customized Course III

3 hours. In this course, students refine their customized course learning plan developed in the first semester and produce a third semester learning plan that proposes a new semester reading list, a cross-cultural field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the cross-cultural field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework may be required.

DMIN 802 Designing a Research Model

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

DMIN 805 Dissertation Continuation

1 hour. To maintain enrollment until dissertation is complete.

DMIN 806 The Holy Spirit and Cultural Diversity

4 hours. In this course, students will examine spirit-filled traditions that bridged the ethnic/racial divide. It will challenge students to rethink the impact of religion on racial problems in Africa and America - from Apartheid to Jim Crow. This course seeks to reveal the role the Holy Spirit movements have played in overcoming these historic challenges. Additional course fee may be required.

DMIN 807 Global Leadership Habits, Practices and Dynamics

4 hours. An interactive course that engages students in synchronous and asynchronous online interaction. An interactive course in which students explore the nature of leadership from multiple methods and domains, including, theory, behavioural psychology, and theology. This will be brought into contact with an analysis of students own leadership, their ministry place organisational dynamics and history of Christianity. Additional course fee may apply for face-to-face intensive.

DMIN 808 Processes & Principles of Systemic Transformation

4 hours. “I believe we are here on the planet Earth to live, grow up and do what we can to make this world a better place for all people to enjoy freedom.” Rosa Parks. Leadership and Formation are fundamentally geared towards resilient and systemic change in tune with the kingdom purposes of God. This module will engage the learning community with current research on the physical, relational, cultural, and spiritual complexities of transformation processes. Each person will create a contextualized model for transformation which solves a specific need for change in a community system.

DMIN 809 Global Church and Local Church

2 hours. An interactive course that engages students in synchronous and asynchronous online interaction. An interactive curriculum in which students explore how what they’ve learned in their cross-cultural experience impacts the practice of ministry and mission. Students will be challenged to consider how they might modify their semester learning plan (SLP) in order to incorporate these new global insights within their local ministry context.

DMIN 811 Customized Course IV

3 hours. In this course, students finalize their customized course learning plan developed in the first semester and produce a final semester learning plan that proposes a new semester reading list, a fourth field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

DMIN 812 Writing the Dissertation

1 hour. The process of research and writing in preparing the dissertation.

DMIN 816 The Art of Communication: TD Jakes' Method

4 hours. In this course, students gain a comprehensive understanding of effective cross-cultural preaching for today’s theological communicators. Students will analyze the TD Jakes method of preaching, which includes, but is not limited to, analysis of the biblical text, approaches for making the scripture relevant, and strategies for reaching global audiences. Additional course fee may be required.

DMIN 817 Contextualising Global Leadership Challenges for Local Contexts

4 hours. An interactive course that engages students in synchronous and asynchronous online interaction. This course functions to distill a vision or "dream" for leadership that arises out of the student's theology of leadership and that guides his or her thinking in the final formulation of the dissertation.

DMIN 818 Cultural, Artistic, and Global Engagement

4 hours. “So every day I was surrounded by the beautiful crying forth of the ideas of God” - Mary Oliver. Leadership and Formation flourish in the soil of creativity, culture, and engagement with the world. This module will explore the impact of art, culture, social media, and the environment on healthy leadership and authentic formation. The learning community will actively experience the formational value of differing cultures, artistic expressions, and engagement with justice concerns. Each person will develop a creative or active skill which requires involvement with a different culture or engagement with the environment and justice concerns. Additional course fee may apply for face to face component.

DMIN 819 Cultivating Imagination and Innovation in Ministry and Mission

2 hours. An interactive course that engages students in synchronous and asynchronous online interaction. This course explores the nature of creativity and what it means to continue God's creativity as creatures made "in the divine image." Learning is designed to help students cultivate, initiative and innovate creativity and change within their current ministry context. This course will serve to guide and nurture thinking in the final formulation of the dissertation.

