George Fox University

Graduate Programs

2024-25

GEORGE FOX
UNIVERSITY

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GEORGE FOX UNIVERSITY

2024-2025 Graduate Programs

GRADUATE PROGRAMS **3**

BEHAVIORAL SCIENCES AND ALLIED HEALTH SCIENCES **4**

Master of Medical Science *5*
Doctor of Medical Science *11*
School Social Work Licensure Preparation Program *14*
Master of Social Work — Traditional Program *17*
Master of Social Work — Advanced Standing Program *21*
Occupational Therapy Doctorate (OTD) *25*
Doctor of Physical Therapy (DPT) *30*
Doctor of Psychology in Clinical Psychology (PsyD Degree) *37*
GRADUATE COUNSELOR EDUCATION PROGRAMS 45
Masters (MA) in Clinical Mental Health Counseling *46*
Masters (MA) in Marriage, Couple, and Family Counseling *52*
Certificate in Marriage, Couple, and Family Counseling *58*
Postgraduate Certificate in Trauma- Informed Care *62*
Masters (MA) in Social and Behavioral Studies *66*
Masters (MA) in School Counseling *69*
School Counseling Licensure Preparation Program *74*
COLLEGE OF BEHAVIORAL AND HEALTH SCIENCES COURSE DESCRIPTIONS 78

COLLEGE OF BUSINESS PROGRAMS **146**

Master of Business Administration (MBA) *147*
Doctor of Business Administration (DBA) *150*
Business Analytics Certificate *154*
COLLEGE OF BUSINESS COURSE DESCRIPTIONS 155

COLLEGE OF EDUCATION **173**

MASTER DEGREE PROGRAMS 175
Master of Arts in Teaching *176*
Master of Arts in Teaching Plus ESOL Endorsement *181*
Master of Arts in Teaching Plus ESOL Endorsement with Dual Language Specialty *186*
Master of Arts in Teaching Plus Reading Endorsement *191*
Master of Arts in Teaching Plus SPED Endorsement *195*
Master of Arts: Special Education Generalist *201*
Master of Arts in Education *204*
Master of Education *208*
Master of Education Plus Principal License *212*
Master of Education Plus Special Education Endorsement *216*
ENDORSEMENTS AND CERTIFICATES 220
Dual Language Specialty *221*
Reading Endorsement *223*
Teaching English to Speakers of Other Languages (ESOL) Endorsement *226*
Special Education Endorsement *229*
Professional Administrator License *236*
Preliminary Teaching License-only Program *239*
Certificate in the Teaching of Writing *243*
DOCTOR OF EDUCATION (EDD DEGREE) 245
GRADUATE COLLEGE OF EDUCATION COURSE DESCRIPTIONS 251

PORTLAND SEMINARY 280
Certification for Spiritual Directors 281
Master of Divinity 283
Master of Arts in Theological Studies 287
Master of Arts in Leadership and Culture 291
Master of Arts in Spiritual Formation 294
Doctor of Leadership (DLd) in Global Perspectives 298
Doctor of Leadership (DLd) in the Global Marketplace 302
Doctor of Ministry (DMin) in Leadership and Spiritual Formation 306
Doctor of Ministry (DMin) in Semiotics, Church, and Culture 310
Doctor of Ministry (DMin) in Spirit- filled Global Leadership in the African Diaspora 314
Doctor of Ministry (DMin) - General 319
SEMINARY COURSE DESCRIPTIONS 324

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:

- 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.

Change to Another Degree Program

Students whose educational goals change while at George Fox University may apply to change to another degree program. The student should first consult the university catalog to confirm the goals and admissions policy concerning the desired degree program and then should complete a Petition to Change Degree Program available in the admissions office.

Degree programs that require a different application than that completed initially by the student prior to matriculation to the institution may require the completion of a new application for admission. Students may contact the admissions counselor for the program to which they are considering changing for more information.

Changes to degree programs cannot be processed mid-semester, so changes will be made effective at the beginning of the semester following receipt of the approved petition.

Behavioral Sciences and Allied Health Sciences

The colleges in behavioral and health sciences are 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.

College of Medical Science (Physician Assistant)

- Master of Medical Science (MMSc Degree Requirements)
- Doctorate of Medical Science (DMSc Degree Requirements)

College of Social Work

- School Social Work Licensure Preparation Program
- Master of Social Work — 2-year Program (MSW 2-Year Degree Requirements)
- Master of Social Work — Advanced Standing Program (MSW Adv. Standing Degree Requirements)
-

College of Occupational Therapy

- Occupational Therapy Doctorate (OTD Degree Requirements)

College of Physical Therapy

- Doctor of Physical Therapy (DPT Degree Requirements)

College of Clinical Psychology

- Doctor of Psychology in Clinical Psychology (PsyD Degree Requirements)
-

Graduate School of Counseling

- Graduate Counselor Programs
-

Behavioral and Health Science Course Descriptions

Master of Medical Science

Overview

The George Fox University 112-credit, 6 continuous semester, Physician Assistant (PA) program awards a Master of Medical Science (MMSc) degree. New cohorts begin every January. Classes are held in person at the university's Newberg campus and affiliated clinic sites.

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 MMSc PA program comes from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Accreditation Review Commission on Education for the PA

The ARC-PA has granted Accreditation-Provisional status to the George Fox University Master of Medical Science – Physician Assistant Program sponsored by George Fox University. 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. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-george-fox-university.

Degree Outcomes

The 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. The Competencies were subsequently nationally adopted and intended to serve as a "map" for both the development and the maintenance of professional competencies inherent to PAs and the PA profession.

Some of the competencies are acquired during the PA education process while others are developed and honed throughout a PA's career. The PA program 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 PA Program 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 PA Program. As a result, the following are the Graduate Competencies for the George Fox MMSc PA Program:

Medical Knowledge (MK): 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:

- **MK:** Demonstrate the ability to effectively recognize, assess, diagnose, and treat patients across the lifespan with a variety of problems to include preventive, emergent, acute, and chronic clinical practice of medicine.

Interpersonal and Communication Skills (ICS): PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, members of the healthcare team, and the healthcare system. Outcome expectations for this competency include:

- **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 (PC): PAs must demonstrate care that is effective, safe, high quality, and equitable; includes patient- and discipline-specific assessment, evaluation, and management. Outcome expectations for this competency include:

- **PC1:** Demonstrate the ability to perform a new or routine follow-up physical exam.
- **PC2:** Demonstrate the ability to effectively work within a patient-centered healthcare team.
- **PC3:** Demonstrate the ability to apply an evidence-based approach to the evaluation and management of patients.

Technical Skills (TS): PAs must demonstrate the ability to obtain informed consent, perform clinical procedures common to primary care, and interpret diagnostic tests. Outcome expectations for this competency include:

- **TS:** Demonstrate skills including but not limited to: venipuncture, intravenous access, injections, wound care, casting and splinting and interpretation of radiographic images, laboratory studies, and ECGs.

Professionalism (P): Professionalism involves prioritizing the interests of those being served above one's own while acknowledging their professional and personal limitations. Additionally, PAs must demonstrate a high level of responsibility, ethical

practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Outcome expectations for this competency include:

- **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.
- **P3:** Demonstrate knowledge and application of intellectual honesty, academic integrity and professional conduct throughout the program.

Admission Requirements

Applicants are evaluated on multiple criteria to include overall academic aptitude, pre-requisite course aptitude, 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 are given as A, B, C and F. Experiential (clinical) course grades are given as Pass or Fail.
The MMSc PA program has an ongoing 'professionalism' grading component. To receive a passing score, students must receive a 73% or higher rating.

Remediation

The goal of remediation is to identify areas of weaknesses or knowledge gaps 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 and complete the Remediation Form, which will be kept in the student's file. In addition, all active remediation processes will be evaluated (for effectiveness and/or adjustment) during each end of semester Academic Progress and Professionalism Committee meetings. Remediation can be looked at in three areas: (1) Didactic, (2) Clinical, and (3) Professionalism.

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 (A3.17f). Students who request and have an approved leave of absence from George Fox University may be required, due to course availability, to resume studies with the subsequent cohort. Any changes to the student's requirements and deadlines for progression in and completion of the program that result from a leave of absence and having to decelerate to the subsequent cohort will

be documented as part of the student's leave of absence plan. In some instances, a student who has previously attended the program and did not complete the program or have an approved leave of absence must reapply. The admissions application will be treated in the same manner as all other applications.

Graduation Requirements

To graduate from the MMSc PA Program and earn a Master of Medical Science degree, students must meet the following:

- Successfully complete all coursework according to program-defined academic standards (cannot have any incomplete or outstanding grades). This is reviewed with the PA Program Advisor at the beginning of Fall II and can be done via Zoom or email if necessary.
- Achieve a minimum cumulative 3.0 GPA
- Successfully pass all components of the summative evaluation/course
- Demonstrate they have met all graduate competencies and learning outcomes
- Be in good professional standing
- Submit a completed graduation application to the Registrar at least two semesters prior to the graduation. Information on graduation can be found at https://www.georgefox.edu/catalog/handbook/academic/graduation/application.html.
- Finally, to graduate, students cannot have any financial or library obligation with George Fox University.

Curriculum Plan

Didactic Year Courses (63 credit hours)

Complete the following:

MMSC 500 Introduction to the PA Profession .5 credit hours
MMSC 502 Research and Evidence-based Medicine .5 credit hours
MMSC 504 Health Care Delivery Systems and Health Policy .5 credit hours
MMSC 506 Ethics and Social and Behavior Science .5 credit hours
MMSC 508 Communication, Counseling and Education Techniques .5 credit hours
MMSC 510 Introduction To Anatomy and Physiology .5 credit hours
MMSC 512 Introduction to Physical Exams .5 credit hours
MMSC 514 Introduction to Pharmacotherapy .5 credit hours
MMSC 520 Behavior Medicine 2 credit hours
MMSC 530 Human Anatomy and Physiology I 2 credit hours
MMSC 532 Human Anatomy and Physiology II 2 credit hours
MMSC 534 Human Anatomy and Physiology III 2 credit hours
MMSC 540 Pathophysiology I 2.5 credit hour
MMSC 542 Pathophysiology II 3 credit hours
MMSC 544 Pathophysiology III 3 credit hours
MMSC 550 Pharmacotherapy and Patient Management I 2.5 credit hour
MMSC 552 Pharmacotherapy and Patient Management II 3 credit hours
MMSC 554 Pharmacotherapy and Patient Management III 3 credit hours
MMSC 560 Clinical Reasoning Problem Based Learning I 7 credit hours
MMSC 562 Clinical Reasoning Problem Based Learning II 9 credit hours

MMSC 564 Clinical Reasoning Problem Based Learning III 9 credit hours
MMSC 570 Clinical Reasoning Problem Based Learning Lab I 1 credit hour
MMSC 572 Clinical Reasoning Problem Based Learning Lab II 1 credit hour
MMSC 574 Clinical Reasoning Problem Based Learning Lab III 1 credit hour
MMSC 580 Global Health and Special Populations I 2 credit hours
MMSC 582 Global Health and Special Populations II 2 credit hours
MMSC 584 Global Health and Special Populations III 2 credit hours

Experiential (Clinical) Year Courses (44 credit hours)

Complete the following:

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

Summative (5 credit hours)

MMSC 690 Summative 5 credit hours

Doctor of Medical Science

Overview

The George Fox University College of Medical Science program offers a 36-credit Doctor of Medical Science (DMSc) degree. New cohorts in the DMSc begin studies every January during the second year in the PA program. Though connected by overlapping course work, the MMSc PA and DMSc programs are separate degree offerings.

The revolutionary development of this dual degree allows for 12 credit hours of advanced-standing credit from your first year of PA school, to be carried over to the DMSc followed by nine credit hours of dual enrollment during your second year, allowing you to complete the degree with just one additional semester of three online classes (15 credit hours) after successful graduation from the MMSc PA program.

Mission

This program seeks to educate and prepare future Physician Assistants (PAs) to become equitable, spiritually-minded, compassionate healthcare leaders with an emphasis on team-based healthcare delivery, collaboration, human diversity, and patient-centered care.

Program Goals

The goals of the Doctor of Medical Science program are to advance the master's level PA in three areas:

1. **Clinical Practice**. Develop PAs with an advanced level of competence and confidence in disaster and global healthcare
2. **Leadership Development**. Equip PAs with advanced skills to become vision-shapers in their local and global healthcare communities
3. **Scholarship**. Broaden the scope and depth of competence in scholarship to promote self-directed, goal-focused, lifelong scholars and competent and compassionate healthcare providers

Program Core Values

1. **Inquiry:** Prepare for community engagement through critical thinking and analysis
2. **Importance:** Understand how knowledge and experience develops skills used in the service of humanity
3. **Impression:** Connect learning to context while overcoming barriers and challenges with the help of others

Graduate Outcomes

The overall program design is based on four interlaced topic areas. These include (1) global health and humanitarian service, (2) medical practice relevant to underserved areas and populations, (3) research and service, and (4) clinical fellowship in an area of interest. Curriculum in each area is based on (1) course learning goals, (2) course

learning outcomes, and (3) course instructional objectives which are linked to each other and the program foundation.

Accreditation

Accreditation for George Fox University's DMSc PA program comes from the Northwest Commission on Colleges and Universities.

The Northwest Commission on Colleges and Universities (NWCCU) is recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA) to accredit postsecondary institutions. NWCCU is incorporated as a legally established, private 501(c)(3) non-profit corporation and accredits institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and British Columbia, along with other domestic and international geographic areas. NWCCU recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Our accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement.

Accreditation or pre-accreditation by NWCCU also qualifies institutions and enrolled students for access to Title IV federal funds to support teaching, research, and student financial aid.

The program's accreditation history can be viewed on the NWCCU website at https://nwccu.org/.

Admission Requirements

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 and DMSc cohort, and no advanced placement options are available.

Grading

Students enrolled in GFU's DMSc 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.
DMSc grades are given as A, B, C and F, including experiential (clinical) course grades

Graduation Requirements

In order to graduate with a master of medical science

- Satisfactorily complete a minimum of 36 semester hours of the DMSc curriculum with a cumulative GPA of 3.0 or above.
- A grade of B- or above is acceptable completion of any course. See department student handbook for grading policy.
- Successfully pass all the components of the DMSc program.

- Demonstrate they have met all graduate competencies and learning outcomes
- Be in good professional standing.

Curriculum Plan

Courses taken as part of the MMSc PA Program curriculum (12 credit hours)

MMSC 580 Global Health and Special Populations I 2 credit hours
MMSC 582 Global Health and Special Populations II 2 credit hours
MMSC 584 Global Health and Special Populations III 2 credit hours
MMSC 602 Principles of Emergency Medicine 3 credit hours
MMSC 600 Principles of General Surgery 3 credit hours

Courses taken during year 2 of the PA Program (9 credit hours)

DMSC 730 Applied Research Project I 2 credit hours
DMSC 732 Applied Research Project II 2 credit hours
DMSC 734 Applied Research Project III 2 credit hours
DMSC 740 Applied Research Project Practicum 3 credit hours

Courses taken after PA Program graduation (15 credit hours)

DMSC 750 Disaster Medicine 3 credit hours
DMSC 760 Tropical Medicine 3 credit hours
DMSC 770 Doctoral Practicum 9 credit hours

School Social Work Licensure Preparation Program

Overview

School Social Work Licensure Preparation Program is offered for students who have already completed an MSW program from a CSWE accredited school.

Degree Outcomes

Students completing this program will:

- Meet all the requirements for recommendation to the TSPC (Teacher Standards and Practices Commission) for School Social Work Licensure.
- Demonstrate excellence in applying social work professional judgment and using clinical skills in the K-12 school setting.

Mission Statement

The mission of George Fox University's College 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. The mission of the Standalone SSW program specifically is to prepare candidates for the School Social Worker License. Candidates who complete the program are interdisciplinary leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver school social worker services that demonstrate continuous improvement, and advance the mission of the school.

Admission Requirements

For the Standalone SSW program, the applicant's packet will be considered complete when the following components have been received:

1. A completed online application and application processing fee including an official transcript from the college where the applicant received their MSW.
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. Also, at least one of the recommenders must be a professional reference who had substantial opportunity

to observe the applicant during their MSW practicum placement. Recommenders must submit these directly to the College 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.
5. Copy of MSW final practicum learning agreement, showing competence in each of the nine social work core competencies.

Transfer Credit

For the Standalone SSW program, students may transfer a maximum of 3 semester credits from another CSWE accredited social work program; completed practicum hours/credits cannot be transferred. The MSW Program Director will make decisions about acceptance of transfer of credit upon admission to the program.

Students must have earned a grade of B or better for a course to be considered for transfer. The coursework must have been done within five years prior to the application to the standalone Social Work Licensure Preparation Program at George Fox University.

Graduation Requirements

In order to successfully complete this program and earn recommendation to TSPC for a School Social Work License, the student must:

1. Complete the five required courses with a B (83) or higher.
2. Successfully complete a 800 hour practicum experience in a K-12 school setting with a B (83) or higher. This practicum has a required accompanying seminar.
3. Complete Civil Rights in Educational Environments Modules and pass all included quizzes.

Internship

All students participating in this program must successfully complete a 800 hour practicum experience in a K-12 school setting with a B (83) or higher.

For students who have completed a CSWE accredited MSW program and are currently working in a school setting, the practicum requirement may be waived, but further documentation will be required.

Accreditation

Accreditation for this program is provided by TSPC. The Teacher Standards and Practices Commission maintains and improves performance in the education profession by approving school personnel preparation programs offered by Oregon colleges and universities. The GFU School Social Work Licensure Preparation Program has been approved by the TSPC to recommend students for licensure.

Curriculum Plan

School Social Work Licensure Preparation Program Courses (15 credit hours)

Complete the following:

SWKG 605 Micro Practice/Adv Practice with Individuals and Families 3 credit hours
SWKG 676 Advanced Generalist Practicum Seminar I 4 credit hours
SWKG 677 Advanced Generalist Practicum Seminar II 4 credit hours
SWKG 685 Elective: Children's Issues 2 credit hours
SWKG 685 Elective: School Social Work 2 credit hours

Master of Social Work — Traditional Program

Purpose

The Master of Social Work program offers a 62-semester-hour course of study, and minimum of 1008 hours of practicum. 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). It is the program's goal that students graduate with the ability to conduct themselves ethically as advanced practice social workers, working with diverse and vulnerable populations in a variety of settings. The program offers opportunities for the student to integrate their spirituality and faith within the program's curriculum and understand how this impacts them both personally and professionally.

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 College 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 spirituality and 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 Master of Social Work program is conducted by formal application. Applicants seeking admission must hold a four-year baccalaureate degree from a regionally accredited college or university. Applicants should have a minimum cumulative GPA of 3.0 and have completed prerequisites. 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.
2. An official transcript from each junior college, college, or university in which baccalaureate coursework was taken.
3. Two references:
    - Applicants who are fewer than five years from completing a bachelor's degree: One academic reference and one professional reference.
    - Applicants who are five years or more from completing a bachelor's degree: Two professional references.
4. Professional resume including Social Work-related experience (employment, volunteer, internship and/or other).
5. A two page / 500 word statement of purpose which addresses your readiness for graduate work, what influenced your decision to pursue a MSW and your professional goals.
6. Sample of scholarly writing from your undergraduate program. Examples include an academic research paper, literature review, report, etc. If scholarly writing is not available, please contact the admissions counselor for an alternate option.

Applicants are evaluated based on the admissions criteria specified in the MSW Student Handbook.

Transfer Credit

For the traditional MSW Program, students may transfer a maximum of 15 semester credits from another CSWE accredited social work program. The MSW Program Director will make decisions about acceptance of transfer of credit upon admission to the program. Practicum credits and practicum hours will not be transferred. Students must have earned a grade of B or better for a course to be considered for transfer. The coursework must have been done within five years prior to the award of the master's degree from George Fox University. The complete transfer credit policy is outlined in the MSW Student Handbook.

Residence Requirements

Of the 62 credit hours required for the traditional Master of Social Work program, a minimum of 47 credit hours must be taken 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 program 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 (73) for all academic courses taken.
- Earn a grade of B (83) or higher in all Practicum Seminar courses.
- Earn no more than two "C" grades (73-79) in the program.
- Complete a 448-hour supervised Generalist practicum and a 560-hour supervised Advanced Generalist practicum in an agency setting approved by the College of Social Work.
- Completion of all degree requirements within six (6) years of matriculation.

Curriculum Plan

Generalist Courses (30 credit hours)

Complete the following:

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

Advanced Generalist Courses (32 credit hours)

Complete the following:

SWKG 601 Advanced Clinical Practice 3 credit hours
SWKG 605 Micro Practice/Adv Practice with Individuals and Families 3 credit hours

SWKG 606 Mezzo Practice/Adv Practice with Groups 3 credit hours
SWKG 607 Macro Practice/Adv Practice with Communities 3 credit hours
SWKG 647 Research for Evidence Based Practices 2 credit hours
SWKG 648 Applied Social Work Research: Evaluation of Practice 2 credit hours
SWKG 676 Advanced Generalist Practicum Seminar I 4 credit hours
SWKG 677 Advanced Generalist Practicum Seminar II 4 credit hours
SWKG 685 Elective 2 credit hours
SWKG 685 Elective 2 credit hours
SWKG 685 Elective 2 credit hours
SWKG 699 Supervision, Management and Leadership 2 credit hours

Optional School Social Work Licensure Preparation Program

Students have the option to complete an optional School Social Work Licensure Preparation Program. The required coursework is built into the MSW program. Students should complete the specific SWKG 685 courses below for the Elective requirement for the MSW degree.

- SWKG 685 School Social Work Elective: Children's Issues
- SWKG 685 Social Work Elective: School Scoial Work

Additional requirements can be viewed on the School Social Work Licensure Preparation Program catalog page.

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 practicum. 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). It is the program's goal that students graduate with the ability to conduct themselves ethically as advanced practice social workers, working with diverse and vulnerable populations in a variety of settings. The program offers opportunities for the student to integrate their spirituality and faith within the program's curriculum and understand how this impacts them both personally and professionally.

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 College 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 spirituality and 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 Master of Social Work Advanced Standing program is conducted by formal application. Applicants seeking admission to the Advanced Standing program must hold an undergraduate degree in social work from a program accredited by the Council on Social Work Education. Applicants should have a minimum cumulative GPA of 3.0 and have completed prerequisites. Completion of the undergraduate degree no more than five years prior to application. No other degrees or life experience can be substituted for this requirement. 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.
2. Official transcripts from all colleges attended.
3. Two references:
    - One from either the undergraduate program director or field faculty. (If they are no longer available or would not be able to write a knowledgeable reference on your behalf, you may seek a reference from another faculty member within your BSW program.)
    - One professional
4. Professional resume including experience related to social work (employment, volunteer, internship and/or other).
5. A two page / 500 word statement of purpose which addresses your readiness for graduate work, what influenced your decision to pursue a MSW and your professional goals.
6. Sample of scholarly writing from your undergraduate program. Examples include an academic research paper, literature review, report, etc. If scholarly writing is not available, please contact the admissions counselor for an alternate option.
7. A copy of the field education evaluation from the baccalaureate social work field experience(s) documenting satisfactory generalist practice experience and skills.

Applicants are evaluated based on the admissions criteria specified in the MSW Student Handbook.

Transfer Credit

For the MSW Advanced Standing Program students may transfer a maximum of 9 semester credits from another CSWE accredited social work program. The MSW Program Director will make decisions about acceptance of transfer of credit upon admission to the program. Practicum credits and practicum hours will not be transferred. Students must have earned a grade of B or better for a course to be considered for transfer. The coursework must have been done within five years prior to the award of the master's degree from George Fox University. The complete transfer credit policy is outlined in the MSW Student Handbook.

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 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 program 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 (73) for all academic courses taken.
- Earn a grade of B (83) or higher in all Practicum Seminar courses.
- Earn no more than one "C" grades (73-79) in the program.
- Complete a 560-hour supervised Advanced Generalist practicum in an agency setting approved by the College of Social Work.
- Completion of all degree requirements within four (4) years of matriculation.

Curriculum Plan

Advanced Generalist Courses (32 credit hours)

Complete the following:

SWKG 601 Advanced Clinical Practice 3 credit hours
SWKG 605 Micro Practice/Adv Practice with Individuals and Families 3 credit hours
SWKG 606 Mezzo Practice/Adv Practice with Groups 3 credit hours
SWKG 607 Macro Practice/Adv Practice with Communities 3 credit hours
SWKG 647 Research for Evidence Based Practices 2 credit hours
SWKG 648 Applied Social Work Research: Evaluation of Practice 2 credit hours
SWKG 676 Advanced Generalist Practicum Seminar I 4 credit hours
SWKG 677 Advanced Generalist Practicum Seminar II 4 credit hours
SWKG 685 Elective 2 credit hours
SWKG 685 Elective 2 credit hours
SWKG 685 Elective 2 credit hours
SWKG 699 Supervision, Management and Leadership 2 credit hours

Optional School Social Work Licensure Preparation Program

Students have the option to complete an optional School Social Work Licensure Preparation Program. The required coursework is built into the MSW program. Students

should complete the specific SWKG 685 courses below for the Elective requirement for the MSW degree.

- SWKG 685 School Social Work Elective: Children's Issues
- SWKG 685 Social Work Elective: School Social Work

Additional requirements can be viewed on the School Social Work Licensure Preparation Program catalog page.

Occupational Therapy Doctorate (OTD)

Overview

The Occupational Therapy Doctorate (OTD) program consists of a three-year, entry-level professional graduate program that prepares students to be eligible for licensure and entry into contemporary occupational therapy practice. Our program will graduate clinical scholars with entry-level practice and scholarly skills, integrated to support clinical decision-making for optimal client outcomes. Engagement in advanced practice opportunities in underserved communities will add leadership and advocacy skills for clients and the profession. Our faculty are experts in adult physical dysfunction, pediatrics, geriatrics, mental health, and assistive technology.

Mission

The mission of George Fox University's OTD program is to graduate a diverse population of occupational therapy practitioners who have the doctoral level skills necessary to maximize patient function through evidence-based, individualized, person centered care.
Our students will be trained clinical scholars who will analyze human occupation and implement science-driven and evidence-based interventions that promote quality of life for the clients whom they serve.
The graduates will contribute to their profession and to a global society through their compassion, competence, professionalism, moral, and ethical standards.

Accreditation

George Fox University's entry level occupational therapy doctoral degree program has submitted for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number of AOTA is 301-652-AOTA and its web address is acoteonline.org.

The accreditation process consists of a pre-accreditation review, and completion of an on-site evaluation, in order to be granted accreditation status before graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board Certification on Occupational Therapy (NBCOT).

After successful completion of this exam, the individual will be an occupational therapist registered (OTR). Individual states will require licensure in order to practice, however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Degree Outcomes

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A competitive candidate will have an undergraduate degree and prerequisite grade point average of 3.00 or above. Degree and prerequisite(s) may be listed as In Progress.
- **Two** professional letters of recommendation. We encourage one recommendation letter from an Occupational therapist. Recommendation letters from friends and family will NOT be accepted.
- Observation hours are not required
- Interview with the Admissions Committee
- Applications will only be accepted through the OTCAS system. (To apply, please go to: https://otcas.liaisoncas.com/applicant-ux/#/login

Transfer Credit

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

Graduation Requirements

In order to graduate with an Occupational Therapy Doctorate (OTD) degree students must:

- Satisfactorily complete a minimum of 120 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.

The Occupational Therapy Doctorate program is approximately 2.8 years in length (32 months) with 82 semester hours of didactic coursework required as a minimum for graduation, as well as 24 weeks of full-time clinical internships and 14 weeks of Capstone experience. The first year of the program emphasizes didactic study in the scientific foundations and evidence-based practice in occupational therapy and includes a 6 week introduction to level 1 fieldwork experience interwoven into the clinical courses. Students will integrate their didactic knowledge into clinical practice progressing in complexity as they advance through the program.

Grading

The OTD 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 OTD 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 OTD 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 AFWC (Academic Fieldwork Coordinator) and DCC (Doctoral Capstone Coordinator) will assign a grade of "Pass, No Pass or Incomplete" to the Fieldwork Experience and Doctoral Capstone Experience courses. Students are expected to "Pass" the performance by the end of each clinical experience.

Progression and Academic Standing

Students are expected to maintain continuous enrollment throughout the program. For continued matriculation, promotion, and graduation, Occupational Therapy Doctorate 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 fieldwork or capstone experience, they must remediate the failed fieldwork or capstone experience before progressing on to the next more advanced experience. Remediation programs specific to the fieldwork or capstone experience are designed and implemented on a case by case basis and are determined by the circumstances that led to the failure. The AFWC, DCC, 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 training with faculty or professionals with applicable competency.

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..

Remediation

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.

Fieldwork/Capstone Rotations

A significant part of the program consists of a combination of integrated clinical experiences by way of full time fieldwork rotations and capstone experience over over 38 weeks. 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 fieldwork experiences (as well as capstone placements), students are responsible for living and transportation expenses.

Curriculum Plan

First Year Coursework (55 credit hours)

Complete the following:

OTDR 510 Patient/Client Care Management 3 credit hours
OTDR 511 Anatomy Applied to Occupation 5 credit hours
OTDR 512 Occupational Engagement and Theories of Practice 3 credit hours
OTDR 513 Evidence-Informed Practice 3 credit hours
OTDR 514 Domains of Occupational Therapy 3 credit hours
OTDR 521 Scholarly Design 3 credit hours
OTDR 522 Process of Occupational Therapy 4 credit hours
OTDR 523 Conditions Impacting Occupational Performance 4 credit hours
OTDR 524 Human Movement for Occupational Performance 3 credit hours
OTDR 531 Clinical Neuroscience 4 credit hours
OTDR 533 OT Methods I: Assistive Technology 3 credit hours
OTDR 536 Wellness and Health Promotion 3 credit hours
OTDR 631 OTD Seminar 1 1 credit hour
OTDR 632 Clinical Applications of OT in Pediatrics and Adolescence 5 credit hours
OTDR 633 Clinical Applications in Psychosocial and Community Settings 5 credit hours
OTDR 634 Scholarly Implementation & Dissemination 3 credit hours

Second Year Coursework (41 credit hours)

Complete the following:

OTDR 544 OT Methods II: Orthotics, Prosthetics and Modalities 3 credit hours
OTDR 550 Fieldwork IIA 11 credit hours
OTDR 560 Fieldwork IIB 11 credit hours
OTDR 567 Administration and Management 3 credit hours
OTDR 640 OTD Seminar 2 1 credit hour
OTDR 641 Clinical Applications in Adulthood 5 credit hours
OTDR 642 Clinical Applications in Gerontology 5 credit hours
OTDR 653 OTD Seminar 3 1 credit hour
OTDR 664 OTD Seminar 4 1 credit hour

Third Year Coursework (24 credit hours)

Complete the following:

OTDR 643 Scholarship of Practice 3 credit hours
OTDR 670 Doctoral Capstone Project 2 credit hours
OTDR 672 Leadership and Advocacy 3 credit hours
OTDR 673 Residency 1 Experiential Component 4 credit hours
OTDR 683 Residency 2 Experiential Component 12 credit 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 a kinesiology 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 2.5 years in length (28 months) with 90 semester hours of didactic coursework required as a minimum for graduation, as well as 33 weeks of full-time clinical education experiences. The first year of the program emphasizes didactic study in the scientific foundations and evidence-based practice in physical therapy and includes a 6 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 a combination of integrated clinical experiences and full time clinical training over 37 weeks. Students should be prepared to participate in clinical education experiences outside of the Portland metropolitan area during the clinical education portion of the program. During these out-of-area experiences (as well as other clinical education experiences), 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 127 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 (47 credit hours)

Complete the following:

PDPT 500 Professional Practices in Physical Therapy 2 credit hours
PDPT 503 Basic Patient Care Skills 2 credit hours
PDPT 504 Principles of Motor Control 2 credit hours
PDPT 510 Human Anatomy I 4 credit hours
PDPT 511 Human Anatomy II 3 credit hours
PDPT 520 Biomechanics and Kinesiology I 3 credit hours
PDPT 521 Biomechanics and Kinesiology II 3 credit hours
PDPT 529 Evidence-Based Practice & Clinical Decision Making 3 credit hours
PDPT 531 Neuroscience 4 credit hours
PDPT 540 Therapeutic Modalities 2 credit hours
PDPT 550 Therapeutic Exercise I 2 credit hours
PDPT 551 Therapeutic Exercise II 2 credit hours
PDPT 570 Applied Physiology 3 credit hours
PDPT 573 Pathophysiology 3 credit hours
PDPT 581 Comprehensive Clinical Experience 4 credit hours
PDPT 610 Pharmacology for Physical Therapy 3 credit hours
PDPT 619 Health and Wellness in Physical Therapy 2 credit hours

Second Year Coursework (57 credit hours)

Complete the following:

PDPT 600 Cardiovascular and Pulmonary Therapeutics 3 credit hours
PDPT 611 Medical Surgical and Integumentary Conditions 3 credit hours
PDPT 620 Geriatric Physical Therapy 2 credit hours
PDPT 630 Neurorehabilitation I 4 credit hours
PDPT 631 Neurorehabilitation II 3 credit hours
PDPT 640 Primary Care Physical Therapy 4 credit hours
PDPT 650 Orthopedic Assessment and Rehabilitation I 4 credit hours
PDPT 651 Orthopedic Assessment and Rehabilitation II 4 credit hours
PDPT 660 Prosthetics and Orthotics 2 credit hours
PDPT 670 Pediatric Physical Therapy 3 credit hours
PDPT 680 Clinical Education Experience II 6 credit hours
PDPT 730 Professional Seminar 1 credit hour
PDPT 740 Person-Centered Care in Physical Therapy 3 credit hours
PDPT 750 Profsl Research Proj I 2 hours
PDPT 751 Profsl Research Proj II 2 hours
PDPT 752 Profsl Research Proj III 3 hours
PDPT 780 Clinical Education Experience III 8 credit hours

Third Year Coursework (23 credit hours)

Complete the following:

PDPT 720 Administration in Physical Therapy 3 credit hours
PDPT 770 Special Topics 1 credit hour
PDPT 781 Clinical Internship IV 9 hours
PDPT 782 Clinical Education Experience V 10 credit hours

Doctor of Psychology in Clinical Psychology (PsyD Degree)

Purpose

The Doctor of Psychology in Clinical 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 in Clinical Psychology application form and application fee
- One official transcript from all colleges or universities attended

- Four references (forms provided in the application materials)
- An in-person interview
- GRE may be required

Transfer Credit

Transfer of up to 35 hours of credit is allowed toward the Doctor of Psychology in Clinical 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 in Clinical 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 program for information on eligibility of transfer credit.