DMIN 829 Semiotic Shifts: Perspectives on Changing Trends in Church and Culture

4 hours. A final course on the 21st and 22nd century church and the impact of cultural trends, the need for community, and the changing practice of ministry. The difference between trend-tracking and truth-tacking will be defined. Students will evaluate their own faith within their ministry context and their elevated role as semioticians in a world of shifting signs and stories. Students will evaluate their own ability to (re)sign Jesus as Truth within a world of trends. Additional course fee may apply for face to face component.

DMIN 850 Discovering Stakeholder Perspectives for Addressing the NPO

4 hours. In this course, students engage key stakeholders from their ministry context in a discovery process to assess the real needs of those impacted by the NPO with a focus on identifying desired outcomes and questions. Students generate a report on their findings. Pass/no pass.

DMIN 851 Experimenting with Prototypes

3 hours. In this course, students identify possible approaches to addressing the NPO. They create several 'low-resolution' prototypes and test them in a series of 'timeboxed' iterations. Based on what they discover, students identify one idea as their Most Viable Project to pursue. Students generate a report outlining their prototype process and findings. Pass/No Pass.

DMIN 895 Special Study

1-3 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.

DMIN 900 Dissertation

4 hours. Completion of the dissertation.

DMIN 905 Dissertation Continuation

1 hour. To maintain enrollment until dissertation is complete.

DMIN 950 Designing the Project

4 hours. In this course, students develop their Concept Proposal into a formal proposal for their Summative Project according to design standards for the chosen medium. The proposal identifies project parameters, audience, outcomes, a test group, and metrics for assessment effectiveness. Pass/no pass.

DMIN 951 Assessment of the Project

4 hours. A final research course in which students create a prototype of their Summative Project and test it with a focus group. Students will evaluate and report their findings from the test and develop a post-graduation launch and sustainability strategy. Students will submit their Summative Project and Launch Plan for examination by the Project Faculty, Lead Mentor, and a third external examiner. Once approved, students compile a Project Portfolio to be archived in the University Digital Commons.

DMIN 955 Project Continuation
1 hour. To maintain enrollment until project is complete. Pass/no pass.

DMIN 995 Special Study
1-3 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.

MLDR

MLDR 516 Mission, Church, and Society
2 hours. Explores the work of God in the world by examining a missional ecclesiology that is biblical, historical, contextual, eschatological, and can be translated into practice. Attention is given to the gospel as it relates to culture. What is the church? What is the church for? What is our role in relationship to the church? These questions provide the framework for the course.

MLDR 517 Transformation in Cultures and Systems
2 hours. Designed to assist leaders and their communities in understanding and engaging in faithful transformation of the cultures, systems, and structures of their context. The course follows a practical theological approach, engaging in description, theological evaluation, and transformational practice while drawing insights from various disciplines to help discern effective and faithful change.

MLDR 518 Theories and Praxis of Missional Leadership
2 hours. Studies the biblical, historical, and cultural approaches to leadership. The qualities and skills of the missional leader are discussed with particular emphases on the leader's global view of Christianity, the leader's creative and entrepreneurial development, and his or her stewardship of gifts and responsibility.

MLDR 519 Formation & Discipleship
2 hours. The purpose of this course is to explore the questions: What is spiritual formation & discipleship? What is the spiritual leader's role? and How does formation & discipleship happen in the current cultural context and in the church? The course focuses on formation as a spiritual and holistic experience. The scriptural, theological, developmental, pedagogical, and biological nature of formation and discipleship are explored.

MLDR 525 Race, Ethnicity, and the Church I
2 hours. Part I of a course that builds the capacity of women and men to effectively develop ministry leadership skills for an ethnically diverse world. This course will explore theoretical approaches to ethnic studies and contextual theologies in dialogue with present-day ministry contexts. Special consideration will be given to promoting intersectional reconciliation of men and women and racial/ethnic groups. (Note: it is required that students take both MLDR 525 and MLDR 535 in direct sequence.)

MLDR 535 Race, Ethnicity, and the Church II
2 hours. Part II of a course that builds the capacity of women and men to effectively develop ministry leadership skills for an ethnically diverse world. Having built a foundation in race and ethnic theory in part I, this course will focus on a deep exploration of a particular ethnic social location, whether the Latino/a, African American, or Asian American church. Course content will integrate contextual theologies with perspectives of ministry leadership from the specified ethnic church community. (Note: it is required that students take both MLDR 525 and MLDR 535 in direct sequence; afterwards, MLDR 535 may be repeated for credit.)

MLDR 555 Seminar in Ministry Leadrshp I
2 hours. A small group of students study a specially selected topic with a professor. (Note: it is required that students take both MLDR 555 and MLDR 565).

MLDR 558 Advanced Leadership Studies I

2 hours. Part I of a course on advanced leadership which operationalizes the aspects of servant leadership theory. The first section will cover theory and tools for developing influence as a leader and working with a team to accomplish the vision and mission of the organization. (Note: it is required that students take both MLDR 558 and MLDR 559).

MLDR 559 Advanced Leadership Studies II

2 hours. Part II of a course on advanced leadership that will focus on influencing for positive systemic change in a group and elevates the character of individuals. Transformational leadership model is operationalized in this course by focusing on systems for managing self, others, programs, boards, finances, and communications. (Note: it is required that students take both MLDR 558 and MLDR 559).

MLDR 565 Seminar in Ministry Leadership II

2 hours. A small group of students study a specially selected topic with a professor. (Note: it is required that students take both MLDR 555 and MLDR 565).

MLDR 568 Specialized Apprenticeship I

2 hours. Part I of a unique practicum experience in which students participate in an internship in order to gain expertise in the tasks of their degree specialization. The practicum component is coupled with guidance and mentoring of a site supervisor and faculty who facilitate processes of integration. (Note: it is required that students take both MLDR 568 and MLDR 569).

MLDR 569 Specialized Apprenticeship II

2 hours. Part II of a unique practicum experience in which students participate in an internship in order to gain expertise in the tasks of their degree specialization. The practicum component is coupled with guidance and mentoring of a site supervisor and faculty who facilitate processes of integration. Prerequisite: MLDR 568 (Note: it is required that students take both MLDR 568 and MLDR 569).

MLDR 595 Special Study

1-3 hours. The courses are designed to give a student an opportunity to customize his or her learning experience. A course facilitator will provide the format and structure for choosing the topic, gathering information and doing the study and work, and presenting the learnings in a written, artistic, or technological form.

PSTD

PSTD 511 Theology/Practice of Worship
2 hours. 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.

PSTD 512 Essentials of Preaching
2 hours. 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.

PSTD 513 Pastoral Ministry I
2 hours. Analyzes the theological, biblical, and historical basis for various models of pastoral ministry. Students will reflect on the meaning of call and ordination and work on developing professional competencies with presiding over the sacraments and performing funerals and weddings. (Note: students who take PSTD 513 must also take PSTD 514, unless permission to take just one is granted by the instructor.)

PSTD 514 Pastoral Ministry II
2 hours. Analyzes the theological, biblical, and historical basis for developing one's values in and philosophy of pastoral ministry. Students will work on developing professional competencies with providing educational and prophetic leadership to the local community. (Note: students who take PSTD 513 must also take PSTD 514, unless permission to take just one is granted by the instructor.)

PSTD 521 Pastoral Counseling/Ethics I
2 hours. An introduction to the counseling role of the minister or spiritual director. The purpose of the course is to acquaint the student with a basic counseling method in relation to the typical situations encountered in ministry. Special attention will be given to healthy differentiation and ministerial ethics. One of the principal objectives will be to help the student recognize when and how to refer persons to qualified mental health professionals. (Note: it is required that students take both PSTD 521 and PSTD 522, in direct sequence).