Residence Requirements

Of the 125 hours required for the Doctor of Psychology in Clinical 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 in Clinical Psychology program is generally five years in length with 125 semester hours of coursework required as a minimum for graduation. This involves 103 hours of psychology coursework, 12 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.

All students receive foundational training and are given the optional opportunity to couple it with **specialized training** in one of our three tracks. In addition to the requirements of the Generalist Track you must complete the following in each specialized training:

- **Primary Care Psychology** - Primary care psychology is the application of psychological knowledge and principles to common physical and mental health problems experienced by patients and families throughout the lifespan and

presented in primary care. (APA Education Directorate, 2021). This track focuses on the complexity of the biopsychosocial model and includes a series of additional case reports, papers, treatment plans focused on behavioral health issues, and training experiences that allow students to gain more experience in medical models and prepare for competitive health services internships.

- **Child & Adolescent Psychology** - "Clinical child and adolescent psychology is a specialty in professional psychology that develops and applies scientific knowledge to the delivery of psychological services to infants, toddlers, children, and adolescents within their social context." (APA 2020) This track focuses on unique lifespan and population-specific models of development, intervention, and assessment with one of the most complex populations in psychology. It includes a series of additional case reports, papers, treatment plans and modalities (ex. Parent Child interaction therapy - PCIT) , and training experiences that allow students to gain more experience in understanding and treating pediatric populations and family systems, and prepare students for competitive internships in child and adolescent psychology.
- **Psychological Assessment** - Clinical Neuropsychology is a specialty field within clinical psychology, dedicated to understanding the relationships between brain and behavior, particularly as these relationships can be applied to the diagnosis of brain disorder, assessment of cognitive and behavioral functioning and the design of effective treatment. (APA Education Directorate, 2008). Psychodiagnostic and Neuropsychological Assessment are capstone skills of doctoral level psychologists, and this track is dedicated to further enhancing the foundational knowledge and ability to use these skills across a wide array of settings, including forensic, medical, school, and community health. This track focuses on enhanced administration, synthesis, and communication of assessment findings to further enhance treatment and outcomes. It includes a series of unique assessments, papers, evidence based treatment plans and recommendations, and training experiences that allow students to gain more experience in comprehensive diagnostic and neuropsychological assessment. These experiences and enhanced knowledge help to prepare students for competitive internships with assessment focus.

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 62 hours of coursework, including 52 hours of psychology coursework, 7 hours of which are Faith Integration coursework, and 6 hours of clinical training. Two hours of Research Vertical Team/ Dissertation are also required.

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 in Clinical 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

Foundations Sequence (17 credit hours)

Complete the following:

PSYD 501 Theories Of Pers/Psychotherapy 3 credit hours
PSYD 502 Psychopathology 3 credit hours
PSYD 503 Learning, Cognition & Emotion 3 credit hours
PSYD 504 Social Psychology 2 credit hours
PSYD 505 Lifespan Development 3 credit hours
PSYD 509 Bio Basis Behavior 3 credit hours

Required for Master's Degree: PSYD 501, 502, 503, 504, 505

Diversity Sequence (10 credit hours)

PSYD 708 Diversity I: Concepts and Foundations 2 credit hours
PSYD 507 Diversity II: History & Systems of Psych 3 credit hours

PSYD 709 Diversity III: Clinical Application 3 credit hours
PSYD 710 Diversity IV: Advocacy and Advanced Concepts 2 credit hours

Required for Master's Degree: PSYD 507, 708

Research Sequence (9 credit hours)

Complete the following:

PSYD 511 Psychometrics 3 credit hours
PSYD 512 Statistics 3 credit hours
PSYD 513 Research Design 3 credit hours

Required for Master's Degree: PSYD 511, 513

Assessment Sequence (10 credit hours)

Complete the following:

PSYD 521 Personality Assessment 3 credit hours
PSYD 557 Cognitive Assessment: Adult 2 credit hours
PSYD 558 Cognitive Assessment: Child & Adolescent 2 credit hours

Choose one of the following:

PSYD 520 Neuropsychological Assessment 3 credit hours
PSYD 524 Comprehensive Psych Assessment 3 credit hours

Required for Master's Degree: PSYD 521, 557, 558

Psychotherapy Sequence (15 credit hours)

Complete the following:

PSYD 530 Clinical Foundations I 3 credit hours
PSYD 531 Clinical Foundations II 3 credit hours
PSYD 551 Psychodynamic Psychotherapy 3 credit hours
PSYD 552 Cognitive/Behav Psychotherapy 3 credit hours
PSYD 563 Family Therapy in a Diverse Culture 3 credit hours

Required for Master's Degree: PSYD 530, 531, 551, 552

Integration Sequence (12 credit hours)

Complete the following:

PSYD 571 Integrative Approaches To Psyc 3 credit hours
PSYD 579 Spirit & Rel Issues in Psych 2 credit hours
PSYD 616 Spiritual Formation 1 1 credit hour
PSYD 630 Integrative Topics 1 3 credit hours
PSYD 631 Integrative Topics 2 3 credit hours

Required for Master's Degree: PSYD 571, 616, 630

Professional Development Sequence (9 credit hours)

Complete the following:

PSYD 517 Ethics For Psychologists 3 credit hours
PSYD 518 Professional Issues 2 credit hours
PSYD 591 Consult, Educ & Prog Eval I 1 credit hour
PSYD 592 Consult, Educ & Prog Eval II 1 credit hour
PSYD 593 Superv & Manag of Psyc Serv I 1 credit hour
PSYD 594 Superv & Manag of Psyc Serv II 1 credit hour

Required for Master's Degree: PSYD 517

Clinical Training Sequence (18 credit hours)

Complete the following:

PSYD 532 Practicum I 3 credit hours
PSYD 533 Practicum I 3 credit hours
PSYD 535 Practicum II 3 credit hours
PSYD 536 Practicum II 3 credit hours
PSYD 538 Preinternship 3 credit hours
PSYD 539 Preinternship 3 credit hours

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

Dissertation Research (10 credit 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 1-5 credit hour

Required for Master's Degree: two credits 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 credit hours

Clinical Psychology Electives (15 credit hours)

Complete 15 hours from any elective offering in the curriculum.

PSYD 510 Psychopharmacology 2 credit hours
PSYD 516 Child and Adolescent Treatment 2 credit hours
PSYD 523 Projective Assessment 2 credit hours
PSYD 526 Child & Adolescent Assessment 2 credit hours

PSYD 556 Contemporary Psychoanalytic Therapy 2 credit hours
PSYD 561 Group Psychotherapy 1-3 credit hour
PSYD 575 Neuropsychological Topics 2 credit hours
PSYD 581 Human Sexuality/Sexual Dysfunc 2 credit hours
PSYD 582 Substance Abuse 2 credit hours
PSYD 585 Selected Topics 1-3 credit hour
PSYD 587 Health Psychology 1-3 credit hour
PSYD 632 Advanced Integrative Topics 2 credit hours
PSYD 701 Foundations of Primary Care Psychology 2 credit hours
PSYD 702 Advanced Primary and Specialty Care Psychology 2 credit hours
PSYD 703 Trauma Treatment in Clinical Practice 2 credit hours
PSYD 704 Pediatric Psychology 2 credit hours
PSYD 706 Child Neuropsychology 2 credit hours
PSYD 707 Trauma Work Consultation Group 1 credit hour
PSYD 711 Risk Assessment 2 credit hours

Clinical Internship (24 credit hours)

Complete the following:

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

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
- Postgraduate Certificate in Trauma-Informed Care
- 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
- School Counseling Licensure Preparation Program

Course Descriptions

Masters (MA) in Clinical Mental Health Counseling

Purpose

The MA in Clinical Mental Health Counseling program is designed for people 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

GSC Mission:

The Graduate School of Counseling is grounded in and shaped by our commitment to an integrated understanding of the Christian faith and mental health that embraces diversity and promotes justice. We train graduate level mental health professionals who work in community, private practice, and school settings. Through rigorous academic and clinical training we foster the personal and professional development of students with the goal of promoting relational, psychological, academic, physical, and spiritual well-being.

Graduates will:

- Demonstrate and articulate an understanding of professional identity and ethical practice as a clinical mental health counselor
- Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to clinical mental health counseling
- Demonstrate knowledge and articulate an understanding of career development as it pertains to clinical mental health counseling
- Demonstrate the effective group counseling facilitation and development in a multicultural society
- Demonstrate and articulate an understanding and competence in individual and group approaches ot assessments and evaluation as a clinical mental health counselor
- Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in the field 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 knowledge and application of effective strategies for counseling prevention and intervention and treatment planning
- Demonstrate clinical competence as a counseling intern, including the skills and practices of assessment, diagnosis, treatment, termination, documentation, and ethical practice
- Articulate how personal faith informs one's identity and practice as a clinical mental health counselor
- Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology
- Demonstrate application of skill in recognizing one’s own limitations as a professional counselor (seeking supervision, self-evaluation, and self-care)
- Demonstrate personal awareness, theoretical knowledge and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice

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 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 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.

Digital Track Students

Digital Synchronous track students admitted to the GSC in Fall 2024 and beyond are required to complete two Residency Events.

Residency I

Early in the Fall term of a Digital Synchronous track student's first year in the GSC, the student will travel to Portland to attend a 2-day Residency I event.

Requirement: Completion of this Fall-only event is required prior to enrolling in all future GSC courses. Completion of the event is noted on the student’s transcript. If a first-year Digital Synchronous track student cannot attend Residency I (attendance in full), additional coursework is postponed until the following Fall.

Purpose:

Residency I is the foundational first-year experience to prepare Digital Synchronous track students for their educational program. This includes building deeper levels of understanding and trust that are required for meaningful and substantive online engagement.

Goals:

- To feel welcomed as a GSC student, and as part of the larger GFU community;

- To gain a deeper understanding of the nature of a mental health care provider within the counseling professions, and the academic commitment required to practice safely and effectively;
- To have an understanding of the social and emotional growth process required of GSC students in order to practice safely and effectively as mental health providers within the counseling professions; and
- To leave Residency I feeling a sense of connection to and partnership with peers, faculty, and staff.

Program Fee: Residency I requires a student fee and additional financial costs:

- Fee: Contact the GSC for current Academic Year costs. This fee covers 2 nights lodging; select meals; and Residency I activities.
- Additional Costs for the Student: Travel to and from Portland; travel between the hotel, the Portland Center, and other Residency I events; additional lodging if desired; additional meals other than during the 2-day event; other incidentals.

Residency II

During the Spring term preceding the start of the Field Placement year, Digital Synchronous students will attend 3 2-hour small group virtual sessions with their academic advisor or program director as part of the Field Placement application and readiness process.

Requirement:

Completion of this Spring-only event is required prior to enrolling in the Field Placement year. Completion of all three small group virtual events is noted on the student's transcript. If a Digital Synchronous track student cannot attend Residency II (attendance in full), the Field Placement year is postponed until the following year.

Purpose:

Residency II is designed to provide both a check-in time for students, as well as targeted coaching for Digital Synchronous track students as they prepare to embark on the most challenging aspect of their degree program. The small group environment will focus on charting personal and professional growth thus far, as well as strategies for developing the student's Field Placement site.

Goals:

- To complete the Field Placement application process required prior to starting the clinical practice component of their degree program;
- To review and practice skills and strategies for securing a Field Placement setting; and
- To engage in a follow-up self assessment of the student's professional disposition development thus far using an assessment tool they were first introduced to during Residency I and select Year 1 classes.

Program Fee: Residency II does not require any student fees.

Additional Information

Residency I and Residency II details can be found in the Graduate School of Counseling Student Handbook. For specific information about Residency I (dates,

activities, fee), contact the Digital Programs Director (gsc@georgefox.edu; 503-554-6104).

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 700-hour supervised clinical field internship in counseling that meets the currently articulated criteria for such training, with at least 280 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 their current understanding of counseling and applies the same through an analysis of their counseling practice, an evaluation of their strengths, and a three-year professional development plan

Curriculum Plan

Spiritual Integration (4 credit hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 credit hours
GCEP 578 Shame And Grace 1 credit hour

Counseling Core (44 credit hours)

Complete the following:

GCEP 500 Introduction to Systems Theory and Practice 3 credit hours
GCEP 501 Principles and Techniques of Counseling 3 credit hours
GCEP 510 Human Growth & Development 3 credit hours
GCEP 520 Personality and Counseling Theory 3 credit hours
GCEP 522 Advanced Clinical Skills 2 credit hours
GCEP 530 Psychopathology and Appraisal 3 credit hours
GCEP 534 Sexual Issues in the Clinical Setting 2 credit hours
GCEP 539 Introduction to Trauma Informed Practice 2 credit hours
GCEP 540 Professional Orientation 3 credit hours
GCEP 550 Group Theory & Therapy 2 credit hours
GCEP 554 Addictions 2 credit hours
GCEP 566 Research Methods and Statistics 2 credit hours
GCEP 567 Cultural Foundations and Social Justice 3 credit hours

GCEP 570 Lifestyle and Career Development 2 credit hours
GCEP 571 Tests and Assessments 2 credit hours
GCEP 580 Play Therapy: Lifespan Applications 3 credit hours
GCEP 587 Psychopharmacology 1 credit hour
GCEP 600 Clinical Portfolio 1 credit hour
GCEP 597 Treatment Planning I 1 credit hour
GCEP 598 Treatment Planning II 1 credit hour

Electives (3 credit hours)

Complete 3 credits of electives from any additional GCEP or TRMA coursework.

Field Placement (9 credit hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 589, GCEP 591 or GCEP 590, GCEP 592, GCEP 593 beginning with the summer semester of the final year. Students who do not complete their GCEP 589 Clinical Practicum hours may substitute GCEP 590 Practicum Continuation for GCEP 591 Clinical Internship, 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 1 or 2 hours.
GCEP 589 Clinical Practicum 2 credit hours
GCEP 591 Clinical Internship 1 credit hour
GCEP 592 Clinical Internship I 3 credit hours
GCEP 593 Clinical Internship II 3 credit hours

As needed:

GCEP 590 Practicum Continuation 1 hour, as needed
GCEP 594 Clinical Internship Continuation 1-2 hours, as needed

GCEP 590 Practicum Continuation 1 credit hour
GCEP 594 Clinical Internship 2 credit hours

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

Purpose

The MA in Marriage, Couple, and Family Counseling program is designed for people 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

GSC Mission:

The Graduate School of Counseling is grounded in and shaped by our commitment to an integrated understanding of the Christian faith and mental health that embraces diversity and promotes justice. We train graduate level mental health professionals who work in community, private practice, and school settings. Through rigorous academic and clinical training we foster the personal and professional development of students with the goal of promoting relational, psychological, academic, physical, and spiritual well-being.

Graduates will:

- Demonstrate and articulate an understanding of professional identity as a marriage, couple, and family counselor
- Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to marriage, couple, and family counseling
- Demonstrate knowledge and articulate an understanding of career development as it pertains to marriage, couple, and family counseling
- Demonstrate the effective group counseling facilitation and development in a multicultural society
- Demonstrate and articulate an understanding and competence in individual and group approaches ot assessments and evaluation as a marriage, couple, and family counselor
- Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in the field 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 an examination of personal values
- Within a systemic context (couples, marriages, and families) demonstrate knowledge and application of effective strategies for counseling prevention and intervention and treatment planning
- Within a systemic framework (couples, marriages, and families) 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 of working within a systemic framework
- Articulate how personal faith informs one's identity and practice as a marriage, couple and family counselor
- Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology
- Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation, and self-care)
- Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family and group counseling and advocacy
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice

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 64 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 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 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 64 semester hours of course work required as a minimum for graduation. Of those hours, 4 are in prescribed spiritual integration courses, 31 in prescribed counseling courses, 17 in the area of specialization, and 9 in field experience 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.

Digital Track Students

Digital Synchronous track students admitted to the GSC in Fall 2024 and beyond are required to complete two Residency Events.

Residency I
Early in the Fall term of a Digital Synchronous track student's first year in the GSC, the student will travel to Portland to attend a 2-day Residency I event.

Requirement: Completion of this Fall-only event is required prior to enrolling in all future GSC courses. Completion of the event is noted on the student’s transcript. If a first-year Digital Synchronous track student cannot attend Residency I (attendance in full), additional coursework is postponed until the following Fall.
Purpose:
Residency I is the foundational first-year experience to prepare Digital Synchronous track students for their educational program. This includes building deeper levels of understanding and trust that are required for meaningful and substantive online engagement.
Goals:

- To feel welcomed as a GSC student, and as part of the larger GFU community;
- To gain a deeper understanding of the nature of a mental health care provider within the counseling professions, and the academic commitment required to practice safely and effectively;
- To have an understanding of the social and emotional growth process required of GSC students in order to practice safely and effectively as mental health providers within the counseling professions; and
- To leave Residency I feeling a sense of connection to and partnership with peers, faculty, and staff.

Program Fee: Residency I requires a student fee and additional financial costs:

- Fee: Contact the GSC for current Academic Year costs. This fee covers 2 nights lodging; select meals; and Residency I activities.
- Additional Costs for the Student: Travel to and from Portland; travel between the hotel, the Portland Center, and other Residency I events; additional lodging if desired; additional meals other than during the 2-day event; other incidentals.

Residency II

During the Spring term preceding the start of the Field Placement year, Digital Synchronous students will attend 3 2-hour small group virtual sessions with their academic advisor or program director as part of the Field Placement application and readiness process.

Requirement:

Completion of this Spring-only event is required prior to enrolling in the Field Placement year. Completion of all three small group virtual events is noted on the student's transcript. If a Digital Synchronous track student cannot attend Residency II (attendance in full), the Field Placement year is postponed until the following year.

Purpose:

Residency II is designed to provide both a check-in time for students, as well as targeted coaching for Digital Synchronous track students as they prepare to embark on the most challenging aspect of their degree program. The small group environment will focus on charting personal and professional growth thus far, as well as strategies for developing the student's Field Placement site.

Goals:

- To complete the Field Placement application process required prior to starting the clinical practice component of their degree program;
- To review and practice skills and strategies for securing a Field Placement setting; and
- To engage in a follow-up self assessment of the student's professional disposition development thus far using an assessment tool they were first introduced to during Residency I and select Year 1 classes.

Program Fee: Residency II does not require any student fees.

Additional Information

Residency I and Residency II details can be found in the Graduate School of Counseling Student Handbook. For specific information about Residency I (dates, activities, fee), contact the Digital Programs Director (gsc@georgefox.edu; 503-554-6104).

Graduation Requirements

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

- Satisfactorily complete a minimum of 64 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 field experience in marriage and family therapy that meets the currently articulated criteria for such training, with at least 280 hours of direct client contact (120 hours required with couples and families; 160 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 (4 credit hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 credit hours
GCEP 578 Shame And Grace 1 credit hour

Counseling Core (31 credit hours)

Complete the following:

GCEP 501 Principles and Techniques of Counseling 3 credit hours
GCEP 510 Human Growth & Development 3 credit hours
GCEP 520 Personality and Counseling Theory 3 credit hours
GCEP 530 Psychopathology and Appraisal 3 credit hours
GCEP 539 Introduction to Trauma Informed Practice 2 credit hours
GCEP 540 Professional Orientation 3 credit hours
GCEP 550 Group Theory & Therapy 2 credit hours
GCEP 554 Addictions 2 credit hours
GCEP 566 Research Methods and Statistics 2 credit hours
GCEP 567 Cultural Foundations and Social Justice 3 credit hours
GCEP 570 Lifestyle and Career Development 2 credit hours
GCEP 571 Tests and Assessments 2 credit hours
GCEP 587 Psychopharmacology 1 credit hour

Marriage/Family Specialization (17 credit hours)

Complete the following:

GCEP 500 Introduction to Systems Theory and Practice 3 credit hours
GCEP 514 Couple Therapy 3 credit hours
GCEP 524 Family Therapy 3 credit hours
GCEP 534 Sexual Issues in the Clinical Setting 2 credit hours
GCEP 580 Play Therapy: Lifespan Applications 3 credit hours
GCEP 597 Treatment Planning I 1 credit hour
GCEP 598 Treatment Planning II 1 credit hour
GCEP 600 Clinical Portfolio 1 credit hour

Electives (3 credit hours)

Complete 3 credits of electives from any additional GCEP or TRMA coursework.

Field Placement (9 credit hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 589, GCEP 591 or GCEP 590, GCEP 592, GCEP 593 beginning with the summer semester of the final year. Students who do not complete their GCEP 589 Clinical Practicum hours may substitute GCEP 590 Practicum Continuation for GCEP 591 Clinical Internship, 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 1 or 2 hours.
GCEP 589 Clinical Practicum 2 credit hours
GCEP 591 Clinical Internship 1 credit hour
GCEP 592 Clinical Internship I 3 credit hours
GCEP 593 Clinical Internship II 3 credit hours

As needed:

GCEP 590 Practicum Continuation 1 credit hour
GCEP 594 Clinical Internship 2 credit 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.

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 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 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. GSC 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 credit hours)

Complete the following:

GCEP 500 Introduction to Systems Theory and Practice 3 credit hours
GCEP 530 Psychopathology and Appraisal 3 credit hours
GCEP 540 Professional Orientation 3 credit hours
GCEP 554 Addictions 2 credit hours
GCEP 561 Spirituality and Clinical Praxis 3 credit hours
GCEP 587 Psychopharmacology 1 credit hour

Marriage and Family Therapy Courses (14 credit 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 credit hours
GCEP 524 Family Therapy 3 credit hours
GCEP 534 Sexual Issues in the Clinical Setting 2 credit hours
GCEP 580 Play Therapy: Lifespan Applications 3 credit hours

GCEP 597 Treatment Planning I 1 credit hour
GCEP 598 Treatment Planning II 1 credit hour

Electives (1 credit hour)

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

Clinical Internship (6 credit 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 credit hours
GCEP 593 Clinical Internship II 3 credit hours

Postgraduate Certificate in Trauma-Informed Care

Purpose

The Postgraduate Certificate in Trauma-Informed Care 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 Postgraduate Certificate in Trauma-Informed Care 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.

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 Postgraduate Certificate in Trauma-Informed Care. 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 Postgraduate Certificate in Trauma-Informed Care 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.

Residence Requirements

Of the 7 hours required for the Postgraduate Certificate in Trauma-Informed Care, 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 Postgraduate Certificate in Trauma-Informed Care can be completed in 1 to 5 years with 7 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 Postgraduate Certificate in Trauma-Informed Care program students must:

- Satisfactorily complete a minimum of 7 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: Foundations in Trauma-Informed Theory and Practice (3 credit hours)

Complete the following:

TRMA 503 Grief and Loss Across the Lifespan 1 credit hour
TRMA 539 Introduction to Trauma Informed Practice 2 credit hours

Block B: Special Topics in Trauma-Informed Care (3 credit hours)

● Students pursuing the Postgraduate Certificate in Trauma-Informed Care will complete
3 trauma-informed electives.
● All Play Therapy certificate courses (other than GCEP 580) qualify as TRI certificate electives.
● Additional GCEP electives may qualify as TRMA electives depending on course content.
● GCEP / TRMA 539 is a recommended prerequisite unless otherwise noted on the course
schedule.

The following are a list of sample TRI electives. Most electives are rotated on an every-other year basis, and new TRI electives are regularly offered:
TRMA 502 Polyvagel Theory & Practitioner Self-Care 1 credit hour
TRMA 540 Trauma and Social Justice Annual Conference 1 credit hour
TRMA 541 Race and Trauma 1 credit hour
TRMA 542 Ethical and Legal Considerations in Telehealth Practice 1 credit hour
TRMA 544 Trauma-Informed Treatment with Adult Survivors of Sexual Abuse 1 credit hour
TRMA 560 Trauma-Informed Cognitive Behavioral Therapy Applications 1 credit hour
TRMA 582 Principles and Practices in Disaster Mental Health 1 credit hour

Block C: Capstone Project (1 credit hour)

Complete the following:

A research- or clinically-based project congruent with the student's career objectives. GCEP / TRMA 539 is a required prerequisite. TRMA 503 and one additional TRMA elective are recommended prerequisites. Students interested in earning the postgraduate certificate in trauma-informed care are encouraged to meet with the TRI director in their first term of studies to begin identifying capstone project interests.

TRMA 571 Capstone Project 1 credit 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 Postgradaute Certificate in Trauma-Informed Care 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.

Residence Requirements

All 35 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 35 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, 4 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 35 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 (4 credit hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 credit hours
GCEP 578 Shame And Grace 1 credit hour

Counseling Core (25 credit hours)

Complete the following:

GCEP 500 Introduction to Systems Theory and Practice 3 credit hours
GCEP 501 Principles and Techniques of Counseling 3 credit hours
GCEP 510 Human Growth & Development 3 credit hours

GCEP 520 Personality and Counseling Theory 3 credit hours
GCEP 530 Psychopathology and Appraisal or GCEP 504 Chld and Adolescent Disorders or Counseling Core 3 hours
GCEP 534 Sexual Issues in the Clinical Setting 2 credit hours
GCEP 554 Addictions 2 credit hours
GCEP 566 Research Methods and Statistics 2 credit hours
GCEP 567 Cultural Foundations and Social Justice 3 credit hours
GCEP 587 Psychopharmacology 1 credit hour

Electives (6 credit 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 people 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

GSC Mission:

The Graduate School of Counseling is grounded in and shaped by our commitment to an integrated understanding of the Christian faith and mental health that embraces diversity and promotes justice. We train graduate level mental health professionals who work in community, private practice, and school settings. Through rigorous academic and clinical training we foster the personal and professional development of students with the goal of promoting relational, psychological, academic, physical, and spiritual well-being.

Graduates will:

- Demonstrate and articulate an understanding of professional identity and ethical practice as professional school counselors that blends the roles of mental health professional and educational leader
- Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to school counseling
- Demonstrate the awareness, knowledge, and skills to effectively work with all students, K-12, to advance their college and/or career readiness
- Demonstrate effective group counseling facilitation and development in a multicultural society
- Demonstrate and articulate an understanding of and competence in individual and group approaches to assessments and evaluation as a school counselor
- Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in the field of school 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 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 cross-cultural sensitivity for all students' holistic well-being at individual and systemic levels
- 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
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- 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
- Articulate how personal faith informs one's identity and practice as a professional school counselor
- Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology
- Demonstrate application of skill in recognizing one's own limitations as a professional school counselor (seeking supervision, self-evaluation, and self-care)
- Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling advocacy
- Demonstrate the Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Receive their Oregon School Counselor License and be eligible to pursue licensure as a professional counselor (LPC) in the State of Oregon. LPC Licensure statutes can be found at the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT). These statutes outline requirements for: a) education, b) exam, and c) post-master's experience under supervision.

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 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 62 hours required for the MA in School Counseling program (60 for Track I students), a minimum of 43 hours (41 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 (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 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 62 semester hours of course work (60 for Track I students) required as a minimum for graduation. Of those hours, 3 are in spiritual integration coursework, 27 in core counseling courses, 21 in prescribed school counseling core courses (21 for Track I students plus 3 pre-approved elective credits), 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. 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 60 semester hours (62 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 I only)* Complete 3 elective credits prior to Internship that are pre-approved by the School Counseling Program Director
- *(Track II only)* Complete a minimum of 100 supervised hours in a teaching practicum, including a minimum of 38 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 their current understanding of school counseling and applies the same through an analysis of their counseling practice, an evaluation of their strengths, and a three-year professional development plan

Curriculum Plan

Spiritual Integration (3 credit hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 credit hours

Counseling Core (30 credit hours)

Complete the following:

GCEP 500 Introduction to Systems Theory and Practice 3 credit hours
GCEP 501 Principles and Techniques of Counseling 3 credit hours
GCEP 510 Human Growth & Development 3 credit hours
GCEP 520 Personality and Counseling Theory 3 credit hours
GCEP 530 Psychopathology and Appraisal 3 credit hours
GCEP 550 Group Theory & Therapy 2 credit hours
GCEP 554 Addictions 2 credit hours
GCEP 566 Research Methods and Statistics 2 credit hours
GCEP 567 Cultural Foundations and Social Justice 3 credit hours
GCEP 571 Tests and Assessments 2 credit hours
GCEP 587 Psychopharmacology 1 credit hour

School Counseling Core (18 credit hours)

Complete the following:

GCEP 502 School Counseling Clinical Practicum 3 credit hours
GCEP 503 Risk & Resiliency in Youth 3 credit hours
GCEP 504 Childhood and Adolescent Disorders 2 credit hours
GCEP 505 Foundations in School Counseling 3 credit hours
GCEP 509 Lifestyle and Career Development 2 credit hours
GCEP 511 Ethical and Legal Issues 3 credit hours
GCEP 518 Treatment Planning II 1 credit hour
GCEP 519 School Counseling Portfolio 1 credit hour
GCEP 568 Action Research Design I 1 credit hour
GCEP 569 Action Research Design II 1 credit hour

Electives for Track I students (3 credit hours)

Additional School Counseling Core Courses for Track II students (5 credit hours)

Complete the following:

These courses are required for Track II students only.
GCEP 506 Classroom Teaching and Learning 2 credit hours
GCEP 507 Teaching Practicum 3 credit hours

Field Placement (6 credit hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 515, GCEP 517 beginning with the fall semester of the final year.
GCEP 515 School Counseling Internship I 3 credit hours
GCEP 517 School Counseling Internship II 3 credit 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 100 clock hours in a regular classroom in a public or approved private school per TSPC guidelines. It must include a minimum of 38 clock hours of full responsibility for teaching and classroom management.

School Counseling Licensure Preparation Program

Purpose

The School Counseling Licensure Preparation Program is designed for people 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 lessons, 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 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 GSC faculty committee to verify completion of the following prerequisite courses:

Prerequisite Coursework (13 hours)	
GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 504 Child and Adolescent Disorders	2
GCEP 550 Group Theory and Therapy	2
GCEP 554 Addictions	2
GCEP 567 Cultural Foundations and Social Justice	3
GCEP 587 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 10 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.

Residence Requirements

Of the 34 hours required for the School Counseling Licensure Preparation Program, a minimum of 21 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 School Counseling Licensure Preparation Program is generally 2 to 3 years in length with 34 semester hours of course work required as a minimum for graduation. Of those credit hours, 3 are in spiritual integration coursework, 25 in prescribed school counseling core courses (which includes a 100-hour teaching practicum), and 600 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. For more specific information please refer to the student handbook.

Completion Requirements

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

- Satisfactorily complete a minimum of 34 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 100 supervised hours in a teaching practicum, including a minimum of 38 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 their current understanding of school counseling and applies the same

through an analysis of their counseling practice, an evaluation of their strengths, and a three-year professional development plan.

Curriculum Plan

Spiritual Integration (3 credit hours)

Complete the following:

GCEP 561 Spirituality and Clinical Praxis 3 credit hours

School Counseling Core (25 credit hours)

Complete the following:

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

Clinical Internship (6 credit hours)

Complete the following:

Note: Students are expected to follow the sequence GCEP 515, GCEP 517 beginning with the fall semester of the final year.
GCEP 517 School Counseling Internship II 3 credit 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 100 clock hours in a regular classroom in a public or approved private school per TSPC guidelines. It must include a minimum of 38 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.

College of Behavioral and Health Sciences Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
DMSC	Doctorate of Medical Science
GCEP	Counseling
MMSC	Master of Medical Science
PDPT	Physical Therapy
PSYD	Doctor of Psychology
SWKG (500-698)	Social Work
TRMA	Trauma-Informed Care

DMSC Course Descriptions

DMSC 730 Applied Research Project I

2 credit hours

This course exposes DMSc students to issues related to underserved and diverse populations, locally and abroad. The course encourages (1) student awareness of the interdependence of health and social issues and (2) awareness of resources available to underserved and diverse populations. In addition, the course helps students identify their community values and view while expanding on ethical care in underserved populations and areas. This project facilitates integration of George Fox's mission by providing service to a community in need.

DMSC 732 Applied Research Project II

2 credit hours

This course continues where ARP I stopped, exposing DMSc students to issues related to underserved and diverse populations, locally and abroad. The course encourages
(1) student awareness of the interdependence of health and social issues and (2) awareness of resources available to underserved and diverse populations. In addition, the course helps students identify their community values and view while expanding on ethical care in underserved populations and areas. This project facilitates integration of George Fox's mission by providing service to a community in need.