PSTD 522 Pastoral Counseling/Ethics II
2 hours. An introduction to the counseling role of the minister or spiritual director. The purpose of the course is to acquaint the student with a basic counseling method in relation to the typical situations encountered in ministry. Special attention will be given to healthy differentiation and ministerial ethics. One of the principal objectives will be to help the student recognize when and how to refer persons to qualified mental health professionals. (Note: it is required that students take both PSTD 521 and PSTD 522, in direct sequence).

PSTD 555 Seminar in Pastoral Studies I
2 hours. Studio course: A small group of students study a specially selected topic with a professor. (Note: it is required that students take both PSTD 555 and PSTD 565).

PSTD 560 Worship & Evangelism
3 hours. Converted Course Data

PSTD 562 Clinical Pastoral Education: Practicum
4 hours. Chaplain internship at an approved CPE center. See Hospital Chaplaincy section of the MDiv program description for more information. (Note: it is required that students take PSTD 562, PSTD 563, and PSTD 564).

PSTD 563 Chaplaincy Integrative Seminar I: Continued Practicum
2 hours. Chaplain internship at an approved CPE center. Upon completion of one CPE unit, the student sends a copy of the final supervisor's report to the CPE director in order to receive 6 credits of CPE. See Hospital Chaplaincy section of the MDiv program description for more information. (Note: it is required that students take PSTD 562, 563, and PSTD 564).

PSTD 564 Chaplaincy Integrative Seminar II: Grief and Loss
2 hours. Exploration of theories and practices for chaplaincy ministry related to issues of grief and loss. (Note: it is required that students take PSTD 562, PSTD 563, and PSTD 564).

PSTD 565 Seminar in Pastoral Studies II
2 hours. Studio course: A small group of students study a specially selected topic with a professor. (Note: it is required that students take both PSTD 555 and PSTD 565).

PSTD 568 Ministerial Apprenticeship I
2 hours. A unique practicum experience in which students participate in an internship in order to gain expertise in the tasks of their degree specialization. The practicum component is coupled with guidance and mentoring of a site supervisor and faculty who facilitate processes of integration. (Note: it is required that students take both PSTD 568 and PSTD 569).

PSTD 569 Ministerial Apprenticeship II
2 hours. A unique practicum experience in which students participate in an internship in order to gain expertise in the tasks of their degree specialization. The practicum component is coupled with guidance and mentoring of a site supervisor and faculty who facilitate processes of integration. (Note: it is required that students take both PSTD 568 and PSTD 569).

PSTD 595 Special Study
1-3 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.

SFAD

SFAD 510 Knowing Self, Knowing God
1 hour. Provides an opportunity for students to develop self-awareness in the context of their Christian faith and preparation for ministry. It equips students to reflect critically and constructively on their mission and vision, personal spiritual histories, and the strengths, weaknesses, and spirituality of their personality types.

SFAD 520 Mystical Exper/ Images of God
1 hour. Gives students opportunities to explore images of God portrayed in the Scriptures and in the mystical traditions of the Church. Students compare these images and traditions to those that have shaped their own thoughts, emotions, and actions. Students are able to inform, strengthen, and transform their images and experiences.

SFAD 530 Christian Prayer
1 hour. Provides an opportunity for students to develop deeper and more satisfying prayer lives in the context of a global environment. As the essential relational discipline of the Christian journey, prayer is examined and experienced in its diverse ecclesial, ethnic, and cultural forms as found in Scripture, Christian history, and the Church.

SFAD 540 Spiritual Life
1 hour. Introduces students to some of the classic disciplines and practices of the spiritual life, including self-examination and confession, keeping Sabbath, simplicity, justice and compassion, and embodiment. These spiritual practices are explored in order to become aware of and engage the presence of God in one's life.

SFAD 550 Shame, Grace, and Resilience
1 hour. Provides an opportunity for students to develop awareness to shame, that in its personal, relational, structural, and cultural dimensions can interfere with the ability to live into God's grace. Students will practice skills of reflecting on experiences of shame and grace, thereby beginning a process of developing resilience to shame.