DMSC 734 Applied Research Project III

2 credit hours

This course continues where ARP II stopped, exposing DMSc students to issues related to underserved and diverse populations, locally and abroad. The course encourages
(1) student awareness of the interdependence of health and social issues and (2) awareness of resources available to underserved and diverse populations. In addition, the course helps students identify their community values and view while expanding on ethical care in underserved populations and areas. This project facilitates integration of George Fox's mission by providing service to a community in need.

DMSC 740 Applied Research Project Practicum

3 credit hours

The Humanitarian Service Practicum is the application of the Applied Research Project series and occurs in local underserved areas or populations or in distant population where little to no medical care exists. This may include trips into rural Oregon, inner city Portland, or countries such as Kenya, Nicaragua, the Dominican Republic, and others. Service may focus on preventive medicine such as hygiene, clean accessible water, open fire cooking, etc. Regardless of the group project, this phase only takes place on well researched options that are guided by the course faculty and with clearly defined outcomes that are measurable. This course runs concurrently with the ARP II course.

DMSC 750 Disaster Medicine

3 credit hours

This course educates individuals about disaster preparedness and emergency medical intervention in a disaster setting. Students will learn how to plan, coordinate, and execute a response to a natural (earthquake, flood, tornado, etc.), industrial (explosions,hazardous materials, etc.), and intentional (bombings, shootings, nuclear, biological, chemical, etc.) disaster.

DMSC 760 Tropical Medicine

3 credit hours

This course will provide an in-depth analysis of infectious and tropical disease epidemiology, presentation, treatment, and prevention options. There will also be a discussion of the care of refugees and displaced persons, medical tourism, and traditional healing practices one might encounter.

DMSC 770 Doctoral Practicum

9 credit hours

Students engaged in the DMSc Practicum series will be referred to as a PA Fellow. The Doctoral Practicum provides opportunities for students to develop competent and proficient levels of mastery within their chosen area of medical practice. This will include treatment plans which are patient- centered and inclusive, address medical issues, and reinforce patient education and appropriate consultation and referral. This course can be taken over three semesters or during one semester. If taken over three terms, the PA fellow must complete and submit a minimum of 160 patient encounter hours per term. If taken over one term, the PA fellow must complete and submit a minimum of 480 patient encounter hours per the term.

DMSC 795 Special Study In

.5-3 credit hou

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 Course Descriptions

GCEP 500 Introduction to Systems Theory and Practice

3 credit 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 credit 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 School Counseling Clinical Practicum

3 credit hours

The Clinical Practicum for school counselors contributes to the development of the mental health professional component of a conjoint professional school counselor identity of both mental health professional and educational leader. It is a supervised experiential learning component of the school counseling program as well as a didactic course. As such, students will gain hands-on clinical experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working effectively and with cross-cultural sensitivity with a variety of clients in a school setting. Students will also participate in campus-based group supervision of
the above process. Students will also engage with didactic course content designed to advance students' clinical counseling skills. This content includes communicating the limits of confidentiality, mandatory reporting, the arc of a counseling session, identifying issues, goal setting, termination, immediacy, note taking and case formulation, consultation, referrals, (counter-)transference and boundaries, as well as training in both solution-focused and narrative counseling approaches. Pass/No Pass. Prerequisite: GCEP 501 Principles and Techniques of Counseling. Students must have attended the Practica Orientation.

GCEP 503 Risk & Resiliency in Youth

3 credit 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 areequitable 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.

GCEP 504 Childhood and Adolescent Disorders

2 credit 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 credit 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

2 credit 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 credit 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. This course is intended for students in the School Counseling program only. Prerequisite: GCEP 506

GCEP 509 Lifestyle and Career Development

2 credit 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. This course is intended for students in the School Counseling program only. Prerequisite: GCEP 501; GCEP 505 recommended.

GCEP 510 Human Growth & Development

3 credit 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. This course is intended for Graduate School of Counseling Students only. Pre/Co- requisites for CMHC/MCFC students: GCEP 500 and GCEP 540. Pre-requisites for School Counseling students: GCEP 500

GCEP 511 Ethical and Legal Issues

3 credit hours

This course is preparatory for students' school based internship experience, and is designed to acquaint students with the professional, legal, and ethical issues with which school counselors, school psychologists, and LPCs 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, school psychologist, and LPCs; 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. This course is intended for students in the School Counseling program only. Prerequisite: to be taken summer prior to internship.

GCEP 514 Couple Therapy

3 credit 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. This course is intended for MCFC students. Students from other programs may request permission from the Department. Pre-Requisite: GCEP 500, GCEP 501, GCEP 540

GCEP 515 School Counseling Internship I

3 credit 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 516 Treatment Planning.

GCEP 516 Treatment Planning I

1 credit 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 515.

GCEP 517 School Counseling Internship II

3 credit 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 students in the School Counseling program only. Pre-requisite: GCEP 515

GCEP 518 Treatment Planning II

1 credit 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. For students in the School Counseling program only. Prerequisite: GCEP 516. Corequisite: GCEP 517

GCEP 519 School Counseling Portfolio

1 credit 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
517. Additional course fee required.

GCEP 520 Personality and Counseling Theory

3 credit 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 credit 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. Prerequisites: GCEP 500, 501, GCEP 540.

GCEP 523 Practicum

3 credit hours

This class will provide students with supervised field experiences in school psychology. Group supervision and seminar will take place during scheduled 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. Prerequisites:
GCEP 501 Principles and Techniques of Counseling; GCEP 545 Cognitive Assessment; GCEP 544 Academic Assessment; GCEP 547 Personality & Behavioral Assessment

GCEP 524 Family Therapy

3 credit 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 MCFC students only, others by permission. Prerequisites: GCEP 500, GCEP 501, and GCEP 540.

GCEP 530 Psychopathology and Appraisal

3 credit 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-TR. Biological, psychological, cultural, and systemic factors are considered in the assessment, etiology, and treatment of various disorders. This course is designed for Graduate School of Counseling students. Prerequisites for CMHC/MCFC students: GCEP 500, GCEP 501, and GCEP 540. Prerequisites for School Counseling students: GCEP 500 and GCEP 501.

GCEP 531 Intro to School Psychology

3 credit 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 533 Consultation in the Schools

3 credit hours

This course will introduce the school psychology student to different models of consultation services in the schools. The students will learn about a multi-tiered systems of support for academic and behavioral challenges and the role of the consultant. Through the investigation of the consultation model, students will develop the interpersonal skills to be an effective consultant, learn about the power differentials in a consultative relationship and the unique impact of diverse factors, and explore
the legal and ethical issues pertaining to consultation in schools. At the system-level of consultation, students will explore different approaches to program evaluation and
research and the link to program development and evaluation. Co-requisite: GCEP 523 (exceptions with faculty consent)

GCEP 534 Sexual Issues in the Clinical Setting

2 credit hours

This course is an introduction to working with a client or client system's sexuality and/or sexual concerns in the clinical setting. Students will review aspects of sexual

functioning from a bio-psycho-social and spiritual perspective as best practices in response are explored. This course is for Clinical Mental Health Counseling, Marriage, Couple & Family and MCFC certificate students only. Pre/Corequisite: GCEP 589. Prerequisites: GCEP 500, GCEP 501, GCEP 540

GCEP 539 Introduction to Trauma Informed Practice

2 credit hours

This course provides an introduction to theoretical constructs informing the speciality of traumatology and trauma-informed best practices in response. Students will identify risk and resiliency factors influencing prevention and intervention services that are embedded in the tri-phasic model of recovery. Emphasis is placed on examining the
nature of unmitigated stress and/or trauma, and the role of epigenetic and social-cultural factors in mitigating or increasing vulnerability. Multimodal assessment and response strategies prepare the student for advanced traumatology courses examining various treatment issues in greater depth. Instruction format includes both digital synchronous (via Zoom) and digital asynchronous (via Canvas and/or Google applications) class activities.

GCEP 540 Professional Orientation

3 credit 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. This course is for Clinical Mental Health Counseling, Marriage, Couple & Family and MCFC certificate students only.

GCEP 542 Systems and Diversity in Schools

3 credit 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 credit 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 credit 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 credit 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 credit 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. Prerequisite: GCEP 545 Cognitive Assessment. Co- or pre- requisite: GCEP 544 Academic Assessment

GCEP 547 Personality and Behavioral Assessment

4 credit 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 credit 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 credit 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

2 credit 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. This course is designed for Graduate School of Counseling students. Pre/Corequisite: GCEP 501.

GCEP 551 Program Evaluation Research Designs

2 credit hours

This course teaches the tools needed to evaluate the effectiveness of educational programs and policies. It assumes a basic familiarity with social science research methods and applies those methods to program evaluation. This course informs educational leaders in evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability.

The course focuses on understanding the purposes of evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making. Prerequisites: GCEP 548 Internship in School Psychology I and GCEP 558 Treatment Planning. Co-requisites: GCEP 549 Internship in School Psychology II and GCEP 559 Treatment Planning.

GCEP 554 Addictions

2 credit 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. This course is intended for Graduate Department of Counseling Students. Prerequisites for CMHC/MCFC students: GCEP 500, GCEP 501, and GCEP 540. Prerequisites for School Counseling student: GCEP 500 and GCEP 501.

GCEP 558 School Psychology Portfolio I

1 credit 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 credit 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 credit 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. This course is intended for Graduate School of Counseling Students. Prerequisites for CMHC/MCFC students: GCEP 540. Prerequisites for School Counseling students: none.

GCEP 566 Research Methods and Statistics

2 credit 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 credit 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. This course is intended for Graduate Department of Counseling Students. Prerequisites for CMHC/MCFC students: GCEP 500, GCEP 501, and GCEP 540. Prerequisites for School Counseling student: GCEP 500 and GCEP 501.

GCEP 568 Action Research Design I

1 credit 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 students in School Counseling programs only; others by permission. Corequisite: GCEP 515. Must be taken concurrently.

GCEP 569 Action Research Design II

1 credit 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 students in School Counseling programs
only; others by permission. Prerequisite: 568. Corequisite: GCEP 517. Must be taken concurrently.

GCEP 570 Lifestyle and Career Development

2 credit 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 Clinical Mental Health and Marriage, Couple and Family Counseling students only. Pre/Corequisite GCEP 501.

GCEP 571 Tests and Assessments

2 credit 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 Graduate School of Counseling students.

GCEP 578 Shame And Grace

1 credit 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 580 Play Therapy: Lifespan Applications

3 credit 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 intended for CMHC and

MCFC students only. Pre/Corequisite: GCEP 500, GCEP 540.

GCEP 581 Filial Therapy

2 credit hours

This course covers an introduction to the theory and practice of filial therapy [specifically, the CPRT (Child-Parent Relationship Therapy) model], 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 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
the overall principles and methodology of child-centered play therapy is addressed. Prerequisite: GCEP 580 (Play Therapy) or approval from instructor.

GCEP 582 Sandtray Therapy

1 credit hour

This course will cover an introduction to the theory and practice of sandtray therapy as psychotherapeutic approach and modality of play therapy when working with children, adolescents, adults, couples, and groups. Development of a therapist-client relationship and utilization of sandtray media in the counseling process is emphasized as a means to facilitate expression, self-understanding, and personal growth & development —for both the client and the counselor. Didactic and experiential methods are used. Prerequisite: GCEP 501 or equivalent

GCEP 583 Special Topics in Play Therapy (e.g., Family Play Therapy, Group Play Therapy)

1 credit hour

Special topic in the field of play therapy. Examples include: Family Play Therapy, Group Play Therapy, Neurobiology of Trauma and Play Therapy, Advanced Play Therapy Theory, etc. Prerequisite: GCEP 501 or equivalent

GCEP 585 Seminar In CMHC/MCFC

1-3 credit hour

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 Psychopharmacology

1 credit 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.Recommended pre/corequisite: GCEP 530.

GCEP 589 Clinical Practicum

2 credit 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, GCEP 501, GCEP 510, GCEP 520, GCEP 530, GCEP 540, GCEP 550. GCEP 550 may be taken as a co-requisite. In addition, Clinical Mental Health students are required to have successfully taken GCEP 522 and Marriage Couple and Family students are required to have successfully taken GCEP 514 Couple Therapy. Students must have (a) completed all prerequisites with a grade of B or better, (b) applied and been accepted as an internship candidate, and (c) attended Internship Orientation. INT APP Milestone and approval of field placement is a prerequisite.

GCEP 590 Practicum Continuation

1 credit hour

This course is a continuation of GCEP 589 Clinical Practicum. It 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.

GCEP 591 Clinical Internship

1 credit 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: GCEP 567, INT APP Milestone. Corequisite: GCEP 589

GCEP 592 Clinical Internship I

3 credit 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 567, 589

GCEP 593 Clinical Internship II

3 credit 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 524 and GCEP 592. Co-Requisite: GCEP 598 and GCEP 600

GCEP 594 Clinical Internship

2 credit 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 598.

GCEP 595 Special Study In

.5-3 credit 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 both the faculty member overseeing the study and the department chair.

GCEP 596 Treatment Planning

1 credit 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 credit 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-V-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 credit 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 credit 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-V-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 600 Clinical Portfolio

1 credit 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.

MMSC Course Descriptions

MMSC 500 Introduction to the PA Profession

.5 credit hours

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

MMSC 502 Research and Evidence-based Medicine

.5 credit hours

This course prepares students to interpret and evaluate the medical literature, including its application to individualized patient care. This 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: - Framing of research questions - Sampling methods - Limits of medical research. - Introduction and use of common medical databases

MMSC 504 Health Care Delivery Systems and Health Policy

.5 credit hours

This course covers the following topics: - Health Care Delivery Systems to include (1) Coordinated Care Organizations (CCOs), (2) Rural Health - Health Policy related to Healthcare Workforce - Concepts of Public Health as they Relate to the Role of the Practicing PA to include (1) Role of Health Care Providers in Prevention of Disease and Maintenance of Population Health, (2) Provider Participation in Disease Surveillance, Reporting, and Intervention, (3) Public Health - Reimbursement and Billing - Patient Safety and Medical Errors

MMSC 506 Ethics and Social and Behavior Science

.5 credit hours

This course covers intellectual Honesty and Appropriate Academic Professional Conduct and Medical Ethics.

MMSC 508 Communication, Counseling and Education Techniques

.5 credit hours

This course introduces students to communication and counseling techniques. It covers basics of: - Interpersonal and Communication Skills that result in (1) effective exchange of information and (2) collaboration with patients, their families, and other health care professionals - Interviewing and eliciting a medical history - Counseling and Patient Education that is (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

MMSC 510 Introduction To Anatomy and Physiology

.5 credit 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 credit hours

This course develops skills in patient evaluation to include: Caring for patients of all ages - Interviewing and eliciting a medical history - Performing complete and
focused physical exam - ¿¿Generating a differential diagnosis - Documenting a patient encounter Ordering and interpreting laboratory and diagnostic testing

MMSC 514 Introduction to Pharmacotherapy

.5 credit hours

This course provides an introduction to pharmacotherapy. In addition, the course will cover acute and longitudinal – pharmaceutical and non-pharmaceutical – patient management that is patient centered and inclusive while addressing medical issues, patient education and patient safety.

MMSC 520 Behavior Medicine

2 credit hours

This course covers mental health conditions to include the pathophysiology, neurophysiology, evaluation, diagnosis, detection, and treatment of each. Topics covered include, but are not limited to, abuse and neglect, anxiety disorders, mood disorders, conduct disorders, dissociative disorders, eating disorders, obsessive compulsive disorders, attention deficit, autism, personality disorders, schizophrenia, sleep-wake disorders, somatic symptoms, and trauma-related disorders. In addition, detection and treatment of (1) substance abuse, (2) human sexuality, (3) issues of death, dying and loss, (4) response to illness, injury and stress, (5) principles of violence identification and prevention, and (6) a few additional key psychiatric/behavioral conditions will be covered.

MMSC 530 Human Anatomy and Physiology I

2 credit hours

This course provides an overview of anatomy, physiology, and genetic molecular mechanisms of health and disease as they relate to body system diseases and topics covered in this term.

MMSC 532 Human Anatomy and Physiology II

2 credit 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 in this term.

MMSC 534 Human Anatomy and Physiology III

2 credit 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 540 Pathophysiology I

2.5 credit hour

This course 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 and helps to answer the “why” diseases present the way they do by understanding how diseases alter normal physiology.

MMSC 542 Pathophysiology II

3 credit hours

This course 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 and helps to answer the “why” diseases present the way they do by understanding how diseases alter normal physiology.

MMSC 544 Pathophysiology III

3 credit hours

This course 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 and helps to answer the “why” diseases present the way they do by understanding how diseases alter normal physiology.

MMSC 550 Pharmacotherapy and Patient Management I

2.5 credit hour

This course is designed to provide the link between pharmacology, clinical practice, and prescribing medications. This course sequence will present the pharmacology, pharmacokinetics, side effects, complications, dosages, contraindications, clinical pearls, and patient education for medications related to body systems and diseases covered this term.

MMSC 552 Pharmacotherapy and Patient Management II

3 credit hours

This course is designed to provide the link between pharmacology, clinical practice, and prescribing medications. This course sequence will present the pharmacology, pharmacokinetics, side effects, complications, dosages, contraindications, clinical pearls, and patient education for medications related to body systems and diseases covered this term.

MMSC 554 Pharmacotherapy and Patient Management III

3 credit hours

This course is designed to provide the link between pharmacology, clinical practice, and prescribing medications. This course sequence will present the pharmacology, pharmacokinetics, side effects, complications, dosages, contraindications, clinical pearls, and patient education for medications related to body systems and diseases covered this term.

MMSC 560 Clinical Reasoning Problem Based Learning I

7 credit hours

This course provides instruction related to the development of problem solving and medical decision-making skills. It develops student knowledge in anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered during the term. 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. 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 help students develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provide patient education and referral. Instruction will help students develop basic counseling and patient education skills that are (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. The course covers medical care across the life span in prevention, emergent, acute, chronic and rehabilitative. In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly).

MMSC 562 Clinical Reasoning Problem Based Learning II

9 credit hours

This course provides instruction related to the development of problem solving and medical decision-making skills. It develops student knowledge in anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and

patient management of organ systems and topics covered during the term. 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. 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 help students develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provide patient education and referral. Instruction will help students develop basic counseling and patient education skills that are (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. The course covers medical care across the life span in prevention, emergent, acute, chronic and rehabilitative. In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly).

MMSC 564 Clinical Reasoning Problem Based Learning III

9 credit hours

This course provides instruction related to the development of problem solving and medical decision-making skills. It develops student knowledge in anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered during the term. 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. Students will develop skills in 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 help students develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provide patient education and referral. Instruction will help students develop basic counseling and patient education skills that are (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. The course covers medical care across the life span in prevention, emergent, acute, chronic and rehabilitative. In most instances, all age groups are addressed (prenatal, infant, children, adolescents, adult, and elderly).

MMSC 570 Clinical Reasoning Problem Based Learning Lab I

1 credit hour

This course takes the PBL session into the laboratory and clinical skills unit where hands-on training further develops patient assessment and management. 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. Instruction will cover medical care across the life span in prevention, emergent, acute, and chronic management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provides patient education and referral. Finally, students will learn about patient safety, quality improvement, prevention of medical errors, and risk management.

MMSC 572 Clinical Reasoning Problem Based Learning Lab II

1 credit hour

This course takes the PBL session into the laboratory and clinical skills unit where hands-on training further develops patient assessment and management. 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. Instruction will cover medical care across the life span in prevention, emergent, acute, and chronic management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provides patient education and referral. Finally, students will learn about patient safety, quality improvement, prevention of medical errors, and risk management.

MMSC 574 Clinical Reasoning Problem Based Learning Lab III

1 credit hour

This course takes the PBL session into the laboratory and clinical skills unit where hands-on training further develops patient assessment and management. 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. Instruction will cover medical care across the life span in prevention, emergent, acute, and chronic management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing medical issues, and (4) provides patient education and referral. Finally, students will learn about patient safety, quality improvement, prevention of medical errors, and risk management.

MMSC 580 Global Health and Special Populations I

2 credit hours

This course prepares students to provide medical care to patients from diverse populations both domestically and internationally. It seeks to increase awareness of health disparities and inequities domestically and globally across diverse patient populations and highlight the impact of social determinants of health on individual and population health and wellbeing. Instruction related to medical care and diversity prepares students to (1) evaluate their own values and avoid stereotyping, (2) become aware of differing health beliefs, values and expectations of patients and other health care professionals and how it impacts (a) communication, (b) decision-making, (c) compliance and (d) health outcomes.

MMSC 582 Global Health and Special Populations II

2 credit hours

This course provides instruction in medical topics for pediatric, adult and geriatric populations, including preventive care across the lifespan and nutrition and obesity

counseling. It also provides an introduction to cultural nutrition and alternative therapies to meet the needs of a diverse patient population.

MMSC 584 Global Health and Special Populations III

2 credit hours

This course is focused on developing organization, communication and leadership traits. Instruction will look at how individuals and groups think, communicate and interact and analyze what factors enhance these interactions to positively impact the success of the organization, patient-provider relationship, and patient-centered healthcare teams. 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 quality improvement. It will provide examples of how greater knowledge and understanding of effective leadership skills is vital to successful and sound decision-making, problem solving, conflict management, team building, and managing change to improve healthcare teams, organizations, and patient care.

MMSC 600 Principles of General Surgery

3 credit 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 closure, wound management, anesthesia, and preoperative, intraoperative and postoperative evaluation and management.

MMSC 602 Principles of Emergency Medicine

3 credit hours

This course prepares students to recognize, rapidly assess, and effectively manage emergent situations, 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 (BLS) and Advanced Cardiac Life Support (ACLS) are part of this course.

MMSC 604 Transition to Clerkships

2 credit hours

This course is designed to (1) prepare the student for entering clinical rotations, (1) discuss SCPE expectations and behavior, and (3) promote interprofessional relationships.

MMSC 610 Family Medicine SCPE

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 620 Internal Medicine SCPE

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 630 Emergency Medicine

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 640 Surgery Medicine

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient,
(2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 650 Pediatric Medicine

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 660 Prenatal and Gynecology Medicine

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient,
(2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 670 Behavior and Mental Health

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient,
(2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 680 Elective #1

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 682 Elective #2

4 credit hours

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. 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. In addition, SCPE clerkships should expose students to various care settings to include, (1) outpatient, (2) emergent, (3) inpatient, and the (4) operating room. SCPE clerkships occur with licensed physicians or PAs. In rare instances, vetted non-physician or PA preceptors will be used. PAEA 'end of rotation' exams will be administered for all

SCPE clerkships with the exception of the two electives. Prior to starting the experiential learning, students will attend three intensive courses which includes (1) Principles of General Surgery, (2) Principles of Emergency Medicine, and (3) Transition to Clerkships.

MMSC 690 Summative

5 credit hours

The summative phase measures mastery in the GFU MMSc PA graduate competencies and outcomes, associated ARC-PA Standards, and NCCPA Blueprint items. The evaluation will consider each Graduate Competency category below: 1. Medical knowledge (MK) 2. Interpersonal and communication skills (ICS) 3. Patient care and clinical problem solving (PC) 4. Technical skills (TS) 5. Professionalism (P) This phase is 1 month in duration and represents the final stage of the program and includes the following 'summative' evaluations: - Written examination covering the knowledge base content associated with all the basic medical and clinical sciences and its application to the practice of medicine (testing aptitude of competency and outcomes relevant to [1] Medical Knowledge and [3] Patient Care and Clinical Problem Solving. - Objective Structured Clinical Examination (OSCE), which is used to evaluate direct patient care skills including obtaining the medical history, physical examination skills, communication, and professionalism - testing aptitude of competency and outcomes relevant to [1] Medical Knowledge, [2] Interpersonal and Communication Skills, [3] Patient Care and Clinical Problem Solving, and [5] Professionalism. - Skill Specific Testing, which is used to assess the student's ability to perform and/or interpret the diagnostic and therapeutic skills - testing aptitude of competency and outcomes are relevant to [1] Medical Knowledge, [2] Interpersonal and Communication Skills, [3] Patient Care and Clinical Problem Solving, [4] Technical Skills, and [5] Professionalism. Additional instruction will include: - A review of patient safety, quality improvement, prevention of medical errors, and risk management - Instruction about PA licensure, credentialing, and laws and regulations of professional practice - In addition, the program curriculum will include instruction in the PA profession and current trends to include: - Physician-PA team relationship - Political issues that affect PA practice - PA professional organizations Finally, students will also engage in preparation for the PANCE exam, Curriculum Vitae creation, and preparation for job interviews.

PDPT Course Descriptions

PDPT 500 Professional Practices in Physical Therapy

2 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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

3 credit hours

This course includes lecture and small group discussions examining various types of evidence and its application to physical therapy practice. Emphasis is placed on interpreting and applying evidence to clinical problems (e.g. diagnosis, treatment and prognosis). Utilization of synthesis documents (e.g. systematic reviews, clinical practice guidelines) are emphasized as guidelines for clinical decision making. At the completion of the course students form into groups for their research projects executed in year 2 of the program. Pre-requisites: Admission to the DPT program.

PDPT 531 Neuroscience

4 credit 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 credit 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 credit 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 credit 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 570 Applied Physiology

3 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 educationand 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 credit 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 credit 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 credit 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 credit 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 640 Primary Care Physical Therapy

4 credit hours

This course prepares students for interactions with patients and medical providers in primary care. Students integrate knowledge of laboratory tests, clinical examination, medical imaging and collaboration with other health professionals to develop a diagnosis in the primary care environment. Students learn a systems approach to differential diagnosis for common health conditions. Students learn guidelines for when medical imaging informs clinical decisions along with laboratory and medical tests, and appropriate referral. Students discuss how to apply this knowledge in consultations with other health professionals, including interdisciplinary guest lecturers, in primary care
to develop diagnoses and management plans for a person-centered approach to care. Hands-on lab sessions will include palpation and observation directed towards all of these goals. Prerequisites: PDPT-570 Applied Physiology, PDPT-573 Pathophysiology, PDPT-610 Pharmacology

PDPT 649 Medical Screening and Differential Diagnosis

2 credit 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 credit 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 credit 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 credit 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 credit 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 Education Experience II

6 credit hours

This course is a 6-week full-time clinical education experience. Students will be under direct supervision of a clinical instructor at an assigned physical therapy facility. Clinical sites vary in their location and it is the student’s responsibility for all incurred travel and living expenses. Prerequisites: Successful completion of all prior didactic and clinical coursework.

PDPT 720 Administration in Physical Therapy

3 credit 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

1 credit hour

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 740 Person-Centered Care in Physical Therapy

3 credit hours

This course focuses on evidence-based theories and skills to advance person-centered clinical reasoning. Current best evidence for the physiologic connection between psychosocial factors and healing will be reviewed. Students build on previous courses that introduced person centered communication skills and theories that include motivational interviewing, goal setting, patient education and behavior change. These skills and theories are then applied to chronic pain and other special health conditions influenced by a variety of social determinants of health.

PDPT 750 Professional Research Project I

2 credit hours

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 faculty research advisor. Prerequisites: PDPT-529 Evidence Based Practice & Clinical Decision Making

PDPT 751 Professional Research Project II

2 credit hours

Students continue to develop and implement 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 faculty research advisor. Prerequisites: PDPT-750 Professional Research Project I

PDPT 752 Professional Research Project III

3 credit hours

Students 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 faculty research advisor. The class culminates in a research symposium presenting
the student/faculty research projects to the community. Prerequisites: PDPT-751 Professional Research Project II

PDPT 770 Special Topics

1 credit hour

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 Education Experience III

8 credit hours

This course is an 8-week full-time clinical education experience. Students will be under direct supervision of a clinical instructor at an assigned physical therapy facility. Clinical sites vary in their location and it is the student's responsibility for all incurred travel and living expenses. Prerequisites: Successful completion of all prior didactic and clinical coursework.

PDPT 781 Clinical Education Experience IV

9 credit hours

This course is a 9-week full-time clinical education experience. Students will be under direct supervision of a clinical instructor at an assigned physical therapy facility. Clinical sites vary in their location and it is the student's responsibility for all incurred travel and living expenses. Prerequisites: Successful completion of all prior didactic and clinical coursework.

PDPT 782 Clinical Education Experience V

10 credit hours

This course is a 10-week full-time clinical education experience. Students will be under direct supervision of a clinical instructor at an assigned physical therapy facility. Clinical sites vary in their location and it is the student's responsibility for all incurred travel and living expenses. Prerequisites: Successful completion of all prior didactic and clinical coursework.

PDPT 795 Independent Study

1-3 credit hour

Individual research and/or plans of study completed under the supervision of a College of Physical Therapy faculty member. Permission required from the professor and program director. Pass/No Pass.

PSYD Course Descriptions

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 V 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 Diversity II: 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.

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 Lifespan 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.

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 520 Neuropsychological Assessment

3 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. Course also includes a focus on the appropriate techniques for interpretation, report writing and feedback of neuropsychological assessments. Prerequisites: PSYD 521 Personality Assessment, PSYD 557 Cognitive Assessment: Adult and PSYD 558 Cognitive Assessment: Child and Adolescent. Additional course fee required.

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, PSYD 557 Cognitive Assessment: Adult and PSYD 558 Cognitive Assessment:Child & Adolescent. Additional course fee required.

PSYD 526 Child & Adolescent Assessment

2 hours

This course will build on PSYD 505 Lifespan Development, PSYD 521 Personality Assessment, PSYD 557 Cognitive Assessment: Adult and PSYD 558 Cognitive Assessment:Child & Adolescent. 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.

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. Additional course fee required.

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

2 hours

This is a sequence 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

2 hours

This is a sequence 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 532 Clinical Foundations of Treatment.

PSYD 534 Practicum I

2 hours

This is a sequence 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 533 Clinical Foundations of Treatment.

PSYD 535 Practicum II

2 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 534 Practicum I. Co-Requisite: PSYD 805.

PSYD 536 Practicum II

2 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 535 Practicum I. Co-Requisite: PSYD 805.

PSYD 537 Practicum II

2 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 536 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 537 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 538 Practicum II. Co-Requisite: PsyD 805.

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

2 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. 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. Additional course fee required.

PSYD 561 Group Psychotherapy

1-3 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. Can be taken as a variable credit course.

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 575 Neuropsychological Topics

2 hours

This course content will vary. It is designed to prepare students to provide neuropsychological assessments across populations and settings. In addition topics will include specialized areas for neuropsychology including neuroanatomy basics. Selection and interpretation of assessments emphasizes empirically supported, culturally consistent measures with a focus on geriatric populations. Work with virtual assessments may also be included. The weekly sessions include didactics, demonstrations and practice for administration competencies.

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 581 Human Sexuality/Sexual Dysfunc

2 hours

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

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

1-3 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. Can be taken as a variable credit course.

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.

PSYD 630 Integrative Topics 1

3 hours

Explores a particular topic of interest to health service psychologists while considering perspectives of both psychology and Christianity. Course fee required.

PSYD 631 Integrative Topics 2

3 hours

Explores a particular topic of interest to health service psychologists while considering perspectives of both psychology and Christianity. Course fee required.

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

2 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

2 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 703 Trauma Treatment in Clinical Practice

2 hours

The class provides an introduction to the psychological reactions and adjustment responses to various forms of stress, distress, and traumatic stress. Specific focus is on understanding trauma responses associated with physical, sexual, and emotional abuse and neglect. Course topics include an overview of the bio-psycho-social underpinnings of stress, distress, resilience, traumatic stress, PTSD, and complex trauma conditions.
Students learn to assess trauma reactions, formulate accurate and relevant diagnoses, create effective treatment plans, and enhance therapy interventions from a trauma informed lens. Students learn to treat specific symptoms common to trauma reactions; including adjustment disorders, bereavement, PTSD, dissociation, and complex trauma conditions. Enrollment priority to advanced students.

PSYD 704 Pediatric Psychology

2 hours

Theory and practice of working with children experiencing acute/chronic medical issues and their families within medical service settings. Emphasis will be empirically supported, culturally congruent treatment for a diverse population. (No prerequisite required.)

PSYD 706 Child Neuropsychology

2 hours

This course includes issues that are relevant for those students interested in pediatric neuropsychology. Some investigation of screening assessments is done within the course. Topics include how neuropsychology is applied in medical settings with children. Prerequisite PSYD 520, Neuroassessment, 2 credit hours.

PSYD 707 Trauma Work Consultation Group

1 hour

This course provides a weekly trauma consultation group to students wishing to complete the PsyD Program Trauma Treatment Certificate. Topics covered include applied trauma assessment, case conceptualization, and treatment feedback.
Prerequisite: PSYD 703, Trauma Treatment in Clinical Practice.

PSYD 708 Diversity I: Concepts and Foundations

2 hours

This course is designed to enhance students' own cultural awareness, engagement with, and understanding of cultural influences. 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 709 Diversity III: Clinical Application

3 hours

This course is focused on clinical application of concepts learned in Diversity I and II. Students will explore practically how to engage in clinical work with people from various

perspectives different than their own, with cultural humility and including how to engage in related conversations with clients. It will also include practical considerations around culturally appropriate assessments with culturally sensitive measures. As part of this course, students will engage clinically with a diverse client from the practicum setting for applied clinical skill practice, including small group discussion and oversight through the course.

PSYD 710 Diversity IV: Advocacy and Advanced Concepts

2 hours

This course is focused on considerations around effective advocacy and social justice in the role of a clinical psychologist. Current issues and concepts will also be discussed, building on and integrating learning from the first three courses in the diversity sequence.

PSYD 711 Risk Assessment

2 hours

This course is focused on understanding how to navigate situations where patients are in crisis. Course topics include suicide risk assessment, differential diagnosis with severe mental illness, internal and external factors that may contribute to crisis, navigating complex medical systems where patients in crisis often land, and navigating the larger mental health system with barriers and access to resources. Students also engage with burnout prevention materials with respect to understanding clinician responses and countertransference with high acuity patients.

PSYD 805 Dissertation/Research Team

1-5 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 Course Descriptions

SWKG 520 Diversity and Difference: Implications for Social Work Practice

3 credit hours

This 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 credit hours

This course introduces MSW students to human rights and social justice framework in the context of social work history, values, ethics, and practice. Related concepts of oppression, power, privilege, and inequality will also be covered. This course willexamine how oppression and privilege affect service delivery at micro and macro levels, and how a human rights framework integrated with cultural humility ameliorates social injustice and promotes culturally responsive services. This course will promote students' career-long process of fostering cultural humility and applying an understanding of human rights, social justice and oppression to their practice with individuals, families, groups, organizations, communities, and Society.

SWKG 531 Human Behavior and the Social Environment I: Theoretical Foundations

3 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours

This course is designed to provide students with an overview of the complexities of social welfare policy issues by examining key contemporary policy issues and options in income security, health care and human capital investment, etc. It also provides skills of policy analysis for assessing the impact of policy on disadvantaged individuals and communities, and comparative social welfare policies.

SWKG 570 Values & Ethics: Spirituality & Religion

3 credit hours

This course provides students with a comprehensive exploration of social work values and ethics, with additional 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.

SWKG 576 Generalist Practicum Seminar I

3 credit 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. SWKG 576 bridges classroom learning and the practice of social work through faculty coordination of the practicum experience and facilitation of the seminar sessions. SWKG 576, is a required course for all students in the traditional MSW program. It consists of a minimum of 224 hours of applied learning in an agency setting including a 2-hour integrative seminar that meets weekly. All students participating in the MSW Field Education Program must meet the entry-level competence required by their practicum agency. Academic coursework will provide an increasing knowledge and skill base from which students

serve individuals of all ages, families, groups, organizations, and communities in various agency settings. Co- or Prerequisites: SWKG 533 Human Behavior in the Social Environment; SWKG 591 Social Work Practice I. Additional course fee required.

SWKG 577 Generalist Practicum Seminar II

3 credit hours

This course follows the successful completion of SWKG 576, Generalist Practicum Seminar I, and is a required course for all students in the traditional MSW program. SWKG 577 bridges classroom learning and the practice of social work through faculty coordination of the practicum experience and facilitation of the seminar sessions. SWKG 577 is a required course for all students in the traditional MSW program. It consists of a minimum of 224 hours of applied learning in an agency setting including a 2-hour integrative seminar that meets weekly. All students participating in the MSW Field Education Program must meet the entry-level competence required by their practicum agency. Academic coursework will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups, organizations, and communities in various agency settings. Prerequisite: SWKG 576 Generalist Practicum Seminar I

SWKG 591 Social Work Practice I: Families, Individuals & Groups

3 credit 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 533 Human Behavior in the Social Environment

SWKG 592 Social Work Practice II: Organizations & Communities

3 credit 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. Various perspectives, models of change and values and ethical issues are reviewed and critically analyzed. The course includes attention to faith communities and religious organizations as

contexts for professional practice. Prerequisites: SWKG 591 Social Work Practice I

SWKG 595 Special Study

1-3 credit hour

Special Study

SWKG 596 Introduction to Advanced Practice

1 credit hour

This course is designed to prepare students for the Advanced Generalist curriculum of the MSW program. The seminar links the Generalist curriculum to the Advanced Generalist curriculum of practicum and learning. SWKG 596 will focus on Advanced Generalist practice skills in preparation for Advanced Generalist practicum placement. Co- or Prerequisite: SWKG 577 Generalist Practicum Seminar II

SWKG 600 Introduction to the DSM-V

1 credit 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 601 Advanced Clinical Practice

3 credit hours

This course provides an overview of the DSM-5 and an in-depth study of the most common diagnoses. Students will gain an understanding of how to use the DSM-5 manual and the diagnostic language in order to participate in assessment, diagnosis, development, and implementation of client service plans. Based on the DSM-5, students will learn to make accurate and complete bio-psycho-social-spiritual assessments of children, adolescents, adults and families. Students will learn etiology, symptom classification and diagnostic formulation for various mental health diagnoses. Students will apply the diagnostic, assessment, and intervention knowledge to practical case examples. This course will be taken in concurrently with SWKG 605, Micro Practice/Adv Practice with Individuals and Families.

SWKG 605 Micro Practice/Adv Practice with Individuals and Families

3 credit hours

This course provides an overview of theories and models of social work intervention with individuals, children and families. Students learn the philosophy and theoretical constructs of a variety of methods, as well as how and when to apply those methods. Students develop knowledge and use of skills for the application of research-informed models of direct social work with individuals and families. Advanced practice skills are emphasized with particular attention to engagement and intervention. This course is focused on practical application and is experiential.

SWKG 606 Mezzo Practice/Adv Practice with Groups

3 credit hours

This course provides an overview of theories and models of social work intervention, with particular attention to small system dynamics (groups, small communities and agencies.) Students learn the philosophy and theoretical constructs of a variety of methods, as well as how and when to apply those methods. Students develop knowledge and use of skills for the application of research-informed models of direct social work with groups, small communities and agencies. Advanced practice skills are emphasized with particular attention to engagement and intervention. This course is focused on practical application and is experiential.

SWKG 607 Macro Practice/Adv Practice with Communities

3 credit hours

Building on the generalist practice foundations, this course introduces the specialized theories and skills for practicing at the community level. Conceptualizing community as both a target and avenue for change, this course focuses on promoting human flourishing through progressive changes for social, economic, and environmental justice, human rights advancement, peace and reconciliation. It addresses theories, skills, and values in relation to various community practice models with specific attention to diversity, systems of oppression, populations at risk. Students will also critically review the roles of religion and spirituality in community change.

SWKG 642 Advanced Research I

2 credit 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 credit 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 647 Research for Evidence Based Practices

2 credit hours

This course introduces the importance of research to improve social work practice,

emphasizes the compatibility and reciprocity between practice and research, and acquaints students with strategies to evaluate the quality of evidence and research. Students are expected to use the process of evidence-based practice to identify, appraise, and select a best practice and demonstrate competencies in using research to inform practice. This course presents a detailed explanation of the concepts and procedures of systematic reviews and meta-analyses, provides step-by-step guidance on how to actually perform them, and help students to apply these in practice. This course, the first of a two-course sequence, develops skills in becoming critical evaluators and consumers of evidence and research reported in scientific literature.

SWKG 648 Applied Social Work Research: Evaluation of Practice

2 credit hours

The course introduces students to the practitioner-researcher role. Professionals need to have an understanding of the basic experimental designs available for addressing practice questions about human behavior in social work settings. This course prepares students to conduct practice evaluation in micro, mezzo, and macro settings. The content of the course focuses on formulations, applications, and interpretations of single-case design research and program evaluation. This course, the second of a two- course sequence, develops skills in becoming effective producers of basic social work research. Prerequisite: SWKG 647

SWKG 676 Advanced Generalist Practicum Seminar I

4 credit hours

This course is designed to provide an opportunity for social work students to apply academic learning to Advanced Generalist professional social work practice, under the supervision of a qualified and experienced social work practitioner. SWKG 676 bridges classroom learning and the practice of social work through faculty coordination of the practicum experience and facilitation of the seminar sessions. SWKG 676 is a required course for all students in the MSW program who have successfully completed the Generalist curriculum. SWKG 676 consists of a minimum of 280 hours of applied learning in an agency practicum setting and a 2-hour integrative seminar that meets weekly. Academic coursework will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups, organizations, and communities in various agency settings. Additional course fee required.

SWKG 677 Advanced Generalist Practicum Seminar II

4 credit hours

This course is designed to provide an opportunity for social work students to apply academic learning to Advanced Generalist professional social work practice, under the supervision of a qualified and experienced social work practitioner. SWKG 677 bridges classroom learning and the practice of social work through faculty coordination of the practicum experience and facilitation of the seminar sessions. SWKG 677 is a required course for all students in the MSW program who have successfully completed SWKG 676 and who are in the final semester of the program. SWKG 677 consists of a minimum of 280 hours of applied learning in an agency practicum setting and a 2-hour integrative seminar that meets weekly. Academic coursework will provide an increasing knowledge and skill base from

which students serve individuals of all ages, families, groups, organizations, and communities in various agency settings. Prerequisite: SWKG 676 Advanced Generalist Practicum Seminar I

SWKG 685 Elective

2 credit 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: Children's Issues; Gerontology; School Social Work; Substance Abuse; Death, Dying, and Grief; Rationality, Arts and Spirituality Integrated Practice; Poverty; Neurobiology and Trauma.

SWKG 692 Theories for Advanced Practice: Community Organizations & Development

3 credit 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 694 Skills For Advanced Practice: Community Organizations & Development

3 credit 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 credit hour

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 credit 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 credit 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 credit 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.

SWKG 699 Supervision, Management and Leadership

2 credit hours

This course prepares students to perform leadership and supervisory functions in public, nonprofit, and faith-based human service organizations. Specific attention is given to various theories of leadership, coaching, human resources, organizational development, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system. Students analyze and evaluate selected leadership practices, and programs in their advanced internship agency and design strategies to maximize both their learning and performance in this and other settings. Students appraise their own personal values to assure continual professional development by critically assessing one’s leadership styles and skills to develop one’s approach to leadership. The course emphasizes the College of Social Work themes of integrating faith and practice, the strengths perspective, and building communities with an emphasis on servant leadership practices.

TRMA Course Descriptions

TRMA 500 Introduction to Traumatology and Trauma-Informed Care

1 credit 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 credit 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 Polyvagel Theory & Practitioner Self-Care

1 credit hour

This course explores neurological and body-based advancements in trauma-informed care through direct application of experiential exercises designed to promote safety and stabilization, the foundational phase in the tri-phasic model of trauma response. The course will also apply polyvagel theory and techniques in support of practitioner self care in response to compassion fatigue and one's vulnerability to vicarious trauma when first engaged in clinical training.

TRMA 503 Grief and Loss Across the Lifespan

1 credit 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 539 Introduction to Trauma Informed Practice

2 credit hours

This course provides an introduction to theoretical constructs informing the specialty of traumatology and trauma-informed best practices in response. Students will identify risk and resiliency factors influencing prevention and intervention services that are embedded in the tri-phasic model of recovery. Emphasis is placed on examining the nature of unmitigated stress and/or trauma, and the role of epigenetic and social-cultural factors in mitigating or increasing vulnerability. Multimodal assessment and response strategies prepare the student for advanced traumatology courses examining various treatment issues in greater depth. Instruction format includes both digital synchronous (via Zoom) and digital asynchronous (via Canvas and/or Google applications) class activities.

TRMA 540 Trauma and Social Justice Annual Conference

1 credit 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 credit 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 Ethical and Legal Considerations in Telehealth Practice

1 credit hour

Telehealth, as well as professional engagement and networking, now occur in online venues as often as it occurs in face-to-face environments. Students preparing for a mental health degree, and a trauma-informed specialty in particular, will likely provide counseling services, and network in various digital environments which require specific skills and dispositions. This course introduces professionals to the basics of online engagement that is all part of building a professional online identity (POI). Emphasis is placed 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 / or networking with other professionals. Instruction format includes both digital synchronous (via Zoom) and digital asynchronous (via Canvas and/or Google applications) class activities.

TRMA 543 Trauma-Informed Emotion Focused Therapy

1 credit 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 credit 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 credit 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 Capstone Project

1 credit hour

Students earning the post-graduate certificate in trauma-informed care demonstrate their advanced traumatology knowledge through the capstone project. In consultation with the TRI director and early in their TRI certificate studies, students completing the certificate will identify a career objective or a topic of special interest as the focus of their project. This helps the student determine whether their interests are best served by designing a research project or conducting an in depth clinical overview related to a treatment issue. At the conclusion of their project, students will be invited to share their project's results with peers (in a class or special event presentation) or in a community setting as it relates to the focus of the student's project. Instruction format

includes regular consultation with the TRI director, independent research, and a final presentation to peers or community members. Students are permitted to engage in group projects.

TRMA 572 Trauma Research II

1 credit 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 credit 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 credit 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 Principles and Practices in Disaster Mental Health

1 credit hour

Responding to a critical incident (an intense traumatic event) whether affecting a small group of persons or entire communities as in a natural or human-caused disaster, requires a distinct set of trauma-informed skills. In this course students will learn how to increase resilience and maximize recovery via prevention, intervention, and postvention activities related to a critical incident. In addition to reviewing components of Psychological First Aid, students will also learn how large scale disaster response organizations structure services, including the use of Disaster Mental Health providers.

TRMA 585 Selected Topics

1 credit 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.

TRMA 595 Special Study In

0-3 credit 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 both the faculty member overseeing the study and the department chair.

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.

Master's Programs

- Master of Business Administration (MBA)

Doctoral Programs

- Doctor of Business Administration (DBA)

College of Business Course Descriptions

Certificate Programs

- Business Analytics Certificate

Master of Business Administration (MBA)

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 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.

Degree Outcomes

- Students will demonstrate knowledge and effective application of major concepts and tools in the functional areas of business and their relationship to each other.
- Students will demonstrate the ability to analyze and accurately interpret information to drive effective decision-making.
- Students will demonstrate the ability to effectively communicate orally and through written communication in a variety of business settings.
- Students will demonstrate core ethical competencies and be able to accurately apply ethical practices.
- Students will demonstrate current knowledge of the global business environment and analyze emerging trends by reflecting on global belief systems and documenting global involvement/ engagement.
- Students will reflect awareness of social needs and commitment to social responsibility.

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
- Submit one official transcript from each college/university attended
- Two letters of recommendation
- A personal essay
- Current resumé

- Applicants may be required to complete online prerequisite modules prior to starting the MBA program

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. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Course Requirements

The Master of Business Administration program is generally 14 months in length with 32 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 as a fully online or a cohort model, in which a group of students follows an integrated sequence of courses from beginning to end. The cohort program requires 14 months to complete and the online program takes 24 months.

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 32 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 (32 credit hours)

Complete the following:

BUSG 501 Leading & Developing Organizations 3 credit hours
BUSG 502 Organizational Agility, Change, and Innovation 3 credit hours

BUSG 504 Accounting & Financial Reporting 2 credit hours
BUSG 508 Economics 2 credit hours
BUSG 524 Strategic Marketing 3 credit hours
BUSG 527 Managerial Finance 3 credit hours
BUSG 533 Building Ethical Organizations 2 credit hours
BUSG 536 Managing People, Processes, & Projects 3 credit hours
BUSG 541 Business Research & Analytics 3 credit hours
BUSG 556 Developing World-Class Leaders 3 credit hours
BUSG 560 Design Thinking for Strategy Development 3 credit hours
BUSG 598 Client/Capstone Project I 1 credit hour
BUSG 599 Client/Capstone Project II 1 credit hour

Doctor of Business Administration (DBA)

Overview

The purpose of the Doctor of Business Administration (DBA) program is to provide a Christ-centered doctoral program for business professionals who wish to enhance their careers as executives, consultants or university professors.

This program equips students to research and teaches 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 or a consulting practicum available to practitioners). In addition, they choose from three concentrations- Business Analytics, Executive Leadership or Management.

The DBA program is offered in a hybrid or fully asynchronous format that runs year-round. Students choose if they attend the one week residency face to face or through zoom, or they may choose to complete the program completely asynchronously. Students who choose the on-campus residency will attend in Newberg, Oregon to meet in person with their cohort and professors. Residency classes are conducted seminar-style during a four-day session in early August. This format allows students to continue full-time employment while pursuing their doctorate part-time. Coursework can be completed in two and a half years with the dissertation or project portfolio to follow.

Degree Outcomes

Educational/Professional Outcomes

To enable students to:

- Integrate faith, moral character and sound ethical reasoning into practice.
- Be equipped with concepts, theories and methodologies that enable students to develop academic research and scholarship and business research and strategy.
- Prepare students to become academics and business professionals, versed in a variety of business concepts and literature.
- Develop expertise in core subject areas related to business as taught in the core business classes.

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. Those without a masters degree may start by applying to our online MBA, which can be completed in 14 months. 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?
- Two letters of reference
- 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). If these classes haven’t been completed we will provide equivalency courses to take before starting the program.
- 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 50 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 coursework required as a minimum for graduation. Of those hours, 23 are in core business courses, 21 in doctoral research and dissertation, 6 in education and teaching, and 6 hours in an area of concentration.

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).
- Be admitted to candidacy for the degree
- Submit an approved written doctoral dissertation or project portfolio
- Successfully defend the written dissertation

Curriculum Plan

Core Business Courses (23 credit hours)

Complete the following:

BUSD 701 Faith and Spirituality in Business 4 credit hours
BUSD 702 Leading in Organizations 4 credit hours
BUSD 703 Foundations of Marketing 3 credit hours
BUSD 704 Conceptual Foundations of Economics 3 credit hours
BUSD 705 Conceptual Foundations of Finance 3 credit hours
BUSD 706 Global Strategy 3 credit hours
BUSD 708 Business Analytics: Analytic Thinking and Decisions 3 credit hours

Education and Teaching Courses (6 credit hours)

Complete the following:

BUSD 721 Business Consulting and Teaching Strategies 3 credit hours

Choose one of the following:

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

Doctoral Research and Dissertation Courses (21 credit hours)

Complete the following:

4 3-credit research courses (12 hours), two dissertation courses (3 hours and 1 hour = 4 hours), and 5 ongoing dissertation credits to finish the dissertation.
BUSD 710 Introduction to Doctoral Research & Writing 4 credit hours
BUSD 714 Qualitative Research Methods 4 credit hours
BUSD 716 Quantitative Research Methods 4 credit hours
BUSD 801 Doctoral Dissertation I- Comprehensive Exams 1 credit hour
BUSD 802 Doctoral Dissertation II - Proposal 3 credit hours

BUSD 803 Doctoral Dissertation III 1 credit hour
BUSD 804 Doctoral Dissertation IV 1 credit hour
BUSD 805 Doctoral Dissertation V 1 credit hour
BUSD 806 Doctoral Dissertation VI 1 credit hour
BUSD 807 Doctoral Dissertation VII 1 credit 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 credit hour

Concentrations (select one)

Management (6 credit hours)

Complete the following:

BUSD 730 Organizational Theory and Behavior 3 credit hours
BUSD 732 Human Resource Development 3 credit hours

Data Analytics Professional Concentration (6 credit hours)

Complete the following:

BUSD 760 Business Analytics: Foundational Methods of Analytics 3 credit hours
BUSD 763 Business Analytics: Data Based Decisions and Strategy 3 credit hours

Executive Leadership (6 credit hours)

Complete the following:

BUSD 751 Aligning Resources to Competing Priorities 3 credit hours
BUSD 752 Designing a High-Performance Organization 3 credit hours

Business Analytics Certificate

Program Objectives

The Business Analytics Graduate Certificate is a series of three 3-credit graduate courses, intended for MBA students to take once their MBA degree requirements are complete. Business analytics uses data that builds predictive or mathematical models that help inform business decisions and consumer behavior. With the completion of this certificate, students will be on the forefront of influencing the business decisions of the future. This certificate is designed for seasoned professionals who want to influence their given industry through data analytics and will provide students with an understanding of the key principles and methods of analytics that they can apply across a broad range of industries.

Admission Requirements

Completion of 32 credits of MBA coursework, with completion of MBA degree.

Graduation Requirements

Completion of 9 credits of certificate coursework.

Curriculum Plan

Core Requirements (9 credit hours)

Complete the following:

BUSG 600 Business Analytics: Descriptive Analytics and Forecasting 3 credit hours
BUSG 603 Business Analytics: Applied Analytics and Predictions 3 credit hours
BUSG 606 Business Analytics: Prescriptive Analytics and Modeling 3 credit hours

College of Business Course Descriptions

(Courses are listed alphabetically by prefix.)

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

BUSD Course Descriptions

BUSD 701 Faith and Spirituality in Business

4 credit 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

4 credit 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 credit 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 credit 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 credit 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 Global Strategy

3 credit hours

This course focuses on strategy as a process; from market analysis, to strategy formulation, to strategy implementation, and change. Theories, frameworks, models, and tools will be used to understand the foundation of a strategy. Students will use multi-disciplinary methods to study industry trends and global implications to discover how organizations develop and sustain competitive advantage in increasingly dynamic conditions, markets, and expectations.

BUSD 708 Business Analytics: Analytic Thinking and Decisions

3 credit hours

During this course, we will explore the various uses of Business Analytics. Students will have the opportunity to learn about various tools and techniques used in business environments. Specific focus is given to ways of making decisions and thinking about business decisions utilizing analytics and other forms of research. This class focuses on how we can use business analytics to give organizations a decided advantage.

BUSD 710 Introduction to Doctoral Research & Writing

3 credit hours

This course is designed to orient students to the DBA program and to the basics of research writing for scholarly conferences, articles, studies, and dissertations. Specifically, the course serves as an introduction and anchoring point for the dissertation journey, and core topics will be revisited throughout the doctoral program. Course activities will include exercises in selecting research topics, writing literature reviews, developing hypotheses and propositions, and writing using APA style. This course is conducted fully online.

BUSD 711 Advanced Graduate Academic Writing

3 credit 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 714 Qualitative Research Methods

3 credit 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.

BUSD 716 Quantitative Research Methods

4 credit 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.

BUSD 721 Business Consulting and Teaching Strategies

3 credit hours

This course analyzes and investigates current research in effective teaching in the college

and university environment, as well as leading learning or consulting efforts in organizations. This course is designed to enable each student to identify through research, observation and interview, the best practices in teaching and consulting. It will also explore critical issue topics that surface either during the online discussion or through questions posed by the students. Analysis and investigation of current research in effective consulting and teaching methods and current trends in higher education and organizational consulting settings will be applied.

BUSD 723 Business Teaching Practicum

3 credit hours

Teaching 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 teaching setting. Possible practicum locations include a college, university, or community college. Practicum can be completed at the student's work location and taken over more than one semester with Coordinator approval. Graded on a pass fail basis.

BUSD 724 Business Consulting Practicum

3 credit 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 locations include corporations, non-profits, or client-based companies. Practicum can be completed at the student's work location and taken over more than one semester with Coordinator approval. Graded on a pass/fail basis.

BUSD 730 Organizational Theory and Behavior

3 credit 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 credit 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 credit 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 750 Seminar in Accounting

3 credit hours

2 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 751 Aligning Resources to Competing Priorities

3 credit hours

Most executive leaders have boundless ideas. Every executive leader is, however, bound by the reality of constrained resources, competing priorities, and the complexity of constant change. These conditions make decision-making very tough. Knowing how to navigate such conditions separate average executives from exceptional ones. This course exposes the current complexity of an executive's landscape and provides insights, best practices, and tools that the most accomplished executives use to succeed.

BUSD 752 Designing a High-Performance Organization

3 credit hours

Every group of individuals has the potential of high performance. Such performance, however, requires more than wearing the same uniform, patch, logo, or insignia. High performance is a decision made by a group of individuals followed by intense discipline, decision making, follow up, and follow through. This course goes beyond the simple framework of team development to explain the uniqueness and process of high performance and the executive's role in sustaining that performance

BUSD 753 Advanced Applications of Ethical Reasoning/Compliance in Accounting

3 credit 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 credit 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 760 Business Analytics: Foundational Methods of Analytics

3 credit hours

This initial course for the analytics concentration provides students with the opportunity to use various methods of analytics to identify trends, predictions and optimize business and organizational work. Focus of the course is on finding and making sense of data to help drive business decisions.

BUSD 763 Business Analytics: Data Based Decisions and Strategy

3 credit hours

For this second course of the doctoral analytics concentration, students will turn their attention to how firms and organizations can maximize the usage of data in order to make operational and strategic decisions. Data governance, ethical data usage and other topics are also included in this seminar style course. This course is predicated on BUSD 760 which gives students the opportunity to see various methods used
in analytics while this course focuses on how leaders can use the output of these methods.

BUSD 766 Business Analytics: Prescriptive Analytics and Modeling

3 credit hours

Under various contexts, this course allows students to focus on prescriptive methods in process optimization and modeling. Special emphasis is given on optimization in supply chain and other modalities. Data complexity and methods of data collection are considered during this course. Using analytics, we will prescribe activities within a business context for optimizing impact, market, efficiency, etc.

BUSD 795 Special Study in Business

1-3 credit hour

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. Pass/No Pass.

BUSD 801 Doctoral Dissertation I- Comprehensive Exams

1 credit 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

3 credit hours

The purpose of the course is to assist students starting the proposal and dissertation writing processes. This course focuses on the theoretical and practical aspects of

designing the dissertation proposal. Topic examples of the course are: literature review, research questions and basic methodologic design which directly answers the researcher's proposal questions. A final paper which can be given to the prospective chair of the student's dissertation will be the final deliverable.

BUSD 803 Doctoral Dissertation III

1 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 9 hours. BUSD 815 is repeatable until the dissertation is finished.

BUSD 815 Doctoral Dissertation Continuation

1 credit 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 Course Descriptions

BUSG 501 Leading & Developing Organizations

3 credit 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 Agility, Change, and Innovation

3 credit 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 504 Accounting & Financial Reporting

2 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hour

Investigation of the structured sales process, sales management, marketing automation and content management. Various sales and marketing automation tools may be explored.

BUSG 522 Global Environment

1 credit 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 credit 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 Strategic Marketing

3 credit hours

In this course, you will examine marketing strategy from idea generation and existing product/service development to positioning the product/service in the consumer or business market and communicating the value offering. Identify marketing research and analysis tools and techniques to inform marketing decision-making. Learn how to successfully guide a digital-first marketing operation and manage decisions that include ethical considerations, privacy, emerging tech, social responsibility and sustainability, segmentation, targeting, pricing, delivery/distribution, and promotional strategies.

BUSG 525 Global Environment

3 credit 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 credit 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 credit hours

This course covers the fundamental concepts, techniques, and practices necessary for financial leadership within a broad variety of organizational settings. It is designed to help students develop the critical thinking and quantitative skills they need to make effective financial management decisions, mitigate risk, and maximize returns in the face of uncertainty and complexity. Topics will include the interpretation of financial statements, ratio analysis, cash flow, and financial forecasting. Students will emerge from the course with the financial leadership skills necessary to make sound investments related to talent, technology, and risk within organizations.

BUSG 530 Creativity, Innovation, and Entrepreneurship

3 credit 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 Building Ethical Organizations

2 credit 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 credit 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 535 Project Management

3 credit hours

This course focuses on the management of projects, which is one of the major growth areas in the field of management, enabling organizations to implement strategic and tactical initiatives in a broad array of fields within the private, public, and non-profit sectors. This course will provide students with a foundational understanding of project management by introducing the practices recommended by the Project Management Institute for effective initiation, planning, execution, monitoring/control, and closure of projects. In this course, students will be exposed to a range of applications and will have

the opportunity to develop a project with the associated artifacts essential to support each project phase.

BUSG 536 Managing People, Processes, & Projects

3 credit hours

This course will prepare students to take the lead on key initiatives in a broad array of fields within the private, public, and non-profit sectors by developing skills in project management and process improvement. Students will be introduced to the Project Management Institute (PMI) approach to assembling and leading teams for effective initiation, planning, execution, monitoring/control, and closure of projects, including Agile and Lean methods. Students will work in collaborative teams to define and propose solutions to address strategic opportunities and solve critical problems.

BUSG 540 Business Data Analytics

3 credit hours

In this course, you will learn to identify, evaluate, and capture business analytic opportunities to create value. You will learn basic analytic methods and be able to analyze case studies on organizations. We will explore the challenges that can arise in starting and using analytics in organizations. The course emphasizes that business analytics is not solely a theoretical discipline: these techniques are used to provide real insights and improve the speed, reliability, and quality of decisions. The concepts learned in this class will help students identify opportunities in which business analytics can be used to improve performance and support important decisions.

BUSG 541 Business Research & Analytics

3 credit hours

This course prepares students to be more effective users of quantitative data and better researchers focused on business decisions. Coursework emphasizes problem identification, the need for information to support decision making, business research techniques, data analysis, and interpretation. Specific attention will be given to separating information from noise, exploratory data analysis, predictive analytics, and optimization to support business decision-making.

BUSG 544 Organizational Systems and Change

3 credit 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 credit 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 553 Business Seminar I

3 credit 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 credit 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 Developing World-Class Leaders

3 credit hours

This course will explore the key elements of self, team, and organizational leadership. Students will examine both the beliefs and behaviors required of effective leadership and how to align them for maximum impact. Through the use of presentations, small group discussion, personal assessments, and assignments, students will gain a deeper understanding of their current leadership abilities and what is required of them to become world-class leaders.

BUSG 557 Transformational Leadership

2 credit 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 Design Thinking for Strategy Development

3 credit hours

The focus is on the use of design thinking processes and the application of design thinking tools appropriate to situational context necessary for problem-solving and strategy formulation. The course contrasts the traditional, linear approach to problem- solving and strategy formulation with a more holistic, systems thinking approach. The objective, therefore, is to not only increase awareness and understanding of design thinking, but importantly enable learners to apply design thinking tools relative to business strategy to better navigate the challenges of complexity and change faced by leaders in any

organization, in any industry today.

BUSG 571 Corporate Finance

3 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hour

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.

BUSG 598 Client/Capstone Project I

1 credit hour

The Client/Capstone project is an opportunity for MBA students to apply what they have learned in their program to a project in a client environment. The course serves as an integrative, hands-on learning experience using analysis, management, and planning tools gained during the MBA, resulting in a major project that is implemented in a client environment. Students (individually or in teams) will work with a faculty mentor and a representative from the client organization to detail the specific requirements for the capstone. Work on the project will begin in BUSG 598 and be completed in BUSG 599.

BUSG 599 Client/Capstone Project II

1 credit hour

The Client/Capstone project is an opportunity for MBA students to apply what they have learned in their program to a project in a client environment. The course serves as an integrative, hands-on learning experience using analysis, management, and planning tools gained during the MBA, resulting in a major project that is implemented in a client environment. Students will work with a faculty mentor and a representative from the client organization to detail the specific requirements for the capstone. This course will continue the work begun in BUSG 598.

BUSG 600 Business Analytics: Descriptive Analytics and Forecasting

3 credit hours

This course focuses on descriptive analytics and what that can tell us about our data frame. How we can best understand and forecast future events based on analytics. Particular attention will also be given to data visualization and how to present descriptive statistics and forecasting information.

BUSG 603 Business Analytics: Applied Analytics and Predictions

3 credit hours

This course centers around methods of data collection, organization and analysis. Topics include predictive analytics, probability and predictions using regression. Special emphasis will be placed on data collection specification, common measurement error, bias and moderating violations of regression assumptions.

BUSG 606 Business Analytics: Prescriptive Analytics and Modeling

3 credit hours

Under various contexts, this course allows students to focus on prescriptive methods in process optimization and modeling. Special emphasis is given on optimization in supply

chain and other modalities. Data complexity and methods of data collection are considered during this course. Using analytics, we will prescribe activities within a business context for optimizing impact, market, efficiency, etc.

College of Education

Master Degree Programs

Master of Arts in Teaching

- Master of Arts in Teaching (MAT)

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

Master of Arts: Special Education Generalist

- Master of Arts: Special Education Generalist

Master of Arts in Education

- Master of Arts in Education (MAEd)

Master of Education

- Master of Education (MEd)
- Master of Education Plus Special Education Endorsement
- Master of Education Plus Principal License

Endorsements and Certificates

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
- Preliminary Teaching License-only Program

Doctoral Programs

- Doctor of Education

College of Education Course Descriptions

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 Plus Special Education Endorsement
- Master of Education Plus Principal License

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, June, and August Starts)
2. Virtual Evenings and Saturdays (January, June, and August 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, art, basic mathematics,* biology, chemistry, drama, health education, integrated science, language arts, music, physical education, physics, social studies, and *Spanish.

** 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 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
- Two recommendations
- An interview with the MAT Admission Committee

If accepted into the program, a $200 enrollment deposit is required. Deadline for application is February 1 for the Summer start, June 1 for the Fall start, and October 1 for 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 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.

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, 29 are in prescribed core education courses (including practicum), 3 hours are Professional Educator Portfolio, 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 professional educator portfolio will be completed to support students in licensing and professional educator requirements.