SFAD 551 Awareness and Identity I
2 hours. Gives students the opportunity in a seminar format to come to a deeper awareness of who they are and why they do what they do. Through practices and tools such as centering prayer, the enneagram, and the Myers Briggs Type Indicator, students will become healthier servant leaders through an intentional formation of their identities. (Note: it is required that students take both SFAD 551 and SFAD 552).

SFAD 552 Awareness and Identity II
2 hours. Gives students the opportunity in a seminar format to come to a deeper awareness of who they are and why they do what they do. Through practices and tools such as centering prayer, the enneagram, and the Myers Briggs Type Indicator, students will become healthier servant leaders through an intentional formation of their identities. (Note: it is required that students take both SFAD 551 and SFAD 552).

SFAD 555 Seminar in Spiritual Formation and Discipleship I
2 hours. A small group of students study a specially selected topic with a professor in a seminar format. (Note: students are required to take both SFAD 555 and 565).

SFAD 560 Spiritual Leadership
1 hour. Examines the unique nature and responsibility of spiritual leadership. It analyzes the theology of spiritual leadership and reviews elements such as accountability, boundaries, devotional habits, life balance, retreats, solitude, and emotional, spiritual,

and physical health. The course also delves into some of the things that inhibit the exercise of spiritual leadership.

SFAD 565 Seminary in Spiritual Formation and Discipleship II
2 hours. A small group of students study a specially selected topic with a professor in a seminar format. (Note: students are required to take both SFAD 555 and 565).

SFAD 571 Becoming a Spiritual Director I: Becoming a Spiritual Companion
3 hours. This course focuses on hosting spiritual conversations for soul companions. Generous listening is a core practice for intentionally guiding persons in their spiritual growth and at center of training for spiritual directors. This course explores the historical, theological, biblical, and psychological premises for soul companionship and introduces students to core practices. Students will reflect on meaning and definitions of hosting spiritual conversations in light of their own experience and the course teachings and personal discernment regarding vocational spiritual direction. Note: it is required that students take SFAD 571 & SFAD 572. Permission from instructor is necessary to enter SFAD 572).

SFAD 572 Becoming a Spiritual Director II: Art and Practice
3 hours. This course continues the students' training in the discipline of spiritual direction. It addresses professional issues related to being a spiritual director and gives students practical experience in being spiritual directors, under the guidance of certified supervisors. (Note: it is required that students take both SFAD 571 & SFAD 572. Permission from instructor is necessary to enter course. Additional fees: The cost of personal spiritual direction is covered by the student.)

SFAD 576 Spiritual Direction Certification I
1 hour. A two-semester course designed to give SD cerfication students an intentional one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual-direction model is used. Additional course fee required. (Note: it is required that students take both SFAD 576 and SFAD 577).

SFAD 577 Spiritual Direction Certification II
1 hour. A two-semester course designed to give SD certification students an intentional one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual-direction model is used. Additional course fee required. Prerequisite: SFAD 576

SFAD 579 Spiritual Direction Supervision Certification II
2 hours. A two-semester course designed to give SDS certification students an intentional one-on-one SD supervisory experience. Additional course fee required. (Note: it is required that students take both SFAD 578and SFAD 579).

SFAD 585 Elective 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.