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 (20 credit hours)

Complete the following:

MATG 501 The Professional Educator 1 credit hour
MATG 503 Diverse Populations 3 credit hours
MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 507 Curriculum, Instruction, and Assessment II 3 credit hours
MATG 510 Issues in Human Growth and Development 2 credit hours
MATG 577 Practicum: Classroom Teaching 6 credit hours
MATG 580 Classroom Management: Classroom Culture 2 credit hours

Professional Education Portfolio (3 credit hours)

Complete the following:

MATG 591 Professional Educator Portfolio 3 credit hours

Specialization (9 credit hours)

Complete one of the following Specializations:

Single Subject Specialization

MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 560 Foundations of Language and Literacy 3 credit 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 & STEAM Education 2 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours
MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours

Elective Coursework (4 credit hours)

Master of Education Courses

MEDU 506 Research in Effective Teaching 3 credit hours
MEDU 520 Curriculum and Assessment 3 credit hours
MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 credit hours
MEDU 543 Ethics & Equity in Educational Leadership 3 credit hours

ESOL Endorsement Electives

ESOL 570 Applied Eng Linguis:Oral & Lit 3 credit hours
ESOL 571 Second Lang Acquisition & Dev 2 credit hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 credit hours

ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 credit hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 credit hours
ESOL 577 ESOL Practicum 2 credit hours

Reading Endorsement Electives

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

SPED Endorsement Electives

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

Other Program Electives

MATG 576 Practicum: Classroom Organization in Practice 4 credit hours
MATG 590 Professional Seminar 1 credit 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, 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 (Content specific ORELA for secondary and middle-level licensure and ORELA for elementary licensure and middle-level authorization)

The Preliminary Teaching License may bear endorsements in the following areas: advanced and basic mathematics, art, basic mathematics,* biology, chemistry, drama, health education, integrated science, language arts, music, physical education, physics, social studies, and *Spanish.

*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
- Two recommendations
- An individual interview 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, June 1 for Fall start, and October 1 for 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 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 professional educator portfolio will be completed to support students in licensing and professional educator requirements.

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. Some exceptions may be made.

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 (20 credit hours)

Complete the following:

MATG 501 The Professional Educator 1 credit hour
MATG 503 Diverse Populations 3 credit hours
MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 507 Curriculum, Instruction, and Assessment II 3 credit hours
MATG 510 Issues in Human Growth and Development 2 credit hours
MATG 577 Practicum: Classroom Teaching 6 credit hours
MATG 580 Classroom Management: Classroom Culture 2 credit hours

Professional Education Portfolio (3 credit hours)

MATG 591 Professional Educator Portfolio 3 credit hours

Specialization (6 credit hours)

Complete one of the following Specializations:

Single Subject Specialization

MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 560 Foundations of Language and Literacy 3 credit hours
Note: (Single Subjects Specialization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: advanced math, art, biology, chemistry, drama, ELA [English Language Arts], health, integrated science, mathematics, music, PE, physics, social studies, or Spanish.

Multiple Subjects Specialization

MATG 550 Elementary Pedagogy in Science & STEAM Education 2 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours
MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours

ESOL Endorsement Courses (15 credit hours)

Complete the following:

ESOL 570 Applied Eng Linguis:Oral & Lit 3 credit hours
ESOL 571 Second Lang Acquisition & Dev 2 credit hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 credit hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 credit hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 credit hours
ESOL 577 ESOL Practicum 2 credit 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 professional educator portfolio will be completed to support students in licensing and professional educator requirements.

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 58 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

Master of Arts in Teaching Core & Practicum Courses (20 credit hours)

Complete the following:

MATG 501 The Professional Educator 1 credit hour
MATG 503 Diverse Populations 3 credit hours
MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 507 Curriculum, Instruction, and Assessment II 3 credit hours
MATG 510 Issues in Human Growth and Development 2 credit hours
MATG 577 Practicum: Classroom Teaching 6 credit hours
MATG 580 Classroom Management: Classroom Culture 2 credit hours

Professional Education Portfolio (3 credit hours)

Complete the following:

MATG 591 Professional Educator Portfolio 3 credit hours

Specialization (9 credit hours)

Complete one of the following specializations:

Single Subject Specialization

MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 560 Foundations of Language and Literacy 3 credit hours
Note: (Single Subjects Specialization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: advanced math, art, biology, chemistry, drama, ELA [English Language Arts], health, integrated science, mathematics, music, PE, physics, social studies, or Spanish.

Multiple Subjects Specialization

MATG 550 Elementary Pedagogy in Science & STEAM Education 2 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours
MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours

ESOL Endorsement Courses (15 credit hours)

Complete the following:

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

Dual Language Specialty Courses (11 credit hours)

Complete the following:

DUAL 570 Applied Comparative Linguistics: English - Target Language 3 credit hours
DUAL 571 Parent and Community Involvement 1 credit hour
DUAL 572 Sociolinguistics and Education 2 credit hours
DUAL 573 Biliteracy Instruction 3 credit hours
DUAL 576 Practicum: Dual Language 2 credit 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 professional educator portfolio will be completed to support students in licensing and professional educator requirements.

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 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 Reading Portfolio
- Complete a successful Reading practicum experience

Curriculum Plan

Master of Arts in Teaching Core & Practicum Courses (20 credit hours)

Complete the following:

MATG 501 The Professional Educator 1 credit hour
MATG 503 Diverse Populations 3 credit hours
MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 507 Curriculum, Instruction, and Assessment II 3 credit hours
MATG 510 Issues in Human Growth and Development 2 credit hours
MATG 577 Practicum: Classroom Teaching 6 credit hours
MATG 580 Classroom Management: Classroom Culture 2 credit hours

Professional Education Portfolio (3 credit hours)

Complete the following:

MATG 591 Professional Educator Portfolio 3 credit hours

Specialization (9 credit hours)

Complete one of the following Specializations:

Single Subject Specialization

MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 560 Foundations of Language and Literacy 3 credit hours
Note: (Single Subjects Specialization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: advanced math, art, biology, chemistry, drama, ELA [English Language Arts], health, integrated science, mathematics, music, PE, physics, social studies, or Spanish.

Multiple Subjects Specialization

MATG 550 Elementary Pedagogy in Science & STEAM Education 2 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours
MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours

Reading Endorsement Courses (15 credit hours)

Complete the following:

READ 530 Hist/Found Literacy Learning 2 credit hours
READ 531 Analysis Read/Writ Assessments 2 credit hours
READ 532 Adv Strategies in Lit Instruct 2 credit hours
READ 534 Issues & App Literacy Instruct 2 credit hours
READ 537 Emergent Literacy 2 credit hours
READ 538 Organization Reading Programs 3 credit hours
READ 542 Reading Practicum 2 credit 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 professional educator portfolio will be completed to support students in licensing and professional educator requirements.

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:

- 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

Master of Arts in Teaching Core & Practicum Courses (20 credit hours)

Complete the following:

MATG 501 The Professional Educator 1 credit hour
MATG 503 Diverse Populations 3 credit hours
MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 507 Curriculum, Instruction, and Assessment II 3 credit hours
MATG 510 Issues in Human Growth and Development 2 credit hours
MATG 577 Practicum: Classroom Teaching 6 credit hours
MATG 580 Classroom Management: Classroom Culture 2 credit hours

Professional Education Portfolio (3 credit hours)

MATG 591 Professional Educator Portfolio 3 credit hours

Specialization (9 credit hours)

Choose one of the following:

Single Subject Specialization
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 560 Foundations of Language and Literacy 3 credit hours
Note: (Single Subjects Specialization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: advanced math, art, biology, chemistry, drama, ELA [English Language Arts], health, integrated science, mathematics, music, PE, physics, social studies, or Spanish.
Multiple Subjects Specialization
MATG 550 Elementary Pedagogy in Science & STEAM Education 2 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours
MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours

SPED Endorsement Courses through Fall 2023 (19 credit hours)

Complete the following:

SPED 512 Structures for Teaching and Learning: Academic 3 credit hours
SPED 513 Structures for Teaching and Learning: Functional 3 credit hours

SPED 521 Assessment & Evaluation 4 credit hours
SPED 524 Assistive Technology & Specialized Support 1 credit hour
SPED 531 Case Management 3 credit hours
SPED 552 Community Supports and Transitional Programs 2 credit hours
SPED 576 Practicum: Mild to Moderate 2 credit hours
SPED 577 Practicum: Moderate to Severe 2 credit hours

SPED Endorsement Courses effective Spring 2024 (19 credit hours)

Complete the following:

SPED 512 Structures for Teaching and Learning: Academic 3 credit hours
SPED 513 Structures for Teaching and Learning: Functional 3 credit hours
SPED 521 Assessment & Evaluation 4 credit hours
SPED 552 Community Supports and Transitional Programs 2 credit hours
SPED 576 Practicum: Mild to Moderate 2 credit hours
SPED 577 Practicum: Moderate to Severe 2 credit hours

Master of Arts: Special Education Generalist

Overview

The Master of Arts: Special Education Generalist program is designed to provide a future teacher with the content and methods necessary to be an effective special education teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, 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.

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

Admission Requirements

Applicants seeking admission to the Master of Arts: Special Education Generalist 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: Special Education Generalist application and application fee
- Submit one official transcript from each college/university attended

- Completion of the character reference statement required by Oregon TSPC
- Two recommendations
- An interview 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, July 1 for a Fall 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 SPED.

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 Master of Arts: SPED Generalist program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Graduation Requirements

In order to graduate with a Master of Arts: Special Education Generalist 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 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
- Complete SPED endorsement TPA (Teacher Performance Assessment)
- Complete a successful SPED endorsement practicum experience

Accreditation

The following program has been approved by the Oregon Teacher Standards and Practices Commission (TSPC)

Internship

A practicum experience is required in both mild to moderate and moderate to severe

Curriculum Plan

Master of Arts: Special Education Generalist Courses (40 credits)

Complete the following:

MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours
MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours
SPED 508 Literacy & Mathematics Methods and Interventions 3 hours
SPED 510 Theory, Foundations, and Ethics for Special Educators 2 credit hours
SPED 512 Structures for Teaching and Learning: Academic 3 credit hours
SPED 513 Structures for Teaching and Learning: Functional 3 credit hours
SPED 521 Assessment & Evaluation 4 credit hours
SPED 531 Case Management 3 credit hours
SPED 550 Behavior Support and Classroom Management 3 credit hours
SPED 552 Community Supports and Transitional Programs 2 credit hours
SPED 578 Practicum I 4 hours
SPED 579 Practicum II 2 hours
SPED 595 Special Study in Special Education 1 credit hour

Master of Arts in Education

Purpose

The Master of Arts in Education (MAEd) program is designed to provide candidates an alternative pathway to obtain an MAEd degree.

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 College of Education.

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
- An interview 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.

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.

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, 14 are in prescribed MAT core education courses, 10 semester credits in MEd core courses, 9 semester credits in an area of specialization, and 3 electives.

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.

Thematic Strands

The Master of Arts in Education has integrated curriculum that infuses 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 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.

Curriculum Plan

Master of Arts in Teaching Core (14 credit hours)

Complete the following:

MATG 501 The Professional Educator 1 credit hour
MATG 503 Diverse Populations 3 credit hours
MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 507 Curriculum, Instruction, and Assessment II 3 credit hours
MATG 510 Issues in Human Growth and Development 2 credit hours
MATG 580 Classroom Management: Classroom Culture 2 credit hours
Note: Students will register for MATRG 560 according to the license they plan to pursue: Single Subject or Multiple Subjects.

Specialization (9 credit hours)

Choose one of the following Specializations:

Single Subjects Specialization
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 560 Foundations of Language and Literacy 3 credit hours
Note: (Single Subjects Specialization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: advanced math, art, biology, chemistry, drama, ELA [English Language Arts], health, integrated science, mathematics, music, PE, physics, social studies, or Spanish.
Multiple Subjects Specialization
MATG 550 Elementary Pedagogy in Science & STEAM Education 2 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours

MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours

MAEd without Licensure Courses (10 credit hours)

Complete the following:

MEDU 506 Research in Effective Teaching 3 credit hours
MEDU 520 Curriculum and Assessment 3 credit hours
MEDU 540 Action Research I 2 credit hours
MEDU 541 Action Research II 2 credit hours

Elective Coursework (3 credit hours)

Students will complete 3 hours of elective coursework.

Master of Education Courses

MEDU 506 Research in Effective Teaching 3 credit hours
MEDU 520 Curriculum and Assessment 3 credit hours
MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 credit hours
MEDU 543 Ethics & Equity in Educational Leadership 3 credit hours

ESOL Endorsement Electives

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

Reading Endorsement Electives

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

SPED Endorsement Electives

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

Other Program Electives

MATG 576 Practicum: Classroom Organization in Practice 4 credit hours
MATG 590 Professional Seminar 1 credit 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 two 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)

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.

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 credit hours)

Complete the following:

MEDU 510 Foundations of Educational Practice 2 credit hours
MEDU 520 Curriculum and Assessment 3 credit hours
MEDU 543 Ethics & Equity in Educational Leadership 3 credit hours

Research Core (7 credit hours)

Complete the following:

MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 credit hours

MEDU 540 Action Research I 2 credit hours
MEDU 541 Action Research II 2 credit hours

Specialization (15 credit hours - select one)

Reading

Complete the following:

READ 530 Hist/Found Literacy Learning 2 credit hours
READ 531 Analysis Read/Writ Assessments 2 credit hours
READ 532 Adv Strategies in Lit Instruct 2 credit hours
READ 534 Issues & App Literacy Instruct 2 credit hours
READ 538 Organization Reading Programs 3 credit 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 credit hours
READ 537 Emergent Literacy 2 credit 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 credit 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 credit hours
ESOL 571 Second Lang Acquisition & Dev 2 credit hours
ESOL 572 Intercultural Comm ESOL Cntxt 2 credit hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 credit hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 credit 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 credit hours

Master of Education Plus Principal License

Overview

The Master of Education Plus Principal License is designed to fulfill the professional development needs of educators who desire to prepare for an administrative role within a school or other agency, or other educational related fields. This program meets TSPC requirements for the Principal License.

Degree Outcomes for a Master of Education Plus Principal License

- Building-level leadership
- P-12 teacher leadership

Student Learning Outcomes

- Dynamic student access to Professional Learning Networks
- Strengthen professional identity of each educator to include the habits of scholarship (use and evaluation of research, participation in research, evaluation of programs)
- Successfully perform the work of a beginning school administrator

Admission Requirements

Applicants seeking admission to the Master of Education Plus Principal License 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 Plus Principal License 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 Plus Principal License program consists of a specialized curriculum specifically designed for preparation as a school principal. The courses within the Master of Education Plus Principal License program are delivered online.
All work leading to the Master of Education Plus Principal License program is regularly completed within a predetermined semester cycle within a cohort model. Any extensions required must be approved by the 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 Plus Principal License degree program is generally 4-7 semesters in length with 30 total semester hours of coursework required for graduation. Of those 30 hours, 21 are in core courses; 6 are in practicum courses, and 3 are in leadership capstone 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 Master of Education Plus Principal License 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.

Licensure in Oregon and Other States

Upon completion of the Master of Education Plus Principal License degree, students will be eligible for a principal license in Oregon. (In some cases, additional professional tests may be required.) This Master of Education Plus Principal License 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 Master of Education Plus Principal License program.

Graduation Requirements

In order to graduate with the Master of Education Plus Principal License 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:

- Building-level leadership
- P-12 teacher leadership

Learning Outcomes:

- Increased access to equitable learning outcomes for each student in schools
- A strong understanding of and adherence to ethical foundations of leadership
- Involving others in the school community from multiple perspectives

Sequence of Study:

- Each student will choose a sequence of courses aligned with professional goals.
- The course of study will follow the schedule aligned to the academic calendar.

Course Requirements

All students must complete the following courses:

Core Courses (21 credit hours)

Complete the following:

ADMN 540 Leadership in Education 3 credit hours
ADMN 541 The Principal: Leading for Inclusion, Equity and Justice 3 credit hours
ADMN 542 Legal Perspectives on Education Policy & Finance 3 credit hours
ADMN 543 Ethics & Equity in Educational Leadership 3 credit hours
ADMN 544 Instructional Leadership and Evaluation 3 credit hours
ADMN 550 Schools as Family and Community Partners 3 credit hours
ADMN 551 Aligning Data and Resources for Continuous School Improvement 3 credit hours

Practicum Courses (6 credit hours)

Complete the following:

ADMN 548 Principal License Practicum I 3 credit hours
ADMN 549 Principal License Practicum II 3 credit hours

Leadership Courses (3 credit hours)

Complete the following:

MEDU 565 Capstone 1-3 credit hour

Master of Education Plus Special Education Endorsement

Overview

Candidates for the Master of Education Plus 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 Plus 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 Plus SPED degree program.

Residence Requirements

Of the 40 hours required for the Master of Education Plus SPED program, all hours must be taken in resident study at George Fox University. All work leading to the Master of Education Plus SPED degree must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Educational Leadership 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 Plus 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 Plus SPED

Licensure in Oregon and Other States

Upon completion of the MEd Plus SPED degree, students will be eligible for advanced teaching licenses in Oregon. (In some cases, additional professional tests may be required.) This MEd Plus 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 Plus SPED program.

Graduation Requirements

In order to graduate with the MEd Plus 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 credit hours)

Complete the following:

MEDU 510 Foundations of Educational Practice 2 credit hours
MEDU 520 Curriculum and Assessment 3 credit hours
MEDU 543 Ethics & Equity in Educational Leadership 3 credit hours

Research Core (7 credit hours)

Complete the following:

MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 credit hours
MEDU 540 Action Research I 2 credit hours
MEDU 541 Action Research II 2 credit hours

Special Education Courses (25 credit hours)

Complete the following:

SPED 510 Theory, Foundations, and Ethics for Special Educators 2 hours
SPED 512 Structures for Teaching and Learning: Academic 3 credit hours
SPED 513 Structures for Teaching and Learning: Functional 3 credit hours
SPED 521 Assessment & Evaluation 4 credit hours
SPED 531 Case Management 3 credit hours
SPED 550 Behavior Support and Classroom Management 3 credit hours
SPED 552 Community Supports and Transitional Programs 2 hours
SPED 576 Practicum: Mild to Moderate 2 credit hours

SPED 577 Practicum: Moderate to Severe 2 credit 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
- Preliminary Teaching License-only Program

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 credit hours)

Complete the following:

DUAL 570 Applied Comparative Linguistics: English - Target Language 3 credit hours
DUAL 571 Parent and Community Involvement 1 credit hour
DUAL 572 Sociolinguistics and Education 2 credit hours
DUAL 573 Biliteracy Instruction 3 credit hours
DUAL 576 Practicum: Dual Language 2 credit 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.

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 credit hours)

Complete the following:

READ 530 must be taken in the first two semesters of the program.
READ 530 Hist/Found Literacy Learning 2 credit hours
READ 531 Analysis Read/Writ Assessments 2 credit hours
READ 532 Adv Strategies in Lit Instruct 2 credit hours

READ 534 Issues & App Literacy Instruct 2 credit hours
READ 538 Organization Reading Programs 3 credit hours

Choose one of the following:

READ 536 Reading/Writing Content Areas 2 credit hours
READ 537 Emergent Literacy 2 credit hours

Reading Practicum (2 credit 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 credit 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:

- Demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in ESOL learning environments.
- 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.

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 credit hours)

Complete the following:

ESOL 570 Applied Eng Linguis:Oral & Lit 3 credit hours
ESOL 571 Second Lang Acquisition & Dev 2 credit hours

ESOL 572 Intercultural Comm ESOL Cntxt 2 credit hours
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 credit hours
ESOL 574 Assess ESOL Learning/Lang Prof 3 credit hours

ESOL Practicum (2 credit hours)

Complete the following:

Enrollment in a practicum requires successful completion of ESOL 570, ESOL 571, ESOL 572, and ESOL 573. ESOL 574 may be taken concurrently with the practicum course.
ESOL 577 ESOL Practicum 2 credit 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 online synchronous with asynchronous components.

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 can start the program in the fall, spring, and summer semesters. They will work with the Special Education Director to create a course plan that meets their individual needs.

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 Objective

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 and 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 online synchronous with asynchronous components.

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 credit hours)

Complete the following:

SPED 510 Theory, Foundations, and Ethics for Special Educators 2 credit hours
SPED 512 Structures for Teaching and Learning: Academic 3 credit hours
SPED 513 Structures for Teaching and Learning: Functional 3 credit hours
SPED 521 Assessment & Evaluation 4 credit hours
SPED 531 Case Management 3 credit hours
SPED 550 Behavior Support and Classroom Management 3 credit hours

SPED 552 Community Supports and Transitional Programs 2 credit hours
SPED 576 Practicum: Mild to Moderate 2 credit hours
SPED 577 Practicum: Moderate to Severe 2 credit hours
SPED 595 Special Study in Special Education 1 credit 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.

Residence Requirements

Of the 27 hours required for the Principal License program, a minimum of 24 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 27 semester hours of course work required as a minimum for graduation. Of those hours, 21 are core educational courses and 6 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 27 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 (21 credit hours)

Complete the following:

ADMN 540 Leadership in Education 3 credit hours
ADMN 541 The Principal: Leading for Inclusion, Equity and Justice 3 credit hours
ADMN 542 Legal Perspectives on Education Policy & Finance 3 credit hours
ADMN 543 Ethics & Equity in Educational Leadership 3 credit hours
ADMN 544 Instructional Leadership and Evaluation 3 credit hours
ADMN 550 Schools as Family and Community Partners 3 credit hours
ADMN 551 Aligning Data and Resources for Continuous School Improvement 3 credit hours

Practicum (6 credit hours)

Complete the following:

ADMN 548 Principal License Practicum I 3 credit hours
ADMN 549 Principal License Practicum II 3 credit hours

The two semesters of practicum have three components: on-site building-level 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 541, ADMN 542, ADMN 543, ADMN 544, ADMN 550 and ADMN 551) 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 presentation that serves as a capstone in ADMN 549. Each candidate assembles a portfolio that documents satisfactory performance in the TSPC standards listed in OAR 584-420-0060 (10). Concurrent enrollment may be approved by the program director.

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.

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 584-420-0070. Each candidate assembles a portfolio that documents satisfactory performance in the TSPC standards listed in OAR 584-420-0070 (10):

- **Mission, Vision and Core Values** - Develops, articulates, implements, and stewards a vision by promoting community involvement.
- **Ethics and Professionalism** - Promotes the success and well-being of each student, teacher and leader by modeling and setting the norms for ethical and responsible behavior.
- **Equity and Cultural Leadership** - Promotes a thriving district culture built upon equity and excellence.
- **Instructional Leadership** - Promotes systems of learning and instruction that are equitable and inclusive.
- **Community and External Leadership** - Engages and partners with the external community in ways that enhance and support the learning within the district.

- **Management of People, Data and Processes** - Aligns and manages resources such as finances, personnnel and policies in ways that cohesively serve the district's mission.
- **Policy, Governance, Advocacy, and Sociopolitical Leadership** - Builds positive board relationships and understands and advocates within the larger context of state and local policy, law and guidance in service of the district mission.
- **Clinical Practice** - Engage in substantial and sustained educational leadership clinical experiences.

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 credit hours)

Complete the following:

ADMN 640 School District Leadership 3 credit hours
ADMN 642 Inclusive Systems to Promote Success for Each Student 3 credit hours
ADMN 643 Executive Leadership in Education 3 credit hours
ADMN 644 Program Evaluation for Systems Improvement 3 credit hours
ADMN 646 Maximizing and Aligning Organizational Resources 3 credit hours

Practica (3 credit hours)

Complete the following:

ADMN 648 Professional Administrator Practicum I 2 credit hours
ADMN 649 Professional Administrator Practicum II 1 credit hour
The two semesters of practicum have the components of on-site district-level experiences, and a professional portfolio. Practicum experiences may begin at the start of the Professional Administrator program for contract administrators or on the approval of the program director. Administrator License candidates will begin their professional portfolio at the start of ADMN 648 Professional Administrator Practicum I. Candidates will add to the portfolio throughout their practicum, ending with ADMN 649 Professional Administrator Practicum II. Each candidate assembles a portfolio that documents satisfactory performance in the TSPC standards listed in OAR 584-420-0070(10). Concurrent enrollment may be approved by the program director.

Preliminary Teaching License-only Program

Purpose

The Preliminary Teaching License-only program is designed to prepare candidates holding an undergraduate BA or BS degree or a Master's degree in a field other than education with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, assessment, classroom management, cultural proficiency, and technology are integrated throughout the curriculum. The themes add qualities to the overall cohesiveness of the program and are integrated throughout the curriculum.

The Teacher Licensure program may be completed through a program of study in two semesters part-time, plus one semester full-time.

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

Program 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 for a Teacher Performance Assessment
- Receive an Oregon Preliminary Teaching License upon completion of the program 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 provides for adding endorsements in the following areas: advanced mathematics, art, basic mathematics*, biology, business, chemistry*, health education, integrated science*, language arts, marketing, music, physical education, physics, social studies, and Spanish.

** These subjects may be added to another endorsement for high school (single-subject) applicants*

Admission Requirements

Applicants seeking admission to the Preliminary Teaching License-only 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 course work or an accredited Master's with a minimum GPA of 3.0 in the equivalency of the final 30 semester credits of graduate coursework. In addition, applicants must complete the following to be considered for admission to the program:

- Teacher Licensure 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 Teacher Licensure Admission Committee

If accepted into the program, a $200 tuition deposit is required. Deadline for application is March 1st. 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, the student 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 Preliminary Teaching License-only program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

All 29 semester credits must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Review & Retention Committee action and may subject the student to additional requirements.

Course Requirements

The Preliminary Teaching License-only Program is generally 13 months in length with 29 semester credits of course work required as a minimum for completion. Of those credits, 14 are in prescribed core education courses, 9 in area of specialization, and 6 practicum credits.

Other Program Requirements

The program structure will be characterized by:

Cohort Model

Students will work in cohorts of 12 to 18 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 semester-long practicum experience will provide preservice teachers with opportunities to apply learning from course work. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between course work and application in classrooms.

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 in several of the professional courses.

Study of the Subject Matter Knowledge and Structure

Students will research and discuss the nature and structure of the subject areas while concentrating on their major subject. They will engage in interdisciplinary discussions that will allow them to discern relationships between the subject areas.

Reflection

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

Program Completion Requirements

In order to complete the Preliminary Teaching License-only Program students must:

- Satisfactorily complete a minimum of 29 semester 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).

Pass appropriate exams to be recommended for licensure.

Curriculum Plan

Education Core Courses (14 credit hours)

MATG 501 The Professional Educator 1 credit hour
MATG 503 Diverse Populations 3 credit hours
MATG 506 Curriculum, Instruction, and Assessment I 3 credit hours
MATG 507 Curriculum, Instruction, and Assessment II 3 credit hours
MATG 510 Issues in Human Growth and Development 2 credit hours
MATG 580 Classroom Management: Classroom Culture 2 credit hours

Practicum (6 credit hours)

Complete the following:

MATG 577 Practicum: Classroom Teaching 6 credit hours

Specialization (9 credit hours)

Choose one of the following:

Single Subject

MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 555 Secondary Pedagogy in the Content Area 3 credit hours
MATG 560 Foundations of Language and Literacy 3 credit 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

MATG 550 Elementary Pedagogy in Science & STEAM Education 2 credit hours
MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 credit hours
MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 credit hours

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.

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 credit hours)

Complete the following:

EDWR 505 Institute in the Teaching of Writing I 2-6 credit hour
EDWR 515 Institute in the Teaching of Writing II 1-3 credit hour
EDWR 520 Inquiry into the Teaching of Writing 3 credit hours
EDWR 530 Advanced Strategies in the Teaching of Writing 2 credit hours
EDWR 540 Professional Leadership in the Teaching of Writing 3 credit hours
EDWR 550 Teacher Leadership: Writing for Publication 3 credit hours

Doctor of Education (EdD Degree)

Mission

Our mission is to develop leaders with the knowledge, skills, and dispositions to effectively inspire, educate, lead and serve others effectively for the common good.

Purpose

The EdD prepares scholar-practitioners for P-12 and 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 and leadership. 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 and leading 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 scholars 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, one from a direct supervisor, 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

Transfer Credit

Upon approval by the department, transfer of a minimum of 12 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 up to the equivalent of 21 semester credit hours of their licensure coursework towards completion of their concentration and electives. Students who have previously completed both a Principal License and a Professional License may transfer in up to the equivalent of 28 credit hours pending review of coursework and standard alignment. Students with both a Principal License from any Oregon university and a Professional Administrator License earned at George Fox will transfer in the maximum of 28 credit hours. 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 credit hours required for the EdD program, a minimum of 44 credit hours must be taken through George Fox University, not to conflict with the transfer of credits from administrator licenses noted above. 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 until degree requirements are met.

Course Requirements

The EdD program is generally three years in length with 56 semester credit hours of coursework required as a minimum for graduation and can be completed in that time frame by taking 19 semester credit hours in years one and two, and 18 semester credit hours 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.

Graduation Requirements

In order to graduate with the EdD degree, students must satisfactorily complete a minimum of 56 semester credit 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. Issues of cultural diversity and justice are woven into courses within each perspective area. Students will choose from the following areas of concentration: P-20 Instructional Design and Development, P-12 Administration, and Leading Learning.

Curriculum Plan

Core Requirements

Faith and Learning/Ethics (6 credit hours required)

Complete the following:

EDDL 700 Ethics, Equity and Justice 3 credit hours
EDDL 701 How Faith Sustains the Life of the Mind 3 credit hours

Educational Foundations (3 credit hours required)

Complete the following:

EDDL 710 Political & Social Persp in Ed 3 credit hours

Leadership (3 credit hours required)

Complete the following:

EDDL 716 The Art and Craft of Leader: Strategies for Organizational Change, Development, and Vitality 3 credit hours

Teaching and Learning (3 credit hours required)

Complete the following:

EDDL 720 Research in Effective Teaching 3 credit hours

Colloquium (2-3 credit hours required)

Complete the following:

Three, one-credit colloquia will be offered in the program.
EDDL 725 Colloquia 1 credit hour

Research (12 credit hours required)

Complete the following:

EDDL 776 Research Literacy for Educational Leadership 3 credit hours
EDDL 777 Using Data for Continuous Organizational Improvement 3 credit hours
EDDL 778 Data Analysis & Evidence-Based Improvement 3 credit hours
EDDL 779 Proposal Development for Inquiry and Research 3 credit hours

Dissertation (8 credit hours required)

Complete the following:

Within six units of core plus concentration, students take the following options for dissertation courses.

Note:
***Doctoral students may take a maximum of 4 credit hours of doctoral dissertation research in any semester. EDDL 805 is for students who do not finish their dissertation research within the minimum 8 credit 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. Consult with the Research Director ahead of registering for EDDL 779 to determine the most appropriate track*

for either the 800-803 or 806-807 sequence; each track requires 8 credit hours for completion.

EDDL 800 Dissertation 2 credit hours
EDDL 801 Dissertation Research 2 credit hours
EDDL 802 Dissertation Research 2 credit hours
EDDL 803 Dissertation Research 2 credit hours
EDDL 806 ISDiP Research 4 credit hours
EDDL 807 ISDiP Accountability 4 credit hours
EDDL 805 Dissertation Research 1 credit hour

Concentrations (Choose one)

P-12 Administration Concentration

P-12 Administration Concentration

27 credits total. Satisfies these nine (9) credits of Doctor of Education core requirements: ADMN 540 meets EDDL 716. ADMN 543 meets EDDL 700. ADMN 544 meets EDDL 720.

Choose from the following:

ADMN 540 Leadership in Education 3 credit hours
ADMN 541 The Principal: Leading for Inclusion, Equity and Justice 3 credit hours
ADMN 542 Legal Perspectives on Education Policy & Finance 3 credit hours
ADMN 543 Ethics & Equity in Educational Leadership 3 credit hours
ADMN 544 Instructional Leadership and Evaluation 3 credit hours
ADMN 550 Schools as Family and Community Partners 3 credit hours
ADMN 551 Aligning Data and Resources for Continuous School Improvement 3 credit hours
ADMN 640 School District Leadership 3 credit hours
ADMN 642 Inclusive Systems to Promote Success for Each Student 3 credit hours
ADMN 643 Executive Leadership in Education 3 credit hours
ADMN 644 Program Evaluation for Systems Improvement 3 credit hours
ADMN 646 Maximizing and Aligning Organizational Resources 3 credit hours

TSPC Information

P-20 Instructional Design and Development Concentration

Complete the following (18 credit hours total)

EDDL 740 Curriculum, Instruction and Assessment 3 credit hours
EDDL 741 Leading Educational Organizations through Professional Development 3 credit hours
EDDL 742 Leading People 3 credit hours
EDDL 743 Assessing Teaching and Learning Environments 3 credit hours

Elective Coursework (6 credit hours required)

Students may complete any combination of courses drawn from the P-12 Administration concentration, and/or English Speakers of Other Languages Endorsement (ESOL), Reading Interventionist Endorsement (READ), and Special Education Endorsement (SPED).
EDDL 685 Special Topics 3 credit hours

Leading Learning Concentration

Choose 18 credit hours from the following

TSPC Information

ESOL Endorsement: Complete 18 credits of ESOL courses, plus 2 additional practicum credits.
Reading Interventionist Endorsement: Complete 18 credits of READ courses, plus 2 additional practicum credits.
Special Education Endorsement: Complete 20 credits of SPED courses, plus one SPED special study and 4 additional practicum credits.

Graduate College of Education Course Descriptions

Courses are listed alphabetically by prefix.

- ADMN
- DUAL
- EDDL
- EDWR
- ESOL
- MATG
- MEDU
- READ
- SPED

ADMN Course Descriptions

ADMN 540 Leadership in Education

3 credit 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. Meets EDDL 716.

ADMN 541 The Principal: Leading for Inclusion, Equity and Justice

3 credit hours

This course will offer you a picture of the complexities of the principalship. Serving as the leader in a school setting is perhaps the most challenging position in any school system or structure. The immediate demands in any given day can more than fill a month of diary entries with challenges and successes. The challenge of responding to the immediate, while intentionally charting and leading teams on a course to continuous improvement for all students, fills the "To Do List' to overflowing each and every day.

ADMN 542 Legal Perspectives on Education Policy & Finance

3 credit 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 Ethics & Equity in Educational Leadership

3 credit 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. Meets EDDL 700.

ADMN 544 Instructional Leadership and Evaluation

3 credit 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. Meets EDDL 720.

ADMN 548 Principal License Practicum I

3 credit 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 as mentor. 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, mentors and candidates will communicate in site meetings, virtually and online. Pass/No Pass

ADMN 549 Principal License Practicum II

3 credit 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 550 Schools as Family and Community Partners

3 credit hours

This course will call on you to go beyond traditional notions of how schools and the larger communities in which they are set engage and strengthen each other. Schools are increasingly called on to do more than present students with opportunities to learn core subject areas. Indeed, they are often the hubs of any community, urban and rural and everything in between. The challenge of a broadened call upon schools to serve as a partner in the community is at times daunting, but one that can and should be viewed as an incredible opportunity to partner to do more for all, both inside and outside the walls of the school house.

ADMN 551 Aligning Data and Resources for Continuous School Improvement

3 credit hours

This course is designed to provide students with an understanding of the importance of a framework for continuous school improvement that is aligned to the mission, goals and values of a school and district. Getting better at getting better is the underlying work of continuous improvement systems models that serve as the engine to ongoing improvement in a school. Concepts such as alignment and cohesion to mission, values, resource investment, data priorities and communications will be explored.

ADMN 640 School District Leadership

3 credit 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 Inclusive Systems to Promote Success for Each Student

3 credit 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 in Education

3 credit 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 Evaluation for Systems Improvement

3 credit 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 Maximizing and Aligning Organizational Resources

3 credit 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 credit hours

Practicum experiences are carried out at building or district level of responsibility under the direct supervision of a university supervisor and a licensed district administrator as mentor. Practicum experiences are supplemented by online administrative academic projects that focus on advanced competencies of administration. The supervisors, mentors and candidates will communicate in site meetings, virtually and online. Pass/No Pass

ADMN 649 Professional Administrator Practicum II

1 credit 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, mentors and candidates will communicate in site meetings, virtually and online. Pass/No Pass

DUAL Course Descriptions

DUAL 570 Applied Comparative Linguistics: English - Target Language

3 credit 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 credit 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 credit 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 credit 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 credit 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 Course Descriptions

EDDL 685 Special Topics

3 credit 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 credit hour

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 credit 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. Meets or is met by ADMN 543.

EDDL 701 How Faith Sustains the Life of the Mind

3 credit 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 credit 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, post-secondary levels; and multiculturalism are also examined.

EDDL 716 The Art and Craft of Leader: Strategies for Organizational Change, Development, and Vitality

3 credit 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. Meets or is met by ADMN 540.

EDDL 720 Research in Effective Teaching

3 credit 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. Met by ADMN 544.

EDDL 725 Colloquia

1 credit 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 730 Teaching and Learning in Higher Education

3 credit hours

A course designed to lead professors to gain knowledge and skill in instructional planning, teaching, and assessment in face-to-face, blended, and online instructional environments. Students will review current research focused on young adult and adult learners.

EDDL 731 Higher Education History and Current Practice

3 credit hours

A course designed to introduce students to the history of higher education from ancient times through the Middle Ages to the development of the current state of the American research university from a Colonial College Model. The course is designed to focus on how events and issues from the past have been addressed and how they tend to resurface today. The intent is to provide the student with insight, perspectives, and wisdom to address contemporary issues and improve current practice.

EDDL 732 Higher Education Leadership and Management

3 credit hours

This course is designed to accomplish three things: (1) provide an synopsis of cogent leadership theories and their application to higher education; (2) offer an overview of the structures, challenges, and concerns facing senior higher education administrators, and (3) identify and examine the management functions at work in contemporary higher education.

EDDL 733 Contemporary Issues in Higher Education

3 credit 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.

EDDL 740 Curriculum, Instruction and Assessment

3 credit 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 credit hours

This course examines the adult learner and principles of effective professional development.

EDDL 742 Leading People

3 credit 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 Assessing Teaching and Learning Environments

3 credit 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 776 Research Literacy for Educational Leadership

3 credit hours

The course will develop knowledge and skills needed for the critical review and consumption of (1) empirical research from the scholarly and professional literature in educational leadership and (2) data generated through and informative of the
professional practice in education. The course addresses the question, "How do scholar practitioners discern and interact with scholarly research and organizational data in ways that contribute to improvement in education?"

EDDL 777 Using Data for Continuous Organizational Improvement

3 credit hours

This course will develop skills and thinking related to continuous improvement in education at an organizational level. Approaches and techniques drawn from improvement science and other continuous improvement systems thinking heuristics will be studied and developed. The course addresses the question, "How do organizational leaders intentionally design and monitor continuous improvement aligned to mission?" Prerequisite: EDDL 776.

EDDL 778 Data Analysis & Evidence-Based Improvement

3 credit hours

This course will examine data analysis techniques - both quantitative and qualitative - that are essential to context-based continuous improvement. Leading practice improvement as scholar practitioners in educational settings requires that data be collected, analyzed, and fashioned as evidence that is accepted in schools, the academy and the community. Analysis techniques will be studied for methodological soundness. The course addresses the question, "How do scholar practitioners analyze data effectively, and use it as evidence in service of context-based leadership and scholarship?" Prerequisite: EDDL 777

EDDL 779 Proposal Development for Inquiry and Research

3 credit hours

This course will develop key student skills necessary for dissertation research and completion. Technical skills such as refining inquiry and research questions, writing a literature review, and developing a dissertation proposal will be learned. Soft skills and dispositions researchers need to develop and employ will also be studied and fostered. Students will write a problem, purpose and significance statement using a rationale supported by evidence and reasons, including an ethical justification for the chosen problem of practice. They will also provide a justification for how the scholarly literature supports each of the above elements. The course addresses the question, "How do scholar practitioners prepare and plan to communicate research and scholarship findings through dissertation?" NOTE:**Consult with the Research Director ahead of registering for EDDL 779 to determine the most appropriate track for either the 800-803 or 806-807 sequence; each track requires 8 credits for completion. Prerequisite:

EDDL 778.

EDDL 800 Dissertation

2 credit hours

Students are required to take a minimum of 8 semester credit hours for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this time frame, the candidate must stay continuously enrolled in dissertation credits (1 credit hour per semester) until the dissertation is completed. Prerequisites: EDDL 776, 777, 778 and 779.

EDDL 801 Dissertation Research

2 credit hours

Students are required to take a minimum of 8 semester credit hours for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this time frame, the candidate must stay continuously enrolled in dissertation credits (1 credit hour per semester) until the dissertation is completed.

EDDL 802 Dissertation Research

2 credit hours

Students are required to take a minimum of 8 semester credit hours for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this time frame, the candidate must stay continuously enrolled in dissertation credits (1 credit hour per semester) until the dissertation is completed.

EDDL 803 Dissertation Research

2 credit hours

Students are required to take a minimum of 8 semester credit hours for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this time frame, the candidate must stay continuously enrolled in dissertation credits (1 credit hour per semester) until the dissertation is completed.

EDDL 805 Dissertation Research

1 credit hour

Required of doctoral level students who did not complete their dissertation research in EDDL 800-803.

EDDL 806 ISDiP Research

4 credit hours

In this course, improvement science dissertation in practice (ISDiP) candidates work with their key organizational stakeholders to determine the fit and feasibility of their improvement science project proposal from their 779 course. Consistent with the plan-do-study-act (PDSA) model, they will lead collaboration with a Networked Improvement Community (NIC), including collecting, analyzing, and acting on necessary data in order to improve outcomes in student learning, staff performance, school processes, or stakeholder perceptions. Expected course deliverables over the 60-90 day cycle include sharing and consistently updating a portfolio of NIC session logistics and outcomes, including relevant analysis of frameworks, systems, causes,

measures, and participant knowledge with the 806 ISDiP Director. Prerequisites: EDDL 776, 777, 778 and 779.

EDDL 807 ISDiP Accountability

4 credit hours

ISDiP candidates will write up a formal document that encapsulates the preceding ISDiP research. This document must adhere to the formatting requirements in the EDD Dissertations Handbook. Candidates will then submit the edited draft to the 807 Director. Once approved, the candidate will prepare and record a professional presentation using the Handbook's requirements, which the 807 Director will upload to an EDD YouTube site. This will be shared with the EDD Guild and community, consisting of alumni, faculty, and friends of the GFU community. After a period of 15 days from upload, the candidate will use the presentation feedback to craft a Reflection section that concludes the ISDiP; this is an opportunity to combine the wisdom of the crowd with the candidate's learning journey. Prerequisite: EDDL 806.

EDWR Course Descriptions

EDWR 505 Institute in the Teaching of Writing I

2-6 credit hour

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 credit hour

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 credit 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 credit 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 credit 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 credit 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 Course Descriptions

ESOL 570 Applied Eng Linguis:Oral & Lit

3 credit 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 credit 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 credit 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.

ESOL 573 Plan/Manage ESOL/Bil Curr/Inst

3 credit 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 credit 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 credit 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 credit hours

Individualized and clinical observation/research in an area of special interest to the student which is outside the regular offerings of the program.

MATG Course Descriptions

MATG 501 The Professional Educator

1 credit 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 credit 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, Instruction, and Assessment I

3 credit 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. This course also incorporates and reinforces best practices in assessment design and implementation. Candidates focus on creating and using assessments that measure growth toward standard-based outcomes. Using student data as appropriate, candidates develop plans for differentiation and intervention.

MATG 507 Curriculum, Instruction, and Assessment II

3 credit hours

This course continues to prepare 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. This course also incorporates and reinforces best practices in assessment design and implementation. Candidates focus on 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 Issues in Human Growth and Development

2 credit 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 credit 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 credit 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 & STEAM Education

2 credit hours

This course focuses on research-based, best practices of science and STEAM (science, technology, engineering, arts, and mathematics) education at the early childhood/ elementary and middle school (EC/EL/MS) levels. In this course, teacher candidates develop pedagogical knowledge and skills around the three-dimensional, inquiry-based learning aspect of the Next Generation Science Standards and integrative STEAM curriculum and assessments that foster student centered and inclusive STEAM learning experiences and honors the diversity of all learners.

MATG 551 Multiple Subjects Level Pedagogy in Language Arts

2 credit 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 credit 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 Secondary Pedagogy in the Content Area

3 credit 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 558 Teaching in the Middle

2 credit 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 credit 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 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary

4 credit hours

This course is designed to focus on the foundations and pedagogical methods of literacy including reading, writing, speaking and listening. In the context of teaching diverse populations, course topics encompass instructional strategies, pedagogical methods, research, engagement, literacy curriculum, implementation, and assessment. An emphasis is placed on inclusion, Dyslexia, ELL, language acquisition, and RTI.

MATG 576 Practicum: Classroom Organization in Practice

4 credit 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

6 credit hours

This practicum will be completed at either multiple subject or single subjects endorsement area. Candidate demonstrates success in multiple performance and dispositional assessments. Additional course fee required.

MATG 580 Classroom Management: Classroom Culture

2 credit 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 credit 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 credit hour

Occasional special courses chosen to fit the interests and needs of students and faculty.

MATG 590 Professional Seminar

1 credit 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 591 Professional Educator Portfolio

3 credit hours

This course is designed to prepare the professional educator for the field. It will include design and submission of a portfolio and professional preparation.

MATG 595 Special Study in Education

1-3 credit hour

Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the program.

MEDU Course Descriptions

MEDU 506 Research in Effective Teaching

3 credit 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 credit 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 credit hou

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 credit 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 credit 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 credit 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 credit 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 credit hour

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 Ethics & Equity in Educational Leadership

3 credit 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. Meets EDDL 700.

MEDU 565 Capstone

1-3 credit hour

This course is designed to permit the student to analyze, reflect on, and communicate to university and school stakeholders the summary of individual and organizational learning outcomes as a result of participation in the degree program. Students will utilize their practicum experience, their portfolio of evidence, and key learning experiences from coursework to design and present their findings, conclusions and recommendations on leadership principles and practices impacting their organization as the culminating activity in the program. The capstone is variable credit and may be done in one, two, or three semesters, however, the last one hour

unit must be completed concurrently or at the conclusion of ADMN 549.

MEDU 685 Selected Topics in Foundational Perspectives

1-3 credit hour

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 Course Descriptions

READ 530 Hist/Found Literacy Learning

2 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 Course Descriptions

SPED 501 Theory, Foundations and Ethics for Special Educators

1 credit 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 508 Literacy & Mathematics Methods and Interventions

3 credit hours

This course will examine research-based methods of instruction and interventions in literacy and mathematics to support students with disabilities at the elementary and secondary levels. Course topics encompass research, curriculum, implementation, intervention, instructional strategies, and assessment within the English Language Arts and Mathematics state standards framework.

SPED 510 Theory, Foundations, and Ethics for Special Educators

2 credit hours

This course will focus on theoretical and practical aspects of human development while identifying the connections to developmental psychology and learning theory with an emphasis on birth through young adulthood. Functional knowledge of exceptionalities including autism, dyslexia, and executive functioning will be developed in relation to learning. Historical foundations and the purpose of special education including law, policies, legislation, litigation, and ethics will be thoroughly explored.

SPED 511 Developmental Psychology and Learning Theory

1 credit 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 credit hours

This course prepares candidates to meet the needs of school students with high incidence learning disabilities in general education classrooms. An emphasis on developing curricular modifications and adaptations to evaluate content curriculum, providing assistance to general education teachers, developing knowledge and skills to adjust curriculum content using Oregon State Standards, and utilizing informal assessments to provide information on student progress in the general education

curriculum. This course will also prepare candidates to evaluate technological and assistive supports and determine appropriateness for exceptional learners. Candidates will design and develop assistive technology tools for use in academic settings.

SPED 513 Structures for Teaching and Learning: Functional

3 credit hours

This course prepares candidates to meet the needs of school students with 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. An emphasis on utilizing the Oregon State Standards to plan and implement curriculum, understand how to make eligibility decisions, and knowledge of academic and functional instruction to support students with low incidence disabilities. Functional living skills are incorporated into content planning. This course will also prepare candidates 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 521 Assessment & Evaluation

4 credit 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. The 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 credit 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

3 credit 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 credit hours

This course will focus on the 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 including the development of behavior support plans.

SPED 552 Community Supports and Transitional Programs

2 credit 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 credit hours

This practicum will be completed at either early childhood elementary, 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 60 hours of clinical practice in a mild to moderate disability placement.

SPED 577 Practicum: Moderate to Severe

2 credit hours

This practicum will be completed at either early childhood elementary, elementary middle, or middle level and high school, in settings with students identified with moderate to severe disabilities. Candidates will complete a minimum of 60 hours of clinical practice in a moderate to severe disability placement.

SPED 578 Practicum I

4 credit hours

This practicum will be completed at either early childhood elementary, elementary middle, or middle level and high school, in settings with students identified with mild to moderate or moderate to severe disabilities. Candidates will complete a work sample during this practicum. Candidates will complete a minimum of 600 hours of clinical practice in a placement that serves students with the classification of mild to moderate or moderate to severe disabilities. Pass/No Pass.

SPED 579 Practicum II

2 credit hours

This practicum will be completed at either early childhood elementary, elementary middle, or middle level and high school, in settings with students identified with mild to moderate or moderate to severe disabilities. Candidates will complete a minimum of 60 hours of clinical practice in a placement that serves students with the classification of either mild to moderate or moderate to severe disabilities. Note, that this practicum should be with the student classification that is different from Practicum I. Pass/No

Pass.

SPED 585 Selected Topics

1-3 credit hour

Occasional special courses chosen to fit the interests and needs of students and faculty.

SPED 595 Special Study in Special Education

1 credit hour

This course will focus on an in-depth exploration of a topic related to special education, inclusion, or specific disabilities that is outside the regular offerings of the program. Research and evidence-based practices related to the topic will be examined as part of the special study

Portland Seminary

Certificate Programs

- Certification for Spiritual Directors

Master's Programs

- Master of Divinity (MDiv)
- Master of Arts in Theological Studies (MA)
- Master of Arts in Leadership and Culture (MA)
- Master of Arts in Spiritual Formation (MA)

Doctoral Programs

- Doctor of Leadership (DLd), Global Perspectives
- Doctor of Leadership (DLd), Global Marketplace
- Doctor of Ministry (DMin), Leadership and Spiritual Formation
- Doctor of Ministry (DMin), Semiotics, Church, and Culture
- Doctor of Ministry (DMin), Spirit-filled Global Leadership in the African Diaspora
- Doctor of Ministry (DMin), General

Seminary Course Descriptions

Certification for Spiritual Directors

Overview

This certification program is a nine-month, hybrid, cohort-based experience, comprised of four 8-week courses and one in-person BridgeWeek praxis intensive. Each course contains robust foundational instruction and practical application of the art of spiritual direction (SD). This certification is open to persons who have completed spiritual formation education either at an ATS-accredited institution or widely-recognized spiritual formation institute or training program (usually an 18-24 month program).

Certification Outcomes

Students will be equipped and formed to think with clarity as they:

- **Understand historical and contemporary contexts of spiritual direction**.
- **Evaluate the spiritual conversations students have with directees**, observing and articulating the movement of God both in themselves and in their clients.

Students will be equipped and formed to live with integrity as they:

- **Assess their own formational journey as a spiritual director** as they engage in accountability practices.

Students will be equipped and formed to serve with the heart of God as they:

- **Develop the skills** necessary to establish and maintain spiritual-direction relationships.
- **Develop vocational and professional approach** for how they will implement spiritual direction within their specific ministry context.

Admission Requirements

This certificate is open to students who have completed spiritual formation or spiritual direction training either at an ATS-accredited institution or a widely recognized spiritual formation training program (usually an 18-24 month program). Students not meeting these requirements may apply to the Master of Arts in Spiritual Formation (MASF) program. This would allow students to move into the Certification for Spiritual Directors program following completion. Applicants with a Doctor of Ministry in Leadership and Spiritual Formation may also apply.

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 and/or documentation of spiritual formation training
- Resumé
- Personal mission statement and statement of faith
- Letter of recommendation from their spiritual director or spiritual formation program instructor.

†Applicants who do not hold a four-year baccalaureate degree from a regionally accredited college or university may apply to the seminary and will be required to submit additional documentation to be considered for admission.

Transfer Credit

No transfer credit is awarded for this certification program.

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. Students are required to complete all of the program requirements (12 semester credits) 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 for Spiritual Directors program is 9 months in length, with 12 semester hours of coursework in spiritual direction in sequence. Students practice spiritual direction with their own clients, engage in peer supervision in the courses, and receive external supervision and individual spiritual direction at their own expense.

The program requires participation in one ‘Bridgeweek’ face-to-face intensive.

Graduation Requirements

In order to receive the Certification for Spiritual Directors, students must:

- Satisfactorily complete the 12 semester hours with a cumulative GPA of 3.0 or above
- Complete a minimum of 20 hours of spiritual direction with at least 3 directees external to the program.
- Receive a minimum of 10 hours of supervision (peer and individual).
- Receive a minimum of 7 hours of spiritual direction.
- Be recommended by the student’s supervisor and by seminary faculty for Certification for Spiritual Directors upon completion of all coursework.

Curriculum Plan

Spiritual Direction Courses (12 credit hours)

Complete the following:

SDIR 500 The Art of Spiritual Direction: Foundations 3 credit hours
SDIR 510 The Art of Spiritual Direction: Developing Practices 3 credit hours
SDIR 520 The Art of Spiritual Direction: Exploring Interiority 3 credit hours

SDIR 530 The Art of Spiritual Direction: Vocation, Profession, and Context 3 credit hours

Master of Divinity

Overview

The Master of Divinity (MDiv) program is a 72-credit-hour degree designed for the purpose of preparing women and men for roles as pastors, missionaries, chaplains, or other ministry leaders. The MDiv curriculum is designed to enable students to prepare for ordination, licensing, or recording.*

The MDiv program utilizes a hybrid, cohort-based delivery model, comprised of regular synchronous video conferencing sessions, asynchronous online coursework, and three in-person BridgeWeek intensive experiences.

The MDiv curriculum is developed around biblical studies and language resources, theological and historical foundation courses, leadership and pastoral studies courses, and spiritual formation courses. The MDiv Program will equip and form students to think with clarity like Christ, live with integrity in Christ, and serve with the heart of God for Christ.

*While the seminary provides training, denominations provide the process of ordination, licensure, or recording.

Degree Outcomes

Students will be equipped and formed to think with clarity as they:

- **Engage Christian Scriptures in their historical and literary contexts** using a variety of hermeneutical approaches and language resources in order to articulate them in faithful practices.
- **Examine Christian historical and theological developments** by investigating practices and beliefs of Christian traditions in order to enable faithful practices within diverse contemporary contexts.

Students will be equipped and formed to live with integrity as they:

- **Deepen awareness of God, self, and others** through formative practices in preparation for life-long personal and vocational flourishing.
- **Cultivate their own healing** in order to companion individuals and communities towards wholeness.

Students will be equipped and formed to serve with the heart of God as they:

- **Develop theologically-informed leadership skills** necessary to lead in diverse settings.
- **Learn to order the life of the church** through effective preaching and worship, pastoral care, and equipping God’s people for ministries of compassion and justice.

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 may be required in some instances

†Applicants who do not hold a four-year baccalaureate degree from a regionally accredited college or university may apply to the seminary and will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 36 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.

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 (36 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 72 semester hours of coursework required as a minimum for graduation. Of those hours, 15 are in biblical studies courses, 3 in biblical languages, 18 in Christian history and theology, 12 in spiritual formation, 9 in pastoral studies, 9 in leadership, and 6 hours in professional development. Professional development hours will be used towards preparing for chaplaincy or continued ministry development.

The program requires participation in three ‘Bridgeweek’ face-to-face intensives.

Graduation Requirements

In order to graduate with the MDiv degree, students must:

- Satisfactorily complete a minimum of 72 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).
- Fully participate in all required ‘Bridgeweek’ intensives.
- Successfully complete each milestone.
- Be recommended by the seminary faculty for graduation from Portland Seminary of George Fox University.

Other Degree Requirements

Students are required to complete coaching in the final year of the program. The seminary assigns each student a coach from an approved pool. They meet with the coach three times each Fall and Spring Semester. The coach provides the seminary documentation of student progress. Coaching expenses are covered by a fee attached to SPDV 550 Stewarding Leadership I and SPDV 560 Clinical Pastoral Education: Applying to Programs and Best Practices.

Curriculum Plan

Biblical Studies Courses (15 credit hours)

Complete the following:

SBIS 510 Old Testament Introduction 3 credit hours
SBIS 520 New Testament Introduction 3 credit hours
SBIS 530 Biblical Hermeneutics 3 credit hours
SBIS 540 Advanced Topics in Old Testament 3 credit hours
SBIS 550 Advanced Topics in New Testament 3 credit hours

Biblical Languages (3 credit hours)

Complete the following:

SLAN 500 Biblical Languages Resources 3 credit hours

Christian History and Theology Courses (18 credit hours)

Choose from the following:

STHS 500 Early and Medieval Christianity 3 credit hours
STHS 510 Early Modern Christianity 3 credit hours
STHS 520 Christianity and Contemporary Cultures 3 credit hours
STHS 530 American Christianities 3 credit hours
STHS 540 Themes and Systems in Christian Theology 3 credit hours
STHS 550 Christian Ethics 3 credit hours

Leadership Courses (9 credit hours)

Complete the following:

SLDR 500 Theories and Praxis of Christian Leadership 3 credit hours

SLDR 510 Diversity and Cultural Humility in Leadership 3 credit hours
SLDR 520 Transformation in Cultures and Systems 3 credit hours

Pastoral Studies Courses (9 credit hours)

Complete the following:

SPST 500 Pastoral Care 3 credit hours
SPST 510 The Worshiping Life of a Congregation: Leading and Preaching 3 credit hours
SPST 520 Organizing the Life of the Church: Administration and Communications 3 credit hours

Spiritual Formation Courses (12 credit hours)

Complete the following:

SFRM 500 Self-in-Connection with the Triune God 3 credit hours
SFRM 510 The Life of Prayer in the Christian Tradition 3 credit hours
SFRM 520 Restorative Justice and the Shalom of God 3 credit hours
SFRM 530 Wholeness and Healing in Christian Ministry 3 credit hours

Professional Development Courses (6 credit hours)

Students will take either the professional development courses or chaplaincy preparation courses.

Choose one of the following:

Professional Development Courses:

SPDV 550 Stewarding Leadership I 3 credit hours
SPDV 551 Stewarding Leadership II 3 credit hours

Chaplaincy Preparation Courses:

SPDV 560 Clinical Pastoral Education: Applying to Programs and Best Practices 3 credit hours
SPDV 561 Clinical Pastoral Education: Practicum 3 credit hours

*Clinical Pastoral Education (CPE) brings seminary students into supervised ministry with people in crisis. The heart of CPE is a 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.

Master of Arts in Theological Studies

Overview

The Master of Arts in Theological Studies (MATS) is a 45-credit-hour degree designed for the purpose of shaping students as scholars and is ideally suited for those wishing to pursue a vocation in teaching or writing.

The MATS program utilizes a hybrid, cohort-based delivery model, comprised of regular synchronous video conferencing sessions, asynchronous online coursework, and two in-person BridgeWeek intensive experiences.

The MATS 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. There are two tracks in the MATS program: 1) Biblical Studies and 2) Christian History and Theology. The required courses in each track will offer the opportunity for the MATS students to gain the necessary scholarly expertise in their field.

The teaching or research apprenticeship requirement offers a unique and important opportunity for MATS students to learn about pedagogy in theological studies, with real-life experience in doing academic research or classroom teaching. A mentor guides students through the teaching or research 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 provides the opportunity for the MATS student to learn advanced research and writing skills and potentially prepare for doctoral study.

Degree Outcomes

Students will be equipped and formed to think with clarity as they:

- **Engage Christian Scriptures in their historical and literary contexts** using a variety of hermeneutical approaches and language resources in order to articulate them in faithful practices.
- **Examine Christian historical and theological developments** by investigating practices and beliefs of Christian traditions in order to enable faithful practices within contemporary contexts.

Students will be equipped and formed to live with integrity as they:

- **Deepen awareness of God, self, and others** through formative practices in preparation for life-long personal and vocational flourishing.

Students will be equipped and formed to serve with the heart of God as they:

- **Develop the necessary skills for teaching, writing, and research** in the context of higher education, ministry, and public life.

Admission Requirements

Applicants seeking admission to the MA in 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 may be required in some instances

Transfer Credit

Transfer of up to 23 hours of credit is allowed toward the MA in 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 7 years of the date of matriculation to the MATS 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

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 MATS program, students are required to complete half of the degree (22 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 MATS program is generally three years in length but can be completed in two years, with 45 semester hours of coursework required as a minimum for graduation. Of the total hours required for the degree, 9 are in prescribed biblical studies courses, 3 in biblical languages, 6 in Christian history and theology, 6 in spiritual formation and discipleship, and 9 in professional development (teaching apprenticeship and thesis). The remaining 12 hours are in a chosen concentration of either biblical studies or Christian history and theology.

Thesis/Research Paper

The MATS degree requires a thesis project:

- In consultation with the thesis director, each student will choose faculty 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.
- The primary advisor will work with the student to define the thesis topic or the nature and scope of the project. Theses should be 15,000-18,000 words in length.
- A thesis requires a one-hour oral defense before the primary thesis advisor and the second reader.

Graduation Requirements

In order to graduate with the MA in Theological Studies degree students must:

- Satisfactorily complete a minimum of 45 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)
- Fully participate in all required 'Bridgeweek' intensives.
- Successfully complete each milestone.
- Be recommended by the seminary faculty for graduation from Portland Seminary of George Fox University.

Other Degree Requirements

The MATS degree requires a thesis project.

Curriculum Plan

Biblical Studies Courses (9 credit hours)

Complete the following:

SBIS 510 Old Testament Introduction 3 credit hours
SBIS 520 New Testament Introduction 3 credit hours
SBIS 540 Advanced Topics in Old Testament 3 credit hours

Biblical Languages Courses (3 credit hours)

Complete the following:

SLAN 500 Biblical Languages Resources 3 credit hours

Christian History and Theology Courses (6 credit hours)

Complete the following:

STHS 500 Early and Medieval Christianity 3 credit hours
STHS 510 Early Modern Christianity 3 credit hours

Spiritual Formation Courses (6 credit hours)

Complete the following:

SFRM 500 Self-in-Connection with the Triune God 3 credit hours
SFRM 510 The Life of Prayer in the Christian Tradition 3 credit hours

Professional Development Courses (9 credit hours)

Complete the following:

SPDV 570 Teaching and Research Apprenticeship I: Internship, Pedagogy, Research 1.5 credit hour
SPDV 571 Teaching and Research Apprenticeship II: Internship, Pedagogy, Research 1.5 credit hour
SPDV 580 Thesis I 3 credit hours
SPDV 581 Thesis II 3 credit hours

MATS Concentration Courses (12 credit hours)

Master of Arts in Theological Studies students must complete one of the following concentration areas (12 credit hours).

Choose one of the following:

Biblical Studies Concentration (12 credit hours)

Complete the following:

Biblical Studies Courses (6 credit hours)
SBIS 530 Biblical Hermeneutics 3 credit hours
SBIS 550 Advanced Topics in New Testament 3 credit hours
Biblical Languages Courses (6 credit hours)
Students completing the Biblical Studies Concentration must choose one of the following Biblical Langues options (6 credit hours).
SLAN 510 Biblical Hebrew I 3 credit hours
SLAN 520 Biblical Hebrew II 3 credit hours
OR
SLAN 530 Biblical Greek I 3 credit hours
SLAN 540 Biblical Greek II 3 credit hours

Christian History and Theology Concentration (12 credit hours)

Complete the following:

STHS 520 Christianity and Contemporary Cultures 3 credit hours
STHS 530 American Christianities 3 credit hours
STHS 540 Themes and Systems in Christian Theology 3 credit hours
STHS 550 Christian Ethics 3 credit hours

Master of Arts in Leadership and Culture

Overview

The Master of Arts in Leadership and Culture (MALC) is a 36-credit-hour degree program designed to equip Christian leaders for executive pastor roles, entrepreneurial ministry opportunities, nonprofits and business as mission.

The MALC program utilizes a hybrid, cohort-based delivery model, consisting of regular synchronous video conferencing sessions, asynchronous online coursework, and two in-person BridgeWeek intensive experiences.

The MALC curriculum includes courses in Christian leadership theory and practice, biblical and theological foundations, ethics, and spiritual formation. The study of leadership involves exposure and training in disciplines such as team building, conflict resolution, reconciliation, cultural humility, strategic change, adaptive leadership, technology, administrative and financial development best practices, and individual and social transformation processes. 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.

Degree Outcomes

Students will be equipped and formed to think with clarity as they:

- **Interact with Christian Scripture, history, and theology** in order to develop an informed understanding of Christian leadership.

Students will be equipped and formed to live with integrity as they:

- **Deepen awareness of God, self, and others** through formative practices in preparation for life-long personal and vocational flourishing.
- **Cultivate their own healing** in order to companion individuals and communities towards wholeness.

Students will be equipped and formed to serve with the heart of God as they:

- **Develop entrepreneurial and innovative skills** for faith-based enterprises.
- Lead in a diverse, globalized, and technology-driven world.

Admission Requirements

Applicants seeking admission to the Master of Arts in Leadership and Culture 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 may be required in some instances

†Applicants who do not hold a four-year baccalaureate degree from a regionally accredited college or university may apply to the seminary and will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 18 hours of credit is allowed toward the Master of Arts in Leadership and Culture 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 7 years of the date of matriculation to the Master of Arts in Ministry Leadership 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

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 in Leadership and Culture 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 Master of Arts in Leadership and Culture 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, 18 are in leadership courses, 12 in spiritual formation courses, and 6 in biblical and theological foundations courses.

The program also requires participation in two ‘Bridgeweek’ face-to-face intensives.

Graduation Requirements

In order to graduate with the Master of Arts in Leadership and Culture 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).
- Fully participate in all required ‘Bridgeweek’ intensives.
- Successfully complete each milestone.

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

Other Degree Requirements

Students are required to complete coaching in the final year of the program. The seminary assigns each student a coach from an approved pool. They meet with the coach three times each Fall and Spring Semester. The coach provides the seminary documentation of student progress. Coaching expenses are covered by a fee attached to SLDR 530 Social Entrepreneurship and Innovation in Christian Perspective and SLDR 550 Administration and Finance Development for Faith-Based Enterprises.