SFAD 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 Calendar 2020-2021

Fall and spring semester dates modified due to COVID-19

Fall Semester

Fall Semester Begins	August 24, 2020
Last Date for Special Student Class Registration	August 28, 2020
Last Date for Adding Classes Online (without Instructor Approval)	August 30, 2020
Last Day to Change Registration (Add/Drop)	September 6, 2020
Last Day to Submit Application for Degree (Midyear Commencement Participation)	September 6, 2020
Labor Day Holiday (non-Newberg locations only)	September 7, 2020
Census Date	September 8, 2020
Last Day to Exercise Pass/No Pass or Audit Option	September 18, 2020
Mid-Semester Holiday (Newberg only)	October 9, 2020
Mid-Semester Grade Entry	October 10-14, 2020
Registration for Spring Semester Opens for Graduate and ADP Students	October 21, 2020
Last Day to Withdraw from Class without Grade Responsibility	November 1, 2020
Day of Rest	November 11, 2020
Transfer Credit Transcript Due Date (Midyear Commencement Participation)	5:00 pm, November 13, 2020
Last Day to Request Participation in Midyear Commencement with Incomplete Requirements	November 15, 2020
Thanksgiving Holiday	November 26-27, 2020
Dissertation Signed Approval Sheets Due (Midyear Commencement Participation)	5:00 pm, November 27, 2020
Study Day (Traditional Undergraduate)	November 30, 2020
Final Exams (Traditional Undergraduate)	November 30 – December 4, 2020
Fall Semester Ends	December 4, 2020
Midyear Commencement	December 5, 2020
Christmas/New Year's Break	December 4, 2020 – January 10, 2021
Final Grade Entry Deadline	December 13, 2020

Spring Semester

Spring Semester Begins (Degree Completion Programs, Graduate Programs, Traditional Undergraduate Nursing)	January 11, 2021
Last Date for Special Student Class Registration (Degree Completion and Graduate students)	January 15, 2021
Martin Luther King Jr. Holiday	January 18, 2021
Traditional Undergraduate Classes Begin	January 19, 2021
Last Date for Special Student Class Registration (Traditional Undergraduate students)	January 22, 2021
Last Date for Adding Classes Online (without Instructor Approval)	January 24, 2021
Last Day to Submit Application for Degree (Spring Commencement Participation)	January 24, 2021
Last Day to Change Registration (Add/Drop)	January 31, 2021
Census Date	February 2, 2021
Last Day to Exercise Pass/No Pass or Audit Option	February 12, 2021
Mid-Semester Holiday	February 15-16, 2021
Registration for Summer Semester Opens	February 24, 2021
Mid-Semester Grade Entry	March 3-6, 2021
Juniors Abroad Registration	March 12, 2021
Last Day to Withdraw from Class without Grade Responsibility	March 28, 2021
Spring Mini-Break	March 25-26, 2021
Transfer Credit Transcript Due Date (Spring Commencement Participation)	5:00 pm, April 2, 2021
Last Day to Request Participation in Spring Commencement with Incomplete Requirements	April 4, 2021
Registration for Fall 2021 and Spring 2022 Opens for Traditional Undergraduates	April 5-8, 2021
Day of Rest	April 14, 2021
Registration for Fall Semester Opens for Graduate and ADP Students	April 14, 2021
Dissertation Signed Approval Sheets Due (Spring Commencement Participation)	5:00 pm, April 16, 2021
Study Day (Traditional Undergraduate)	April 26, 2021
Final Exams (Traditional Undergraduate)	April 26-30, 2021
Spring Semester Ends	April 30, 2021
Spring Commencement	May 1, 2021
Final Grade Entry Deadline	May 9, 2021

Academic Calendar 2020-2021

Fall and spring semester dates modified due to COVID-19

Summer Semester

Summer Semester Begins ..... May 3, 2021
Last Day to Change Summer Registration for Full Semester Classes (Add/Drop) ..... May 16, 2021
Memorial Day Holiday ..... May 31, 2021
Summer Online Session Begins ..... June 7, 2021
Last Day to Change Summer Online Registration (Add/Drop) ..... June 13, 2021
Census Date for Summer ..... July 1, 2021
Independence Day Holiday ..... July 5, 2021
Last Day to Withdraw from Summer Online Session Class without Grade Responsibility ..... July 11, 2021
Last Day to Withdraw from Full Semester Summer Class without Grade Responsibility ..... July 11, 2021
Summer Online Session Ends ..... August 1, 2021
Summer Online Session Grade Entry Deadline ..... August 8, 2021
Summer Semester Ends ..... August 20, 2021
Final Grade Entry Deadline ..... August 29, 2021

GEORGE FOX
UNIVERSITY

Be Known

1052C 2.11