Curriculum Plan

Biblical Studies Courses (3 credit hours)

Complete the following:

SBIS 500 Bible Survey 3 credit hours

Christian History and Theology Courses (3 credit hours)

Complete the following:

STHS 550 Christian Ethics 3 credit hours

Leadership Courses (9 credit hours)

Complete the following:

SLDR 500 Theories and Praxis of Christian Leadership 3 credit hours
SLDR 510 Diversity and Cultural Humility in Leadership 3 credit hours
SLDR 520 Transformation in Cultures and Systems 3 credit hours

Advanced Leadership Courses (9 credit hours)

Complete the following:

SLDR 530 Social Entrepreneurship and Innovation in Christian Perspective 3 credit hours
SLDR 540 Technology in a Global Society 3 credit hours
SLDR 550 Administration and Finance Development for Faith-Based Enterprises 3 credit hours

Spiritual Formation Courses (12 credit hours)

Complete the following:

SFRM 500 Self-in-Connection with the Triune God 3 credit hours
SFRM 510 The Life of Prayer in the Christian Tradition 3 credit hours
SFRM 520 Restorative Justice and the Shalom of God 3 credit hours
SFRM 530 Wholeness and Healing in Christian Ministry 3 credit hours

Master of Arts in Spiritual Formation

Purpose

The Master of Arts in Spiritual Formation (MASF) is a 36-credit-hour degree designed to equip persons as leaders for spiritual formation and discipleship ministries in the church and community. The entire curriculum pathway is designed to prepare women and men to become a thoughtful, differentiated non-anxious presence living out of the true self as beloved of God. Students will discover the deep, rooted spirituality within the Christian tradition.

The MASF program utilizes a hybrid, cohort-based delivery model, comprised of regular synchronous video conferencing sessions, asynchronous online coursework, and two in-person BridgeWeek intensive experiences.

The MASF curriculum includes courses focused on biblical and theological foundations, deepening awareness of God and self, integrating life experiences, and enhancing Christ-like spiritual practices so that students can demonstrate the characteristics of Jesus in their vocational contexts and support the deepening of spiritual formation in others. The focus of our curriculum, therefore, is on developing awareness of God, self, and others; strengthening belovedness, cultivating healing; nurturing sacred spaces; deepening compassion, and building distinct spiritual practices to meet ministry needs in context.

Degree Outcomes

Students will be equipped and formed to think with clarity as they:

- **Reflectively engage with Christian Scripture, history, and theology** in order to examine and contextualize how sacred stories shape identity.

Students will be equipped and formed to live with integrity as they:

- **Deepen awareness of God, self, and others** through formative practices in preparation for life-long personal and vocational flourishing.
- **Cultivate their own healing** through the discovery of their belovedness in order to companion individuals and communities towards wholeness.

Students will be equipped and formed to serve with the heart of God as they:

- **Nurture sacred space**s that facilitate individual and communal encounters with God.
- **Conceptualize formation practice**s that address contextual ministry needs for mutual healing and justice.

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 may be required in some instances

†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 of 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. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

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, 6 are in biblical and theological foundations courses, 24 are spiritual formation core courses, and 6 are in pastoral care and formation leadership courses.

The program also requires participation in two ‘Bridgeweek’ face-to-face intensives.

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).
- Fully participate in all required ‘Bridgeweek’ intensives.
- Successfully complete each milestone.

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

Other Degree Requirements

Students are required to receive individual spiritual direction in the final year of the program. The seminary assigns each student a spiritual director from an approved pool. They meet with the spiritual director three times each Fall and Spring Semester. The spiritual director provides the seminary documentation of student progress. Spiritual director expenses are covered by a fee attached to SFRM 560 Loss and Life: Spiritual Practices and Generative Perspectives and SFRM 570 Listening and Discernment.

Curriculum Plan

Biblical Studies Courses (3 credit hours)

Complete the following:

SBIS 500 Bible Survey 3 credit hours

Christian History and Theology Courses (3 credit hours)

Complete the following:

STHS 560 Theologies of Suffering and Healing 3 credit hours

Leadership Courses (3 credit hours)

Complete the following:

SLDR 510 Diversity and Cultural Humility in Leadership 3 credit hours

Pastoral Studies Courses (3 credit hours)

Complete the following:

SPST 500 Pastoral Care 3 credit hours

Spiritual Formation Courses (12 credit hours)

Complete the following:

SFRM 500 Self-in-Connection with the Triune God 3 credit hours
SFRM 510 The Life of Prayer in the Christian Tradition 3 credit hours
SFRM 520 Restorative Justice and the Shalom of God 3 credit hours
SFRM 530 Wholeness and Healing in Christian Ministry 3 credit hours

Advanced Spiritual Formation Courses (12 credit hours)

Complete the following:

SFRM 540 Sacred Stories of Formation 3 credit hours
SFRM 550 History of Spirituality and Renewal 3 credit hours
SFRM 560 Loss and Life: Spiritual Practices and Generative Perspectives 3 credit hours
SFRM 570 Listening and Discernment 3 credit hours

Doctor of Leadership (DLd) in Global Perspectives

Purpose

The Doctor of Leadership (DLd) is the highest professional doctoral degree in the practice and theory of leadership for those who lead in ministry, nonprofit, or other kinds of service in a variety of settings. It is designed for educated, experienced Christian leaders who recognize their need to become differentiated and innovative leaders, able to guide their communities or organizations through uncertain times into a hopeful future. The Doctor of Leadership program at Portland Seminary is distinctive from other leadership doctorates in that its primary focus is on the practice of leadership from a Christ-centered, globally-minded, and theologically-informed perspective.

Built on a foundation of relationality, the Doctor of Leadership in Global Perspectives program (DLGP) fosters an open learning community of peers and mentors for their lifelong leadership journeys. The Lead Mentor inducts students into modes of learning and study that incorporate critical thinking, personal research, and peer discussion. Students regularly engage online with cohort members and their project peer groups, participate in three face-to-face intensives (Advances), and produce a doctoral project under the guidance of a project faculty member using a portfolio-based, milestone process. As a result of their research, students make a contribution to their ministry context, gain expertise around their research topic, and learn the Collaborative Design for Ministry and Nonprofit Contexts process that they can utilize repeatedly after graduation.

Degree Outcomes

Graduates of the Doctor of Leadership in Global Perspectives track will:

- Differentiate as a leader by developing an inner equanimity and identity, congruent with one’s personality, values, and mission.
- Articulate a globally-informed leadership philosophy and practice that integrates cognitive, behavioral, spiritual, and theological disciplines.
- Gain skills in Collaborative Design for Ministry and Nonprofit Contexts to address a chosen need, problem, or opportunity (NPO) in complex, professional environments.
- Contribute a solution to an NPO in one’s context through the completion of a professional project.

Admission Requirements

Applicants seeking admission to the Doctor of Leadership degree tracks must hold a master's degree in a relevant area (humanities, social sciences, or theology/ministry) from a regionally accredited institution with a minimum GPA of 3.0 (or possession of a competitive grade point average as reflected in one’s transcripts). Master’s degree relevance is evaluated on the basis of the program theme and the student’s leadership

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

- Completion of the DLd 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 full-time participation in at least three years of leadership experience.
- Three letters of reference (as specified in admissions materials).
- Articulation of the scope and character of one’s current leadership context.
- Evidence of the capacity for an advanced level of competence and critical thinking in the practice of leadership beyond that of the master's level and possession of writing skills sufficient to excel in an ATS-accredited professional doctorate program.
- Statement of faith.
- An academic writing sample.
- An entrance interview with the director of the Doctoral 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.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum of 24 semester hours (i.e. # of the degree program). Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

All work leading to the Doctor of Leadership must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the 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 degree requirements.

Because of the cohort model used for this program, students must maintain full attendance throughout each intensive experience. However, a student in good standing, who must interrupt his or her studies for compelling reasons, may petition the 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 will be required to apply for readmission.

Course Requirements

The Doctor of Leadership 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 director. The six-course project portfolio sequence is completed over three years. 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 and design sequence. The program also requires participation in three ‘advance’ face-to-face intensives.

Doctoral Project

The Portland Seminary Doctor of Leadership program requires students to develop a project portfolio documenting their 3-year research journey, culminating in the production of a doctoral project and project launch plan. The goal is to make a contribution to their ministry context, gain expertise around their research topic, and learn a research and design process that they can utilize repeatedly after graduation.

The three-year research sequence uses a process of collaborative design for ministry and nonprofit contexts. Students begin the process by identifying a need/problem/opportunity (NPO) in their ministry context. A project faculty member guides their research in three phases: discover (year one); design (year two), and deliver (year three).

In the ‘discover’ and ‘design’ phases, students collaborate with stakeholders from their context to better understand their NPO, generate design solutions, and prototype the concepts in order to arrive at the most viable option for addressing it. This option becomes the doctoral project, which they then flesh out in year three ‘deliver’ phase, complete with a detailed launch plan. After submitting the completed project portfolio, the examination committee makes a final assessment. If passed, students complete the remaining steps for archiving and conduct a presentation of their project prior to graduation.

Graduation Requirements

To graduate with the Doctor of Leadership 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, two options are available: 1) retake the course, 2) with department approval, correct deficiencies for an updated grade.
- Achieve no grade lower than a Pass in all project portfolio research and design 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 intensives.
- Complete and pass the project portfolio
- Oral presentation of the project
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Doctor of Leadership, Global Perspectives 'Taught' Courses (16 credit hours)

Complete the following:

DLDR 707 Critical Thinking and Research Methods 4 credit hours
DLDR 717 Global Contexts and Leadership 4 credit hours
DLDR 807 Global Leadership Habits, Practices and Dynamics 4 credit hours
DLDR 817 Contextualising Global Leadership Challenges for Local Contexts 4 credit hours

Project Portfolio Research Sequence (22 credit hours)

Complete the following:

DLDR 750 Identifying the Need / Problem / Opportunity (NPO) 4 credit hours
DLDR 751 Exploring Theological and Contextual Foundations of the NPO 4 credit hours
DLDR 850 Discovering Stakeholder Perspectives Concerning the NPO 3 credit hours
DLDR 851 Experimenting with Prototypes 3 credit hours
DLDR 950 Designing the Doctoral Project 4 credit hours
DLDR 951 Assessment of the Doctoral Project 4 credit hours
DLDR 955 Doctoral Project Continuation (as required‡) 1 hour

‡Students must maintain continuous enrollment. DLDR 955 is only required for students who do not complete their project within the minimum program credits. DLDR 955 is repeatable each fall and spring until the program is complete.

Doctor of Leadership (DLd) in the Global Marketplace

Purpose

The Doctor of Leadership (DLd) degree is a professional doctorate in the practice and theory of global leadership. It is designed for educated, experienced Christian leaders who recognize their need to develop transmissible projects in unconventional ministry contexts. The Doctor of Leadership program at Portland Seminary is distinctive from other leadership doctorates in that its primary focus is on the practice of leadership from a Christ-centered, globally-minded, and theologically-informed perspective.

Degree Outcomes

Graduates of the Doctor of Leadership in the Global Marketplace track will:

1. Formulate a Christ-centered marketplace leadership philosophy and practice that is globally and theologically informed.
2. Become innovative, visionary leaders who conduct themselves with integrity and respect in the spirit of excellence.
3. Gain skills and competencies in applied doctoral research.
4. Construct a doctoral-level project that expresses the skill of global marketplace leadership.

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 Leadership degree tracks must hold a master's degree in a relevant area (humanities, social sciences, or theology/ministry) from a regionally accredited institution with a minimum GPA of 3.0 (or possession of a competitive grade point average as reflected in one’s transcripts). Master’s degree relevance is evaluated on the basis of the program theme and the student’s leadership context. In addition, applicants must complete the following to be considered for admission to the program:

- Completion of the DLd 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 full-time participation in at least three years of leadership experience.
- Three letters of reference (as specified in admissions materials).
- Articulation of the scope and character of one’s current leadership context.
- Evidence of the capacity for an advanced level of competence and critical thinking in the practice of leadership beyond that of the master's level and possession

of writing skills sufficient to excel in an ATS-accredited professional doctorate program.
- Statement of faith.
- An academic writing sample.
- An entrance interview with the director of the Doctoral 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.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum of 18 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

All work leading to the Doctor of Leadership must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the director. Program extension requests must be received before 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 DLd 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 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 Leadership in the Global Marketplace 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 director.

The six-course project research sequence is completed over three years. Of the total hours required for the degree, 16 hours are in prescribed program-themed 'taught' courses and 20 hours in the doctoral project research and design sequence.

The program also requires participation in three ‘advance’ face-to-face intensives. A fee is attached to the ‘taught’ course offered that semester. Most meals, lodging, and ground transportation to assigned tours are included in that fee. All transportation costs round trip from the country of origin and back from the visiting country are the responsibility of the student.

Doctoral Project

The Jakes Divinity School (JDS) doctoral program includes the design and completion of an applied doctoral project. The project addresses a challenge in the student’s

professional context. As such, the goal is to apply theological research skills to a significant and real-world need, problem, or opportunity (NPO) in the student's professional context.

The program uses a 3-year, qualitative approach combining bibliographic and field research to explore the NPO and create an effective solution or response. Students will not only address a current challenge in a professional setting but will also gain skills for addressing challenges after graduation.

Graduation Requirements

In order to graduate with the Doctor of Leadership 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.
- Oral presentation of the doctoral project.
- Successfully defended the doctoral project.
- Be recommended by Portland Seminary faculty and Jakes Divinity School for graduation from George Fox University.

Curriculum Plan

Doctor of Leadership in the Global Marketplace 'Taught' Courses (16 credit hours)

Complete the following:

DLDR 706 Global Leadership 4 credit hours
DLDR 716 African Profiles of Ethical Leadership 4 credit hours
DLDR 806 Contextual Leadership 4 credit hours
DLDR 816 Marketplace Leadership: Doing Business in Deep Waters 4 credit hours

Research Sequence (12 credit hours)

Complete the following:

DLDR 760 Introduction to Research Methodologies 3 credit hours
DLDR 761 Defining the NPO 3 credit hours
DLDR 860 Theological Foundations of the NPO 3 credit hours
DLDR 861 Designing the Global Marketplace Doctoral Project 3 credit hours

Doctoral Project (8 credit hours)

Complete the following:

DLDR 960 Developing the Global Marketplace Doctoral Project 4 credit hours
DLDR 961 Evaluating the Global Marketplace Doctoral Project 4 credit hours
DLDR 965 Global Marketplace Doctoral Project Continuation (as required‡) 1 hour

‡Students must maintain continuous enrollment in the doctoral project continuation until completion. DLDR 965 is required for students who do not finish their doctoral research within the minimum 4 hours. DLDR 965 is repeatable each fall and spring semester until the Doctoral Project is finished and approved.

Doctor of Ministry (DMin) 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 PhD and ThD 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.
- Gain skills in Collaborative Design for Ministry and Nonprofit Contexts to address a chosen need, problem, or opportunity (NPO) in ministry environments.
- Contribute a solution to an NPO in one’s context through the completion of a professional doctoral 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 an educational equivalent. The criteria below serve as a guide for assessing equivalency:

- The ability to thoughtfully interpret scripture and the theological tradition of one’s ministry context,
- The capacity to understand and adapt one’s ministry to the cultural context,
- A basic self-understanding of one’s ministerial identity and vocational calling,
- A readiness to engage in ongoing personal and spiritual formation for one’s ministry,
- An accredited master’s degree (or its educational equivalent) in an area related to one’s ministry setting or vocational calling, and
- Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

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 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 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.

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.

Doctoral Project

The Portland Seminary Doctor of Ministry program requires students to develop a project portfolio documenting their 3-year research journey, culminating in the production of a doctoral project and project launch plan. The goal is to make a contribution to their ministry context, gain expertise around their research topic, and learn a research and design process that they can utilize repeatedly after graduation.

The three-year research sequence uses a process of collaborative design for ministry and nonprofit contexts. Students begin the process by identifying a need/problem/opportunity (NPO) in their ministry context. A project faculty member guides their research in three phases: discover (year one); design (year two), and deliver (year three).

In the ‘discover’ and ‘design’ phases, students collaborate with stakeholders from their context to better understand their NPO, generate design solutions, and prototype the concepts in order to arrive at the most viable option for addressing it. This option becomes the doctoral project, which they then flesh out in year three ‘deliver’ phase, complete with a detailed launch plan. After submitting the completed project portfolio, the examination committee makes a final assessment. If passed, students complete

the remaining steps for archiving and conduct a presentation of their project prior to graduation.

Graduation Requirements

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, two options are available: 1) retake the course, 2) with department approval, correct deficiencies for an updated grade.
- Achieve no grade lower than a Pass in all project portfolio research and design 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 intensives.
- Complete and pass the project portfolio
- Oral presentation of the project
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership and Spiritual Formation Lead Mentor 'Taught' Courses (16 credit hours)

Complete the following:

DMIN 708 Leadership and Spiritual Formation - Inner World of the Leader 4 credit hours
DMIN 718 Historical and Biblical Perspectives of Leadership and Formation 4 credit hours
DMIN 808 Processes & Principles of Systemic Transformation 4 credit hours
DMIN 818 Cultural, Artistic, and Global Engagement 4 credit hours

Project Portfolio Research Sequence (22 credit hours)

Complete the following:

DMIN 750 Identifying the Need / Problem / Opportunity (NPO) 4 credit hours
DMIN 751 Exploring Theological and Contextual Foundations of the NPO 4 credit hours
DMIN 850 Discovering Stakeholder Perspectives Concerning the NPO 3 credit hours
DMIN 851 Experimenting with Prototypes 3 credit hours
DMIN 950 Designing the Doctoral Project 4 credit hours
DMIN 951 Assessment of the Doctoral Project 4 credit hours
DMIN 955 Doctoral 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 (DMin) 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 PhD and ThD 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, cultural trends, and leadership to better anticipate ministry trends within diverse communities via Exegesis assignment rubric.
- Gain skills in Collaborative Design for Ministry and Nonprofit Contexts to address a chosen need, problem, or opportunity (NPO) in ministry environments
- Contribute a solution to an NPO in one’s context through the completion of a professional doctoral 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 an educational equivalent. The criteria below serve as a guide for assessing equivalency:

- The ability to thoughtfully interpret scripture and the theological tradition of one’s ministry context,
- The capacity to understand and adapt one’s ministry to the cultural context,
- A basic self-understanding of one’s ministerial identity and vocational calling,
- A readiness to engage in ongoing personal and spiritual formation for one’s ministry,
- An accredited master’s degree (or its educational equivalent) in an area related to one’s ministry setting or vocational calling, and
- Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

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 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 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.

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.

Doctoral Project

The Portland Seminary Doctor of Ministry program requires students to develop a project portfolio documenting their 3-year research journey, culminating in the production of a doctoral project and project launch plan. The goal is to make a contribution to their ministry context, gain expertise around their research topic, and learn a research and design process that they can utilize repeatedly after graduation.

The three-year research sequence uses a process of collaborative design for ministry and nonprofit contexts. Students begin the process by identifying a need/problem/opportunity (NPO) in their ministry context. A project faculty member guides their research in three phases: discover (year one); design (year two), and deliver (year three).

In the ‘discover’ and ‘design’ phases, students collaborate with stakeholders from their context to better understand their NPO, generate design solutions, and prototype the concepts in order to arrive at the most viable option for addressing it. This option becomes the doctoral project, which they then flesh out in year three ‘deliver’ phase, complete with a detailed launch plan. After submitting the completed project portfolio, the examination committee makes a final assessment. If passed, students complete the remaining steps for archiving and conduct a presentation of their project prior to graduation.

Graduation Requirements

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, two options are available: 1) retake the course, 2) with department approval, correct deficiencies for an updated grade.
- Achieve no grade lower than a Pass in all project portfolio research and design 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 intensives.
- Complete and pass the project portfolio
- Oral presentation of the project
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Semiotics, Church, and Culture 'Taught' Courses (16 credit hours)

Complete the following:

DMIN 709 Introduction to Biblical, Ecclesial, and Cultural Semiotics 2 credit hours
DMIN 719 Semiotics as a Change Agent in Preaching, Ministry, and Mission (Church and Culture) 2 credit hours
DMIN 729 Re-Cognizing and Re-Signing Jesus in 21st Century Culture 4 credit hours
DMIN 809 Global Church and Local Church 2 credit hours
DMIN 819 Cultivating Imagination and Innovation in Ministry and Mission 2 credit hours
DMIN 829 Semiotic Shifts: Perspectives on Changing Trends in Church and Culture 4 credit hours

Project Portfolio Research Sequence Courses (22 credit hours)

Complete the following:

DMIN 750 Identifying the Need / Problem / Opportunity (NPO) 4 credit hours
DMIN 751 Exploring Theological and Contextual Foundations of the NPO 4 credit hours
DMIN 850 Discovering Stakeholder Perspectives Concerning the NPO 3 credit hours
DMIN 851 Experimenting with Prototypes 3 credit hours
DMIN 950 Designing the Doctoral Project 4 credit hours
DMIN 951 Assessment of the Doctoral Project 4 credit hours
DMIN 955 Doctoral 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 (DMin) 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:

- **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.
- **Communication techniques:** Students analyze and practice 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.
- **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.
- **Expanded perspective:** Students will be required to participate in three '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) one 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; three (one international and two 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. Exhibits a critical understanding of the dynamics of African leadership and its ethical application.
2. Demonstrates effective spirit-filled, cross-cultural preaching and communication skills.
3. Gain skills and competencies in applied doctoral research.
4. Contribute to the understanding and practice of ministry through the completion of a doctoral-level project.

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 an educational equivalent. The criteria below serve as a guide for assessing equivalency:

- The ability to thoughtfully interpret scripture and the theological tradition of one’s ministry context,
- The capacity to understand and adapt one’s ministry to the cultural context,
- A basic self-understanding of one’s ministerial identity and vocational calling,
- A readiness to engage in ongoing personal and spiritual formation for one’s ministry,
- An accredited master’s degree (or its educational equivalent) in an area related to one’s ministry setting or vocational calling, and
- Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

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 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 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 of 18 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

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 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 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 director.

The six-course project research sequence is completed over three years. Of the total hours required for the degree, 16 hours are in prescribed program-themed 'taught' courses and 20 hours in the doctoral project research and design sequence.

The program also requires participation in three ‘advance’ face-to-face intensives. A fee is attached to the ‘taught’ course offered that semester and most meals, lodging, and ground transportation to assigned tours. All transportation costs round trip from the country of origin and back from the visiting country are the responsibility of the student.

Doctoral Project

The Jakes Divinity School (JDS) doctoral program includes the design and completion of an applied doctoral project. The project addresses both the nature and the practice of ministry. As such, the goal is not to offer a unique contribution to ministry in general, but to apply theological research skills to a significant and contextualized real-world ministry need, problem, or opportunity (NPO).

The program uses a 3-year, qualitative approach combining bibliographic and field research to explore the NPO and create an effective solution or response. Students will not only address a current challenge in a ministry setting, but will also gain skills for addressing ministry challenges going forward after graduation.

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.
- Oral presentation of the doctoral project
- Successfully defend the doctoral project.
- 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 credit hours)

Complete the following:

DMIN 706 Introduction to Contemporary African Christianity 4 credit hours
DMIN 716 African Profiles of Ethical Leadership 4 credit hours
DMIN 806 The Holy Spirit and Cultural Diversity 4 credit hours
DMIN 816 The Art of Communication: TD Jakes' Method 4 credit hours

Research Sequence (12 credit hours)

Complete the following:

DMIN 760 Introduction to Research Methodologies 3 credit hours
DMIN 761 Defining the NPO 3 credit hours
DMIN 860 Theological Foundations of the NPO 3 credit hours
DMIN 861 Designing the Spirit-filled Global Leadership in the African Diaspora Doctoral Project 3 credit hours

Doctoral Project (8 credit hours)

Complete the following:

DMIN 960 Developing the Spirit-filled Global Leadership in the African Diaspora Doctoral Project 4 credit hours
DMIN 961 Evaluating the Spirit-filled Global Leadership in the African Diaspora Doctoral Project 4 credit hours
DMIN 965 Doctoral Project Continuation* 1 credit hour
*Students must maintain continuous enrollment in the doctoral project continuation until completion. DMIN 965 is required for students who do not finish their doctoral research within the minimum 4 hours. DMIN 965 is repeatable each fall and spring semester until the Doctoral Project is finished and approved.

Doctor of Ministry (DMin) - General

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 by integrating 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 unique 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.

Students in this general track of the DMin program at Portland Seminary do not journey with a cohort, but rather complete the coursework through a specialized study approach in limited instances and with DMin Director approval. The customized model meets both student needs and program outcomes. This option is designed for transfer or readmitted students who have started doctoral studies but have not yet completed the DMin degree.

Degree Outcomes

Graduates of the DMin will:

- Apply a theological integration to gain a critical understanding of ministry.
- Develop skills and contextual competencies to identify, frame, and respond to crucial ministry issues to address through research.
- Enhance effectiveness as ministry leaders in their chosen settings by contributing 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:

- 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, and purpose for pursuing a Doctor of Ministry degree
- 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 an educational equivalent. The criteria below serve as a guide for assessing equivalency:

- The ability to thoughtfully interpret scripture and the theological tradition of one’s ministry context,
- The capacity to understand and adapt one’s ministry to the cultural context,
- A basic self-understanding of one’s ministerial identity and vocational calling,
- A readiness to engage in ongoing personal and spiritual formation for one’s ministry,
- An accredited master’s degree (or its educational equivalent) in an area related to one’s ministry setting or vocational calling, and
- Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

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 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 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 24 semester hours. The transferability of credits earned at Portland Seminary, and transferred to another institution, is at the discretion of the receiving institution. Consult the DMin Director and Associate Director 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 Committee. Program extension requests must be received prior to the conclusion of the seventh year, citing extenuating circumstances and specifying an expected date of completion. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

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 of 4 hours. DMIN 905 is repeatable each fall and spring semester until the dissertation is finished.

Course Requirements

The Doctor of Ministry program is generally three years in length, with 36 semester hours of coursework required as a minimum for graduation. Students that transfer in credit will progress toward program completion at varying paces.

Candidacy

Students are eligible for admission to candidacy upon completion of all coursework (32 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. Submit a topic for the final dissertation and gain approval from the Dissertation Advisor

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

Track 1 Dissertation

This track of the Doctor of Ministry program includes the design and completion of a dissertation. The DMin 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. Students are paired with a Dissertation Advisor who will guide them in the research, development, and completion of the dissertation from the outset of the program. The dissertation involves research and writing at both the theoretical and practical levels. It also 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 the dissertation is complete, the candidate submits the dissertation to two advisors: the Dissertation Advisor and a Secondary

Advisor selected by the DMin Committee. 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 may produce a Track 2 Dissertation, which is composed of two parts: a Track 2 Artifact and a Written Statement. The Written Statement explains 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 2 Dissertation, which includes both the Written Statement and Track 2 Artifact, to the Dissertation, Secondary, and when necessary, Expert Advisors. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Graduation Requirements

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 C+ or lower grade 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.
- Complete any additional MDiv equivalency courses, as may be required.
- Successfully defend the dissertation.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Content Courses (16 credit hours)

Complete the following:

DMIN 703 Content Course I 4 credit hours
DMIN 704 Content Course II 4 credit hours
DMIN 803 Content Course III 4 credit hours
DMIN 804 Content Course IV 4 credit hours

Faculty Advisor Courses (12 credit hours)

Complete the following:

DMIN 801 Customized Course III 3 credit hours
DMIN 811 Customized Course IV 3 credit hours

Research Courses (4 credit hours)

Complete the following:

DMIN 702 Introduction to Research and Resources 1 credit hour

DMIN 712 Developing a Topic for Research 1 credit hour
DMIN 802 Designing a Research Model 1 credit hour
DMIN 812 Writing the Dissertation 1 credit hour

Dissertation (4 credit hours)

Complete the following:

DMIN 900 Dissertation 4 credit hours
DMIN 905 Dissertation Continuation 1 credit 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 of 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
DLDR	Doctor of Leadership
DMIN	Doctor of Ministry
SBIS	Biblical Studies
SDIR	Spiritual Direction
SFRM	Spiritual Formation
SLAN	Languages
SLDR	Leadership
SPDV	Professional Development
SPST	Pastoral Studies
STHS	Theology and History

DLDR Course Descriptions

DLDR 706 Global Leadership

4 credit hours

This course will explore cross-cultural leadership by examining organizations and communities that operate from a global perspective. It will investigate an organization’s influence in the global community. Additional course fees may be required.

DLDR 707 Critical Thinking and Research Methods

4 credit 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.

DLDR 716 African Profiles of Ethical Leadership

4 credit 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 fees may be required.

DLDR 717 Global Contexts and Leadership

4 credit 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.

DLDR 750 Identifying the Need / Problem / Opportunity (NPO)

4 credit hours

This course orients students to Collaborative Design for Ministry and Nonprofit Contexts and introduces research and design tools and library resources. Students identify and articulate their NPO and explore its contours by drafting a discovery plan, organizing and conducting a discovery workshop and follow up interviews with stakeholders, begin compiling a working bibliography, and synthesize their semester discoveries in the first milestone assignment. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass. Additional course fee may be required.

DLDR 751 Exploring Theological and Contextual Foundations of the NPO

4 credit hours

This course serves as the primary opportunity for students to acquire, read, examine, analyze, and synthesize professional and academic literature relevant to their Project Need / Problem / Opportunity (NPO) topic. Students produce a milestone exploration essay that examines the NPO’s history and context, the biblical and theological foundations, and identifies key voices. This academic paper is a mapping exercise that helps students understand the full landscape of the topic, and learn as much as

possible about the layers of history beneath. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass.

DLDR 760 Introduction to Research Methodologies

3 credit hours

This course introduces research tools and library resources; develops academic writing skills and orients students to the overall doctoral research process. Students identify an initial Need / Problem / Opportunity (NPO), begin developing a working bibliography relevant to their research using library resources, and write a sample paper for critique and revision by the course instructor. Students occasionally meet with the course instructor in online synchronous sessions. Evaluation: Pass/No Pass.

DLDR 761 Defining the NPO

3 credit hours

This course serves as the primary opportunity for students to articulate, develop, and refine their project Need / Problem / Opportunity (NPO). Following the approval of a semester research plan, students will engage in bibliographic and field research in order to present and analyze the foundational nature of the NPO in their context. This will constitute section one of the Project Proposal: Defining the NPO. Students meet with the Faculty Advisor and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DLDR 795 Special Study

1-3 credit hour

An individualized course of research, involving in-depth study of a particular question, problem, or issue. The student must make an 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.

DLDR 806 Contextual Leadership

4 credit hours

This course will explore leadership theory and practice to develop a deeper understanding of self and vocation that is consistent with one’s personality, values, and mission. Additional course fees may be required.

DLDR 807 Global Leadership Habits, Practices and Dynamics

4 credit 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.

DLDR 816 Marketplace Leadership: Doing Business in Deep Waters

4 credit hours

Looking more closely at TD Jakes’ approach to entrepreneurship, this course will

examine the practice of Christian leadership in the global marketplace, integrating business, management, finance, and faith principles. Additional course fees may be required.

DLDR 817 Contextualising Global Leadership Challenges for Local Contexts

4 credit 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 doctoral project.

DLDR 850 Discovering Stakeholder Perspectives Concerning the NPO

3 credit hours

In this course, students engage select stakeholders from their context in a design workshop and follow up interviews. Students assess the real needs of those impacted by the NPO by identifying three promising design concepts for addressing the NPO. This includes proposing prototypes, benchmarks for evaluating success, and identifying knowledge gaps that require additional research. Students generate a milestone report on their findings and meet with their Project Faculty and Peer Group monthly. Pass/No Pass. Additional course fee may be required.

DLDR 851 Experimenting with Prototypes

3 credit hours

In this course, students explore their design concepts that address the NPO identified in the previous course through a series of project prototypes. They also produce an academic essay to address remaining gaps in their knowledge. Based on what they discover, students identify one concept as their Most Viable Prototype (MVP) to pursue for their Doctoral Project. Students generate a milestone report outlining their findings. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass.

DLDR 860 Theological Foundations of the NPO

3 credit hours

This course enables students to research, explore, and synthesize the biblical and theological foundations relevant to their Project Need / Problem / Opportunity (NPO) topic. Students prepare a semester research plan for Faculty Advisor approval. Based on the student’s developing working bibliography, the main essay for this course will enable students to explore the NPO biblical and theological perspective. By the end of this course, students will also succinctly describe their NPO history and context and identify the artifact they will produce for their Doctoral Project. These elements will constitute section two of the Project Proposal. Students meet with the Faculty Advisor
and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DLDR 861 Designing the Global Marketplace Doctoral Project

3 credit hours

In this course, students will identify and consult with a Project Design Consultant (PDC)

of their own choosing to assist with developing an appropriate design, including its scope and standards, for the Doctoral Project that addresses their ministry or vocational Need / Problem / Opportunity (NPO). Students prepare a semester research plan for Faculty Advisor approval. Next, students will also create a rough prototype of the proposed Doctoral Project to gain input from stakeholders in their ministry or vocational context. This work is documented in section three of the Proposal. The Proposal also Doctoral Project parameters (scope and standards), audience, outcomes, and benchmarks for assessing effectiveness. Students prepare a draft final Proposal for Faculty Advisor approval and make a formal Presentation to the cohort and advisors. Students must obtain formal approval from their Faculty Advisor before beginning work on their formal Doctoral Project. Students meet with the Faculty Advisor and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DLDR 895 Special Study

1-3 credit hour

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.

DLDR 950 Designing the Doctoral Project

4 credit hours

In this course, students articulate the scope, parameters, development plan, and benchmarks for evaluating success of their Doctoral Project. They develop their project and gather early feedback from stakeholders to ensure they are on target. At the end of the semester, they produce a progress report. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass. Additional course fee may be required.

DLDR 951 Assessment of the Doctoral Project

4 credit hours

A final course in which students complete their Doctoral Project in accordance with the scope agreed upon with their Project Faculty, and develop a post-graduation launch plan. Students will compile in a Project Portfolio their Doctoral Project and Project Launch Plan together with a formal introduction, previous milestones as appendices, and bibliography. They submit the Project Portfolio for examination by the Evaluation Committee. Once approved, students make final corrections and archive the Project Portfolio in the University Digital Commons. They conclude their journey with a Project Presentation. Students meet with their Project Faculty and Peer Group monthly. Pass / No Pass.

DLDR 955 Doctoral Project Continuation

1 credit hour

To maintain enrollment until the Doctoral Project is complete. Pass/No Pass.

DLDR 960 Developing the Global Marketplace Doctoral Project

4 credit hours

In this course, based on their approved Doctoral Project Proposal, students will develop their Doctoral Project according to the design standards for the chosen medium. By the end of this course, students will make substantial progress in creating the Project,

articulate a plan for continued development of the Project after graduation, and craft an introduction to the Doctoral Project. Students demonstrate progress by submitting a Project Progress Report. Students meet with the Faculty Advisor and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DLDR 961 Evaluating the Global Marketplace Doctoral Project

4 credit hours

A final research course in which students submit their Doctoral Project and Launch Plan for oral examination by their Doctoral Committee. Once approved and the remaining edits accomplished, students submit the completed Doctoral Project to be reviewed by the Doctoral Editor and archived in the University Digital Commons. Pass / No Pass.

DLDR 965 Global Marketplace Doctoral Project Continuation

1 credit hour

To maintain enrollment until the doctoral project is complete. Pass / No Pass.

DLDR 995 Special Study

1-3 credit hour

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 Course Descriptions

DMIN 500 Old Testament Introduction

3 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hour

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 credit hours

In this cornerstone course, students develop a semester learning plan under the supervision of an assigned faculty advisor that proposes a semester reading list and proposed dates/times to contact the advisor for an advising session. Following faculty-advisor approval, students complete the course reading, and produce an annotated bibliography in keeping with the stated goals of their learning plan.

DMIN 702 Introduction to Research and Resources

1 credit hour

Introduces the tools for study and research in writing a Doctor of Ministry Dissertation. This will include orienting students to the library resources of George Fox University, Internet presence and capacities, etc., as well as how to use electronic communication and software tools effectively in research.

DMIN 703 Content Course I

4 credit hours

The first of a four-course individualized course sequence involving in-depth study in a specific content area. Examples include: Leadership and Spiritual Formation; Leadership and Global Perspectives; Semiotics, Church, and Culture. Course fee may apply.

DMIN 704 Content Course II

4 credit hours

The second of a four-course individualized course sequence involving in-depth study in a specific content area. Examples include: Leadership and Spiritual Formation; Leadership and Global Perspectives; Semiotics, Church, and Culture. Course fee may apply.

DMIN 706 Introduction to Contemporary African Christianity

4 credit 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 credit 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 credit 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 credit 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 credit hours

In this course, students produce a semester learning plan that proposes a new semester reading list, a field-research experience, and a description of the 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 712 Developing a Topic for Research

1 credit hour

This course will assist in the process of developing and refining a topic proposal for the written DMin Dissertation and of creating a plan to complete a foundational review of literature in support of the topic.

DMIN 716 African Profiles of Ethical Leadership

4 credit 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 credit 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 credit 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 credit 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 credit 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 729 Re-Cognizing and Re-Signing Jesus in 21st Century Culture

4 credit 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 750 Identifying the Need / Problem / Opportunity (NPO)

4 credit hours

This course orients students to Collaborative Design for Ministry and Nonprofit Contexts and introduces research and design tools and library resources. Students identify and articulate their NPO and explore its contours by drafting a discovery plan, organizing and conducting a discovery workshop and follow up interviews with stakeholders, begin compiling a working bibliography, and synthesize their semester discoveries in the first milestone assignment. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass.

DMIN 751 Exploring Theological and Contextual Foundations of the NPO

4 credit hours

This course serves as the primary opportunity for students to acquire, read, examine, analyze, and synthesize professional and academic literature relevant to their Project Need / Problem / Opportunity (NPO) topic. Students produce a milestone exploration

essay that examines the NPO's history and context, the biblical and theological foundations, and identifies key voices. This academic paper is a mapping exercise that helps students understand the full landscape of the topic, and learn as much as possible about the layers of history beneath. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass.

DMIN 760 Introduction to Research Methodologies

3 credit hours

This course introduces research tools and library resources; develops academic writing skills and orients students to the overall doctoral research process. Students identify an initial ministry Need / Problem / Opportunity (NPO), begin developing a working bibliography relevant to their research using library resources, and write a sample paper for critique and revision by course instructor. Students occasionally meet with the course instructor in online synchronous sessions. Evaluation: Pass/No Pass.

DMIN 761 Defining the NPO

3 credit hours

This course serves as the primary opportunity for students to articulate, develop, and refine their project Need / Problem / Opportunity (NPO). Following the approval of a semester research plan, students will engage in bibliographic and field research in order to present and analyze the foundational nature of the NPO in their context. This will constitute section one of the Project Proposal: Defining the NPO. Students meet with Faculty Advisor and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DMIN 795 Special Study

1-3 credit hour

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 801 Customized Course III

3 credit hours

In this course, students produce a semester learning plan that proposes a new semester reading list, a 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 802 Designing a Research Model

1 credit hour

The process of developing a design proposal for the Dissertation.

DMIN 803 Content Course III

4 credit hours

The third of a four-course individualized course sequence involving in-depth study in a specific content area. Examples include: Leadership and Spiritual Formation; Leadership and Global Perspectives; Semiotics, Church, and Culture. Course fee may apply.

DMIN 804 Content Course IV

4 credit hours

The final of a four-course individualized course sequence involving in-depth study in a specific content area. Examples include: Leadership and Spiritual Formation; Leadership and Global Perspectives; Semiotics, Church, and Culture. Course fee may apply.

DMIN 805 Dissertation Continuation

1 credit hour

To maintain enrollment until dissertation is complete. Pass/No Pass.

DMIN 806 The Holy Spirit and Cultural Diversity

4 credit 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 credit 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 credit 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 credit 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 research in order to incorporate these new global insights within their local ministry context.

DMIN 811 Customized Course IV

3 credit hours

In this course, students produce a semester learning plan that proposes a new semester reading list, a 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 credit hour

The process of research, planning, and writing in preparing the Dissertation.

DMIN 816 The Art of Communication: TD Jakes' Method

4 credit 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 credit 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 credit 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 credit 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 credit 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 Concerning the NPO

3 credit hours

In this course, students engage select stakeholders from their context in a design workshop and follow up interviews. Students assess the real needs of those impacted by the NPO by identifying three promising design concepts for addressing the NPO. This includes proposing prototypes, benchmarks for evaluating success, and identifying knowledge gaps that require additional research. Students generate a milestone report on their findings and meet with their Project Faculty and Peer Group monthly. Pass/No Pass.

DMIN 851 Experimenting with Prototypes

3 credit hours

In this course, students explore their design concepts that address the NPO identified in the previous course through a series of project prototypes. They also produce an academic essay to address remaining gaps in their knowledge. Based on what they discover, students identify one concept as their Most Viable Prototype (MVP) to pursue for their Doctoral Project. Students generate a milestone report outlining their findings. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass.

DMIN 860 Theological Foundations of the NPO

3 credit hours

This course enables students to research, explore, and synthesize the biblical and theological foundations relevant to their Project Need / Problem / Opportunity (NPO) topic. Students prepare a semester research plan for Faculty Advisor approval. Based on the student’s developing working bibliography, the main essay for this course will enable students to explore the NPO biblical and theological perspective. By the end of this course, students will also succinctly describe their NPO history and context and identify the artifact they will produce for their Doctoral Project. These elements will
constitute section two of the Project Proposal. Students meet with Faculty Advisor and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DMIN 861 Designing the Spirit-filled Global Leadership in the African Diaspora Doctoral Project

3 credit hours

In this course, students will identify and consult with a Project Design Consultant (PDC) of their own choosing to assist with developing an appropriate design, including its scope and standards, for the Doctoral Project that addresses their ministry Need / Problem / Opportunity (NPO). Students prepare a semester research plan for Faculty Advisor approval. Next, students will also create a rough prototype of the proposed Doctoral Project to gain input from stakeholders in their ministry or vocational context. This work is documented in section three of the Proposal. The Proposal also identifies Doctoral Project parameters (scope and standards), audience, outcomes, and benchmarks for assessing effectiveness. Students prepare a draft final Proposal for Faculty Advisor approval and make a formal Presentation to the cohort and advisors. Students must obtain formal approval from their Faculty Advisor before beginning work on their formal Doctoral Project. Students meet with Faculty Advisor and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DMIN 895 Special Study

1-3 credit hour

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 credit hours

Completion of the dissertation. Pass/No Pass.

DMIN 905 Dissertation Continuation

1 credit hour

To maintain enrollment until dissertation is complete. Pass/No Pass.

DMIN 950 Designing the Doctoral Project

4 credit hours

In this course, students articulate the scope, parameters, development plan, and benchmarks for evaluating success of their Doctoral Project. They develop their project and gather early feedback from stakeholders to ensure they are on target. At the end of the semester, they produce a progress report. Students meet with their Project Faculty and Peer Group monthly. Pass/No Pass.

DMIN 951 Assessment of the Doctoral Project

4 credit hours

A final course in which students complete their Doctoral Project in accordance with the scope agreed upon with their Project Faculty, and develop a post-graduation launch plan. Students will compile in a Project Portfolio their Doctoral Project and Project Launch Plan together with a formal introduction, previous milestones as appendices, and bibliography. They submit the Project Portfolio for examination by the Evaluation Committee. Once approved, students make final corrections and archive the Project Portfolio in the University Digital Commons. They conclude their journey with a Project

Presentation. Students meet with their Project Faculty and Peer Group monthly. Pass / No Pass.

DMIN 955 Doctoral Project Continuation

1 credit hour

To maintain enrollment until the Doctoral Project is complete. Pass/No Pass. Prerequisite: DMIN 950.

DMIN 960 Developing the Spirit-filled Global Leadership in the African Diaspora Doctoral Project

4 credit hours

In this course, based on their approved Doctoral Project Proposal, students will develop their Doctoral Project according to the design standards for the chosen medium. By the end of this course, students will make substantial progress in creating the Project, articulate a plan for continued development of the Project after graduation, and craft an introduction to the Doctoral Project. Students demonstrate progress by submitting a Project Progress Report. Students meet with Faculty Advisor and Peer Group three times in online synchronous sessions. Evaluation: Pass/No Pass.

DMIN 961 Evaluating the Spirit-filled Global Leadership in the African Diaspora Doctoral Project

4 credit hours

A final research course in which students submit their Doctoral Project and Launch Plan for oral examination by their Doctoral Committee. Once approved and remaining edits accomplished, students submit the completed Doctoral Project to be reviewed by the Doctoral Editor and archived in the University Digital Commons. Pass / No Pass.

DMIN 965 Spirit-filled Global Leadership in the African Diaspora Doctoral Project Continuation

1 credit hour

To maintain enrollment until the doctoral project is complete. Pass / No Pass.

DMIN 995 Special Study

1-3 credit hour

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.

SBIS Course Descriptions

SBIS 500 Bible Survey

3 credit hours

This course provides students with a general overview of the Bible. Students will be introduced to the history of the literary formation of the Bible, important theological and socio-political themes in both testaments, and their implications for today's world with a particular interest in spiritual formation and Christian practice.

SBIS 510 Old Testament Introduction

3 credit hours

This course introduces students to the literature of the Old Testament in its socio-historical, literary, and theological contexts. Students will explore the contents of the Old Testament, the history of ancient Israel, historical geography, and interpretive approaches that explore the literary features of the Old Testament and its historical and cultural contexts.

SBIS 520 New Testament Introduction

3 credit hours

This course introduces students to the literature of the New Testament in its socio-historical, literary, and theological contexts. This course will discuss the history that leads up to the New Testament; the voices in early Christianities represented in the Gospels, Pauline, and other letters, and the churches and/or persons who first received them; as well as the voices of those who read them today. Besides introducing the general information on each book, this course will also highlight different themes in the books of the New Testament.

SBIS 530 Biblical Hermeneutics

3 credit hours

This course introduces a variety of analytical and critical approaches, from the development of biblical exegesis and hermeneutics in early Jewish and Christian tradition to modern-day readings of the Bible. Topics include: textual witnesses, reception history, issues of translation, historical-criticism, reader-response criticism, canonical analysis; postcolonial, feminist, womanist, intersectional, and other minority readings. Additional course fees may be required.

SBIS 540 Advanced Topics in Old Testament

3 credit hours

This course applies the interpretive skills developed in SBIS 510 and 530, with special attention on the exegetical issues of the designated Old Testament book or a special theme in the Old Testament. Prerequisite: SBIS 510 and 530 or permission of instructor. Additional course fees may be required.

SBIS 550 Advanced Topics in New Testament

3 credit hours

This course applies the interpretive skills developed in SBIS 520 and 530, with special attention on the exegetical issues of the designated New Testament book or a special

theme in the New Testament. Prerequisite: SBIS 520 and 530 or permission of instructor.

SBIS 585 Advanced Topics in Biblical Studies

0 credit hours

Examines a particular topic in Bible, biblical interpretation, or biblical reception.

SBIS 595 Special Study

1-3 credit 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. Special arrangements for regular courses of study must be approved by the dean.

SDIR Course Descriptions

SDIR 500 The Art of Spiritual Direction: Foundations

3 credit hours

Generous listening is a core practice for intentionally guiding persons in their spiritual growth and is at the center of training for spiritual directors. This course explores the historical, theological, and psychological premises of deep listening for soul companionship and introduces students to foundational practices. Students will reflect on the meaning and definitions of hosting spiritual conversations, integrating their personal experience and course teachings. Due to the accelerated nature of this cohort-based, four-course certification series, students are required to enter with a substantial spiritual formation foundation. This is determined in the admissions process. Students are required to meet with a certified spiritual director at their own expense. Additional course fees may be required.

SDIR 510 The Art of Spiritual Direction: Developing Practices

3 credit hours

This course invites students to implement foundational principles in a practical way by establishing director and directee relationships for training purposes. Further exploration of spiritual direction core principles are examined and implemented using evocative and contemplative methods. Group spiritual direction and peer supervision are also introduced and practiced in class. Students are required to meet with a certified spiritual director and supervisor at their own expense. Prerequisite: SDIR 500

SDIR 520 The Art of Spiritual Direction: Exploring Interiority

3 credit hours

Students will continue to develop spiritual direction competencies within the director and directee relationship. Issues related to the directors' and directees' interiority are given significant attention through thematic studies and personal reflection. Group spiritual direction skills will build upon peer listening and contemplative feedback. Students are required to meet with a certified spiritual director and supervisor at their own expense. Prerequisite: SDIR 510

SDIR 530 The Art of Spiritual Direction: Vocation, Profession, and Context

3 credit hours

The praxis course involves continuing spiritual direction with established directees. Focus will also be given to developing vocational and professional structures. Personal and communal reflection will synthesize contextual considerations for ongoing application. Final certification for spiritual direction occurs at the end of four semesters with a summative assessment process facilitated by the course instructor and upon recommendation of the student's supervisor. Students are required to meet with a certified spiritual director and supervisor at their own expense. Prerequisite: SDIR 520

SFRM Course Descriptions

SFRM 500 Self-in-Connection with the Triune God

3 credit hours

This course is facilitated by a Formation Guide and is designed to provide students an opportunity to develop awareness of self-in-connection as a pathway to explore the triune God's presence in their preparation for vocational flourishing. Students will reflect critically and constructively on their identity, spiritual histories, sociocultural contexts of formation, and sites of (un)belonging. Reflective practices and discernment skills will help students sift through their interior and exterior experiences to explore their origin and the movement of the Spirit for an increased awareness of shared humanity as a sacred site of God's transforming work in the world. Additional course fees may be required.

SFRM 510 The Life of Prayer in the Christian Tradition

3 credit hours

A Formation Guide facilitates this course and invites students to deepen their awareness of God and self through the prayer practices of the Great Tradition of the Church. Students will explore the Christian faith's contemplative, liturgical, and sacramental dimensions as pathways for experiencing the sacred in the ordinary. Recognizing that spiritual practices hold meaning in varied ways, this course will be an opportunity to assess how prayer originates from the context of the one who prays. Finally, students will engage with the rich heritage of historic Christian spirituality, drawing insights from Scripture and the mystics from around the world and across the centuries to consider how their images of God can expand and enrich a life of prayer.

SFRM 520 Restorative Justice and the Shalom of God

3 credit hours

This course is facilitated by a Formation Guide and invites students to explore God's transformative action and desire for restorative justice and Shalom through ancient and contemporary voices. Students will broaden their awareness of unjust systems while considering their personal participation in oppressive structures. Theological and
reflective discussion will invite students to recognize formational postures and narratives as an invitation to actively join with God in truth-telling and compassion that seeks to extend God's hospitality and restore the imago dei within all. Additional course fees may be required.

SFRM 530 Wholeness and Healing in Christian Ministry

3 credit hours

A Formation Guide facilitates this course and invites students to explore Christian ministry as the giving of an integrated self. Reflecting on the polarities of woundedness and healing, presence and absence, self-owning and self-giving, students will grow in awareness of healthy and unhealthy behaviors and mindsets. By owning and naming this process, students will explore how to cultivate healing for spiritual meaning-making within the life stories of the persons and communities they are called to serve.

SFRM 540 Sacred Stories of Formation

3 credit hours

This course examines how stories are uniquely sacred and formational. Drawing from the social sciences, students will learn about and engage in a narrative approach to identity formation and communal awareness. In tandem with this work, students will also explore how bible stories shape embedded theologies and the promise that lies in re-authoring life events within the broader framework of transformation in God’s story.

SFRM 550 History of Spirituality and Renewal

3 credit 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.

SFRM 560 Loss and Life: Spiritual Practices and Generative Perspectives

3 credit hours

Death is inevitable. How we navigate that inevitability varies, but it is often impacted by our societal norms and culture. This course invites students to move proximate to death through meaningful spiritual practices, fresh theological perspectives, physiological understanding, and community-transforming applications. By implementing a narrative style of engagement, personal grief is increasingly integrated, and a student's ability to companion the bereaved in their ministry context expands. Students meet with a spiritual director as a part of the course. Additional course fees may be required.

SFRM 570 Listening and Discernment

3 credit hours

Introduces students to the concept of three-way listening: listening to another, listening to themselves, and listening to the Spirit with hospitality to all. Quaker, Wesleyan, and Ignatian spiritualities help shape this understanding of listening and discernment. Part of this journey is to begin to notice the barriers that arise in listening this way. Growth will occur as students learn to sift through interior and exterior experiences to determine their origin and the movement of the Spirit in themselves, their community, and the world. Students meet with a spiritual director as a part of the course. Additional course fees may be required.

SFRM 585 Spiritual Formation Elective

3 credit hours

Explores topics of spiritual formation that support the deep work of transformation of students, communities, or cultures.

SFRM 595 Special Study in Spiritual Formation and Discipleship

3 credit 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.

SLAN Course Descriptions

SLAN 500 Biblical Languages Resources

3 credit hours

This course introduces a basic knowledge of biblical Hebrew and Greek with an emphasis on equipping the students to use commentaries, lexica, Bible software, and other language resources. Additional course fees may be required.

SLAN 510 Biblical Hebrew I

3 credit hours

This course is the first of a two-course sequence in Biblical Hebrew language. Introduces Hebrew grammar and syntax and includes reading and analysis of selected Old Testament texts, and introduction to digital and print resources, such as grammars, lexicons and biblical language software.

SLAN 520 Biblical Hebrew II

3 credit hours

This course is the second of a two-course sequence in Biblical Hebrew language. Students continue to develop mastery of Biblical Hebrew morphology and syntax, primarily through reading selected Old Testament texts. Prerequisite: SLAN 510.

SLAN 530 Biblical Greek I

3 credit hours

This course is the first of a two-course sequence in Koine Greek language. Introduces Greek grammar and syntax and includes reading and analysis of selected New Testament and Septuagint texts, and introduction to digital and print resources, such as grammars, lexicons and biblical language software.

SLAN 540 Biblical Greek II

3 credit hours

This course is the second of a two-course sequence in Koine Greek language. Students continue to develop mastery of Greek morphology and syntax, primarily through reading selected New Testament and Septuagint texts. Prerequisite: SLAN 530.

SLAN 585 Advanced Topics in Languages

3 credit hours

Examines a particular issue or topic related to languages for research.

SLAN 595 Special Study

1-3 credit 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. Special arrangements for regular courses of study must be approved by the dean.

SLDR Course Descriptions

SLDR 500 Theories and Praxis of Christian Leadership

3 credit hours

In the realm of leadership, both inside and outside Christian communities, numerous models are seeking to bring lasting change in systems or organizations. This course will not only look at the varying models of leadership, noting their strengths and limitations, but students will also develop a theologically formed definition of leadership that is embodied, incarnational, and contextually driven.

SLDR 510 Diversity and Cultural Humility in Leadership

3 credit hours

Builds the capacity of women and men to effectively develop cultural humility and leadership skills for an increasingly globalized and diverse world. This course will explore methods for curating sacred spaces in diverse contexts, responding to justice concerns both personally and communally, and understanding how to engage and manage conflict.

SLDR 520 Transformation in Cultures and Systems

3 credit hours

Designed to assist leaders and their communities in understanding and engaging in the faithful transformation of the cultures, systems, and structures of their context. The course follows a practical and theological approach, engaging in description, theological evaluation, and transformational practice while drawing insights from various disciplines to help discern effective and faithful change in a cultural system.

SLDR 530 Social Entrepreneurship and Innovation in Christian Perspective

3 credit hours

Social innovation has historic roots in the Christian church. Christians have always led creative endeavors to address systemic issues in the world that operated outside of the traditional church setting. Students will develop the skills necessary to plan, strategize, create, and implement new and creative faith-based social enterprises that address contemporary issues in the world. Additional course fees may be required.

SLDR 540 Technology in a Global Society

3 credit hours

This course is the study and evaluation of the impacts of technology on individuals and society. It explores the advantages and disadvantages of the access and use of technology locally and globally. It provides a theological framework for students to discern their own use of technology, including the use and influence of social media, for a social enterprise or faith-based not-for-profit

SLDR 550 Administration and Finance Development for Faith-Based Enterprises

3 credit hours

The administration and financial practices of faith-based enterprises are complex. This course will explore principles and practices of administration covering not-for-profit finances (including best practices around donor relations), staff and personnel relations, legal concerns, management of daily operations, and other unique administrative practices for faith-based ventures. Additional course fees may be required.

SLDR 585 Advanced Topics in Leadership

3 credit hours

Explores the development of particular leadership and/or management skills needed for effective outcomes in an organization.

SLDR 595 Special Study

1-3 credit 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. Special arrangements for regular courses of study must be approved by the dean.

SPDV Course Descriptions

SPDV 550 Stewarding Leadership I

3 credit hours

This course will prepare the student for lifelong practices of self-awareness/self-management and engaging a constellation of mentors for lifelong growth. Through apprenticeship, coaching, assessments, and 360 feedback each student will gain a mindset and resources for a lifestyle of continued growth as an adaptive leader. Additional course fees may be required.

SPDV 551 Stewarding Leadership II

3 credit hours

This course continues preparing the student for lifelong practices of self-awareness/ self-management and engaging a constellation of mentors for lifelong growth. Through apprenticeship, coaching, assessments, and 360 feedback each student will gain
a mindset and resources for a lifestyle of continued growth as an adaptive leader. Additional course fees may be required.

SPDV 560 Clinical Pastoral Education: Applying to Programs and Best Practices

3 credit hours

"This course provides an overview of the application process for Clinical Pastoral Education and for Board Certification with the Association of Professional Chaplains. Students will learn about accredited CPE sites, the various types of programs, and how to prepare an application. Exploring best practices. nurturing a chaplaincy-oriented mindset and sensibility, and engaging theological reflection will help students acclimate to the expectations of the CPE learning experience and the role of the chaplain. "

SPDV 561 Clinical Pastoral Education: Practicum

3 credit hours

Completion of this course on the basis of 'Credit by Exam' indicates that all requirements of a CPE unit have been met and necessary documents have been submitted. Pass/No Pass.

SPDV 570 Teaching and Research Apprenticeship I: Internship, Pedagogy, Research

1.5 credit hour

This course combines instruction in pedagogy for higher education paired with a teaching internship in a higher-ed setting and/or a research apprenticeship with a faculty member. Prerequisite: students will be placed in a class that they have previously taken.

SPDV 571 Teaching and Research Apprenticeship II: Internship, Pedagogy, Research

1.5 credit hour

This course is the second part of the sequence. It combines instruction in pedagogy

for higher education paired with a teaching internship in a higher-ed setting and/or a research apprenticeship with a faculty member. Prerequisite: SPDV 570.

SPDV 580 Thesis I

3 credit hours

First semester of thesis. The MATS degree requires a thesis project. Each thesis student will work with a thesis advisor from the seminary faculty or a broader circle. The goal of this first semester of thesis is to produce the first half of the thesis. Pass/No Pass.

SPDV 581 Thesis II

3 credit hours

Second semester of thesis. The MATS degree requires a thesis project. In addition to their thesis advisor, each student will be assigned a second reader who may be drawn from the seminary faculty or a broader circle. The goal of the second semester of thesis is to finalize and defend the thesis. Pass/No Pass. Prerequisite: SPDV 580. First semester of research/thesis.

SPDV 585 Advanced Topics in Professional Development

3 credit hours

Examines a particular issue or topic related to one's professional development

SPDV 595 Special Study

1-3 credit 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. Special arrangements for regular courses of study must be approved by the dean.

SPST Course Descriptions

SPST 500 Pastoral Care

3 credit hours

This course explores the ministry of pastoral care and how clergy, spiritual directors, chaplains and other spiritual care providers can respond to various needs that arise in ministry settings. Students will engage in a theologically informed relational paradigm that supports a framework for conceptualizing pastoral care responses. Recognizing that pastoral care is an embodied and contextual practice, students will also examine how the self and community enact care as a vessel for mutual healing and justice.

SPST 510 The Worshiping Life of a Congregation: Leading and Preaching

3 credit hours

Often worship and preaching have been seen as two separate components of the spiritual life of a congregation. This course will explore how the two must be connected for a more holistic and formative experience for a congregation. Students will examine the purposes of worship and its biblical, theological, and historical roots. It also focuses on evaluating current trends in worship, learning how to plan and lead worship, including overseeing the sacraments/ordinances, and planning weddings and funerals. Students will also be introduced to the theology of preaching and to the principles of sermon construction and delivery, as well as the various sermon types and communication techniques used to convey the timeless message of Scripture within a contemporary setting.

SPST 520 Organizing the Life of the Church: Administration and Communications

3 credit hours

Administration and Communications (3 hours). Pastoral leaders are tasked with overseeing the administrative and accountability structures of a congregation. This course will explore the theological and philosophical foundations of church administration, as well as the principles and practices of administration for ministry organizations covering finances (including non-traditional revenue streams, planned giving, endowments, and donor relations), buildings, staff and personnel relations, legal and safety concerns, information and communication systems, management of daily operations, and elder/board relations.

SPST 585 Advanced Topics in Pastoral Studies

3 credit hours

Explores advanced topics related to ministry, culture, and the church.

SPST 595 Special Study

1-3 credit 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. Special arrangements for regular courses of study must be approved by the dean.

STHS Course Descriptions

STHS 500 Early and Medieval Christianity

3 credit hours

"Examines historical and theological developments in the Christian tradition during the early period and the Middle Ages. "

STHS 510 Early Modern Christianity

3 credit hours

Examines historical and theological developments in early modern Christianity, with particular attention to the Protestant and Catholic Reformations and the early Methodist movement.

STHS 520 Christianity and Contemporary Cultures

3 credit hours

This course offers a comprehensive examination of how Christian beliefs, practices, and traditions intersect with, respond to, and influence contemporary societal, cultural, and global trends. Through a combination of theological, historical, sociological, and anthropological perspectives, students will gain a deeper understanding of the complex interplay between Christian faith and the ever-changing tapestry of human cultures.

STHS 530 American Christianities

3 credit hours

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.

STHS 540 Themes and Systems in Christian Theology

3 credit hours

Discusses the historical development and contemporary global expressions of core Christian beliefs and their relation to Christian practices. The course enables a well-informed, lifelong creative engagement with theology, whether through studying, teaching, preaching, writing, or counseling.

STHS 550 Christian Ethics

3 credit hours

Examines key theories, methods, and concepts in Christian ethics. Discusses select historical sources influential in the development of theological ethics, with particular attention to its Protestant expressions. Evaluates major contemporary issues and competing moral claims in Christian ethics.

STHS 560 Theologies of Suffering and Healing

3 credit hours

Discusses a variety of interpretations, responses, and practices related to suffering and healing in Christian traditions. It draws upon scriptural, theological, and scientific perspectives, with the goal of addressing current concerns and promoting human flourishing.

STHS 585 Advanced Topics in Christian History and Theology

3 credit hours

Examines a particular issue or topic in Christian history and theology, including practical application for the Church today.

STHS 595 Special Study In Christian History and Theology

1-3 credit 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. Special arrangements for regular courses of study must be approved by the dean.

Academic Calendar 2024-2025

Fall Semester

Fall Semester Begins	August 26, 2024
Last Date for Special Student Class Registration	August 30, 2024
Last Date for Adding Classes Online (without Instructor Approval)	September 1, 2024
Labor Day Holiday (non-Newberg locations only)	September 2, 2024
Last Day to Change Registration (Add/Drop)	September 8, 2024
Last Day to Submit Application for Degree (Midyear Commencement Participation)	September 8, 2024
Census Date	September 11, 2024
Serve Day	September 11, 2024
Last Day to Exercise Pass/No Pass or Audit Option	September 20, 2024
Mid-Semester Holiday (Newberg only)	October 4, 2024
Mid-Semester Grade Entry	October 12-16, 2024
Registration for Spring Semester Opens for Graduate and ADP Students	October 23, 2024
Transfer Credit Transcript Due Date (Midyear Commencement Participation)	5:00 pm, November 15, 2024
Last Day to Request Participation in Midyear Commencement with Incomplete Requirements	November 17, 2024
Dissertation Signed Approval Sheets Due (Midyear Commencement Participation)	5:00 pm, November 27, 2024
Thanksgiving Holiday	November 28-29, 2024
Last Day to Withdraw from Class without Grade Responsibility	December 8, 2024
Study Day (Traditional Undergraduate)	December 9, 2024
Final Exams (Traditional Undergraduate)	December 9-13, 2024
Fall Semester Ends	December 13, 2024
Midyear Commencement	December 14, 2024
Christmas/New Year's Break	December 14, 2024 – January 12, 2025
Final Grade Entry Deadline	December 22, 2024

Spring Semester

Spring Semester Begins	January 13, 2025
Last Date for Special Student Class Registration	January 17, 2025
Last Date for Adding Classes Online (without Instructor Approval)	January 19, 2025
Martin Luther King Jr. Holiday	January 20, 2025
Last Day to Change Registration (Add/Drop)	January 26, 2025
Last Day to Submit Application for Degree (Spring Commencement Participation)	January 26, 2025
Census Date	January 29, 2025
Last Day to Exercise Pass/No Pass or Audit Option	February 7, 2025
Student Mid-Semester Holiday	February 13, 2025
Campus Mid-Semester Holiday	February 14, 2025
Registration for Summer Semester Opens	February 26, 2025
Mid-Semester Grade Entry	March 1-5, 2025
Juniors Abroad Registration	March 7, 2025
Registration for Fall 2025 and Spring 2026 Opens for Traditional Undergraduates	March 10, 2025
Spring Break	March 24-28, 2025
Transfer Credit Transcript Due Date (Spring Commencement Participation)	5:00 pm, April 4, 2025
Last Day to Request Participation in Spring Commencement with Incomplete Requirements	April 6, 2025
Registration for Fall Semester Opens for Graduate and ADP Students	April 16, 2025
Dissertation Signed Approval Sheets Due (Spring Commencement Participation)	5:00 pm, April 18, 2025
Last Day to Withdraw from Class without Grade Responsibility	April 27, 2025
Study Day (Traditional Undergraduate)	April 28, 2025
Final Exams (Traditional Undergraduate)	April 28 – May 2, 2025
Spring Semester Ends	May 2, 2025
Spring Commencement	May 3, 2025
Final Grade Entry Deadline	May 11, 2025

Last Updated: 2024.07.17

Melissa Thomas, Registrar

Academic Calendar 2024-2025

Summer Semester

Summer Semester Begins	May 5, 2025
Last Day to Change Summer Registration for Full Semester Classes (Add/Drop)	May 18, 2025
Memorial Day Holiday	May 26, 2025
Summer Online Session Begins	June 2, 2025
Last Day to Change Summer Online Registration (Add/Drop)	June 8, 2025
Day of Prayer	June 11, 2025
Juneteenth Holiday	June 19, 2025
Census Date for Summer	July 1, 2025
Independence Day Holiday	July 4, 2025
Last Day to Withdraw from Summer Online Session Class without Grade Responsibility	July 20, 2025
Summer Online Session Ends	July 27, 2025
Summer Online Session Grade Entry Deadline	August 3, 2025
Last Day to Withdraw from Full Semester Summer Class without Grade Responsibility	August 17, 2025
Summer Semester Ends	August 22, 2025
Final Grade Entry Deadline	August 31, 2025

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